

**Call for Quality Charter Schools 2023
Mind Your Books Charter School 2024/25
School Year**



Mind Your Books Education, Inc.

1 APPLICATION COVER SHEET

1.1 GENERAL INFORMATION

Name of Proposed School:	Mind Your Books Charter School		
Proposed Opening Year:	2024		
Grades Served in Year 1:	K-8	Grades Served at Capacity:	K-8

Identify the **primary point of contact** for your application. This should be either the primary contact for the Committee to Form OR the primary contact for the non-profit CMO applying directly for sponsorship.

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

Primary Contact Name:	Cami Taiwo		
Street Address:	[REDACTED]		
	[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]	[REDACTED]

1.2 APPLICANT TEAM INFORMATION

In accordance with [NRS 388A.249](#), a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements contained in the table on the next page and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an Educational Management Organization. A Committee to Form must comply with the membership requirements in [NRS 388A.240](#).

Is the applicant a Committee to Form or a Charter Management Organization (CMO)?

- Committee to Form Charter Management Organization (CMO)

For CMO Applicants, what is the name of the CMO and any affiliated Nevada nonprofit?
N/A

For CMO Applicants, if approved, what entity will hold the charter?
N/A

Committee to Form Applicants: Please list the name, residence, and role of all persons on the Committee to Form in the table below. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. You may add rows to this table if needed. *Note that the Committee to Form may be different than the proposed Governing Board.*

NRS 388A.240 Membership Category	Full Name	State and County of Residence (list permanent residence)	Role with Proposed School
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS	Stuart Elzy Nevada License Number, if applicable: 99419	Nevada, Clark County	Proposed Board Member
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator	Cami Taiwo BS, MAT, MAEL, Administrator Nevada License Number, if applicable: 96309	Nevada, Clark County	Proposed Principal/ Administrator
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Sharon Szeman RN, BSN	Nevada, Clark County	Proposed President, Board Member
1(d): a person with knowledge and expertise in: (4) Human resources.	Dr. James Harden	Nevada, Clark County	Committee to Form/None
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services	Ema Rowe	Nevada, Clark County	Proposed Treasurer, Board Member
2: Other (optional)	Ron'nika Oliver	Nevada, Clark County	Committee to Form/None
	Bruce Mufson, LCSW	Nevada, Clark County	Proposed Clinical Director

For Committee to Form applicants, if there are any proposed board members who are not on the Committee to Form, please provide their information in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence (list permanent residence)
NA	

CMO Applicants: Please list members of the Applicant Team including the full governing board of the CMO, key CMO employees, proposed school employees, etc. You may add rows to this table if needed.

Full Name	Role with Proposed School	Current Employer
NA		

For CMO Applicants, if you indicated on page 3 that the current CMO Board will not hold the charter, and instead another entity will hold the charter, please list all proposed board members of the entity that is proposed to hold the charter in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence <i>(list permanent residence)</i>
NA	

For all applicants, as Attachment 1 provide a completed and signed Information Sheet and Resume for each individual who is:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed above,
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school who is not captured in A-C above.

1.3 PENDING APPLICATIONS AND SCHOOLS

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have charter school applications under consideration by any other authorizer(s) in the United States?

Yes No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	NA			

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have new schools scheduled to open elsewhere in the United States in the current or coming school years?

Yes No

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

Proposed School Name	City	State	Opening Date
NA			

1.4 PLANNED ENROLLMENT

Please complete the Planned Enrollment table below. This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	23	23	25	25	25	25
1	23	23	25	25	25	25
2	20	24	26	25	30	30
3	20	25	26	29	32	32
4	20	25	26	29	33	33
5	20	25	28	31	33	33
6	20	25	28	32	34	34
7	20	25	28	32	34	34
8	20	25	28	32	34	34
Total	200	220	240	260	280	280

1.5 PROPOSED LOCATION

Has a facility been identified for the proposed school?

Yes No

If a facility has been identified, provide the address and information regarding the facility below.

Facility Address:	Not yet identified		
County:	Clark	Zip Code(s) to be Served by School:	89115

If a facility has not yet been identified, provide information below about where the charter school seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.

Describe Intended Facility Location: NA

County: Clark Zip Code(s) to be Served by School: 89115

1.6 CHARTER MANAGEMENT ORGANIZATIONS (CMOs) AND EDUCATIONAL MANAGEMENT ORGANIZATIONS (EMOs)

Nevada law permits an operator to contract with a for-profit, Educational Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an Educational Management Organization (EMO) or Charter Management Organization (CMO) to provide school management services?

Yes

No

If yes, identify the name of the EMO or CMO and specify which designation:

N/A

1.7 APPLICATION PREPARATION.¹

Was the application prepared by a person(s) that is not a member of the Committee to Form or employee of the CMO applying directly for sponsorship? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

Yes No

Did a person(s) that is not a member of the Committee to Form or CMO applying directly for sponsorship assist in preparing the application? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

Yes No

If you answered yes to either of the previous two questions, complete the table below.

The name(s) of the person(s) that prepared or assisted in preparing the application	N/A
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	
The name and address of any public or private school with which the above-referenced person(s) has been or is currently affiliated, and the dates on which the person(s) was affiliated with the school(s)	
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	

¹ [NAC 388A.160\(8\)](#)

1.8 APPLICANT CERTIFICATION

Applicant Responsibilities

- **Public Posting of Applications:** The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- **Material Changes to Information Contained in the Application After Submission:** If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc.* It is the applicant's responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Mark Modrcin (mmodrcin@spsca.nv.gov) with any information or questions.
- **Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contains portions that are substantially similar to a previous application or other published document without proper citation will be returned to the applicant for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Cami Taiwo, BS, MAT, MAEL

2023

Primary Contact Name

Date

Signature

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2 MEETING THE NEED

2.1 MISSION AND VISION

The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission.

1) Provide the mission and vision for the proposed school.

Mission – The foundation and mission of the proposed Mind Your Books Charter School is to improve the academic achievement of at-risk students, encourage the use of effective and innovative methods of teaching, and provide an accurate measurement of educational achievement. We pioneer a wrap-around model of high-quality educational best practices, and the development of social-emotional wellness strategies in a holistic and therapeutic approach.

Vision – Mind Your Books Charter School will provide families with a public-school option yielding private school results through holistic therapeutic services that support social-emotional competence. Through Psychotherapeutic Board approved best practices, students will develop strategies through therapy sessions. They will develop emotional resources so when faced with adversity and strong emotion they have the power to rewrite the moment. Students will balance emotional wellness with a sound academic foundation received at The Mind Your Books Charter School. Balancing the left and right brain; logic and emotion, thereby creating a stabilizing life-force for the student; which levels the playing field in any arena. Our students will be able to lead future endeavors, gain and create access to possibilities and opportunities for life-long achievement in high school, college, and life in general.

Vision Explained – Students will be able to academically persevere through the support of their social emotional well-being. Students will receive a solid academic foundation which includes the ability to demonstrate creativity, think critically, collaborate with peers and adults, and communicate effectively, both orally and in writing. Students will develop and learn how to demonstrate social emotional competence through emotional regulation, positive social interactions, rapport, and trust built with LCSW Interns who are earning their college credits through The School of Social Work at UNLV. Our intern therapists will be working with MYBCS students through individual, group, and family therapy right on campus. MYBCS Students will develop their emotional intelligence by building resources on how to overcome adversity through restorative circles led by LCSW Interns. Students will learn how to change their responses to challenges in the moment so they can ensure a positive outcome and reduce suspensions and expulsions by spending time with therapists during in-school suspensions and in moments of heightened aggression and frustration. As students internalize these life-long skills, they will gain access to possibilities and opportunities that will enable them to lead future endeavors while improving the students' long-term quality of life.

2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:

a) The students and community to be served:

Mind Your Books Charter School (MYBCS) proposes to serve students in grades K-8th grade, here in Las Vegas, NV in the zip code of 89115 starting in the 2024-25 school year. MYBCS will serve students with an effective and innovative approach which provides a rigorous academic experience while supporting the social emotional well-being of all students through quality academic and balancing clinical services. MYBCS believes that all students need to develop the social emotional skills to develop into strong, confident individuals who positively contribute to the community.

b) The key components of your educational model:

Mind Your Books is a clinic with a school inside. We host a model that reflects the dualities of both sides of the brain in effort to educate and seek emotional balance for our students; holistically. Monitoring of quarterly assessments of academic standards based on a pre-written curriculum calendar that will cover all standards by the end of the school

year will begin with a pre-assessment. Teachers will grade, discuss, and plan interventions based on this data by using a reflection template to analyze strength, weakness and operation pitfalls of the curriculum before it is officially taught. Midway through each quarter, the standard will be assessed in a short Evidence of Learning assessment. Teachers will once again meet with students and each other to analyze data and ensure that all standards are covered for the proposed quarter before the end of quarter assessment. The purpose of this assessment cycle each quarter will be to measure whether students are on track to meet the standard for all expected learning by the end of the year. If the data shows that students are not meeting the standard, coaching from mentoring teachers and the principal will take place during professional development. Project Based Learning is at the heart of all daily instruction. Within the project-based learning model, we are responsible for ensuring our students learn to the standard necessary to find college and career success. Project Based Learning promotes a love of learning and application of skills taught in real word examples. “Two major new gold-standard studies conducted by researchers from the University of Southern California and Michigan State University, provide compelling evidence that project-based learning is an effective strategy for all students. outperforming traditional curricula not only for high achieving students, but across grade levels and racial and socioeconomic groups.”² Students will learn as part of a graduated release model where skills are taught explicitly to students so that they have the tools necessary to show mastery through Project Based Learning culminating activities. As the weeks progress through the quarter, activities and interventions will be tailored to the inquiry aspects of education utilizing the skills taught during the first weeks of the quarter. Near the end of the quarter, teachers will work with the principal to design an assessment that best displays and predicts academic outcomes towards mastery of the state standards.

Academic Core Tenets

High Academic Standards

Standards Based Curriculum and Assessment Calendar
Standards-based curriculum is state approved and directed toward mastery of Nevada State Standards. Our education model is focused on the continuous development of our students' skills within the standard of each content area so that our students will eventually prove mastery through project based learning projects. The standards calendar will be developed each summer by the curriculum team. Once standards are planned out, a quarterly assessment cycle will be put in place to ensure the necessary data for interventions are in place. Our drive will be for as many students as possible to meet and exceed mastery of all Nevada State Standards.

Data-Driven Instruction Facilitated Through Weekly Data Meetings

Data-driven instruction will be the bedrock of maintaining a high academic standard everyday. Teachers and staff will meet weekly to discuss achievement data based on the Standards Based Curriculum and Assessment Calendar. The focus of the meeting will be on either the pre-assessment, evidence of learning (mid semester assessment), or post-assessment. These meetings will be used to provide feedback, plan collaboratively for reteaching of the failed standard, and chart future

² <https://www.edutopia.org/article/new-research-makes-powerful-case-pbl>

planning to ensure we are on track to meet all Nevada State Standards by the end of the year. The data from these meetings will be used to inform future assessments as well. Additionally, special education and ESL teachers will use this data to inform future interventions. NWEA MAP will be administered three times a year as a tool to measure growth between quarters and from one year to the next. The Learning Continuum will also be used as an intervention tool for small group instruction and interventions. The Spring to Spring, Fall to Fall, and Winter to Winter Growth Reports will paint a clear picture from an overarching view of exactly how our education programming is doing.

Trauma-Informed Instruction

Trauma-informed instruction considers how trauma impacts learning and behavior, understanding that trauma can slow down or completely stop the ability to learn; CASEL informed curriculum and DESSA assessments will help us to gauge the well-being of our students. Our teachers will receive professional development from the UNLV during the school year so that they are up to date on the best practices for instructing students that have experienced trauma.

Project Based Learning

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. Each year, we will have an overarching problem that our school community will work together to solve. This overarching school wide project will teach our students and families that we all can have an impact on the world if we work diligently together in collaboration. In year one, we will work to solve world hunger by creating a self sustaining food source within our school. For middle school, they will create an urban farm through a year-long process of various stem projects and assessments. Our students will learn how to grow food indoors using various science inquiry methods.

For each quarter, our students will begin with a traditional model of instruction to teach students skills at the standard of the content. Once students have proven mastery, project based learning assignments and projects are given to students to deepen their depth of knowledge. All content subjects will close each quarter with a unit assessment of all content taught that quarter or a culminating project based learning assignment geared towards solving the overall school wide problem of the year.

Holistic Instruction

Mental Health Assessment
CASEL, DESSA, and quarterly student surveys. A comprehensive mental health assessment will involve clinical assessment and information gathering in the following areas: presenting problems, personal history,

current functioning, relevant cultural issues, previous assessments and interventions, medications, family history, developmental history, substance abuse, suicide risk screening (only when appropriate), and development of Treatment Plan. Parents will be required to attend assessments conducted by therapists in a HIPAA compliant environment when a student is newly diagnosed by the Clinical Director or an MSW. The design of the environment fosters a joy for learning, a sense of connection, a sense of belonging, and a contribution to the whole person.

Therapy with UNLV

MYBCSS proposes a full-time Clinical Director to oversee the MSWs from UNLV. Therapists are proposed to provide integrated mental health resources to help students overcome academic, behavioral, social, or emotional issues that interfere with success at school, home, and community. Treatment Plans are developed to address these issues. Treatment Plans include behavioral goals and time-bound benchmarks to reflect growth and improvement. We are a contracted learning campus for UNLVs School of Social Work.

Restorative Justice

In place of excessive suspensions, our plan is to hold restorative circles during in-school suspensions where the students can discuss their “issues” and “violations” with licensed therapists from our partnership with the UNLV School of Social Work. If an out-of-school suspension is deemed necessary, the student will process through reentry circles with licensed therapists upon return. Along with psychoeducation, students will still be receiving academic work and teacher support during in-school suspensions. Out-of-school suspensions will receive a home visit by a therapist to ensure emotional wellness and connectivity to the school community.

Parent-Teacher-Therapist Conference (PTTC)

A parent-teacher-therapist conference is a meeting between a student’s parents, teacher or teachers, and therapist, to discuss the child’s progress academically, socially, and emotionally about ensuring a positive outcome. It will also include a review of the Treatment Plan and the progress toward emotional benchmarks identified or set by the therapist as goals. The teacher is present and reviews with the team and family all academic benchmarks.

Therapeutic Core Tenants	
<p>Mental Health Assessment The family decides if they want their student to receive a mental health assessment as recommended by the Clinical Director in a HIPAA compliant environment. Parents are welcome during assessments, and also for family therapy</p>	Annual or biannual formal diagnosis with treatment plan will be written by licensed therapists and interns from the UNLV Psychotherapy program. Interns earn hours on the Mind Your Books Charter School campus by working with our students
<p>Therapy Treatment plan goals and objectives are written for social-emotional regulation</p>	Therapists data meetings are held with the teachers weekly in order to compare notes regarding social emotional growth and academic achievement through setting frequent goals
<p>Psychoeducation (Bibliotherapy) Students are guided toward understanding self and what common symptoms look like in the DSM regarding their diagnosis. Students learn how symptoms show up in their body, mind, and emotions. Students receive 1 hour sessions with licensed therapists using Psychotherapy Board approved mental health curriculum in the form of diagnosis and age appropriate workbooks</p>	Students with an official diagnosis are given child-friendly workbooks about managing the symptomatology of their diagnosis. These therapy based, best practices workbooks can be used by the student in their therapy sessions scheduled into their day. Referenced in a private session with the therapist, the workbooks serve as a Psychotherapy Board approved curriculum to help the student find and maintain their zone of regulation.

c) The outcomes and goals you expect to achieve for students and the school overall:

<i>Subject</i>	<i>2023-2024</i>	<i>2024-2025</i>	<i>2025-2026</i>
<p>Math Each year, 75% of students will achieve 1.5 years of growth on the NWEA MAP Math targets.</p>	Students will achieve 30% proficiency based on the Nevada State Math Tests.	Students will achieve 40% proficiency based on the Nevada State Math Tests.	Students will achieve 50% proficiency based on the Nevada State Math Tests.
<p>ELA Each year, 75% of students will achieve 1.5 years of growth on the NWEA MAP ELA targets.</p>	Students will achieve 30% proficiency based on the Nevada State Math Tests.	Students will achieve 40% proficiency based on the Nevada State ELA Tests.	Students will achieve 50% proficiency based on the Nevada State ELA Tests.
<p>Science Each year, 75% of students will achieve 1 year of growth on the NWEA MAP Science targets.</p>	Students will achieve 30% proficiency based on the Nevada State Math Tests.	Students will achieve 40% proficiency based on the Nevada State Science Tests.	Students will achieve 50% proficiency based on the Nevada State Science Tests.

Goal #1- Academic Growth

NWEA MAP Assessment

Each year, 75% of students will achieve 1.5 years of growth according to the NWEA MAP data. The reason for the 1.5 year expectation of growth lies in the current state of achievement of students within 89115. If students grow a year and a half in one year, they will be college and career ready academically by the time they have fully matriculated from our school. Achieving growth will mean that educators will receive support and professional development for data use after disaggregation which will be an essential component in ensuring that our expectations of high academic standards are consistently achieved. Intentional planning of interventions for students is a cornerstone. Every Wednesday, during our staff data meetings, the teachers will receive support and will discuss student data based on the most recent assessments both formal and informal. Specifically, the NWEA MAP assessments will allow us to track data Fall to Fall, Winter to Winter, and Spring to Spring to determine the effectiveness of instruction. The interpretation of the data from interim assessments will determine their effectiveness. MTSS (Multi-Tiered Student Supports) is an additional layer of accountability and measure to ensure that we put interventions in place if students are failing to achieve. Tier II supports will center around remediation within the classroom setting. Tier III support will focus on independent practice such as 1:1 with an aide or by working in small groups. Students that remain in Tier III will be a part of the SST (Student Support Team which for us could be a PTTC) for potential further evaluation. The SST/PTTC will also monitor the program to weigh its effectiveness for the individual student regarding academic and SEL goals. Students will have 1:1 conferences with the teacher of each subject that was assessed for the NWEA MAP and will chart their progress in their Student Portfolios..

After an analysis of the zip code of our proposed school, the impact that we would like to have is clear. Most schools are operating below 50% proficiency and are 1 or 2 star schools in 89115. Our opening proficiency goals will be set for 50% on the SBAC, and 75% of our students will meet Spring to Spring Growth targets. We will achieve this growth by using The NWEA Learning Continuum as a source for data to inform whole and small group instruction. We will offer tutoring in after school programs to provide support for students.

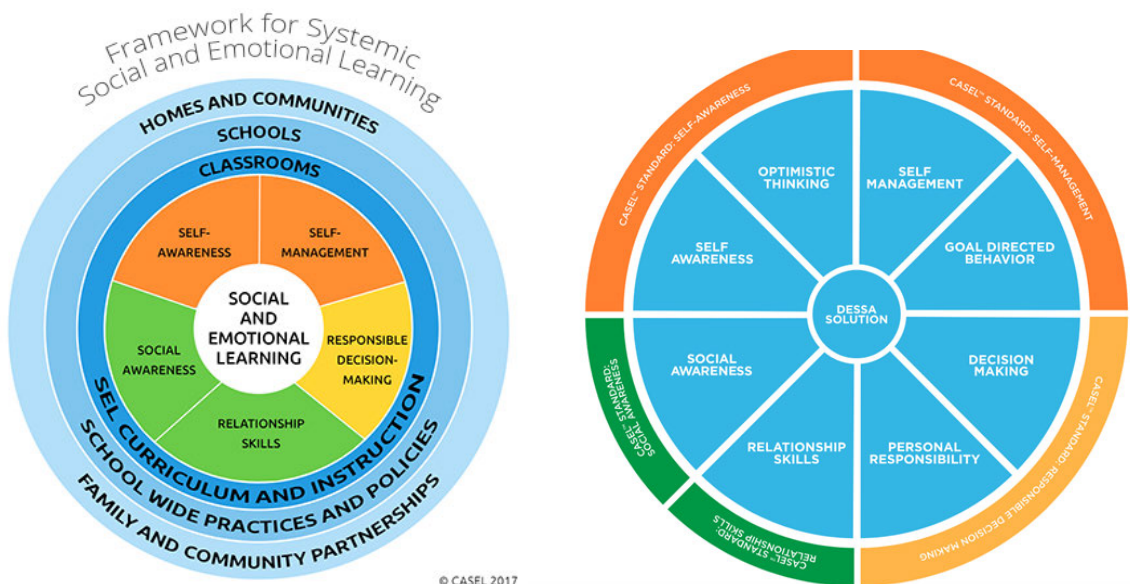
Goal #2- Social Emotional Competencies

UNLV is the backbone of our clinical services which are at no cost to families. The domain of **CASEL 5** is reflective of where we will focus emotional wellness competency studies for students. We will assess the students informally and quarterly through **CASEL short-form assessments** as surveys emailed out to students. Hard copies will be available on campus. The surveys will be electronically returned to the clinical staff for evaluation. The 5 domains of CASEL are **self-awareness, self-management, social awareness, relationship skills, responsible skills, and responsible decision making**. These goals are supported daily for all grades (K-8) through the **Second Step** curriculum taught at Tier 1 as whole school classroom instruction every morning. The UNLV therapist interns will review the CASEL short forms quarterly to create theme-based therapy groups such as depression, grief and loss, and other important topics that balance mental health & wellness for the students that may be revealed in the surveys. We will administer the **Devereux Student Strengths Assessment (DESSA)** to gather data about the student's emotional state, and will note the findings and observations reported by the members of the PTTC (**parent-teacher-therapist-conference**) teams. DESSA and CASEL are intertwined, and this is referenced in the image below. The two are not entirely separate. The results for DESSA derive from a norm-referenced behavior rating scale that assesses SEL competencies and provides a score. The analysis of the DESSA report indicates a need for a student to be placed in group, individual, and potentially family therapy sessions. The DESSA score that raises a flag for clinical intervention falls into the following categories: Strength T-score of 60 or above, Typical: T-score of 41-59, Clinical: T-score 40 or below and students scoring in this range would be scheduled to speak with the UNLV clinical team. According to the CASEL meta-analysis, teachers in schools that emphasize the CASEL Framework on their campuses, and as compared to working in schools that did not emphasize SEL, "93% of teachers want a greater focus on SEL in schools and agree that social and emotional skills are teachable and are calling for schools to prioritize the integration of SEL practices and strategies," and, "56% of educators believe resources to support SEL in the classrooms post-pandemic is critical. 82% agree that a well-crafted fully integrated SEL approach

makes an impact on academic achievement outcomes.” The same analysis reports that, “as of 2021, 62% of parents feel that teaching SEL is important, compared to 55% three years ago.” Furthermore, “the benefits of SEL are well researched, with evidence demonstrating that an education that promotes SEL yields positive results for students, adults, and school communities.”³ MYBCS is seeking to host a well-crafted fully integrated SEL approach and will capture the data from the campus in effort to contribute to this culture of calm that benefits the school and the community at-large.

Goal #3- Student Self-Regulation

Students will be encouraged to reach their full potential through goal setting. They will monitor their own portfolios that will keep them encouraged to improve their scores, grades, attendance, SEL targets, short and long-term academic and emotional goals that will enable them to assess their own strengths and weaknesses. Keeping a snapshot of their own progress teaches students what they have and have not learned. They will be responsible for keeping records of their own skills, attributes, experiences and accomplishments to highlight their own successes, failures, work, values, and achievements. MYBCS seeks to become a school that highly values incentivising growth and progress so the students find value in their effort. “Students may also create portfolios to compile their best work from a unit or period of time, again allowing them to reflect on the time they’ve spent learning a particular topic and choosing items they think best showcase how they’ve put that knowledge to good use.”⁴



SEL TIERS

The social emotional program will include an approved social emotional curriculum coupled with culturally responsive pedagogy and trauma-informed instruction for K-8 to reduce self-harm, campus violence, and negative behavioral escalation. The focus will be on developing the skills of self-regulation and social emotional competencies rooted in self-awareness and psychoeducation. The Tier I level will include district-approved whole group instruction on social emotional curriculum for each class. At the Tier I level, MYBCS will hold Parent-Teacher Conferences (PTCs) to support the whole child academically, socially, and emotionally. In Tier II and Tier III levels, MYBCS will hold Parent-Teacher-Therapist-Conferences (PTTCs) to support the whole child academically, socially, and emotionally. The Tier II level will include strategic small groups based on assessment results through our Clinical Director, or through the findings of any preexisting Treatment Plan given to the school by the parent or guardian. The groups are also established through the DESSA results that indicate a need for further emotional support. Under the direction of our Clinical Director,

³ <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

⁴ [The Student Portfolio: How to Use This Powerful Tool in Your Classroom | Teach Starter](#)

who is a fully licensed LCSW, UNLVs Interns will report to the Clinical Director about the treatment course. As stated, the Tier III level will also receive intensive small groups which are based on the DESSA mental health assessment results.

Treatment Plans and school based assessment results inform the specific psychoeducation needed to help the student reach therapeutic goals. Students at the Tier III level will also receive specific and individualized psychoeducation through workbooks designed to teach the student about their diagnosis, common symptoms, and how those symptoms affect their body, mind, behaviors, and emotions. The Tier III level will provide individual, group, or family therapy sessions conducted by UNLV LCSW intern therapists under the supervision of our campus based Clinical Director. The Clinical Director works under the direction of UNLVs Director. The goals of school-based therapy will reduce the shameful stigma of counseling, invite a calm and stable culture for the school, develop cooperation and participation of the family, reduce campus violence, suspensions, expulsions, decrease or eliminate returns to juvenile detention, raise self-esteem and self-awareness, and provide therapeutic services in a school community that primarily serves students of color who often do not have access to, nor knowledge of the powerful and positive effects of counseling and therapy. At the Tier II and Tier III level, MYBCS will hold Parent-Teacher-Therapist-Conferences (PTTCs) to support the whole child academically, socially, and emotionally. A parent or guardian may opt their child out of individual therapy, but they will not be able to circumnavigate the interaction with LCSW therapists that are proposed to conduct restorative circles and group sessions with all students involved in escalated behavioral incidents that may require disciplinary action or redirection. The parent/guardian will not be able to opt the student out of interaction with the LCSW therapists if the student is suspended and needs to be reprocessed onto the school campus. Upon return from both in-school and out of school suspensions, students are proposed to matriculate through therapist-led reentry circles to ensure the student returns to school in a balanced, and emotional state. Restorative circles include all involved in effort to rewrite any miscommunications and misunderstandings designed to improve peer-to-peer, and perhaps staff to staff interactions. According to research completed by the NSEA (Nevada State Education Association) a published report titled, *“Addressing the Epidemic of Trauma in Schools Report”* reflects that, “indeed, once one becomes aware of it, trauma seems to be hiding in plain sight in our schools. From school shootings that shock the nation with grim regularity to the daily toll of violence, poverty, abuse and addiction in our communities that rarely makes headlines, America’s students and their families often experience traumatic events that can shape their lives forever. Although there is little reliable data to measure the problem of trauma in our schools, there is a prevailing sense among educators, communicated through their associations, that trauma and trauma-related behavior issues are reaching crisis levels in classrooms across the country.”⁵The NSEA also “believes that supporting students’ needs around the issues of trauma will enable them to come to school ready to learn and meet academic challenges that reinforce the development of life skills, mental stimulation, and student learning. When schools become trauma sensitive, they strive to ensure that all students are receiving the support they need to succeed.”⁶ MYBCS shares in the overarching mission and vision of the NSEA.

d) Key supporters, partners, or resources that will contribute to the school’s success:

An important partner that will contribute to the success of the proposed MYBCS includes the University of Nevada, Las Vegas (UNLV) School of Social Work. The University will provide Social Worker Interns to work under the direction of the University to provide free therapeutic services for students and families. The Proposed MYBCS would be a learning campus for UNLVs interns who are earning their service hours. Additionally, the local community has provided a few key supporters, partners, and resources, such as STEMfinity, First Nevada Robotics, Mathnasium, Discovery Children’s Museum, Three Square Foods, SYSCO, and The Center for the specific needs of the LGBTQIA+ community.

3) Identify the statutory purpose(s).⁷ that the school will fulfill and explain the alignment to the school's mission and vision. (The six statutory purposes are: a) Improving the academic achievement of pupils, b) Encouraging the use of effective and innovative methods of teaching, c) Providing an accurate measurement of the educational

⁵[Addressing the Epidemic of Trauma in Schools - NCSEA and NEA Report.pdf](#)

⁶ [Trauma-Informed Schools | Nevada State Education Association \(nsea-nv.org\)](#)

⁷ [NRS 388A.246\(2\)](#)

achievement of pupils, d) Establishing accountability and transparency of public schools, e) Providing a method for public schools to measure achievement based upon the performance of the schools, and f) Creating new professional opportunities for teachers.)

MYBCS' stated purpose identified in the mission and vision as well as throughout the application that align with the statutory purposes of NRS 388A.246 are as follows:

The six statutory purposes are:

(a) Improving the academic achievement of pupils: Rigorous academic achievement is the primary focus of the school and supports the MYBCS' vision and mission to educate through a strong academic foundation which will yield extraordinary patterns of growth year-over-year, offer superior rates of proficiency, and academic preparation for college or the ability to earn a high-value career credential. All students will be educated through Nevada's Academic standards-based curriculum which is guided by benchmarks and frameworks. Effective instructional strategies include culturally responsive pedagogy. Teachers will receive professional development frequently to deliver trauma-informed instruction. Data-driven instruction will ensure that students have opportunities to excel. The goal is for MYBCS to achieve a minimum of a 4-star rating within the charter term.

(b) Encouraging the use of effective and innovative methods of teaching: The most effective and innovative methods of teaching, especially for the educationally disadvantaged, and students of color is culturally responsive pedagogy and trauma-informed instruction. The Clinical Model is rooted in social-emotional competencies such as a growth mindset, intellectual curiosity, perseverance, self-efficacy, self-regulation, and social awareness. The teachers will be professionally developed to learn how to work within the duality of mental health and academia, and how to recognize the base needs of a student who may have experienced trauma. When teachers recognize the impact of trauma, and can understand the symptoms, they are better able to develop meaningful relationships with students who can now learn in the least restrictive environment. Furthermore, the focus on trauma informed instruction will ensure that no students fall through the cracks and that growth occurs to close the achievement gap.

(c) Providing an accurate measurement of the educational achievement of pupils: By administering frequent formative and summative assessments using curriculum-based measurements, through teacher observation, Northwest Evaluation Association (NWEA), Measure of Academic Progress (MAP), World-Class Instructional Design and Assessment (WIDA), Smarter Balanced Assessment Consortium (SBAC), and iReady, MYBCS will assess formally and informally as the foundations upon which teachers will drive instruction through data analysis.

(d) Establishing accountability and transparency of public schools: The results of the formative, summative, and observational assessments will be presented to the Board quarterly to ensure that the Board can make informed decisions about the use of human and fiscal resources. These strategies establish accountability and transparency of public schools because these presentations will take place during open and public board meetings. Parents will have the opportunity to participate in all board meetings. All school documents including academic reports, financial reports, policies, and procedures are public records which can be reviewed to ensure that the MYBCS is spending taxpayer money efficiently, legally, and ethically.

(e) Providing a method for public schools to measure achievement based upon the performance of the schools: MYBCS is potentially seeking to serve students in or near the 89130-zip code in a public charter school. We wish to develop healthy relationships with the other public schools in the area. Charter Schools are schools of choice, and parents have the right to choose the school that will provide the best education for their child. We offer a unique clinical program that other schools do not offer. We have a unique program that will benefit the community with free education and clinical care.

(f) Creating new professional opportunities for teachers. MYBCS' teachers will have a variety of new professional opportunities. All teachers will receive professional development on the curriculum, SIS Infinite Campus, PBL from the Buck Institute, CASEL competencies through the Second Step curriculum and UNLV School of Social Work, data analysis and data-driven instruction, culturally responsive pedagogy, trauma-informed instruction, parents as partners, and the therapeutic model that ties into our discipline and restorative justice components.

2.2 TARGETED PLAN

1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.

The foundation and mission of the proposed Mind Your Books Charter School is to improve the academic achievement of at-risk students, encourage the use of effective and innovative methods of teaching, and provide an accurate measurement of educational achievement. We pioneer a wrap-around model of high-quality educational best practices, and the development of social-emotional wellness strategies in a holistic and therapeutic approach.

The mission of our charter school is in direct alignment with the greatest need of our chosen community. According to CDC data, our youth everywhere need to balance emotional wellness before they can excel academically and socially. 89115 has a high number of citizens that are in need of social-emotional and academic support. By focusing on high academic expectations while ensuring that any student and their family who may need mental health services can receive it immediately within the school day will offer an advantage because we will not need to send students out of our building for that care. 89115 struggles academically. Most schools within our zipcode operate with students testing at about 15-25% proficiency. Students in the 89115 zip code that are below grade level will only fall further behind each year that they do not achieve proficiency. Students will have their assignments and goals tracked each week to check for completion and performance. Students that have more than one F will have an opportunity for remediation and practice as part of our after school program. Parents will receive a weekly report of academic performance generated through Infinite Campus.

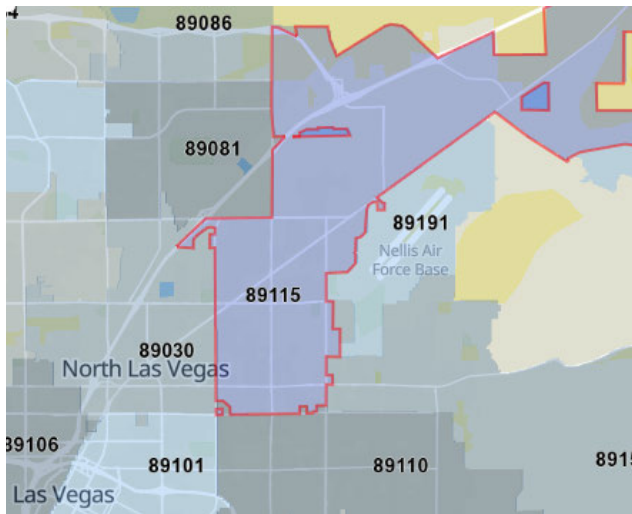
2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.

MYBCS has worked with the families and community members through various parent meetings and community events in order to prepare this application to meet the needs of students in the 89115 zip code and its surrounding area zip codes to include 89030, 89101, 89104, 89110, 89121, 89142, 89156. A brief summary of our model is that it is a Clinical Model to address the emotional urgencies of the hour. MYBCS is clinically based coupled with academic best practices. The clinical base of the MYBCS model addresses the mental health disparity felt all around the country, and according to the CDC, they support and study SSE (school support environments) and have reported that "what works in schools is an approach to school based health that has been shown to improve health behaviors and experiences, support mental health and reduce suicidality in schools that implement mental health programs. These programs work by: 1) improving mental health education, 2) connecting young people to the services that they need, and 3) by making school environments safer and more supportive." 89115 is a low income area with a high FRL rate of 100%, and also according to the CDC, "8.7% of people who have incomes below the poverty level report severe psychological distress,"⁸ and that "poverty causes stressors such as insecurity and uncertainty about food, housing, and income. Low income communities tend to have limited resources, poor houses, high crime and violence rates, and an inadequate school system, which are all associated with poor mental health outcomes."⁹ MYBCS seeks to offset some of the community disparity by providing a strong academic foundation as well as professional MYBCS support with mental health disparities through UNLV that may include the entire family at no cost to them.

⁸[Low-Income Communities | Anxiety and Depression Association of America, ADAA](#)

⁹<https://www.cdc.gov/healthyyouth/whatworks/index.html>

The feedback from the community over the years was that students need rigorous academics and support for their social emotional well-being. The focus on social emotional well-being through social emotional curriculum, culturally responsive pedagogy, trauma-informed instruction, frequent assessments, and site-based therapy came from feedback received from our stakeholders in our pre-existing community model as a 501 C3 non-profit organization. The population of the 89115-zip code is roughly 70,080 residents with a median household income of less than \$45,000 which will identify most students as socioeconomically disadvantaged. Nearly 30% of the families are headed by a single parent and over half of the total population are households with school-aged children. Nearly all the working residents have a daily commute from 20-40 minutes per day. The educational attainment level for persons 25 years or older is very low. The percentage of people who did not graduate high school is among the highest in the nation at 34.2%. The percentage of people who only graduated from high school is 49.9%. The percentage of people who have an Associate’s degree is 4.8%, a Bachelor’s degree is 6.8%, and a Master’s degree is 3.1%. The educational attainment level is important because it translates into blue collar workers earning low wages. Based on the current demographics in the area and the surrounding schools, MYBCS anticipates that the student ethnic breakdown will be about 59% Latino, 21% Black or African American, 8% white, 10% of students who represent Two or More Races, and 2% other. MYBCS anticipates that the students with disabilities will be about 15%, the students who are English Learners will be 35%, and 100% of the students will qualify for free and reduced lunch because they are socioeconomically disadvantaged. This was determined by an average representation of the elementary and middle schools in the 89115 zip code.



The area selected for the Charter School was determined by the number of elementary and middle schools that have a 2-Star rating based on the Nevada Report Card 2020-21.

Elementary	STAR
Jacob E. Manch	1
Ann T. Lynch	1
Gwendolyn Woolley	2
Zel and Mary Lowman	1
Manuel J. Cortez	3
Jay W. Jeffers	2
Myrtle Tate	2
Clyde C. Cox	2
AVERAGE	2
Middle	STAR
Mario C. and Joanne Monaco	1
Ed Von Tobel	2
AVERAGE	1.5

- 3) Describe how the proposal meets at least one of, and preferably multiple, academic, or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment¹⁰ : 1) Demographic Need, 2a) Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50, and/or 2b) Academic Need: Students at risk of dropping out of school. For details on the identified needs, refer to the SPCSA's Academic and Demographic Needs Assessment.**

Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50: According to the data from the 89115 zip-code, the demographic need addressed herein is, for one, an academic need within the geographical location of the surrounding schools that continue to have an index of score below 50, and whose schools also host 1 and 2 star ratings. (See table above) This gives MYBCS an opportunity to contribute to quality education and quality schools in the zip code.

2.3 Parent and Community Involvement

- 1) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community.**

We have two committee members, Ema Rowe and Ron'nika Oliver that are parents and residents of the 89115 community and are stakeholders of 89115. Our committee members harvest a wide range of expertise in various fields of business and education such as Dr. James Harden, Stuart Elzy, Sharon Szeman and Cami Taiwo. Dr. Harden is a legal analyst and has a law enforcement background as a police officer and as DEA, as a legal investor for the United States Military, and as Director of Human Resources. For the integrity of the Clinical Model, we have two members with long standing clinical careers; Sharon Szeman RN, and Bruce Mufson, LCSW. As previously stated, we have three Committee to Form members that are awaiting the enrollment of their children into the proposed MYBCS, and two who have pre-existing ties to the community in business and as residents. These committee members have been integral in the development of community relationships within 89115 by introducing MYBCS to key community stakeholders. Some, but not all of the committee may become the Board of Directors for MYBCS. The 89115 community exhibits identical overarching needs that we profess as goals, mission, and vision for attention to mental health, community resources, and better school options.

- 2) Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.**

To engage the families, MYBCS has held Zoom Q&A's and attended festivities as vendors to gather the opinions of the families, to garner support, and to share the mission and vision of the school. These parents have signed their children up as potential enrollment interests. These vendor's events in the community have been hosted by the parents who have signed the interest to enroll forms. Some of the parents serve their community in various ways and introduce us to the community nonprofits and have hosted food and clothing drives where we come out and meet people to hear their ideas. The MYBCS will host an arts & crafts festival on Friday, June 23, 2023 in 89115 to sign up more families and meet the people. We have gone door-to-door and distributed flyers in the 89115 apartment complexes. For the interested persons on the sign up sheets, we will host subsequent Q&A events to find out which programs parents would like to see on the campus grounds such as sports, clubs, or events.

- 3) Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?**

¹⁰ [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)

MYBCS will continue to practice a variety of approaches to engage parents and have a presence in the community before the school is open. Even a period following the application's submission but preceding its authorization, the Proposed MYBCS will continue to take specific steps to engage parents, businesses, neighborhoods, and community members. To encourage buy-in, we have spoken to the kids in the middle of the sidewalk to ask them what they want in school, we have gone door-to-door and distributed flyers in the 89115 apartment complexes. We walked and talked with people. For the interested persons on the sign up sheets, we will host subsequent Q&A events to find what the parents would like to see on the campus grounds such as sports, clubs, or events. We want to know how the parents choose to intersect with the MYBCS campus life so that we can develop their ideas into inclusive programs that will benefit their children. Some fathers have asked to coach and build sports teams over the summers preceding opening. The greatest sports interest among the children was for football, basketball, and dance troops for the girls. We have participated in table events as vendors at community fairs and concerts to promote the school and talk to parents that have signed the interest of enrollment form. We have a translator on the committee; Ema Rowe, who translates English into Spanish in order to engage Spanish-speaking families who may need translation. This engenders buy-in because the families are seeing their desires toward their children become manifested in quality programs that they can participate in.

We would continue to engage parents during the incubation year and after approval. MYBCS designed a website at inception as a non-profit 501 c3 in 2018, and continues to evolve to bring the community current and up to date information relating to the creation of the school, values, enrollment, resources and links to MYBCS' social media accounts. The website offers links to a chat option with document upload, a blog, a Facebook page, an Instagram account, Podcasts, an NWEA test practice link, and a YouTube Channel that hosts professional development information for educators, as well as district-approved K-12 Science videos for student use on hundreds of standards-aligned Science topics accessible for free to the public, and for classroom use. The website is designed to inform parents and families in the community of the work and value that Mind Your Books has already brought to the community of Southern Nevada including its mission, vision, diversity, and inclusion statements.

In addition, MYBCS will continue to nurture its community partnerships such as Nevada Partners who assist families with finding housing programs, career training and development options, GED support, job preparedness, financial coaching, and credit counseling. We intend to duplicate community engagement during the incubation period. Other meetings are currently being negotiated that will be open to all in the community who may wish to receive information. We are still nurturing partnerships in the business community of 89115 and will continue to do so during incubation in Year 0, and post-opening.

4) What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?

We want to continue to establish relationships with families prior to the opening of the school. We walked the streets of 89115, and spoke to many of the families with children. The children expressed an interest in sports; namely football and basketball. Some of the parents expressed interest in coaching and refereeing the teams. This is a great buy-in for the children to participate in building teams in the summertime so that they can continue to enjoy the teams at the campus.

We want to hold classes that host diabetes education awareness, food drives, adult education support courses, and resume building seminars for job readiness for parents. MYBCS already offers a host of community resources such as gently used clothing for women which may help them prepare for job interviews. Students with disabilities are welcome as well because all activities and festivities are accommodating to disabled persons, and for ELL, we have translators at all events. We informed the families of our plan to continue to engage them in after school support programs such as tutoring, and such as Family math night and math games, STEM clubs, robotics clubs, video gaming nights, field trips, Robotics competitions, ESL classes for ELL student's families, and UNLV's parent training on coping with and helping to navigate their child's diagnostic symptoms. During these events there may be opportunities for parent volunteering, but it is not required.

5) Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.

MYBCS recognizes the role parents play in the education of their children, however in lieu of safety, we will host a closed campus to the public and will discourage families in the hallways and classrooms of the school campus during school hours, and will meet with parents by appointment, open houses, festivities, field trips, conferences, and assemblies. We prioritize campus safety. To develop a culture of parent engagement, MYBCS will encourage parents to participate in the family therapy sessions, encourage parents to attend PTCs and PTTCs, join or suggest charter school committees and events, and to also attend Board meetings and raise their voices with questions, comments, suggestions, and concerns. MYBCS shall not require a parent of a prospective or enrolled student to perform volunteer service hours, nor make payment of fees or other monies, goods, or services as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities. Parents will become more aware of the school's culture, communicate with school administration, teachers, and staff, distinguish opportunities to support their children, and potentially discover additional ways that they may help the school in the safest way possible.

MYBCS will engage parents, teachers, and community leaders to meet on a periodic basis to advise on the operations and programs of MYBCS with the purpose of increasing student achievement, community connection, and to foster an environment of belonging to a greater learning community. These opportunities will include, though not be limited to the following:

- Parent Advisory Council: four (4) member parents, two (2) member teachers, two (2) staff members and the Executive Director. The Parent Advisory Council may develop, plan, approve required policies, plans for the Charter School, and advise on the use of restricted funds.
- Monthly, parent workshops presented by the Executive Director, Clinical Director, Social Work Interns, Teachers, Paraprofessionals, or other Parents. Topics may include Diabetes wellness care, Parenting for Success with a child with a diagnosis through UNLV workshops, importance of attendance, recognizing trauma, how to prepare for Parent Teacher Conferences and Parent Teacher therapist Conferences, and GED support program to name a few.
- Monthly events for families to gather to celebrate their children and the education the students are receiving. Topics may include for example Donuts with Dads, Muffins with Moms, Literacy Nights, Open House, Math Nights, Game Nights, and Arts and Crafts nights, and Movie Nights.
- Community Sports led by parents
- Email newsletters: These will go out monthly informing parents, families, and community of the latest MYBCS news.
- MYBCS website: www.mindyourbookseducation.org
- MYBCS Facebook: <https://www.facebook.com/mindyourbookseducation/>
- MYBCS Instagram: <https://www.instagram.com/mindyourbookseducation/>
- MYBCS YouTube Channel: <https://www.youtube.com/channel/UCDNNIIIia-J-RXXM9rqgiwg>
- MYBCS Podcasts: <https://anchor.fm/cami-inez> or <https://open.spotify.com/show/39bCqDq1Qazozb0IHFQb7y>

6) Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions (do not include the CMO/EMO identified, dual-credit partners discussed in subsequent sections, or proposed vendors). Provide, as Attachment 3, existing evidence of support from each of the community partners identified such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Although the SPCSA welcomes general letters of support for the proposed charter school, this section seeks information regarding specific partnerships with community partners and specific information regarding community partner's commitments to the proposed charter school. Please refer to the rubric for additional details.*

Partner Name	First Nevada Robotics
Briefly describe this partnership	Robotics and STEM
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	The nature of this partnership is to provide engineering programs through school level teams and competitions, and to support PBL.
Partner Name	Beacon Academy
Briefly describe this partnership	9-12th Grade credit deficient students that can guide struggling students transitioning into college and adulthood
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Beacon Academy serves alternative education students in 9th - 12th grade by offering an academic program designed for credit deficient students and provides social-emotional wrap-around student support. We are both excited by the prospect of supporting students and being able to provide a continuity of services as they transition from the proposed Mind Your Books Charter school to Beacon Academy of Nevada for high school, as long as they qualify for an alternative education program. There are limited options for at risk K-8th grade students in Clark County, yet there is a tremendous need for this type of program with the proposed MYBCS.
Partner Name	UNLV School of Social Work
Briefly describe this partnership	UNLV Clinical social work program comes onto the proposed MYBCS campus to render clinical and therapeutic services
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	UNLV to work with students under the direction of our clinical director for campus clinical services
Partner Name	Three Square Food Service
Briefly describe this partnership	Three Square will provide afterschool meals to the proposed MYBCS students for after school programs
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Three Square is pleased to provide our support on behalf of the proposed Mind Your Books Charter School (MYBCS) in their application process. MYBCS's focus and mission to serve the underserved is aligned with Three Square's philosophy. Our existing partnership with MYBCS has helped to end hunger in Southern Nevada and we look forward to a continued, successful partnership. If MYBCS is granted charter school status,

	Three Square will work with MYBCS to feed the children in clubs and afterschool programs.
Partner Name	Sysco School Lunch Program
Briefly describe this partnership	To provide breakfast, lunch, and snacks for the students
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Breakfast, lunch, and snacks, and training for kitchen staff, provide food preparation, OSHA and SNHD training. The program is typically maintained according to the laws and regulations of the National School Lunch Program (NSLP).
Partner Name	Mathnasium
Briefly describe this partnership	Math Enrichment for the severe and profound math delays
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	After school math camps, family math night programs and support through math enrichment, tutoring
Partner Name	The Center
Briefly describe this partnership	To guide support for LGBTQIA students, staff, family support, therapy
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	The Center will help with establishing inclusion, safety, and support for this body of students and their families. Their role is to help the school through assemblies, and protocol is to ensure that all students have advocacy and representation
Partner Name	Discovery Children's Museum
Briefly describe this partnership	As a premier educational partner in the community, DISCOVERY collaborates closely with local schools and organizations to increase access to quality educational experiences
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Promote museum resources and programming such as subsidized health sciences and education through the DISCOVERY on Wheels program

3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

In its 2019-2024 [Strategic Plan](#), the SPCSA established goals related to school performance that each charter school applicant should consider when setting their own respective goals:

1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups. The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.

1) How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?

MYBCS will seek to achieve 70 points or greater on the NSPF Framework in order to meet standards by assessing and studying data to observe trends and patterns in student and school wide achievement. Mastery of the standards will be measured through inquiry-based direct instruction, PBL projects such as STEM, robotics, and assessments. Each quarter will begin with a review and pretest. Direct inquiry based instruction will dive to the heart of the standards set in the pacing guide and teachers will be supported through PD and staff meetings to support them in gathering resources for student interventions based on data from iReady and NWEA. This ensures that we have enough data to plan interventions for each student through small group instruction. College and career readiness is an indicator to measure tracking for college and career readiness. The two most important growth assessments will be the Fall to Fall and Spring to Spring administrations of the NWEA MAP results to give us a schoolwide snapshot of where to focus interventions. SBAC will predict the annual performance of our students and will be especially useful in year 2 and beyond for data analysis and planning. Our model is proactive in maintaining an emotionally safe environment for our students. Students below grade level will be retaught in small groups in effort to close the achievement gap. Incentives, awards and recognition for meeting and exceeding growth targets will take place every quarter to inspire our students to become pursuants of self-determined goals both academically and socially.

2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

Students at all levels will be encouraged in self-regulation through growth portfolios to include quarterly interim assessments, NWEA MAP percentile data, DESSA results, formal and informal classroom assessments, SEL goals, and grades. UNLV will be at the center of providing both therapy to students and training of teachers to earmark social competencies. Students will have an aide or a sub present or a UNLV teacher intern working in small groups or 1:1 interventions. "Project based learning is a teaching method where students gain and apply skills by working on a long project where they complete an in-depth inquiry into a topic or question and is not a standalone. It can be added to the teaching already being done in the classroom. PBL allows for more real-world application and in-depth understanding of the concepts that students need to understand."¹¹ We will seek to align and meet the SPCSA's strategic goals to provide families with 4 or 5 star schools and to ensure that every SPCSA student succeeds. The elementary and middle schools within the 89115 zip code are 1 to 2 star schools with low star and proficiency ratings.

Every Wednesday after early dismissal, we will host a data meeting, professional development, or staff meeting for our teachers. This will serve as an intentional space to make improvements in instructional design and in the general operations and culture of our school. Students will be released early on these meeting days. Teachers will plan groups using The Learning Continuum from NWEA for grouping of standards aligned support.

¹¹ [The Benefits of Project-Based Learning \(and Why It Should Rule YOUR School!\) – Performing in Education](#)

3) Describe the distinguishing features of your school, including programmatic components that make your school unique. For each feature, describe how it will be implemented. Key features may include:

Note that this question is aimed at understanding what makes your school unique, how those features are implemented, and how they fit together. If a key feature is described in another portion of the application, you may reference that section rather than repeating information and focus your response to this question on implementation of the key feature.

MYBCS is a school that offers therapy. This is currently being done all over the country and in every school. What makes us distinguished is the consistency of the therapy model that intertwines with the daily schedule for the wellness of all students who may need stronger emotional support, or who may have treatment plans.

a) Programs (e.g., curriculum, professional development, after school program, parent program, etc.),

Our K-8 SEL curriculum that hosts full class blocks with curriculum and PD, an account with New Harbinger for psychotherapy workbooks, internal and external professional development for curriculum and psychotherapy training through UNLV. After school programs include engineering through robotics, coding, science club, math camps, parent-led flag football (interest), diabetes and job readiness programs, GED programs, clothing scarcity and free 30 day RTC bus pass support for parents.

b) Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and

Our restorative practices are deeply rooted in clinical service and case management through our Clinical Director and through UNLV and is spelled out in our discipline policy. Individualized learning is correlated to the staff support of data analysis and disaggregation of the data to inform interventions and to plan for small group instruction. PBL enhances the learning experience. Individualized learning is supported through the use of student portfolios.

c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.).

Our structure is a Clinical Model; and a school with a clinic inside where students can learn in a non traditional setting of comfort and calm. We expect to grow quickly due to the necessity of the model, but to begin we wish to host small class sizes of 20 students per class. We will use data specific to student groupings. The data collected reflecting the school climate will be pertinent to the decisions that will be made for overall school improvement efforts.

4) Explain how these key features will influence student success. Cite evidence from your own experience, valid research, and/or provide a well-defined logic model and plans for studying the effectiveness.

The clinical design of the school is a key feature of the school that will influence student success by balancing the mind. The assessments in the fall of each year will provide an academic baseline. Interim assessments both formal and informal will track student achievement of standards and we will check student learning from quarter to quarter, week to week, and assessment to assessment. We will be intentional with the data because we know that if the clinical data is qualitatively positive, then the quantitative aspects of learning will be much easier to achieve. The CDC is collecting data in support of therapy in school. According to the CDCs (SSE) Safe and supportive environments in support of therapy at school, "Studies show that protective factors like providing SSE can reduce health risk behaviors related to HIV and STDs in adolescents, such as, encouraging condom use and delaying sexual initiation, as well as lowering the likelihood of substance use, violence, suicidal thoughts or attempts, and pregnancy. Adolescent connections to family and school during middle school and high school are also related to numerous positive outcomes in adulthood, including:

- Fewer sexual partners and STI diagnoses.
- Reduced emotional distress and suicidal ideation.
- Lower likelihood of being a victim of or committing violence.

- Less prescription drug use.
- Higher likelihood of attending and graduating from college.”¹²

5) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

In our research, we found and studied schools in New York and Pennsylvania that incorporate the same pillar tenant of SEL. Even on the opposite end of the country and in the South, the recognition that SEL is critical to all children is even more apparent than pre-pandemic. At Evergreen Charter School, social emotional wellness is aligned with the CASEL Framework. Some of their overarching precepts are to promote social and emotional development, to develop problem solving strategies, and work cooperatively to solve problems. They have grade level SEL activities embedded in their school day. Where MYBCS is unique and set apart is that we are working with therapists to address deeper underlying trauma which would be revealed in the DESSA assessment. Wissahickon Charter School has a 71% math proficiency and a 84% reading proficiency rate in correlation to the social emotional wellness of their students.¹³ We know that through our own community work that balancing the emotions yields a greater academic outcome when there is teacher/therapist collaboration.

3.2 CURRICULUM AND INSTRUCTIONAL DESIGN

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

1) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.

The primary focus is to provide effective and innovative instruction. The focus will be on providing high-quality, data-driven instruction through Project-Based Learning (PBL). The students will be frequently assessed both formatively and summatively, and the teachers will work collaboratively to analyze the data and develop lesson plans and activities to specifically teach the prerequisite skills students need to master standards. The students will be grouped to ensure mastery and the instruction will be differentiated. An important pillar inclusive to our educational model is the provision of mental health services and standards aligned curriculum. In the 89115 community there is limited access to cohesive mental health services.

Second Step (K-8)

Aside from available campus therapy, the Committee chose Second Step; a CASEL incorporated, district approved K-8 SEL curriculum for daily instruction and support. In this environment, MYBCS students will learn that they have value, practice self-reflection, participate in therapy and social emotional activities. In turn, a reduction in the shameful stigma of social emotional support and mental health services can be seen with new optimism. MYBCS believes that the community will best be served by providing social emotional resources and instruction, coupled with standards-aligned academia which supports the bedrock of successful academics. These approaches will increase scores, reduce student discipline referrals, violence, and aggression thereby developing a safe, positive, affirming school culture. Second Step provides a full Social Emotional curriculum for each grade level and is replete with activities, Powerpoints, games, and parent information in English and Spanish.

English Language Arts The English Language Arts program has various components known to be effective and enriching in this area. These formats are aligned with the Nevada Academic Content Standards and aligns with Common Core and includes the components of the language arts program and will be integrated throughout the week in the following formats: ELA matters across all subjects. Foundation reading is paramount to long term success. Words matter and we

¹² [What Works: Safe and Supportive School Environments | DASH | CDC](#)

¹³ [Wissahickon School District Test Scores and Academics - Niche](#)

must ensure students master vocabulary. We must be intentional in the structure and practice of how we teach students how to read. ESL is not a barrier to becoming an amazing reader.

Mathematics All students will be engaged in challenging, hands-on math activities. Developing mathematical understanding and skills are crucial to academic success. The curriculum builds upon the standards set forth by the National Council of Teachers of Mathematics. These formats are aligned with the Nevada Academic Content Standards and align with Common Core. Success in mathematics is an indicator of long term problem solving success. A standard has not been mastered unless it has reached the conceptual understanding of it. Math is best learned when it is modeled with student participation and bursts of independent practice. The math we chose will prepare our students for success beyond our school.

Science MYBCS' science program is based on inquiry-based science instruction that aligns to both Common Core and the Next Generation Science Standards. Science will be the backbone of our STEM project based learning program. Students learn best through inquiry based science labs and experiences. 100% of students will participate in the school science fair.

Social Studies Social Studies is an extension of ELA. Students that can think critically through historic events will also think critically throughout life. All history is history.

STEM Science Technology Engineering and Math (STEM) is a powerful course that can be used to supplement lessons, implement activities and bring content material to life. MYBCS' primary goals are to develop strong oral and written communication, and educate global citizens who can speak and engage confidently with others. STEM is used to enhance the achievement of these goals.

Clinical & Mental Health Workbooks Also called "bibliotherapy," The rationale for the choice in the mental health workbooks listed above is that they provide activities that are DSM-V and Psychotherapy Board Approved specific to a diagnosis or a state of being. They were selected by the proposed Clinical Director who is a fully licensed LCSW. Bruce Mufson, LCSW has 26 years' experience as a licensed LCSW and serves here in Las Vegas currently as a social worker in private practice. These workbooks will be used in individual and group settings with students and UNLV therapists. These books also align with the CASEL Framework's 5 domains: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Social Awareness, Responsible Decision Making. "In February 2023, the CDC reported that 60% of teen girls feel persistent hopelessness and sadness, and that 25% of these girls have an actual suicide plan. They go on to report that "depression is hitting teen boys, too. Overall, more than 40% of teens said they felt so sad or hopeless within the past year that they were unable to do their regular activities, such as schoolwork or sports for at least two weeks. The LGBTQ+ community reported high depression rates, too. 52% of teens who identify as LGBTQ+ said they struggle with mental health because of stigma and violence toward them."¹⁴ When having group discussions with the MYBCS clinical team in SEL groups, the use of these books are a good barometer to see how students are feeling both emotionally and mentally. By recording responses in the book, it gives students a chance to be anonymous in describing their feelings because they may be uncomfortable speaking aloud in the group setting. For the clinician reading the responses in the book, it can give them an understanding that something is wrong and that deeper clinical services may be required. Whatever is revealed in the workbooks, care would be taken, and the information would not be used as a punitive measure, but to create a bridge so that the student can find comfort with whatever is going on in their world. The rationale of these workbooks is to structure the responses of the anxieties that youth have experienced exponentially since COVID lockdowns. There has been a surge in suicidal ideation, anxiety, depression, and ongoing panic attacks in young people. The use of these books will be helpful as an outlier to capture the feelings and emotions. The goal is to be able to control the symptoms before they become too severe for the student to control on their own. The psychoeducation that they will receive through the MYCBS/UNLV clinical services will help to reduce self-harm, hospitalizations, violence, and self-destructive actions such as cutting and drug and alcohol usage

¹⁴ <https://www.cdc.gov/nchhstp/newsroom/2023/increased-sadness-and-violence-press-release.html>

2) Using the table below, provide a comprehensive list of the school’s curricula for core academic subjects.¹⁵: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards.¹⁶ Add rows as needed until the table reflects all grade levels and subjects.

Mind Your Books has an established account with McGraw Hill. After we researched options, McGraw Hill seemed fitting for the 89115 student population because it aims for the middle kids (bubble kids) with room to differentiate in any direction. All of the curriculum that we chose is not too simplified nor too difficult and can support accelerated enrichment and remediation of failing and struggling students as well as resources for differentiation. All curriculum choices align with Nevada Standard expectations. The choice for the Science curriculum is up to the Charter and so we did select Amplify Science.

Grade(s)	Subject	Product Name	Rationale for Selection
Kindergarten	ELA	KG ELA Wonders English, ELA KG ELL	Meets expectations for general education, SPED, and ELL. It also aligns with Nevada Academic Standards and goals for Kinder ELA
Kindergarten	Math	iReady Math (K)	iReady Math meets standards expectations for grade K in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports.
Kindergarten	Science	Amplify Science	Meets Standards, ELL Resources, Aligns with NGSS National Science Standards NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards
Kindergarten	Social Studies	KG Student Impact Social McGraw Hill	that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards
1 st	ELA	ELA 1st Wonders English, ELA 1st ELL	Meets expectations for general education, SPED, and ELL. It also aligns with Nevada Academic Standards and goals for 1st grade ELA

¹⁵ [NRS 389.018\(1\)](#)

¹⁶ https://doe.nv.gov/Nevada_Academic_Content_Standards/

1 st	Math	iReady Math (1st)	iReady meets standards expectations for grade 1 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports
1 st	Science	Amplify Science	<p>NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards</p> <p>Meets expectations for general education, SPED, and ELL. It also aligns with Nevada Academic Standards and goals for 2nd grade ELA</p> <p>iReady Math meets standards expectations for grade 2 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports</p> <p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p> <p>NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards</p> <p>This covers general education, SPED, and ELL.</p>
1 st	Social Studies	Impact Social Studies, Our Place in the World McGraw Hill	
2 nd	ELA	ELA 2nd Wonders English, ELA 2nd ELL	
2 nd	Math	iReady Math 2nd	
2 nd	Science	Amplify Science	
2 nd	Social Studies	Impact Social Studies McGraw Hill	
3 rd	ELA	ELA 3rd Wonders English, ELA 3rd Maravillas	

3 rd	Math	iReady Math 3rd	<p>It also aligns with Nevada Academic Standards and goals for 3rd ELA iReady Math 3rd meets standards expectations for grade 3 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports Meets Standards, ELL Resources, Aligns with NGSS National Science Standards NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards Meets expectations for general education, SPED, and ELL. It also aligns with Nevada Academic Standards and goals for 4th grade ELA iReady Math 4th meets standards expectations for grade 4 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports Meets Standards, ELL Resources, Aligns with NGSS National Science Standards NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided</p>
3 rd	Science	Amplify Science	
3 rd	Social Studies	Impact Social Studies, Our Place in the World, McGraw Hill	
4 th	ELA	ELA 4th English Wonders, ELA 4th ELL	
4 th	Math	iReady Math 4th	
4 th	Science	Amplify Science	
4 th	Social Studies	Impact Social Studies McGraw Hill	

5 th	ELA	ELA 5th Wonders English, 5th ELA ELL	<p>to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards This covers general education, SPED, and ELL. It also aligns with Nevada Academic Standards and goals for 5th ELA</p> <p>iReady Math 5th meets standards expectations for grade 5 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports</p> <p>Meets Standards, Aligns with NGSS National Science Standards</p> <p>NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards Includes high quality texts and tasks that support students’ development in reading, language, writing, speaking and listening to build knowledge. Enables students to practice integrated skills</p> <p>McGraw meets standards expectations for grade 6 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports</p> <p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p>
5 th	Math	iReady Math 5th	
5 th	Science	Amplify Science	
5 th	Social Studies	Impact Social Studies, Our Place in the World McGraw Hill	
6 th	ELA	Wonders ELA, McGraw Hill	
6 th	Math	McGraw Hill Math	
6 th	Science	Amplify Science	

6 th	Social Studies	New United States & World History (6-12) McGraw Hill	<p>NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards</p> <p>The instructional materials for grades 7 meet the expectations of alignment and usability. Texts are of high quality and include rigorous reading, writing, speaking, listening and language practice. Guidance for differentiation is included for teachers</p> <p>McGraw Hill meets standards expectations for grade 7 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports.</p> <p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p>
7 th	ELA	Imagine Learning El Education	<p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p> <p>NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards</p> <p>The instructional materials for grades 7 meet the expectations of alignment and usability. Texts are of high quality and include rigorous reading, writing, speaking, listening and language practice. Guidance for differentiation is included for teachers</p> <p>McGraw Hill meets standards expectations for grade 7 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports.</p> <p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p>
7 th	Math	McGraw Hill Math 7th	<p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p> <p>NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards</p> <p>The instructional materials for grades 7 meet the expectations of alignment and usability. Texts are of high quality and include rigorous reading, writing, speaking, listening and language practice. Guidance for differentiation is included for teachers</p> <p>McGraw Hill meets standards expectations for grade 7 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports.</p> <p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p>
7 th	Science	Amplify Science	<p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p> <p>NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards</p> <p>The instructional materials for grades 7 meet the expectations of alignment and usability. Texts are of high quality and include rigorous reading, writing, speaking, listening and language practice. Guidance for differentiation is included for teachers</p> <p>McGraw Hill meets standards expectations for grade 7 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports.</p> <p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p>
7 th	Social Studies	New United States & World History (6-12) McGraw Hill	<p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p> <p>NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards</p> <p>The instructional materials for grades 7 meet the expectations of alignment and usability. Texts are of high quality and include rigorous reading, writing, speaking, listening and language practice. Guidance for differentiation is included for teachers</p> <p>McGraw Hill meets standards expectations for grade 7 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports.</p> <p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p>
8 th	ELA	Imagine Learning El Education	<p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p> <p>NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards</p> <p>The instructional materials for grades 8 meet the expectations of alignment and usability. Texts are of high quality and include rigorous reading, writing, speaking, listening and language practice. Guidance for differentiation is included for teachers</p> <p>McGraw Hill meets standards expectations for grade 8 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports.</p> <p>Meets Standards, ELL Resources, Aligns with NGSS National Science Standards</p>

8 th	Math	McGraw Hill Math 8	speaking, listening and language practice. Guidance for differentiation is included for teachers McGraw Math 8 meets standards expectations for grade 8 in alignment to the CCSSM and focuses on coherence, rigor, practice-content connections, teacher and student supports
8 th	Science	Amplify Science	Meets Standards, ELL Resources, Aligns with NGSS National Science Standards NRS 389 Section 1 states that the board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to students enrolled in kindergarten through grade 12, this curriculum is aligned to the National Social Studies standards ¹⁷
8 th	Social Studies	New United States & World History (6-12) McGraw Hill	

The table that follows are Psychosocial workbooks for the Clinical team.

New Harbinger Clinical Curriculum for Psychotherapy Focus Groups/Therapy Workbooks	
The Resilience Workbook for Kids	The Teen Girl's Survival Guide
Mindfulness for Anxious Kids	The Worry Workbook for Kids

¹⁷ <https://www.edreports.org>

Mindfulness for Kids with ADHD	The Gifted Kids Workbook
The Stress Reduction Workbook for Teens	Stopping the Pain
The OCD Workbook for Teens	I'm Not Bad, I'm Just Mad
The Self-Compassion Workbook for Teens	Managing Anger for Kids
Get Out of Your Mind and Into Your Life	Breath Friends Forever
The Perfectionism Workbook for Teens	The Resilience Workbook for Kids
Getting Through My Parent's Divorce	Conquering Negative Thinking for Teens
The OCD Workbook for Kids	The Anger Workbook for Teens
The Grit Workbook for Kids	The ADHD Workbook for Kids
Handling Rejection	The Shyness and Social Anxiety Workbook for Teens
Mindfulness for Teen Depression	Why Did You Die?
I Bet I Won't Fret	Coping With Cliques
Mindfulness for Teens With ADHD	Finding Sunshine After the Storm
The Executive Functioning Workbook	The ADHD Workbook for Teens

The Bipolar Workbook for Teens	Beyond the Blues
The Mindful Breathing Workbook for Teens	Eating Mindfully for Teens
Six Super Skills for Executive Functioning	Overcoming Suicidal Thoughts for Teens¹⁸

3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education.¹⁹

Physical education and health are essential parts of trauma informed instruction. The Nevada Statute 389.485 for P.E requires that students demonstrate competency in motor skills, patterns of movement and safety practices needed to perform a variety of physical activities needed to perform manipulative skills in combination with locomotor or non locomotor movements in a variety of environments. Students may be exempt from P.E. as cited in statute 389.488 for psychological or medical reasons, otherwise, all students will participate in related arts that will provide physical education and health, recess, movement, art, music, and STEM. We will ultimately want to have a computer lab for students in order to enhance technological literacy, but will operate from laptops until we can add a computer lab. We did seek a quote from Bright Box for Smart Boards to inspire the use of technology in the classroom which includes the digital component of the curriculum in case of pandemics or lockdowns in a virtual environment. Art classes allow students to express themselves and calms racing emotion and is great for an in class therapeutic response. Students may be exempt from P.E. through as cited in statute 389.488 for psychological or medical reasons.

Students will participate in project based learning assignments after an introduction to the components of STEM, and they will learn how they work together in project based learning. Students will have access to design software, 3D printers, and the latest tools and tech for our students to create with, such as STEM projects, science projects and engineering through FIRST Nevada robotics and coding.

4) Identify the instructional strategies that will support the education plan. Explain why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

Again, the data is formal and informal to be collected, disaggregated and used to inform all planning. The most effective and innovative methods of teaching, especially for the educationally disadvantaged students of color, are culturally responsive pedagogy and trauma-informed instruction through PBL. Once our teachers are professionally developed to understand the impacts of trauma on the students in their classroom, they are then able to develop meaningful relationships with students which allows them to learn in a safe environment. Furthermore, focusing on mastery-based instruction will ensure that students are making gains to close achievement gaps. The teachers will review formative and summative curriculum-based assessments through iReady, NWEA MAP, WIDA, and SBAC and will work together on Wednesday afternoons to disaggregate the data to develop lessons and strategize interventions.

¹⁸ <https://www.newharbinger.com/>

¹⁹ [NRS 389.018\(3\)](#)

5) Explain how the proposed instructional model and curriculum will meet the needs of and enable measurable growth for all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level, according to the Nevada Academic Content Standards.²⁰

The proposed instructional model and curriculum will meet the needs of all students because the program was designed for the population that we intend to serve and the curriculum is designed for differentiation. Students below grade level will be grouped according to the NWEA Learning Continuum and the curriculum that we selected has resources for students above and below grade level as well as for ELL students and the gifted student. For our gifted 3rd-5th graders we are considering GATE as a special education program for the gifted student that needs extended academic support.

Our curriculum choice was based on reaching the bubble kids and not to select a curriculum that caters exclusively to the top achievers where everyone else is left behind, nor to the bottom where no one else is engaged; but to the middle which makes extension and modification easier for the teachers to design lessons for the gifted and the special education student. Our curriculum choices are aligned with the content standards for Nevada and have a plethora of resources for ELL students for all subjects with built in differentiation. We also looked at edReports to make sure that everything that we selected meets state expectations.

6) If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented by the charter school.

This section is not applicable to Mind Your Books Charter School.

3.3 PROMOTION AND GRADUATION REQUIREMENTS

Questions 1 and 2 are required of all applicants. Questions 3 and 4 are only required if the proposal includes a high school program.

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

MYBCS is committed to ensuring students experience academic success with social emotional support. It will be the exception to the rule to retain a child as it is rarely the most effective intervention for a student. Most students will matriculate through the school based on their age and social promotion as outlined in the MYBCS Promotion & Retention Policy. If a teacher or parent believes that it is in the best interest for a student to be retained, the Charter School will hold a Student Study Team (SST) meeting. During the SST meeting, the team will discuss the recommendation, the interventions that have been implemented during the school year, and which interventions would be put in place to close the achievement gap. It may be that the student needs to be assessed for special education services based on Child Find laws. The team including the parent, teacher, and the Executive Director/Principal will need to agree that retention will be the most effective intervention. If the decision is made by the team to retain the student, they will sign the Retention Acknowledgement Form and the SST form. Regardless of promotion or retention, if there is a concern, the team will continue to monitor the progress of the student.

Requirements for 8th grade promotion: English and Math must both have 1 ½ credits, Science and Social Studies must both have 1 credit. The student must have passing grades in these core classes during the seventh and eighth grades in order to be promoted to high school. If an eighth grade student does not meet the requirements, the student may be retained the following school year in eighth grade. An exception to this would be to place the student on academic probation with promotion to high school as long as the student meets the criteria. The criteria for academic probation is as follows: (1) the student needs ½ credit in one of the core classes, (2) the student meets or exceeds CRT scores needed

²⁰ https://doe.nv.gov/Nevada_Academic_Content_Standards/

for the credit deficiency, and (3) the student reaches 16 years of age at the start of the school year or during. Remedial instruction will take place in the core class where credit is needed during the ninth grade. If the student receives a passing grade, the probation will be removed. If a parent elects not to have the student on academic probation, the student will be retained in eighth grade the following school year. Parents will be informed of promotion and retention by email, physical mail, and as a letter attachment to the last parent report card pick up at the end of the 4th quarter.

2) Explain what systems and structures the school will implement for students at risk for retention, and/or dropping out, and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

The systems and structures that MYBCS will implement for students at risk for retention include monitoring the academic progress of the student through frequent formative and summative assessments and monitoring the social emotional well-being through data. As the student reaches grades 4 and higher, the student will play an active role in the process of setting short term and long term goals for themselves in student portfolios. Students and parents will receive written resources about strategies to prevent dropping out of school. MYBCS will assess and evaluate students in Kindergarten, third, fifth, and eighth grades for retention and must offer every available intervention before a student is retained. The parents will receive notification blasts from Infinite Campus regarding their student's low scores or failures because the teachers will be required to enter grades into Infinite Campus a minimum of 2 grades per week. When there are more than 15 absences in a school year retention is imminent and conferences with the Principal, parent, teacher(s), and therapist will help to determine the best interventions for promotion. Teachers will monitor the student and inform all parties of progress or will inform the Principal if the student is not meeting the goals outlined in the first conference. The Principal and the teacher in agreement, will have the final decision to retain a student. Students will be retained only once for the same grade level in Kindergarten, 3rd, 5th, and 8th. If an 8th grade student becomes overage and has failing grades and low test scores then we will refer them to Beacon Academy for credit deficient students who need a pathway toward graduating on time in the 12th grade.

3.4 DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and when considering applications for renewal and contract amendment according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework²¹, the Nevada School Performance Framework adopted by the Nevada Department of Education²², and applicable law and regulation.

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

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

- **Mission-Specific Goals:** According to the data and statistics for 89115, students will come to us with academic deficiencies and we want to be proactive in measuring whether our education model is having a significant impact year over year. We believe that balancing the emotions with academic strength is pivotal to ensuring that

²¹ <https://charterschools.nv.gov/ForSchools/Accountability/>

²² <https://doe.nv.gov/Accountability/NSPF/>

our students are well balanced in logic, emotion, and academics. MYBCS' goals are rooted in academic growth and proficiency, social emotional competencies, and student self-regulation. It is the responsibility of MYBCS to ensure that our students are prepared to compete at a national level, and to pursue self-determined goals and aspirations in order to have meaningful contributions to the community through engaged citizenship.

- **Annual Performance and Growth Goals:** After attending MYBCS for two years, 70% of the student population will achieve academic growth based on RIT scores from their NWEA results.
- **ELA Proficiency:** Students will gain 10% growth in ELA proficiency based on the SBAC ELA results annually.
- **Reading Level:** After attending MYBCS for two years, 70% of students will achieve a reading level on or above their grade level.
- **Math Proficiency:** Students will gain 10% growth in Math proficiency based on the SBAC Math results annually.
- **Science Proficiency:** Students will gain 10% growth in Science proficiency based on the Nevada Science Assessment results annually.
- **Social Studies Proficiency:** After attending MYBCS for two years, students will achieve 75% on informal internal assessments quarterly.
- **Social Emotional Learning:** After attending MYBCS for two years, 70% of students will achieve a T-score of 41 or above through DESSA & CASEL Framework.

2) In the table below, outline the annual performance and growth goals that the school will set in order to meet or exceed expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF). You may add rows as needed.

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2024-25	2025-26	2026-27
Growth	Both	NWEA Fall, Winter, Spring	RIT ELA-200, Math -200	After year 1-50% of students will be at the National percentile	60%	70%
ELA Proficiency	Both	SBAC ELA, yearly	District ELA Proficiency; Grades 3-8 41.2%	Students will achieve 50% proficiency in ELA	Students will achieve a 10% gain (60%) in proficiency	Students will achieve a 10% gain (70%) in proficiency
Reading Level	Both	iReady (K-8)	iReady baseline assessment	50% of students will read on or above grade level	60% of students will read on or above grade level	70% of students will read on or above grade level

Math Proficiency	Both	SBAC Math (Grade 3-8), yearly	District Math Proficiency; Grades 3-8 26.4%	Students will achieve 40% proficiency in Math	Students will achieve a 10% gain (50%) in proficiency	Students will achieve a 10% gain (60%) in proficiency
Science Proficiency	Both	Nevada Science Assessment (Grade 5 & 8), yearly	Nevada Science Assessment Proficiency; Grade 5 19.96%, Grade 8 34.01%	Students will achieve 40% in Grade 5 and in Grade 8	Students will achieve a 10% gain (50% in Grade 5, and Grade 8) proficiency	Students will achieve a 10% gain (60% in Grade 5, and in Grade 8) proficiency
Social Studies Proficiency	NSPF	Informal Internal Assessments, each quarter	Based on internal diagnostic	Students will achieve 65% on internally created assessments	Students will achieve 70% on internally created assessments	Students will achieve 75% on internally created assessments
Social-Emotional Learning	N/A	CASEL, DESSA	Initial DESSA score and qualitative results of the WCSO Social and Emotional Competency Short Form	60% of students will achieve a typical range (T-score of 41-59) or above	65% of students will achieve a typical range (T-score of 41-59) or above	70% of students will achieve a typical range (T-score of 41-59) or above

3) Explain how the baselines in the table above were set.

The baselines for the data were set based on the Clark County School District proficiency rates. Using all data, we will set and revise quarterly performance targets to ensure that we are on a trajectory to align with the SPCSA performance standards as well as Academic Standards.

4) Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?

We will measure academic proficiency by using the Nevada Academic Standards for all curriculum and assessment. We will then take the data from all assessments and disaggregate it in our Wednesday meetings which will be led by the Principal in order to get a snapshot of academic performance both grade level and school wide. Teachers will receive intervention support and resources through Professional Development led by Nevada Ready, teacher leaders, and administration in order to learn how to create support for their students in their lesson planning. When disparities are found between student groups, the Learning Continuum will provide a standards based overview of where students need greater support, and small groups can ensue. MYBCS will measure, evaluate, and report academic performance of individual students by collecting data from all assessments both formal and informal by running reports on all tests that we will administer such as NWEA, iReady, SBAC, and classroom assessment.

5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.

Our leadership team will collaborate with those teachers that are falling short of professional and classroom goals and the teacher would be required to complete additional PD courses in the lacking areas reflected in their evaluations. Support will be offered to each teacher who may need help with creating and monitoring student groups within their classrooms by teacher leaders and/or by the Principal. End of year assessments results will be reviewed over the summer by the Principal and the Board in order to develop school wide interventions to align the school with academic and SPCSA Framework goals. The performance levels that would trigger corrective action are such as if the school scores lower than 50 points on the SPCSA Framework, and if the students are not meeting growth targets and proficiency levels by scoring beneath the target projections. If SPCSA Framework goals are out of alignment, then the Board and the Principal will be responsible for implementing corrective actions that will bring the school back into alignment with the goals. These actions will help to strengthen the core of the school year-over-year as the snapshot becomes clearer over time because our practices will strengthen and deepen while sharpening our focus and informing action steps.

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

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

Our primary interim assessment vehicles are iReady, NWEA progress monitoring, MAP, WIDA, and classroom assessments, and end of unit assessments. Teachers will use the MYBCS curriculum to develop embedded assessments. There is professional development through workshops that prepares teachers to review core features of curriculum, data triangulation through the use of assessment results, and inspiring the use of curriculum creativity where teachers will learn how to create standards based assessments and to identify evidence-based, function-informed interventions. Workshops will be planned and staff PD is scheduled for Wednesdays in order to support all stakeholders.

b) Explain how you know that the proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals, and the Nevada Academic Content Standards.

Our interim assessment platforms are used in Clark County Schools both public and charter schools and are in alignment with Nevada Academic Content Standards. The curriculum has embedded assessments and the teachers will be developed into using their creativity to make assessments within their classroom that match the objectives and standards of the lessons.

c) **Articulate how interim assessments will be used to inform instruction and key decisions throughout the school year. How will teachers and school leaders be trained in their use?**

Interim assessments will be used to determine progress, create interventions, and track RTI information daily, weekly, and quarterly. The process for the instructional model would be to have diagnostic research, plan instruction, teach, assess, analyze, and then determine whether to move on to another topic or reteach the current topic. Teachers will be trained in the data-driven process and analyze the data during the Wednesday weekly meetings.

7) For each interim assessment identified above, provide quarterly performance targets that you will use to confirm that the school is on-track to meet the previously described academic goals throughout the school's first year with students. Add rows as needed.

Target	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Growth: Science ELA, Math	NWEA	MAP; Fall baseline RIT Norms to indicate success of students	MAP; Winter RIT Norms of students will be used to indicate success of students, meet/exceed growth goal	MAP; Spring RIT Norms of students will be used to indicate success of students, meet/exceed growth goal	Summative assessment, meet/exceed growth goal
Social-Emotional Learning	DESSA, CASEL	Short form assessment survey	Short form assessment survey, meets/exceeds growth goal	Short form assessment survey, meets/exceeds growth goal	Short form assessment survey
Reading Proficiency	iReady	Fall baseline scores assessed through diagnostic	Improvements based on a certain amount of student-led practice minutes, diagnostic information assessed, meets/exceeds growth goal	Improvements based on a certain amount of student-led practice minutes, diagnostic information assessed, meets/exceeds growth goal	Student led practice minutes, diagnostic available for summer practice
ELA Proficiency	SBAC	Teacher-led interim assessments	Teacher-led interim assessments, 85% of students meets/exceeds growth goal	Teacher-led interim assessments, meets/exceeds growth goal	Annual Summative

Science Proficiency	SBAC	Teacher-led interim assessments	Teacher-led interim assessments, meets/exceeds growth goal	Teacher-led interim assessments, meets/exceeds growth goal	Annual Summative for Grades 5 & 8
Math Proficiency	SBAC	Teacher-led interim assessments	Teacher-led interim assessments, meets/exceeds growth goal	Teacher-led interim assessments, meets/exceeds growth goal	Annual Summative
WIDA	W-APT/Access	Baseline to assess needs	Teacher-led interim assessments, meets/exceeds growth goal	Teacher-led interim assessments, meets/exceeds growth goal	Assess for exit readiness

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

The student’s information will be uploaded prior to enrollment and it is secure. MYBCS would activate or “go live” in the Summer of 2024. The data is uploaded and stored in a repository and is HIPAA and FERPA compliant. If our teachers were grading in Google Classroom and conducting quizzes to be graded, then the gradebook pass back will populate the score, placing it into IC for grades and assignments for each student without a breach of data. Infinite Campus is also a record holder for discipline notes, behavior incidents, attendance, FRL applications, and a parent portal. There is also a messenger blast alert system regarding grades and weather in text and voice.

9) Describe the school’s organizational or financial performance goals the school will have. Explain how these align to the SPCSA Organizational and Financial Performance Frameworks

MYBCS organizational and financial performance goals are in complete alignment with the SPCSA’s financial framework requirements which represent a financially healthy charter school. They are namely maintaining a healthy current asset to current liability ratio exceeding 1.1, maintaining cash on hand of 60 days or more, correctly projecting enrollment, not defaulting on debt or lease payments, maintaining a healthy operating margin on an annual basis of 3% or more, maintaining a healthy fund balance on an ongoing basis of 5% or more, maintaining a debt to asset ratio above 1.0, and maintaining a Debt and/or Lease service ratio at 1.1 or better. This is all projected to be accomplished within just a few years of opening if not sooner.

3.5 AT RISK STUDENTS AND SPECIAL POPULATIONS

At Risk Students

- 1) What is the school’s definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?**

MYBCS defines at-risk students as individuals that are living in environments that produce negative and vulnerable conditions. These conditions do not provide adequate resources nor do they direct attention to their developmental needs, and the risk is greater than the child's ability to control or address. At risk students have little to no resources. This population of students that are underserved in their community come from various economic households and are students from diverse backgrounds. These students may have chronic absenteeism. They may also suffer from food scarcity and homelessness. The homeless student would receive automatic enrollment rights into MYBCS and other benefits cited in the McKinney-Vento Act such as case management for emergency shelter, health care services, and food stamp services. The students who lack adequate mental health resources will be addressed by clinically managing the mental health disparities through our Clinical Model. The MYBCS Mission and Vision declares to serve students in a manner that balances the whole brain; both logic and emotion, and couples it with academic best practices.

Our staff and leadership will mirror the school culture of social emotional justice. Upon enrollment, students will be ranked into three tiered groups in order to identify the emotionally at-risk student. With regard to clinical placement levels, Tier 1 includes every student on the MYBCS campus. From Kindergarten through 8th grade, each grade will engage in a morning SEL class through Second Step curriculum in order to set the tone for the day. This class has a professional development component for teachers that is self-paced, taught by the teacher to the students, and supported by the therapist interns who will address SEL topics of social-emotional regulation. These topics may include empathy, making friends, respecting others, etc. Tier 2 students have IEPs or 504 Plans for behavioral regulation. Parents may opt to have their child's treatment plan reviewed by the Clinical Director; LCSW (and not the interns). Their IEPs or 504 plans would be reviewed by the Special Education Director and shared with the Clinical Director and the teachers. The goals of the treatment plan are encouraged through our UNLV interns and checked quarterly for benchmark growth. Campus support is readily available because the teacher knows that this student has a diagnosis and will have received PD for best management strategies through Nevada Ready for SEAD/SEL 101 with Strategies for Students, Restorative SEL, and our Clinical Director. We will encourage pre-existing clinical goals and not override them.

These goals and data are reviewed in our Wednesday staff meetings by the clinical team and PTTCs are planned. Short Form CASEL surveys will be given to students quarterly, and teachers will receive CASEL PDs. DESSA assessments will be a part of our culture and students will have their own portal to engage in a reflection of their own social and emotional strengths and empowers them to set goals for growth. Academic goals are reviewed by the teachers in conjunction with the therapists and parents and students for data use in their student portfolios. Tier 3 students may be diagnosed by the Clinical Director in the parent's presence and at their documented request, and this student may also have an IEP or 504. The clinical goals are discussed in conjunction with the academic benchmarks and the team meets to assess growth toward or away from academic and therapeutic goals.

MYBCS will not discriminate against any student regardless of gender, race, religion, disability, socio-economic status, or sexual preference. We will enroll all students who are eligible to apply. We anticipate that we will have 97% FRL students. Families can identify this risk by providing their Income Verification form at the time of enrollment to qualify for free and reduced lunches. The Academic data that will be used to identify student's academic needs is NWEA Reading and Math taken three times a year beginning in the Fall of 2024. Upon baseline enrollment and every quarter thereafter, MYBCS will provide students with a *Short Form Assessment Survey* to inform CASEL benchmark needs that UNLV would use to inform therapeutic groupings. From this data, the therapist interns and the clinical director will design groups to address overarching mental health concerns, thereby forming groups that are socially emotionally based such as anger, grief & loss, or any other topic that dominates the assessment data. When students enroll at MYBCS, and they have a preexisting IEP from another school, then the IEP will be given to the Special Education Director to store this FERPA **Family Educational Rights and Privacy Act** protected file-document within Infinite Campus while maintaining the very strict FERPA compliance. A digital copy of the IEP will be provided to all parties such as the teacher and the therapist through Infinite Campus. The Special Education Director will cross-reference the IEP in Infinite Campus to ensure that we are receiving the updated copy with the most recent modifications and goals.

2) Describe the school’s approach to help remediate students’ academic underperformance. Detail the interventions to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)?

Per Nevada Law NRS.388.208, an annual review of a student’s academic plan is required. MYBCS’ approach to support students requiring remediation is established through data collected both formally and informally. Year 1 is when we capture baseline scores for the whole school using iReady, NWEA MAP, and SBAC data. Research shows that students using iReady consistently outperform their peers once tested on state measures. “Evidence standards show positively and statistically significant gains for students receiving iReady instruction above that of their control group counterparts in both reading and mathematics in iReady and externally such as the SBAC, and NWEA MAP.”²³ The MYBCS end of year 1 academic review would take place with all stakeholders at the table such as teachers, administration and SPED Director. Data is collected and analyzed during our Wednesday data meetings. This comprehensive overview of each student’s performance will inform our methods and programs and interventions for year 2. As data is collected MYBCS will provide ample intervention strategies for students during the school year. The teacher then sets progress monitoring goals in reading through NWEA weekly. Data-driven instruction for K-8 is differentiated based on these assessment results. We can see what strategies and interventions worked and what didn’t work through data analysis. We make the adjustments in year two by continuing our academic and support programs, removing some, or adding new ones to pair with iReady, which addresses fluency, decoding, and phonics for grades K-2. We would use all available data to study trends in SEL, school climate, and academics and make data-driven decisions about everything.

With the NWEA MAP(K-8) data, and SBAC (3-8) data we can establish interventions for students individually. When we find underperforming students, we form small group instruction and work with community partnership to establish Mathnasium tutoring, Family Math Nights for after school ELA and math enrichment in order to address math and ELA deficiencies. We will measure the success of our remediation efforts by analyzing data collected school-wide from year one to see what worked and what didn’t. We add or remove programs in year two and continue to assess and analyze data to inform instruction. By year 3, we have data collected as a cross-sagittal study. This study further reveals what strategies are working and we do more of that to maintain an incline in year 4, year 5 and beyond. We will also track how the school wide performance affects our NSPF ratings in middle and elementary. We will use the NSPF data to adjust our strategies and interventions to achieve the maximum points for elementary and middle school growth, proficiency, achievement, and engagement according to the SPCSA Framework.

3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.

Our system will be mirroring the best practices provided by the Multi Tier System of Supports (at the American Institutes for Research) which includes three tiers of intensity for instruction, intervention, and support. Tier 1 includes high-quality, schoolwide academic, social, emotional and behavioral programming and supports designed to meet the needs of all students. At Tier 2, we will provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs to support students identified as at-risk. Tier 3 includes intensive intervention for students not responding to Tier 2 through instruction and supports that are intensified and individualized based on student need. At all levels, attention will be on selection of evidence-based practices and fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

²³ [i-Ready Research Efficacy Brief 2019 \(sbsd.k12.ca.us\)](https://sbsd.k12.ca.us)

Tier 1: includes academic, social, emotional, and behavioral curriculum, instruction, and supports aligned to grade-level standards and student needs. At Tier 1, our staff will use instructional strategies and practices shown to be effective for the student population and educational context. In effective Tier 1 systems, most students benefit from Tier 1 programming alone and teachers use differentiation to ensure all students can access and benefit from core programming. Consistency in the use of evidence-based practices and supports is essential for collective efficacy at Tier 1. Effective Tier 1 ensures a positive school climate and conditions for learning.

Tier 2: provides small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs. The intervention and support design will demonstrate a positive effect for desired outcomes and are aligned with student needs. Tier 2 interventions and supports are delivered with fidelity at an appropriate duration and frequency to ensure students have increased opportunities for practice and corrective feedback.

Tier 3: Our schools implement intensive intervention to help students with severe and persistent learning and/or behavioral needs, including students with disabilities. Data-based individualization (DBI) is a validated approach to providing intensive intervention in academics and behavior. This process will be characterized by an increased intensity and individualization of instruction and tailored support. Because the proportions will vary from grade to grade it will be data-driven with each tier specifically proportioned. The methodology will include the following processes advocated by the MTSS:

1. **Screening:** Identifying students' level of risk and evaluate the effectiveness of core instruction
2. **Diagnostic:** Determine student strengths and skill gaps, as well as factors within the instruction, and environment that impact learning
3. **Progress Monitoring:** Measure student responsiveness, quantify a student's growth rate, and evaluate the effectiveness of interventions
4. **Fidelity:** Measure the extent to which practices and assessment are used as intended.

4) How will you communicate the need for remediation to parents?

MYBCS will communicate the need for remediation through official data reports from various platforms such as iReady, NWEA, and SBAC. MYBCS will provide weekly communication such as Class Dojo which connects the parent directly to the teacher in the classroom. We will send out emails and mail letters to home. Students will receive report cards quarterly. Parents can check for grades in Infinite Campus as the expectation is for the teacher to enter two grades per subject per week and families can set notifications when a score drops below a certain threshold. Families will receive phone calls and participate in PTTCs (parent-teacher-therapist-conferences) to discuss goals and benchmarks.²⁴

5) What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

MYBCS is a proposed clinic with a school inside and this model will help us to offer interventions for students exhibiting early signs of behavioral and mental health concerns as reflected in their DESSA scores and Short Form Surveys. This is what our vision and mission entails; the balancing of logic and emotion so that learning can occur. UNLV will render therapeutic services that support social-emotional competence. We host three social emotional Tiers established during enrollment. Daily students will develop strategies through full SEL classes and therapy sessions on campus. They will develop emotional resources so when faced with adversity and strong emotion they have the power to rewrite the moment. Balancing the left and right brain; logic and emotion, thereby creates a stabilizing life-force for the student

²⁴ [NRS: CHAPTER 388 - SYSTEM OF PUBLIC INSTRUCTION \(state.nv.us\)](https://nrs.state.nv.us/nrs/chapter-388-system-of-public-instruction)

which levels the playing field in any arena. Our students will be able to lead future endeavors, gain and create access to possibilities and opportunities for life-long achievement in high school, college, and life in general. Students will be able to academically persevere through the support of their social emotional well-being. Students will receive a strong academic foundation encouraging the demonstration of creativity, thinking critically, collaborating with peers and adults, and effective communication skills. Students will develop and demonstrate social emotional competence through emotional regulation, and positive social interactions. Our core vision and mission precepts are rooted in intellectual curiosity both in emotional self-regulation and a strong academic foundation.

According to the CDC National report in 2018-2019, 15% of children between the ages of 12-17 had major depressive episodes. The CDC also reported in 2016 that children ages 3-17 suffered depression and received treatment by 78%. 59.3% had anxiety and received treatment, and more than 53.5% had behavior disorders and received treatment. We know according to national stats that our Clinical Model will be an asset to the community due to a consistent rise in these negative and dangerous social emotional trends in children.²⁵ This includes suicidal ideation across all ages and grade levels. One in 6 children had a diagnosis of mental, behavioral, or developmental disorder, and 8.9% had attempted suicide. With the anxieties of our ever-changing world, we believe that a campus focused and rooted in the perseverance of emotional wellness to clear the way for learning will help MYBCS to raise citizens that will be able to balance logic and emotion who are better able to listen and learn. They will be able to rewrite the moment. Individual plans will be implemented by intersecting academic goals based on formal and informal data and assessment results both clinical and academic. The clinical goals which align with the DSM-V and CASEL benchmarks will be general topics taught in Second Step classes and reinforced in therapy sessions for students with treatment plans and for families that require it according to DESSA scores.

The clinical goals may be derived from pre-existing treatment plan goals that are monitored through UNLV therapists in conjunction with the MYBCS campus clinical director. All the stakeholders come to the table to progress monitor the goals through PTTCs (Parent-teacher-therapist-conferences). Every student will have an individual pathway to closely monitor behavioral goals. Many of their common goals will be the base for selecting therapy group topics such as depression, grief and loss, or hopelessness. The clinicians will know where the groups are most needed through the Short Form Assessment Surveys and DESSA results. The students will take these quarterly Short Form assessments and work with those goals in therapy for the entire quarter. The Short Forms will be sent to student emails. The short form aligns with CASEL benchmarks. The PTTC will also analyze the results of DESSA which the students will take as formal assessment. The Dessa K-8 assessment is a teacher parent rating tool established as 72 questions, 5-8 minutes to complete, hosts 8 competencies which align with CASEL benchmarks and is available in English and Spanish. This data will be imperative in the PTTC conferences to inform therapeutic support and the establishment of clinical goals for students with or without treatment plans. Here is an image of how DESSA merges with CASEL benchmarks and domains. “Trusted by Johns Hopkins University, American Institutes for Research (AIR), the Rand Corporation, City Year, and the Y of the USA for use in major studies, the DESSA sets the standard for SEL assessment. The Dessa measures were developed to meet or exceed the standards for SEL assessment. The DESSA measures were developed to meet or exceed the standards promulgated by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (AERA, 2014).”²⁶

Special Populations

- 1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for:
 - a) students with disabilities, including students with mild, moderate, and severe disabilities,

²⁵ <https://www.cdc.gov/childrensmentalhealth/data.html>

²⁶ <https://apertureed.com/dessa>

MYBCS has worked with several special education teachers during the application process that showed an interest in teaching at the Charter School, but did not want to become part of the Committee to Form due to prior commitments. At the appropriate time we will interview and hire licensed Special Education Teachers and a Special Education Director.

b) English language learners,

As a special education requirement, we will hire ELL/TESOL endorsed teachers prior to opening. Again, the teachers that showed an interest had prior commitments to their current jobs.

c) homeless and migrant students, and

As teachers, Cami and Stuart have taught students that have experienced homelessness when working side by side with kids and therapists from the Juvenile Justice Department. While serving students through case management for families needing community resources such as homelessness, they have both helped families receive resources such as tutoring and food scarcity support through Three Square. When the school opens we would follow the McKinney Vento Act to ensure that homeless students receive priority enrollment as well as follow up with case management for the families. Upon enrollment families would need to complete the SPCSA Student Residency Form so we can determine who may need further assistance.

d) intellectually gifted students.

Cami and Stuart have worked as teachers that have taught gifted students. We have had to differentiate and modify lessons to accommodate and extend learning for this body of students. PBL will offer extensive opportunities to extend lessons for deeper cognitive experience.

2) Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including:

a) How will the school identify students who require special education services? How will the school handle overidentification of students having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

Special education students will be identified during the enrollment process by the parent, staff, or physician through either health, behavioral, (504) or developmental screenings that may be pre-existing. If no concerns are identified then the student remains in the general education population and documentation is kept for 6 weeks to ensure that no concerns arise. If concerns are identified through the screenings, then the student is referred to special education for the evaluation and determination of eligibility for services. If they meet the criteria for special education services then an IEP is developed by the SPED team and the student's placement will be reviewed annually. If the data reflects that the student does not meet this criteria then they will return to the general education population without accommodation and modification of work expectations.

After the initial year of enrollment, we will have an idea of the special education needs of our students. Being a school that focuses on trauma-informed instruction as a critical value, then we will likely be a choice for many students that have disabilities. We do not see this as a barrier as we will accommodate all disabilities that enroll at our school. Students will be identified for need services following an evaluation if a parent sends consent or a diagnosis from a physician. If a student is identified to need an IEP then the meeting to develop the IEP must happen within 30 calendar days of the initial eligibility requirements. When a student is deemed ready to exit the SPED program, then the parents

are notified and involved in the exit process. All information is reviewed such as parental observations and notes, classwork, therapy notes, assessments, and review of goals and short-term objectives.

- b) What specific instructional programs, practices, and strategies the school will employ to provide a continuum of services? Describe how students with severe intellectual, learning, and/or emotional disabilities will be served.**

The program that we are happy to bring to the community is through the partnership we have solidified with UNLV to provide free counseling and therapy for all students in need which includes therapy during the day and can be scheduled into the student's school day. In practice, UNLV and Nevada Ready will provide professional development so that our teachers are up to date on the best practices of trauma informed instruction. Socio-Emotional classes will take place as part of our counseling program. The CASEL curriculum will be used to provide a base of instruction. Students with severe intellectual, and learning disabilities will be supported through our Clinical Model and Special Education program.

- c) How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?**

Every Wednesday, teachers will have an opportunity to collaborate and plan, assess data, and receive professional development. Each classroom teacher will have prep periods and in addition, the special education teacher, ESL, and general education can plan together during our Wednesday meetings. Our school believes that collaborative planning is an essential part of the learning process and have made it a part of our education model to carve a space for it to happen with fidelity.

- d) How will you ensure qualified staffing to meet the needs of students with disabilities? *Federal and Nevada law requires licensure for special education teachers, related service personnel, and psychologists at charter schools.***

As part of our hiring process, we are requiring that all special education teachers are fully certified according to the State of Nevada upon hire. Clinicians and psychologists will be contracted based on the needs of our students.

- e) What are your plans for monitoring and evaluating the progress and success of *students who qualify for special education* and related services, including the process for exiting students from special education services, as needed. How will curricular and instructional decisions be tracked and monitored by IEP teams and school personnel?**

Our tier one data monitoring approach will encompass all students. For students that are identified for special needs outside of tier one instruction will be monitored by the student support team which will meet monthly. Progress monitoring data from classrooms will be discussed along with the grades and attendance of students that are special needs.

- f) What are your plans for monitoring and evaluating the extent to which your *special education program* complies with relevant federal and state laws?**

The Special Education Director will serve as the district representative during IEP meetings and will bear responsibility for special education plans and for remaining in SPED compliance. They are the main person on the IEP team monitoring the assurance that all IEPs are in compliance. At board meetings, a report will be given so that they are aware of the special education statistics.

- g) For proposed middle and high schools, discuss how you will develop and implement transition plans for special education students.**

Our 8th grade students with special needs (special education and ES) will spend the second half of the semester sharing plans or receiving guidance on next steps to enrolling at the right high school and prospects for what students will do for college or career success. Students will always receive college and career mentorship within the project based learning in classroom assignments. As part of the transition files for rising ninth graders, students will have plans with the most up to date data for proficiency, growth, and interest data. It is important to our school that students land in the right school and have college and career success.

3) Explain how the school will meet the needs of English language learners (EL), including:

- a) How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?**

During the enrollment process, parents will complete the SPCSA Home Language Survey (HLS). If the survey shows the student speaks another language other than English, or if the child's first language was not English, or another language is utilized in the home other than English, then that student will be identified as a potential EL student. MYBCS will use the ACCESS test (English Language Proficiency Assessment produced by WIDA) to assess our students. The results of this assessment will help to determine if a student qualifies for EL services. Annually, students who have limited English proficiency will be required to test during the beginning of the school year per the Every Student Succeeds Act of 2015. We will avoid misidentification by ensuring the EL/TESOL teachers are certified and that there is oversight by the leadership staff.

- b) How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?**

According to the results of the Home Language Survey, parents will be notified within 30 days that their child will take the WIDA assessment at the beginning of the school year. After the student completes the ACCESS, the parents will be notified within 15 days of the results. If the student does not qualify for EL services, then the EL/TESOL teacher will inform parents of the rationale for disqualification by communicating the results. After the parents are notified of the student's qualification of EL services, then the EL/TESOL teachers will inform the teacher of record and the Special Education teacher.

- c) How will you ensure qualified staffing to meet the needs of EL students, conduct assessments, and monitor the progress of EL students? Nevada law requires licensure (TESL endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.**

MYBCS will employ EL/TESOL teachers who have the certification and ELAD endorsement. The EL/TESOL teachers will complete professional development structured around English Language Learning during MYBCS scheduled PD time two weeks before the start of instruction and throughout the school year. The Nevada State Education Association (NSEA) has specialized PD for ELL and teachers can complete up to 8 micro-credential courses (15 hours each).²⁷ These courses include advocating for ELL students, analyzing assessments, understanding academic language, using second language acquisition, strategies, formative assessments, and using standards to plan instruction and practice. It is ideal to hire bilingual teachers of English and Spanish to ensure that the needs of the students will be met. The EL/TESOL teachers will be conducting the assessments and monitoring the progress of EL students, with the Special Education Director in oversight of the program.

²⁷ [CategoryDetail \(certificationbank.com\)](http://CategoryDetail(certificationbank.com))

d) What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English language learners?

MYBCS will have a translator during assemblies, PTTCS, school-wide events, and family night. We have PBL as a core tenant, research shows that it is beneficial to the EL student to experience language through project base rather than just studying words and language in isolation. "PBL projects can give students something to latch onto as they're learning to use a new language. This can be more engaging than studying words and skills in an abstract way, as the language is being used for an authentic purpose."²⁸

e) What plans are in place for monitoring and evaluating the progress and success of EL students, including the process for exiting students from EL services as needed?

EL/TESOL teachers will be monitoring and evaluating ELL students with formal and informal interim assessments throughout the school year. Along with the WIDA test data from the Fall baseline and the interim assessment data, teachers will adapt instruction to meet the student's needs. Teachers will work collaboratively with the Special Education director to ensure the student's growth and progress is inclining. In order for students to exit EL services, students should be able to speak, write, and understand English proficiently. They should be able to demonstrate English proficiency in all academic core classes, including reading and comprehension. If a student scores a 4 on the ACCESS test, then MYBCS determines that the student will be exited from EL services. If a student scores a 6 on the ACCESS test, then the student will be automatically exited from EL services.²⁹

4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.

MYBCS will identify intellectually gifted students by analyzing data and taking note of who consistently exceeds in their assessment performance. We will create small groups for them based on the NWEA Learning Continuum and other assessment data. Students may be referred by their parents, therapist, teachers, or Principal for gifted services. We propose to incept a GATE program that eligibility is determined by an IQ test. The GATE assessment is used by many public-school districts including several in California and New York State. It is an IQ test for kids based upon the Otis-Lennon School Ability Test (OLSAT). The tests measure basic math, reasoning and verbal skills, and are typically given in the 3rd through 5th grades and if we include GATE, then our teacher would be properly endorsed to work with gifted students. We would be sure to make sure that this student population would have robust PBL opportunities during school and in after school clubs.

5) Explain how the school will meet the needs of homeless/migrant students:

a) How will the school ensure proper identification of students and families who qualify for homeless and/or migrant services? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?

To avoid misidentification and to ensure confidentiality, upon enrollment, families will complete the SPCSA Residency Questionnaire as a document added to the enrollment package. The McKinney Vento Act is administered by FEMA (The Federal Emergency Management Agency) and protects homeless students and their families through certain government protected rights. The SPCSA has developed a questionnaire that families will quickly fill out during the enrollment

²⁸ [Supporting ELLs in PBL Projects | Edutopia](#)

²⁹ [All About Wida Online \(nv.gov\)](#)

process to help us determine what services they may need granted as rights through the McKinney Vento Act. By law, we will automatically enroll homeless students.

b) How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?

The SPCSA Residency Questionnaire highlights the various needs of the families and the results are shared with UNLV therapists for case management. UNLV will connect families to the proper care in the community such as shelter information, food stamp or TANF acquisition, health care and mental health care. The students will be able to benefit from the MYBCS Clinical Model which is at no cost to families as it is part of our mission to ensure the emotional vitality of students.

3.6 PROFESSIONAL DEVELOPMENT

1) Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Some PDs will be internal and some external. The core components of professional development for MYBCS are to build and strengthen *learning communities* to increase effectiveness and results for all students to reflect continuous improvement in goal alignment, *leadership* to increase educator effectiveness by developing capacity, advocacy, and creating support groups, *resources* to increase educator effectiveness and improves results for all students, *data* to increase educator effectiveness for students by creating or developing standards based interventions based on formal and informal assessment results, *learning designs* that increases educator effectiveness by integrating theories, research, and models of human learning for student interventions, *implementation* by sustaining support for professional learning for long-term change, *outcomes* professional evaluations to increase effectiveness and results for all students, *equity* to increase results for all students on equitable access for opportunities and outcomes with emphasis on achievement and closing gaps and disparities between student groups, *cultural competency* increases educator effectiveness and facilitates educator self-examination and awareness of their own knowledge, skills and actions that pertain to culture and culturally-responsive strategies. PD will be both individualized as well as uniform and will be held weekly, quarterly, and as needed on Wednesdays and at other required times throughout the year.

2) Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered. Ensure alignment to the incubation year plan.

The MYBCS induction period will be from July 24, 2024 to August 9, 2024. We have scheduled July 24th-26th 2024 as the first 3 days to work in your classroom days, one day of icebreakers, staff lunch, and meet and greet, and 2 weeks of state mandated PD for the Board, school leaders, teachers, and non certified staff which is scheduled to begin on July 30, 2024. July 29, 2024 is scheduled for teachers to meet the Clinical Director and receive PD on PTTCs and how the clinical resources merge with the classroom so that our teachers will be prepared to deliver unique and challenging aspects of the curricula and instructional methods that intersect both clinical and academic goals. Many of the PD are mandated and will be planned annually per their associated NRS code directives.

The PD will include MTSS Tier 1 Summer workshop August 6th, and 7th, the Model Policy for a Safe and Respectful Learning Environment NRS 388.134 on July 30, 2024, Bullying & Cyberbullying NRS 388.1342 on August 2, 2024, Week of Respect NRS.1395 on August 1, 2024, SafeVoice NRS 388.1455.4 on August 2, 2024, Handle With Care NRS 388.1451 on July 30, 2024, School Safety Specialist Training NRS 388.910 on July 31, 2024, Crisis Response and Emergency Training

NRS 388.245.4 (h) on July 31, 2024, Suicide Prevention for School resource Officers NRS.2565 on August 5, 2024, Suicide Prevention for Teachers and Students NRS 388.256.2 (c) on August 5, 2024, and Response to Incident on August 1, 2024.

School based PD will be ongoing and constant throughout the year. On Thursday, August 8th the Clinical Director and interns will provide a workshop for all staff on understanding common mental health diagnoses in children and how specific symptomatology in children manifests in order to teach resilience, and PPTC protocol. On August 9th, we will provide securities training for active shooters, curriculum, (NEPF) Professional Standards review, and to begin planning lessons for the week. The staff may come in on Saturday, August 10th to finish organizing their rooms and bulletin boards.

3) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?

We have planned a minimum of 46 PD days including our Wednesday staff meetings from 2pm to 4pm for data discussion and to plan strategic interventions. Wednesdays are early dismissal days and the students are dismissed at staggering times but will all be dismissed by 2 pm. For the parents needing options for early drop off and after school care we will seek to contract Safe Key a before and after school remediation based program. The dismissal times are outlined in our daily schedule. Staff development days are scheduled for data analysis and team level meetings K-2, 3-5, and 6-8. Grade level teams will be organized by the lead teacher, and may replace whole staff meetings on Wednesdays. We have scheduled Professional Development for the staff which are outlined on the school calendar as September 9th, October 7th & 8th, January 27th, and April 7th. Data disaggregation, Second Step, and Infinite Campus are some of the professional development training that will occur during the summer and require maintenance throughout the school year. There will be professional development for our curriculum usage and differentiation, as well as EL resource use.

4) Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.

Teachers will be coached upon request, walkthroughs, biannual evaluations, mentorship, and also by suggesting PDs to us that they may have found useful. National Charter Schools Institute (NCSI) and National Association of Elementary School Principals (NAESP) will provide professional development courses, conferences, webinars, virtual training, and events for the Principal/Executive Director. For teachers, the Professional Learning Board on the NSEA website provides professional development towards the renewal of their license. Touro University and Southern Nevada Regional Professional Development Program (RPDP) are proposed websites that teachers can utilize for finding personal PD courses. Teachers are free to use other PD websites, such as Lead 4 Change and will be encouraged to continue to seek personal growth and to maintain their CEUs for licensure because we hope to work with new teachers and teacher interns.

5) How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?

Teachers will be evaluated biannually through NEPF and will attend feedback conferences from administration. In support, we will hire subs to relieve classroom teachers for peer-to-peer observation with Leads. Teachers will meet with the Special Education Director to learn SPED accommodation and modification support in Wednesday PDs.

6) Identify the individuals (or positions) and/or vendors responsible for professional development.

The people that will be responsible for professional development are the Board members, Principal/Executive Director, Special Education Director, Clinical Director, Office/Operations Manager, general education teachers, special education teachers, EL/TESOL teachers, and UNLV interns.

3.7 SCHOOL CULTURE

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

The principles of our school are holistic education, high academic expectations, and project based learning. Within all of those areas, we will support the vision of all students getting a high level education. Trauma informed instruction and decision making is a major part of ensuring a holistic education for students. UNLV will be a central part of this plan because they will provide professional development and counseling for our students. They will also help with the maintenance of the plan for trauma informed instruction.

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

We will administer the emotional climate of our students and staff through the US Department of Education Climate Tool to assess the culture of the school. DESSA is our evaluative tool to monitor the emotional state and well-being of students, staff, and families because it undergirds the CASEL Framework for social emotional wellness. Teachers will engage in professional development two weeks before students are scheduled to begin. As the students start school on Monday, August 12, 2024, the staff will be demonstrating what they learned in PD. All stakeholders will continually reinforce the plan, purpose, and vision until we can generate a cohesive culture. The PDs we have scheduled include the Youth Mental Health First Aid (YMHFA) on September 9th, 2024, SEAD for SEL 101 to introduce the CASEL Framework, and Restorative SEL to introduce proactive restorative practices on October 7, 2024. Digital SEAD and Center Modules are planned for October 8, 2024. These PDs include the governing board, staff, parents, and teachers, to ensure alignment with the mission and vision of MYBCS as a viable Clinical Model.

We will introduce our policies, mission, and vision on the first day of school to all stakeholders and maintain a cultural and emotional check throughout the school year. We will frequently review with all stakeholders, students, parents, administrators, and teachers the MYBCS Mission and Vision Statements. When we hire teachers and administrators, a requirement will be to have the same personal mission and vision closely aligned to human service and the wellness of people. If a student enters the school mid-year, the student will be assimilated into the culture and will have teacher and peer support. New students will have an opportunity to learn cultural expectations through school-wide assemblies and through our system of incentives and rewards.

3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan.

Our main cultural goal will be to be intentional in providing trauma informed instruction in a safe environment. Diversity, Equity, and Inclusion will be a big part of ensuring safety for all stakeholders within our school through summer professional development. We will hold assemblies at the beginning of the school year to talk about the collective values of the school and the expectations for the campus to ensure that students understand their roles, rights, and responsibilities toward establishing and maintaining their culture of calm within the hallways and classrooms. We will use the US Department of Education Climate Tool to ensure that our culture will be serving the needs of our students, teachers, and staff. The data from those assessments are matched to specific scientifically proven guidelines for providing

needed support. We will also use YouthTruth or the Hope Survey bi-annually as a cross-check on the effectiveness of our school culture.

4) Describe the school's approach to help support all students' social and emotional needs.

In order to more precisely manage our responsibility to educate our students we make the meeting of their primary human needs the first order of business, with their secondary and particular needs a close second. Those first two orders of business are the solid foundation upon which we build our rigorous academic instructional program. The so-called "social and emotional needs" of all the people in our school are inherently supported through this approach. Using the YouthTruth Student Survey is a technique that ensures that we are successful with our first order of business from the classrooms to the staff rooms and to the board room. We will use our bi-annual YouthTruth surveys or Hope Survey to ensure our order of business is being handled.

5) Discuss any required dress code or uniform policy.

MYBCS will be required to wear uniforms. The shirts will brand the MYB logo and the optional shirt colors will be red, white, navy blue, or black. Uniform pants may be either black or khaki in color with black shoes with black shoe strings. Families in need may receive a donated uniform from the school once they show a financial hardship so that uniforms do not create a barrier for the economically disadvantaged student. Parents can fill out a simple document citing financial hardship and may receive a discount or a uniform donation of one uniform per child, per family either all or in part.

3.8 STUDENT DISCIPLINE

1) Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.

The discipline policy for MYBCS student behavior is as follows: To encourage our students in the first weeks to buy-in to our culture of calm, the school will host a school-wide assembly for the education about the cultural expectations of social emotional wellness and focus for the school. Students will be introduced to the student discipline policy which will also be found in the student handbook. As part of the restorative justice practices, UNLV will provide one or more therapy sessions to students who may be placed under in-school suspension. They will receive their student work and complete it in isolation from the general population of peers, but as a part of their day they will receive counseling in restorative circles in order to address any behavioral concerns that landed them there. If it involved another student(s), then all students would participate in therapist-led restorative circles to address the social and emotional components. Research shows that restorative circles promote just and equitable relationships and that "restorative justice circle processes are designed to facilitate relationships in which everyone is treated with worth and dignity, regardless of their race, ethnicity, religion, nationality, ability, ability, economic class, language, body type, gender, or sexual orientation. For example, circle processes allow for everyone in the circle to have the opportunity to speak from their own experience. In the circle, no one is more important than the other and everyone's perspectives are respected. Likewise when emotional harm occurs, restorative conferencing is primarily a space for those harmed to have their needs met; this further ensures upholding the worth and dignity of all. Those causing harm are held accountable and have the opportunity to contribute to the healing process where possible," and that "we develop our potentialities as human beings and enhance our collective well being when our needs are respected, expressed, listened to, defined with care, and ultimately met."³⁰

³⁰ Evans, Catherine and Vaandering, Dorothy. [The Little Book of Restorative Justice in Education: Fostering Responsibility, Healing, and Hope in Schools](#)

2) Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.

The school will ensure that our discipline practices do not impact our students disproportionately by enforcing the Nevada Statutes and codes regarding discipline and potential expulsion of students according to NRS codes 385A.250 under Discipline of Students and NRS 392.466 and 392.467 regarding expulsions. MYBCS seeks to offer a new disciplinary landscape that offers more emotional support for students that may have heightened emotions especially when their behaviors disrupt the learning environment. UNLVs School of Social Work is uniquely imperative to this process because in place of excessive suspensions we will offer therapy whether group or individual to help the student reset in their emotions, think things through, and use the skills taught in SEL classes and in therapy to make things right with the others that may have been affected by the incident. With our intervention of care, the student can return back to the school community of their teachers and peers. The goal is for the progression of disciplinary action combined with therapeutic intervention in order to modify behavioral outcomes. According to Assembly Bill #14 regarding Special Education Students, if a student has a disability and is a Special Education Student, they may be suspended or expelled from the school the same as a general education or gifted student as long as the behavior is not a manifestation of their disability which is verified by the IEP and the Clinical Director.

3) Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.

All students that have committed expellable offenses have a right to due process regarding out of school suspensions and hearings. In the event that a suspension/expulsion may be imminent, an administrator will open an investigation by taking the statement of the student and all parties involved. If enough evidence is in place, we will then make a determination if the consequences are warranted for the accused behavior. In the event of behavior that is against the law, we will seek the expulsion of the student through a Board of Directors hearing, and an Officer(s) will investigate and make a determination of final actions and inform the school of the consequences. For those students that participate in special education and have a disability, the same process applies to them if the disability did not cause the behavior.

Due process for out of school suspensions include: **(1)** frequent warnings and documented behavioral infractions in Infinite Campus, **(2)** Clinical and administrative interventions, and **(3)** notification to the parent(s) to come and pick up their child because of suspension. Notification to the parent will include a phone call, an email blast. During out of school suspension, the UNLV clinical team will conduct a well-check visit to the home by UNLV case management if the previous attempts to contact parents were not successful, and also to foster a sense of connectivity for the student. If a student was receiving campus therapy weekly and they are not on campus, therapy will ensue virtually so that there is no break in clinical services.

Due process for expulsions include **(1)** verbal warnings and documentation in Infinite Campus **(2)** notification to the parent(s) for their decision to participate in a hearing at the school within 24 hours from the date on the last write up in Infinite Campus, (the Executive Director can request an expedited parent meeting), **(3)** parental response within 24 hours of the original notification, and **(4)** Board of Directors are notified of the hearing request for expulsion, **(5)** the Board must meet and set a date for stakeholders to participate in the expulsion hearing, and **(6)** the Board will come to a final decision with the consultation of the Executive Director. The decision by the Board and the Executive Director is final and binding. In the event that the student was voted to be expelled from MYBCS, the student will not be eligible to return since all previous restoration attempts would have been exhausted.

4) Who will be responsible for implementing the school’s discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA?

The responsible persons to implement school discipline are the teachers, Clinical Director, Executive Director, and the therapists which are critical to the discipline model. The teachers will receive professional development through UNLV as well as from the Clinical Director in order to understand the symptomatology of their student’s diagnosis, that is, if they have a Treatment Plan. Teachers will also complete a self-paced Second Step PD that supports our Tier I classroom instruction that will be offered K-8. The Executive Director is the support for all stakeholders and will not necessarily be notified and included in the intervention meetings until and unless a student’s behaviors classify as a Major or Urgent incident; or level 3 on the MTSS Behavioral incident chart for Clark County Schools. The discipline records are recorded in Infinite Campus and can be accessed by the teachers, administrators, and the Clinical Director. This ensures that the accuracy of records will be protected and reported to stakeholders and to the SPCSA, because discipline records are kept in the student information system which timestamps and dates all records for accuracy.

5) Describe the school’s goals for student behavior. How will the school track discipline data and how will this data be used?

Our goal each day is for 100% of students to be in attendance and for 100% of students to maintain strong competencies for social emotional balance in the learning environment. Discipline data is tracked and recorded in Infinite Campus and is readily available for conferences, school level hearings, Board level hearings for expulsion, for PTTCs, and for SPCSA tracking requirements.

3.9 SCHOOL CALENDAR AND SCHEDULE

1) Explain how the proposed school calendar reflects the needs of the student population and the educational model. As Attachment 5, provide the annual academic schedule for the school.

The annual academic schedule incorporates 180 days of instruction. The calendar mirrors the Clark County School District calendar to allow for families to take advantage of community-based opportunities like summer day camps. The calendar reflects the needs of the community and allows for summer school opportunities to support the educational model.

2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. As Attachment 6, provide a draft teacher and student schedule for grade levels served in the first year of operation.

MYBCS staff will be contracted to arrive at 7:30am. Breakfast starts at 8am for all students (K-8). School starts at 8:30am for all students. The school day begins with Tier 1 instruction through the teacher-led SEL class for all grades (K-8). This 50-minute instructional block includes the entire campus K-8. Each school day consists of core classes for all grade levels, including specials (Art/Music) or additional therapy sessions separate from the time allotted for Second Step/additional therapy sessions. Core subjects (English, Math, Reading, Science, and Social Studies) instruction is 150 minutes for Kindergarten through second grades, and 200 minutes for grades 3-8. Kindergarten has 235 minutes of instruction, dismissal is at 1:40pm, and there is an option for family therapy in the Kinder grades for their families from 1:45pm-2:25pm. First and second grade consists of 320 minutes of instruction with dismissal at 2:20pm. Third and fourth grade consists of 360 minutes of instruction with dismissal at 3pm. Fifth, sixth, seventh, and eighth grade have 355 minutes of instruction with dismissal at 2:55pm. Each grade has 30 minutes for lunch. There are scheduled bathroom breaks for K-4. Grades 5-8 have no specific bathroom schedule. Bathroom breaks will be at the teacher’s discretion, and they will use a pass system that includes a sign-out sheet, as long as they do not intersect with the lower elementary

schedule. There will be an after school clinical option for family therapy set by appointment with UNLV clinical staff and the clinical director. The teachers' school day will be contracted to dismiss at 4pm.

Please see Attachment 6

3) Explain why the school's daily and weekly schedule will be optimal for the school model and meet the needs of the student population.

The schedule that MYBCS has proposed supports working parents by offering an extended day that includes after school programs and clubs such as Robotics and coding, Mathnasium tutoring groups, health seminars, parent resources, and therapy sessions. Our core classes are requirements of the state of Nevada which are geared toward advancing in higher education. The tenants of the MYBCS program will encourage students to pursue self-determined goals and aspirations. Social emotional tracking supported by UNLV's clinical team works synergistically to assist with learning and gaining lifelong skills through self-regulation which helps to improve academic alignment. We wish to support a least restrictive environment where students can manage their emotions, thoughts, and behaviors along with the support of personalized professional teams such as our PTTCs which are designed to track academic and clinical goals. The social emotional competencies through CASEL and DESSA assessments are designed to foster a growth mindset and spark intellectual curiosity, to teach endurance and perseverance, to raise self-awareness and self-efficacy, to encourage self-regulation, and to improve upon social awareness skills. We host a strong academic foundation that will reflect extraordinary patterns of growth year-over-year. MYBCS will offer superior rates of proficiency compared to local district averages in an effort to promote college awareness and preparedness that would encourage students to understand high value degree choices or a trade as a viable career option.

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

Our daily attendance goal is 95%. Attendance is an important part of maintaining a safe place for students and staff because consistency cannot be achieved if students are not consistently present. We will collect all absent data within our student information system. Attendance excellence will be celebrated each day for perfect attendance as a class and marking streaks of perfect attendance for students. Our front office team will call the family of every absent student each day. An attendance ladder of consequences will also be communicated once a student has been marked as habitually absent or having missed more than 5 days in a single quarter.

4 OPERATIONS PLAN

4.1 BOARD GOVERNANCE

Questions in this section refer to the governing board of the entity that is proposed to hold the charter as indicated in section 1.2 Applicant Team Information.

1) Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.

The MYBCS Board of Directors will operate according to its Bylaws. To ensure effective governance and meaningful oversight of school performance, operations, and finances, the Board has the responsibility for hiring the Executive Director using the New Leaders Principal Evaluation rubric. The yearly evaluation will be conducted using the NEPF for School Administrators. The Executive Director is responsible for the day-to-day operations of the school and will ensure

that the mission, vision, goals, and outcomes are accomplished. The data regarding such will be reported to the Board quarterly. Special meetings can be held for matters that arise between official meeting dates according to the MYBCS Bylaws. The Board is responsible for the hearings and appeal of expelled students. The Executive Director/Principal will report on the performance progress quarterly. The Board is accountable for the oversight of academic, financial, and organizational functions of MYBCS in full transparency to the community, general public, and in accordance with all authorizer, state, and federal regulations for Nevada. The Board is responsible for resolving appeals and objections in accordance with due process based on severity, escalation, resolution, and appeal. The Executive Director is authorized to attend all meetings pertaining to MYBCS. Board members are encouraged to visit the school campus and give feedback. The MYBCS Board will receive training from BoardOnTrack, a company that oversees the functionality of the Board and offers PD on the domains of effective governance by working with the members of the Board directly as a third party. The MYBCS Board will host a minimum of five members and a maximum of seven members. NRS 388A regulation requires one Board member to be a parent of a student; one who is not a teacher or employee of the proposed charter school to give voice to the parents. Additionally, all meetings will be held in public and will be posted by date and location of the meeting so that the parents and community may participate in Board meetings during public comment. The Board will also evaluate feedback provided by parents through surveys, parent workshops, and advisory committee reports once established. Committees and councils will be formed as the need arises and will encompass 2 Officers. Their rights and responsibilities are outlined in the Bylaws.

2) Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?

The Board will meet 5 times per calendar year and may hold special meetings when emergency issues arise with a minimum of a Quorum. It is the Board's responsibility to evaluate the alignment of the mission, vision, goals, measurable outcomes, policies for academic and financial operation, and approval of contracts. The Executive Director will implement the mission, vision, goals and measurable outcomes at the campus and will share the results of these domains in Board Meetings.

During the 5 Board meetings, the Executive Director will present a report on enrollment, attendance, school climate and culture activities, student discipline, therapy hours, professional development, and family involvement activities. Quarterly, the Executive Director will present the student achievement data to the Board and will provide reports on fund raising, recruiting, hiring, training, evaluation, supervision, retention of teachers and support staff, oversight of curriculum fidelity and instruction, facilities management for maintenance and repair, school climate and culture including student attendance, student discipline, student engagement, family relations and partnerships, health and safety of students and staff, committee reports, advisory bodies, community partners, fiscal management of accounts payable and payroll.

The Board will review revenues and expenses, transportation costs, facility costs, SMART goals, graduation rates, attendance rates, student-to-teacher ratio, leadership ratio, grants, proficiency rates, staff attendance, staff retention rates, test scores and survey results.

3) Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template and provide it as Attachment 9.

Some, but not all of the Committee to Form members may become Board Officers. We will interview for Board positions starting July 1st 2023, and will advertise until May 31, 2024 to ensure that all Board training required prior to being seated are accounted for.

Sharon Szeman RN, BSN I got into Nursing to help people and contribute to those who needed help. I've been a nurse for 7 years and have worked at acute hospitals as well as rehabilitation hospitals and home health. I realized I could reach more people with an online business and am pursuing that currently besides working full-time at the Veteran Affairs Hospital in North Las Vegas. My son needed help academically and that is where I found that Mind Your Books would service my area mobile. My son improved tremendously within a few months and I was grateful. When talk arose of a new charter school, I was excited to hear the services offered for children, and I knew it would work because it worked for my son. I had been trying for at least 7 years to get help for my child and the public school system kept letting him fall through the cracks. He also needed help mentally/emotionally, which Mind Your Books was a wonderful program that included mental wellness and academics. I plan to include my diabetes program into the charter school as a student and community resource. It would be a great opportunity to reach children and their families since the disease is increasing exponentially. If we teach children how to be healthy, it will be easier for them as they grow into adulthood. The health of a child is the most important aspect next to education.

Emma Rowe I love kids and I am dedicated to children of trauma. I am also a foster mom because I need to protect and educate children, it's a part of my make up and I am excited to be a part of this organization that protects and educates children as well. I am originally from Guatemala and came to the U.S in 2012. I have since worked for mental health agencies for children and I do see a need for such services. I became a certified substitute teacher in 2021, because I wanted to do something to help the kids in my community. I live near the 89110 zip code and I can personally attest to the fact that we need mental health resources and better academics in our neighborhood. My goal was to work for CCSD and help shape the minds of our future generations, but I ended up helping to build something else that I have seen make a difference, even in the life of my own son; and that was through Mind Your Books Education Inc., so a Charter School where we can reach and help more families is ideal. I am glad to be on this team. Through my own parental struggles I was dismayed that my son was not receiving the help he needed from school here in Nevada. I am thrilled to be a part of an organization that takes care of the well being of the whole child with having both therapeutic services and also academics that actually help children to advance through quality programs that focus on the whole child. I look forward to enrolling my own children into the school.

Stuart Elzy I have been an educator for over 20 years. I am also a second generation educator. I have a Bachelor's and Master's Degree. I am certified for administration in the State of Nevada. In addition to my academic and experience qualifications, I have been a foster parent for over seven years. I have been fortunate enough to have over 17 children come to my house. I truly understand the needs of all students of various academic backgrounds, especially ones that need a higher level of care and therapy.

Janet Staackmann I feel very strongly that all children's needs should be met emotionally as well as academically in a school setting. Children should be respected and have respect for each other in the classroom. I have always wanted a school that meets the needs of children and not just school support but learning mindfulness and kindness helps to create all-encompassing human beings. MYBCS will help students to reach their full humanitarian potential by focusing on the whole child and not just state scores while learning in a safe space.

Cheryl Heatley I am a special education teacher in the St. Louis, Missouri area. I have been teaching for 23 years and at the end of May I am retiring. I have a degree in Elementary Education from the University of Central Missouri in Warrensburg, Missouri. I have a Master's in Special Education from the University of Missouri-St. Louis (UMSL) in St.

Louis, Missouri and a Master's in Administration from Grand Canyon University in Phoenix, Arizona. I wish to serve on the board to help increase the value of education and provide knowledge, insight, wisdom, and dedication. I will proactively collaborate with students and staff to improve policies and processes. I want to be able to assist in making decisions for all students. I am dedicated to enhancing the educational experiences for all students. My job as a board member is to listen and advocate for students, families, and staff.

Please see attachment 9

4) How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.

The full founding Board has not been fully identified at the writing of this application and will not consist of all Committee to Form members. However, when we expand we will seek to include clinicians, STEM experts, and experts with alternative programs such as SPED programs, sports programs, etc. Vacancies for the Board will be filled by vote. The health of the Board will be governed by National Charter Schools Institute (NCSI) who is contracted to manage all components of the Board for MYBCS, its needs, its timelines, and its training, and document processing. We will expand the capacity of the governing Board by electing new officers with skills and track records of success in their respective roles. Board members will complete a background check, sign nondisclosure noncompete documents, receive on-boarding and annual training of fiduciary operations and restrictions, learn Bylaws, Conflict of Interest, Code of Ethics policies, evaluate the Executive Director, review 990 forms from the IRS. MYBCS will adhere to any applicable state and federal laws as they pertain to conflict of interest for non-profit organizations. The Board is strong, committed to the success of MYBCS, and demonstrates the skills and capacity to fulfill the MYBCS mission and measurable outcomes. We will advertise and market for Board Members because we want to increase the strength of the Board and will have the Board positions filled by June of 2024.

5) Explain how the board is or will become representative of the student population and/or the community to be served. How and when will the board engage with the school community and the broader community?

The health of the Board will be managed by a third party BoardOnTrack. We will seek to seat in a more diverse Board over time. The engagement with the school community and the broader community is with honesty, integrity, and transparency. There are no prohibited familial relationships nor will there be now or in the future, and neither between charter holders now or in the future, nor are there any members who are within the third degree of consanguinity or affinity nor any supervisory nor business relationships. There is an outlined and reasonable process for resolving student/parent objections.

6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 10, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

The MYBCS Board's ethical standards and procedures for identifying and addressing conflicts of interest is of highest priority. The Board describes these standards and procedures with direct transparency. Since the Board is running a public, non-profit organization, it is accountable to the stakeholders and will follow the bylaws and policies as written. The Board will identify and address conflicts of interest by ensuring that if a member should be publicly recused under the policies or bylaws, that the member announces this openly in a public meeting. The standard of care will address an actual or perceived conflict. After the Charter is authorized, the Board will approve the proposed Bylaws, Code of Ethics, and Conflict of Interest policies. Any amendments will be incorporated as per the authorization. Annually, the Board will receive training provided by an experienced, third party on their fiduciary duty, Conflict of Interest, Code of Ethics, and evaluation of the Executive Director/Principal. As any new Board member is added, the President and Secretary are

responsible for securing an onboarding session for the new member to ensure their success, and immediately enrolling them into our platform for Board Professional Development through National Charter School's Institute.

Please see Attachment 10.

7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *This information should match the disclosures in the Information Sheets provided for members of the Committee to Form, Board Members of the CMO, Employees of the CMO, and any other proposed governing board members, as applicable.*

There are no existing relationships now, nor will there be in the future that could pose actual or perceived conflicts according to the Bylaws. The specific steps that the Board will take to avoid any conflicts and to mitigate perceived conflicts are include vetting any new Board member; have them complete nondisclosure, non compete forms; provide on-boarding and annual training on fiduciary duty, Conflict of Interest, Code of Ethics, and evaluation of the Executive Director/Principal; review of transactions or contracts to ensure that no board member may benefit personally from any contract or receive compensation; and implement the policies in order to protect the Charter School. MYBCS adhere to any applicable state and federal laws as they pertain to conflict of interest for non-profit organizations and outlined in the Conflict of Interest Policy.

8) Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?

We have an interest in a company that provides training for board members. The topics they cover are helping the school maintain compliance and effective school oversight. They provide a dashboard to track goals, a recruitment plan for bringing on new board members, CEO/Executive Director evaluation tools and meeting management. The commitment is contracted and so their services are optional. The orientation is introductory to their services and how they can assist the school. After comparing options, the Committee to Form selected the National Charter Schools Institute (NCSI) to train our board members for professional development and compliance. NCSI is IACET accredited and emphasizes providing boards with knowledge and skills for effective governance structure. The main components include but are not limited to the roles and responsibilities, student success, insight, strategies, finances, and budgeting. The developers of the training are leading national experts. Their purpose is to "inspire and democratize excellence in education."³¹ The membership is paid yearly and per board the cost is \$3,500, which includes up to 30 members per campus, which would encompass the Board of Directors and school leaders. If a board member were to join mid-year, the new member would be required to take specific training with NCSI before being able to be seated as Officer. MYBCS would require all Officers to participate. In the Spring of 2024, we plan to have the board members complete this training which would take approximately 1 week.

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

The Board will follow the MYBCS policies in regard to handling internal complaints. The process to be followed should a parent or student have an objection to a governing board policy is as follows. The student or parent should seek to resolve the objection at the school level with the teacher or Principal. If this does not resolve the objection then:

1. Collect information from the parent or student regarding the objection

³¹ [Board Network - National Charter Schools Institute](#)

2. "File an Objection" link that will be on the website
3. The Board calls a meeting to review the objection which may include a review of the Principal Evaluation according to the Standards of the NSPF and the SPCSA Performance Framework
4. Thorough review of the petition and evaluate concerns for adjustment if necessary
5. The Boards decision is final in all matters involving policy, administrative decisions and practices

In the event that there is a high risk, high profile legal matter, the Board will provide legal expertise to best direct such sensitive information in effort to protect the student, family, and school. In addition, we would leverage partnerships with local law enforcement and County CPS for direction and next steps in such cases. This will be conducted with all discretion over any sensitive matters. Dr. Harden may serve on the Board after the Committee to Form dissolves and holds the credentials of legal investigator with a Doctorate in Humanities and has held 30 years of experience in investigative matters.

4.2 LEADERSHIP TEAM

- 1) Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.**

Please see attachment 11

- 2) Describe the Committee to Form or CMO team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:**
 - a) School leadership, operations, and governance.**

Cami and Stuart are both licensed administrators. Cami has developed programs for the Department of Juvenile Justice that has helped to get kids into therapy, off of the streets, out of jail, and back in school as a second chance program. Stuart and Cami worked side by side in the Mind Your Books County program which gave the Clark County youth a second chance to turn their lives around prior to incarceration. Dr. Harden has 30 years of leadership experience in diverse platforms of education. Leadership is his expertise and he brings that to the team for the school. His governance and expertise in compliance policy, procedures and compliance makes him an asset to MYBCS.

- b) Curriculum, instruction, and assessment.**

Cami Taiwo is a Nevada licensed school teacher and administrator. She is the Founder of Mind Your Books and founded a mental health agency for kids that served as the catalyst for the Clinical Model of MYBCS. Stuart Elzy is a Nevada school teacher and administrator of gifted, Special Education, as well as for the trauma based student.

- c) At-risk students and special populations.**

Cami has worked in Title One schools for 20 years in Chicago and also served in Nevada as an educator with a track record of high scores in state assessment. She pioneered a program for kids in the Clark County Juvenile court jails that through the Mind Your Books Education second chance program, kept hundreds of kids out of jail and in tutoring and in therapy to meet the requirements of averting sentencing. Sharon Szeman is a registered nurse who saves lives every day and is a professional in the oversight of the Clinical Model. She is an expert in reducing suicidal ideation in clients that suffer from poor mental health as United States war veterans. Bruce Mufson is an LCSW who will oversee the campus LCSW interns and is qualified to do so because he counsels people daily in therapy sessions and has devised a way to reach his clients through music and creative arts. Stuart Elzy is a classroom teacher, and coach who has a track record of helping at-risk students to advance.

d) Performance management.

Dr. James Harden is a law enforcement expert from the United States Army to the Police Force of various cities. Cami and Stuart as teachers have administered state testing and disaggregated data by turning it into action items for interventions leading to student success. Sharon is a Charge Nurse and has to keep track of benchmarks for each clinic to ensure that the operations and performance are efficient.

e) Parent and community engagement.

Ema Rowe is a financial auditor for casino and restaurant revenues in the gaming industry and is looking forward to enrolling her children in support of the school. Ron'nika Oliver has extensive experience as a founding parent of a different charter school here in Nevada. She is a community activist and lives in 89115 with deep roots and strong ties to the people. The 89115 community knows and respects her as an activist for human rights.

3) *If a school leader has been selected, identify this individual, describe their qualifications for the role, and provide, as Attachment 12, the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels. -OR- If a school leader has not yet been selected, describe the process, timeline, and selection criteria for this role, and instead provide in Attachment 12 the job description for this role.*

Stuart Elzy is a Nevada licensed school administrator and has been a teacher for over 20 years. His accomplishments have been to teach and to coach students. He mentored and counseled many students who were homeless, in Juvenile Detention, and gifted students have benefitted from his gentle hand and caring heart.

Cami Taiwo is also a licensed school administrator that has taught in various schools in two cities. She has a track record of top scores that empower students and inspire growth and achievement in the students.

The Principal qualifications are as follows: school operation, compliances, fiscal health of the school, strong culture, retaining students and staff, student achievement, leadership and management, effective communication with the parents, students, and the school board, to maintain low student attrition rates, to monitor climate surveys of student and staff, to attend, prepare, and present staff training, to conduct PDs, and PTTC conferences, lead and manage the clinical team, evaluate teachers, develop strategies, training of staff, present the Board with contracts as well as contractual options, to maintain and lead through the founding principles of the school's vision and mission, to market and fund raise for the fiscal health of the school.

4) *Describe the makeup of the school's leadership team, including the positions that will make up that team. Other than the school leader discussed in question 3, if any of these positions have been filled, please identify these individuals and provide their resumes in Attachment 13. Other than the school leader discussed in question 3, for positions that have not yet been filled, instead provide the relevant job descriptions in Attachment 13.*

The school's leadership team in year 1 will consist of a principal, operations/office manager, clinical director/LCSW, special education director, special education specialist/assistant, general education teachers, and special education teachers. **Please see Attachment 13 for job descriptions.**

5) *Explain how the school leader will be supported, developed, and evaluated. Include any existing competencies used for school leader selection and evaluation. Provide as Attachment 14, your leadership evaluation tool(s), as well as any supporting protocols or documentation.*

The school leader will participate in professional development throughout the year. The Governing Board will support and conduct the evaluation of the Principal using the New Leaders Principal Evaluation Handbook. The committee decided upon the National Association of Elementary School Principals (NAESP) for professional development in the domains of childhood practices, instruction, career building and leadership, evidenced based social-emotional learning, equitable outcomes, diversity, culture, health and wellness, family and community, and strategies for best practices. We would require our Principal to become a member of the Association. The National Leaders Conference will be held in the spring of 2024, and ideally, the selected Principal will attend. The NAESP is also hosting a training; *Webinar: The Literacy Lever: Every Reader, Every Leader, Whatever It Takes* on May 10, 2023. They offer a few different programs including a mentorship.

4.3 STAFFING PLAN

- 1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. *This table should only reflect school-based staff as CMO/EMO staff will be addressed in the Addendum Section. Change or add functions and titles as needed to reflect organizational plans. Add as many other lines as is necessary to capture all employees your school will hire.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	1	1	1	1	1	1
Operations/Office Manager	1	1	1	1	1	1
Clinical Director/LCSW	1	1	1	1	1	1
Classroom Teachers - Core Subjects	9	9	9	9	9	9
Classroom Teachers - Specials	1	2	3	3	3	3
Special Education Teachers	0	1	1	1	1	1
EL/TESOL Teachers	0	1	1.5	2	2	2.5
Special Education Director	1	1	1	1	1	1
FASA	1	1	1	1	1	1
UNLV Mental Health Intern	0	0	0	0	0	0
Teacher Aides and Assistants	1	2	3	3	3	3
School Operations Support Staff	2	4	4	4	4	4
Paraprofessionals/UNLV Teacher Interns	0	1	1	1	1	1
Campus Monitor	1.5	2	2.5	3	3.5	4
Total FTEs at School	19.5	27	30	31	31.5	32

- 2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.

The ratio for the MYBCS is 22:1 teacher. The ratio of adults to students in the building is 14:1.

- 3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

The staffing model aligns to the school model because it is well suited for the community that we wish to serve. It is a Clinical Model and has a strong support in place for the trauma based student and the family with a hardship basis.

4.4 HUMAN RESOURCES

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

The Operations Manager will be responsible for the hiring process. The timeline for recruiting would be January through May. The hiring and onboarding process would be May through July. In the beginning of January, job descriptions will be posted online. By March, pre-screening interviews will begin for candidates. In May, interview selection will begin and conclude by the First of June. Background checks, drug tests, and references will be conducted in June which will solidify and conclude the candidate selection process moving them to onboarding. Candidates must be aligned with MYBCS's mission and vision.

2) Describe your plan to recruit and hire teachers, leadership, and staff who are representative of your student body. MYBCS plans to post jobs on such platforms as indeed and ziprecruiter with the specific details of job expectation duties. In addition, listing all necessary licensing documents and references. We will expand the process to include the diversity that reflects the student population in the community and to include but not limited bi-lingual and English speaking candidates, with proven experience to our demographics of students.

MYBCS maintains a working relationship with the University of Las Vegas Nevada and will invite developing teachers to complete their student hours on its campus. These UNLV student candidates will be considered to serve as teachers' aides and earn hours for their licensure upon completion. The hiring process is detailed to include specific steps answered in question 4 of this section. This will cover teachers, leadership, and on-campus staff that will be working with the student population.

3) Describe the school's employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

MYBCS has a collaborative working relationship with Distinctive Insurance Brokers. Working together collectively and ensuring that we maximize the best practices associated with the benefits for employment and the PERS retirement. This will include for our paid staff health, vision, and dental benefits. As a member of Nevada State Education Association (NSEA), they offer personal benefits including retirement planning and a home and auto insurance program.

In order to retain teachers our first step is to appreciate their efforts, energy and their expertise. This will be accomplished by creative celebrations. MYBCS will take a more concerted approach to make sure all teachers are appreciated and acknowledged. In addition, as the budget allows we will make every effort to provide bonuses, compensation incentives, and as funding increases salary increases for full time staff.

4) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

Step 1: Interested/qualified candidates review all job postings. The candidate can apply for more than one position.

Step 2: Application: The candidate will complete an application, attach a current resume, letter of interest, and three (3) professional letters of reference. All professional licenses will be required to be attached along with a copy of all transcripts and license (if available). Official copies of transcripts and licenses will only be required if a candidate is offered a position. Paper documentation will be accepted, but not encouraged at Step 2.

Step 3: Screening Interview: Screening interviews will be required for applicants and potential intern candidates. The screening interview provides the principal a chance to meet and recommend an applicant for a selection interview. The screening interview may be waived when circumstances dictate.

Step 4: Selection Interview: The applications are screened by representatives from the board, staff and committee representation. The principal will review available candidate information (letter of interest, resume, professional

references, online application, transcripts, professional license, and/or screening interview score). Based on this information, the principal will invite candidates for "team interview" format at this level. Depending on the number and quality of candidates, additional interviews may be necessary to identify the finalist(s) for recommendation.

Step 5: Criminal Background Check; Reference Checks: The school will use a nationally recognized vendor to conduct extensive criminal background checks for potential new hires. The screening includes a multi-state criminal record search, along with a federal criminal background check, as well as a search of the multi-state sex offender registry. If a candidate does not want the board to check references with a specific individual, the applicant is expected to submit this request, in writing, at the time of application.

Step 6: Final HR Interview: A final interview will be scheduled with the Human Resource Department prior to making a hiring recommendation.

Step 7: Candidates recommended for employment by the Human Resource Personnel must be approved by the Board. A hiring decision is not official until the Board approves the recommendation at the next regularly scheduled Board meeting.

Step 8: Employment File: Once a candidate is approved by the Board, an employment file will be created. New hires must have the following items on file:

- All official college transcripts
- Appropriate Nevada teaching license (employer's copy) - licensed staff only
- Clear background check
- Completion of other required documents

The selection process is confidential, to ensure that committee members will speak freely during the selection deliberations, and to ensure all contacted references will provide honest responses.

Dismissal Guidance: Staff and or school personnel will be disciplined and dismissed per Nevada Revised Statute NRS 391.750 as the governing document that will give guidance to specific violations and or conduct. According to NRS.391 the guidance from the revised statute clearly identifies procedures that will thoroughly cover the many opportunities that could arise for disciplinary action and dismissal of teachers and staff.³² Terminable offenses will be outlined in the Teacher Handbook.

5) Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 15, as well as any supporting protocols or documentation.

MYBCS will utilize the performance management framework called NEPF (Nevada Educator Performance Framework) to align the indicators with best practices, and also as the focal point for Principal Evaluation. Each teacher will meet with the Principal in the first 30 days of the school year to establish their goals for the school year. The Principal will provide frequent, meaningful feedback to teachers as a result of observations and walk-thrus and informally in general forms of support. There will be two formal observations per year, unless a concern is identified which would require an improvement plan and perhaps additional formal observations per year. The teachers will be invited to provide evidence to demonstrate self-reflection, student work, data analysis, and lesson planning which the Principal will take into account in providing the mid-year and final evaluations. The teacher and the Principal will meet to discuss the observed lesson and the written evaluation within 10 days of the formal observation.

Please see attachment 15

³² NRS 391.750 NRS 391.755 NRS 391.760 NRS 391.765 NRS 391.770 NRS 391.775

6) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

MYBCS will evaluate its teachers twice a year in the 2nd and 3rd quarter, or under emergent basis in effort to support them and not just highlight shortcomings. MYBCS will identify and address unsatisfactory leadership or teacher performance when the Principal evaluates teachers through the NEPF in focus of connecting new knowledge to prior learning, high cognitive demands for diverse learners, student engagement in discourse and strategy, student engagement in metacognition (thinking about their thinking) to take responsibility for their own learning, and integrating assessment into instruction.

The Board will use the New Leaders Principal Evaluation Handbook to evaluate the Principal annually, or as needed, and in focus areas of creating and sustaining a focus on learning, creating and sustaining a culture of continuous improvement, creating and sustaining procedure relationships, and creating and sustaining structures, and to gather evidence through direct observation, indirect practices, artifacts, and school data. MYBCS intends to work with the leader or the teacher to improve their skills, interactions, and outcomes; however, if the performance is not improving after the individual has been placed on an action plan or if the performance is egregious, the individual must be dismissed to protect the integrity of the institution and most importantly, to protect the students. Prior to dismissal, the action plan will consist of goals to meet within a specified timeframe.

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

MYBCS anticipates requiring additional support for core operations functions by contracting with a back-office support provider. During the application process, MYBCS worked with Charter Impact, Inc. to prepare the application budget. The decision to continue working with Charter Impact will be continued once we are approved. The Principal has the primary responsibility for working directly with and being responsive to the back-office support provider. The Operations/Office Manager has the secondary responsibility for working directly with and being responsive to the back-office support provider.

4.5 STUDENT RECRUITMENT AND ENROLLMENT

1) Explain plans for student recruitment, marketing, and enrollment during the incubation year.

a) Describe in detail the recruitment and enrollment strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?

MYBCS will employ the following strategies to recruit and enroll, now and also starting November 1 through March 14 in year 1 and subsequent years. In the incubation year, the Committee to Form is responsible for implementing strategies to recruit and enroll students. The principal and office manager will be responsible for implementing these strategies starting in year 1.

Marketing Materials: We will use social media and design flyers and distribute informational materials to appeal to various racial, ethnic, ability, economic, and linguistic groups within the area. Flyers are distributed at nearby apartment complexes, local markets/grocery stores, food banks, coffee shops, libraries, preschools, and businesses. Marketing outreach will occur at group homes and the regional center (Regional Center provides diagnostics and service-coordination for those living with developmental disabilities) meetings and parent support groups for children with disabilities. Marketing outreach will occur at counseling centers. Materials are currently developed in English and Spanish.

Host Community Events: The Charter School will host 3-5 community events during the 2022-23 school year in preparation for open enrollment. Community events will be scheduled for November through March, including Prospective Parent Nights and school tours. These community events provide families an opportunity to learn about the Charter School and receive answers to various questions.

Prospective Parent Nights: The Charter School will host a variety of prospective parent nights which will address the needs of special populations in the community. MYBCS will describe how they can meet the needs of their child with a disability. MYBCS will describe the programs that will help academically low-achieving students through interventions. These meetings may include conversations about uniforms, meals, supplies, and other items that the Charter School will provide. The programs for ELLs and RFEPs are discussed at the Prospective parent events in addition to the interventions provided to students who are academically low achieving. The Charter School discusses the criteria for reclassifying students, continued support, and monitoring for RFEPs, and strategies for LTELs to assist them in reclassification.

Advertising: The Charter School will maintain its website (<https://www.mindyourbookseducation.org/>). The website will be equipped with Google Translate. The Charter School will issue press releases and advertise in local newspapers and publications specific to the target community in English and Spanish. The Charter School is in the process of identifying businesses in the target community where it can hang signs or banners advertising the Charter School.

Attend and Establish Presence at Community Events and Businesses: The Charter School will continue to make meaningful efforts to establish visibility in the community. The Charter School team will attend and host community events and visit local parks. The Charter School will set up information tables/booths in high traffic and high visibility areas during well-attended local and regional community events, as well as at local businesses and restaurants. Prior to opening and after approval we will conduct arts & crafts festivals, face painting booths, flag football hosted by the parents, hold fundraisers, and continue to walk the grounds shoulder to shoulder with the people of 89115.

Community Organizations: The Charter School is always open to potential partnerships within the local and regional communities inclusive of our community's organizations such as churches, shopping centers, grocers, art organizations, community centers, and the Chamber of Commerce.

Social Media and Online Advertising: MYBCS will continue to host social media sites and will continue to stay up to date with social media platforms. Here are some of them below:

- MYBCS website: www.mindyourbookseducation.org
- MYBCS Facebook: <https://www.facebook.com/mindyourbookseducation/>
- MYBCS Instagram: <https://www.instagram.com/mindyourbookseducation/>
- MYBCS YouTube Channel: <https://www.youtube.com/channel/UCDNNllia-JRXXM9rqqiww>
- MYBCS Podcasts: <https://anchor.fm/cami-inez> or

<https://open.spotify.com/show/39bCqDq1Qazozb0IHFQb7y>)

- b) How will you ensure equal access to interested students and families, including families in poverty; students zoned to attend 1- and 2-star schools; students with disabilities; English language learners; and other at-risk students as defined in the SPCSA's Needs Assessment?**

MYBCS' plan for student recruitment and marketing that will provide equal access to interested students and families compliant with the requirements of R 131. The outreach plan seeks to achieve a balance of racial and ethnic students, socioeconomically disadvantaged students, academically low-achieving students, students with disabilities, ELs and

RFEPs and other youth at risk of academic failure by creating a school community that reflects the diversity of the general population residing in the 89115 zip code. MYBCS will strive to recruit students from a range of racial, ethnic, linguistic, ability, and socioeconomic backgrounds. MYBCS’ commitment to supporting each student individually will encourage families from diverse and multicultural backgrounds who are seeking rigorous academic and social emotional well-being. This commitment will assist in the overall recruiting efforts. The Charter School is committed to designing measurable approaches to underscore the dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the balance of racial and ethnic students, socioeconomically disadvantaged students, academically low-achieving students, students with disabilities, ELs and RFEPs and other youth at risk of academic failure students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed. MYBS will employ the following recruitment and outreach strategies in support of its commitment to ensuring a diverse student population.

c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?

The re-enrollment (or the number of students returning the following year) rate goal is 85% due to natural matriculation and residential moves and a 13% transiency rate in the schools located in the 89115 zip code. If enrollment falls short, the principal and office manager will use marketing and recruit using the strategies as explained above. If those efforts do not meet the requirements, the board will then be called upon to take action in assisting with these duties.

d) What are the marketing, recruitment, and enrollment targets throughout the winter and spring leading up to the first year of operation and who will be responsible for monitoring progress towards these targets? *Note that the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.*

The Board has collaborated with events in the area near 89115 and will continue to do so to inform and recruit prospective families in the incubation year. In addition, social media platforms have been established with an easy form for prospective families to fill out. We will continue to recruit and market as explained above until we have 1.25 of the enrollment target (225 seats) put forth by the minimum enrollment tables below in question 4 in this section. The Board will monitor the progress in the incubation year and will reach out to these families to have a Q&A with them about the proposed school hoping to recruit and enroll those students. Our enrollment target for the first year is 200 students. In year 1, the Principal will be responsible for monitoring the progress towards these targets. In year 2, the Principal will hand-off this responsibility to the Office/Operations Manager.

2) Describe the application and enrollment process.

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

Please see the table below.

<p>November 1 – March 8</p>	<p>Intent to Enroll Forms available at the Proposed MYBCS’s website. In subsequent years, forms will also be available in the school office</p>
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March 8 (the second Friday in March)	All Intent to Enroll Forms due to MYBCS
March 15 (the third Friday of March)	Random public lottery conducted, if necessary
March 18 (the Monday following, 2 days following the lottery)	Admission notification sent to families for enrollment, enrollment packets distributed
March 29 (the last Friday of March)	Parents inform school of acceptance or declination of enrollment by calling or emailing the school
May 24 (the Friday before Memorial Day)	Completed enrollment packets due back to the Proposed MYBCS, which includes proof of immunizations or exemption form, proof of residency, and proof of age requirements

b) Describe the school’s proposed lottery policy including any proposed preferences and/or weights for certain student groups.

Every year, students qualify for the school's lottery as long as the seats are full in their respective grade. Although we would not have a weighted lottery, the proposed preferences for a seat would be of the family members of staff and the siblings of enrollees and returning students year-over-year. We would have an online selection process using randomization software. According to Nevada law, any child that lives here can submit an application to attend MYBCS. We do not discriminate on the basis of religion, disability, sexual orientation or gender. Homeless students would by law receive preferential seating. MYBCS will host an equal opportunity application submission based on NRS 388A.453(6) and any child who resides in Nevada may submit an application based on NRS 388A.453(1). Once the seats are filled for each grade level then the online selection process would allow us to admit students randomly through the public lottery in March of 2024. We would have a waitlist for backfill. Within two days of the lottery, the families would be notified by text, call, or email blast based on the contact info collected during the interest phase. Since the lottery is online and will be a randomization software, the parents would not need to physically attend the lottery.

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

All staff, particularly the office staff, will be trained annually and as needed about legal enrollment requirements pertaining to special populations like young Kindergarteners, English Learners, Students with Disabilities, Children of Military Personnel, Homeless, and Foster Youth. They will become experts on these legal enrollment requirements.

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

The student recruitment plan will be the same as the incubation year. We will backfill vacancies in existing grades in the same manner as discussed previously through an Intent to Enroll process, filling spaces as they are available and holding a public, random lottery if necessary. Strategies used for retaining existing students will include incentives, rewards, academic growth, and social-emotional growth. We will build a community within the school, build trust with families, have a system of care, engage and partner with parents, quarterly surveys of how the students are feeling through YouthTruth, quarterly surveys for school climate using the U.S. Department of Education’s ED School Climate Surveys (EDSCLS), connection programs, wellness programs, help to have students feel enriched outside of the classroom, and become a community hub for the student as well as the entire family to have a sense of belonging.

4) Complete the following tables for the proposed school. Remove rows as needed.

- a) Minimum Enrollment. Must Correspond to Break Even Budget Scenario Assumptions.** Planned Enrollment. Must Correspond to Budget Worksheet Assumptions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	20	22	24	26	28	28
1	20	22	24	26	28	28
2	20	22	24	26	28	28
3	20	22	24	26	29	29
4	20	22	24	26	29	29
5	20	22	24	27	29	29
6	20	22	24	27	29	29
7	20	22	25	27	29	29
8	20	22	25	27	29	29
Total	180	198	218	238	258	258

- b) Planned Enrollment. Must Correspond to Budget Worksheet Assumptions.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	23	23	25	25	25	25
1	23	23	25	25	25	25
2	20	24	26	25	30	30
3	20	25	26	29	32	32
4	20	25	26	29	33	33
5	20	25	28	31	33	33
6	20	25	28	32	34	34
7	20	25	28	32	34	34
8	20	25	28	32	34	34
Total	200	220	240	260	280	280

- c) Maximum Enrollment. Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	23	26	28	31	34	34
1	23	26	28	31	34	34
2	24	26	28	32	34	34
3	25	26	30	32	34	34
4	25	27	30	32	34	34
5	25	27	30	32	34	34
6	25	28	30	32	34	34
7	25	28	30	32	35	35

8	25	28	30	32	35	35
Total	220	242	264	286	308	308

5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

MYBCS is confident that the demand for the Charter School will be high based on the strong academic program and the attention to the students’ positive well-being. The rationale for opening K-8 grade levels is based on the current interest of the Charter School in the K-8 program. Parents of current students are not pleased with the middle school options in the community, and they want their children in a small K-8 school rather than in a large middle school. The target population’s main needs include reducing chronic absenteeism, improving low ELA and Math achievement rates, and providing effective individualized instruction for educationally disadvantaged students (i.e. students who come from economically disadvantaged families, students with individualized education plans, and English Learners). According to an analysis of the Nevada Report Cards (2020-21) for the elementary and middle schools in the 89115 zip code, an average of 37.81% of the students in the target population were chronically absent, or absent for more than 10% of their enrolled school days compared to 34.3% in Clark County and 31.2% statewide, and only 23.17% of elementary students and 26.07% of middle school students in the target population scored Proficient or better on state-standardized ELA tests, compared to 29% of students in the Clark County School District and 41.95% of students statewide. Similarly, only 11.86% of elementary students and 12.90% of middle school students in the target population scored Proficient or better on state-standardized Math tests, compared to 29.95% of students in the Clark County School District and 26.4% of students statewide. The known organizational and academic challenges that accompany opening multiple grade levels in a start-up environment will be compensated by intense professional development and organizational support from the governing Board. The established goals will help ensure that instructional practices and policies are consistent across grade levels while allowing for differentiated support models to be implemented to allow for individual student achievement.

6) As Attachment 16, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.

Please see attachment 16

7) Describe how you will maintain engagement with families that have already demonstrated interest (see question 6) through the application window and maximize the number who apply to enroll.

Engagement will be maintained by periodic zoom calls, emails, phone calls, social media plugs, and any events being held in or near 89115 in the incubation year. We are still going door and holding community vendors events where we will continue to engage and sign up interested families pre and post approval. Once approved we will continue or even increase the number of engagements with the community.

4.6 INCUBATION YEAR DEVELOPMENT

1) Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the [SPCSA’s Pre-Opening Requirements](#) and is ready for a successful launch. Using the template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 17 (“Incubation Year Planning Table”).

Please see Attachment 17.

2) Describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization to

provide training and development, briefly describe the main components of the training program and why that organization was chosen.

The committee decided upon the National Association of Elementary School Principals (NAESP) for professional development of the Executive Director/Principal to further their knowledge and skills in the domains of childhood practices, instruction, career building and leadership, evidenced based social-emotional learning, equitable outcomes, diversity, culture, health and wellness, family and community, and strategies for best practices. We would require our Principal to become a member of the Association. NAESP has more than 40 years experience in leadership development. The National Leaders Conference will be held in the spring of 2024, and ideally, all school leaders will attend. The NAESP is hosting a training; Webinar: The Literacy Lever: Every Reader, Every Leader, Whatever It Takes on May 10, 2023 for \$50 for non-members. They offer a few different programs including a mentorship.

The PD for the will include MTSS Tier 1 Summer workshop August 6th, and 7th, the Model Policy for a Safe and Respectful Learning Environment NRS 388.134 on July 30, 2024, Bullying & Cyberbullying NRS 388.1342 on August 2, 2024, Week of Respect NRS.1395 on August 1, 2024, SafeVoice NRS 388.1455.4 on August 2, 2024, Handle With Care NRS 388.1451 on July 30, 2024, School Safety Specialist Training NRS 388.910 on July 31, 2024, Crisis Response and Emergency Training NRS 388.245.4 (h) on July 31, 2024, Suicide Prevention for School resource Officers NRS.2565 on August 5, 2024, Suicide Prevention for Teachers and Students NRS 388.256.2 (c) on August 5, 2024, and Response to Incident on August 1, 2024. The PD we have scheduled includes the Youth Mental Health First Aid (YMHFA) on September 9th, 2024, SEAD is a PD booked for SEL 101 to introduce CASEL on and Restorative SEL to introduce proactive restorative practices on October 7, 2024 and Digital SEAD and Center Modules on October 8, 2024.

After comparing options, the Committee to Form selected the National Charter Schools Institute (NCSI) to train our board members for professional development and compliance. NCSI is IACET accredited and emphasizes providing boards with knowledge and skills for effective governance structure. The main components include but are not limited to the roles and responsibilities, student success, insight, strategies, finances, and budgeting. The developers of the training are leading national experts. Their purpose is to “inspire and democratize excellence in education.”³³ The membership is paid yearly and per board the cost is \$3,500, which includes up to 30 members per campus, which would encompass the Board of Directors and school leaders. If a board member were to join mid-year, the new member would be required to take specific training with NCSI before being able to be seated as Officer. MYBCS would require all Officers to participate.

For personal professional development of our teachers, we will propose they use Touro University and Southern Nevada Regional Professional Development Program (RPDP). Teachers can choose courses related to specific topics that would be beneficial for their licensure and to enhance the teacher’s professional career.³⁴ Teachers are free to use other PD websites, such as Lead 4 Change and will be encouraged to continue to seek personal growth and to maintain their CEUs for licensure because we hope to work with new teachers and teacher interns.

We selected Nevada State Education Association (NSEA) as an additional resource for professional development. NSEA has had 120 years experience and its goals are to “enhance student learning, provide quality teaching, promote parental involvement, and increase student accountability.”³⁵ As a member of NSEA, they offer personal benefits including retirement planning and a home and auto insurance program. With the training courses of the Professional Learning Board on the NSEA website, a teacher can renew their teaching license.³⁶ Teachers can complete paid courses toward the

³³ [Board Network - National Charter Schools Institute](#)

³⁴ [Touro University Nevada - Touro Nevada](#) and [RPDP](#)

³⁵ [Our Mission, Vision, and Values | Nevada State Education Association \(nsea-nv.org\)](#)

³⁶ [Renew a Teaching License by Professional Learning Board](#)

renewal hours needed and the Professional Learning Board provides a free PD tracker. There is also a free PD course for recognizing child trafficking and child abuse on the NSEA's website.³⁷

School-wide professional development of MYBCS teachers would occur on Wednesdays and this will consist of data analysis, Second Step SEL PD, McGraw-Hill curriculum PD, special education PD with the Director of Special Education and the Clinical Director for understanding our students' diagnosis.

3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

Immediately following approval of this application, Cami Taiwo; the Founder of Mind Your Books and Nevada Administrator license #96309 may serve as the school administrator on a full time basis, after stepping down as the Mind Your Books President she will continue to oversee year 0 incubation planning and preparation. Stuart Elzy is a proposed Board member. The core responsibilities would be to oversee the elements of the incubation table according to the timeline, recruit teachers, participate in leadership professional development (cited above) and to continue engaging the community to recruit more students for the lottery and waitlist, and to continue to develop relationships within the 89115 community. The budget reflects the Principal's salary at \$85,000. Sharon Szeman will work full time during the incubation year and as needed on any element required in the incubation table to oversee the best practices of the school as it relates to all compliances as a Board Officer. Ema Rowe would be the proposed Treasurer. Janet Staackmann would be the proposed Secretary. No one else on the Committee to Form would be a school employee or Board member. Board and Committee positions are non compensatory.

4.7 SERVICES

1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.

a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

MYBCS plans to have buses that we will petition for a transportation grant or seek donations although we would primarily be a neighborhood school for the bulk of our students. We learned about a transportation grant that will be made available for 2024 from a successful Founder of another Charter school in Nevada. We do not perceive transportation to be a barrier because we will suggest carpooling amongst the parents.

As our petition is proposing to open in 89115, that means that MYBCS would be located near multiple apartment complexes thus making access to the school available for many families. Most students would be able to walk to school with some students living in adjacent zip codes with the ability to take public transportation. MYBCS will provide transportation for students whose IEP requires transportation. MYBCS will provide transportation to homeless students who qualify under McKinney-Vento. Due to the high demand for the Charter School in the community, MYBCS is confident that the families will ensure their children attend school every day and on time through family driving or carpools which MYBCS will help to facilitate. MYBCS will monitor the enrollment and accessibility and may determine the transportation needs to be provided. The Board will meet annually to discuss the cost, value, maintenance, and efficient routes once we add bus service.

³⁷ [Renew a Teaching License by Professional Learning Board](#)

- b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

We plan to have a commercial kitchen/ cafeteria on campus and to contract with Sysco Foods who will provide breakfast and lunch, and training and certification for the kitchen cook in food safety training, and how to set up the kitchen. Breakfast starts at 8am for the school and they will come in and set up the food and will deliver the food Monday, Tuesday, and Wednesday for the week. MYBCS will serve a nutritionally adequate lunch to students, and the Operations Manager will be responsible for keeping accurate records of applications, qualifications, direct certifications, payments, meals served, and ordering for SYSCO. Periodic evaluations will be conducted by the Operations Manager to evaluate and monitor the safety, quality, and cost of this food service, and to evaluate the adherence to Southern Nevada Health District food policy and regulations. The school will apply for CEP status after establishing the base year. This vendor will be funded with the Federal and State reimbursement revenue as the school will have a population exceeding 90% Free and Reduced Lunch students. We will also have Three Square supply after school meals.

- c) Facilities maintenance (including janitorial and landscape maintenance)**

We will service the campus grounds by considering the most fiscally conservative vendor of 3 bids when we contract services such as cleaning and janitorial services for landscaping and property management. The Board will meet and decide on the vendors. Annually, the Operations Manager will evaluate the quality of work, costs, length of time to complete the job, and the overall value of these services. Facilities Maintenance will be contracted and is included in the budget at \$20,570 which is \$2.00 per square foot.

- d) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.**

A full time FASA (First Aid Safety Assistant) is included in the budget, this position will monitor for immunization requirements. A nurse contractor is included in the budget for \$5,000 as annual required services (i.e. vision and hearing checks) will be provided as well. The Board has decided to hire AMN Healthcare to supply the school nurse. The Regional Director has been in contact and is preparing for the first school year 2024-2025.

Our plan is to contract FASA services for student care, advocate for the health and well being of students, to train and delegate medications and treatments, to educate the staff about the management of illnesses, and attend multidisciplinary team meetings for students with special needs. MYBCS will comply with NAC 391.305, NAC 391.307, and NAC 391.310 for endorsement to serve at a school in Clark County. MYBCS will comply with NRS 392.435 regarding immunizations. Student required immunizations will be monitored by MYBCS in the following manner. Students, guardians, or parents must submit vaccination records to MYBCS before the start of school compliant with the NRS 439.550. MYBCS will generate a report for those students who have not provided documentation for required immunizations. MYBCS will attempt to reach out to families for a request of documentation. Families are allowed to submit a written exemption, if they choose to not have the student vaccinated. If MYBCS has not received documentation for immunizations nor an exemption statement, and previous attempts have not been successful, the student will not be allowed to enter the school nor enroll pursuant with NRS 388.090 until documentation of immunization records, or exemption of immunization has been submitted. If the student is enrolled and a certificate from a physician or health department states the student will be immunized, the student will be placed on a list as conditional. The documentation must be turned in within 90 school days for the student to continue to be enrolled and attend. Prior to December 31, MYBCS will submit a form with the number of students that have been immunized to the Division of Public and Behavioral Health of the Department of Health and Human Services. The Operations Manager will

perform evaluations on the nursing service such as cost for value, student outcomes, diagnosis and assessment accuracy, attentiveness, and ability to act swiftly.

e) Safety and security (include any plans for onsite security personnel).

We plan to hire a campus monitor either part or full time and will also have a security system through a company such as Volta Systems Group and are currently working on an MOU with them. MYBCS will develop the Emergency Management Plan in coordination with local authorities and statutes as required by the State of Nevada (NRS 388.229-266 and 388A.190). The Executive Director/Principal will be primarily responsible for the implementation of the Emergency Management Plan to include conducting monthly emergency drills as per NRS 392. The Operations Manager will be responsible for ensuring attendance at mandated training, practice sessions, and emergency drills. MYBCS will develop the policies and procedures for visitors and volunteers at the Charter School to include sign in and out procedures, visitor badges, live scan and tuberculosis risk assessments. Yearly, the Operations Manager will evaluate the security vendor by cost, outcomes, and analyzing performance indicators such as timely intervention.

f) Other services that will be critical to the academics, operations, or financial management of the school.

Any needs and services that arise post opening and post approval will be measured against all legalities and Bylaws. The Board will call a meeting to discuss any services that do not meet performance expectations prior to their evaluations and determine a course of action.

2) Outline plans to ensure that the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.

MYBCS is committed to teaching students how to use technology in order to close the digital divide. The technology infrastructure at the Charter School will be developed and installed to the school site at the end of the incubation year. This process will include procuring on onsite server, running fiber optics to the site as part of the service contract with the carrier, installing CAT6 cables in the walls to the access points and compatible with the routers, switches, and server, ensuring secure wireless system, deploying telephonic services, securing a digital cloud backup, installing software to include malware and malice prevention, student online safety systems and firewalls, and academic programs.

The classrooms will be equipped with one to one Chromebooks or the like for students in addition to laptops, projectors, and document cameras for teachers. MYBCS will develop technology policies and procedures which will include device management and technology and internet usage agreement included in the Family Handbook. These policies and procedures will be reviewed by an attorney experienced in Charter School law and reviewed annually by the Board to ensure the effectiveness of services. The cost of technology infrastructure and devices is included in the Financial Plan Workbook.

3) Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

\$5,500 is budgeted for an alarm security system.

Infinite Campus will protect our student information and keep us in compliance with FERPA, and Charter Impact will protect our employee information through their payroll and other personal and sensitive data that is federally protected. Our parents will have the right to inspect their child's education record and challenge what they believe to be incorrect. If MYBCS does not amend the records, the parent has a right to a hearing. We will not disclose records unless allowed under certain conditions as listed in all FERPA policy manuals. Parents can opt out of directory disclosure.

MYBCS will develop policies and procedures on document retention to include clinical services while maintaining student (cumulative, demographic, academic, special education, health, mental health, attendance, and discipline, etc.) and personnel files that follow HIPAA and FERPA and the recent legislation related to the protection of personally identifiable information. These policies and procedures will include policies for data stored on personal and portable devices to minimize theft and inadvertent disclosure and for removal of hard copy data from the office and for access of this data by contract staffing (i.e. psychologist). In the Family Handbook, the parents/guardians will be informed about their rights under HIPAA and FERPA. NRS 385A.800. These policies and procedures will be reviewed by an attorney experienced in Charter School law and reviewed annually by the Board to ensure the effectiveness of services. Student and personal files will be stored digitally in secured, access granted systems (user access control) for student information (Infinite Campus) and for personnel information, and for mental health records (Therapy Notes) for HIPAA compliant document storage, and where which the Clinical Director, LCSWs and UNLV interns can render Teletherapy if a student is in the height of symptomatology and cannot be present for in person sessions, a virtual one can be rendered within compliance. Both the student information and mental health records systems will have fire walls, malware and malicious software prevention and removal capacities to prevent the information from being hacked. The digital data will be backed up on the onsite server daily and on the secured cloud weekly to facilitate recovery in case of disaster or destruction. Moreover, all paper documents will be stored in a fire safe, locked file cabinet onsite for the current year, then stored in a secured, accessible location for the duration of the retention period. Additionally, mental health records, and MYBCS financial documents: invoices, receipts, bank statements, payroll registers, audits, etc. will be stored in alignment with the document retention policies established. Paper documents of mental health records will be stored behind two locks. (1)in a locked file cabinet and (2)behind a locked door (office/closet) and will require the approval and signature of the Executive Director and/or the Clinical Director for access by Contract Staffing. A signature sheet to track any removal, faxing, transmitting, or movement of all mental health records will be under the direction of the Clinical Director in conjunction with UNLVs School of Social Work. The Clinical Director will be responsible for maintaining HIPAA compliant data regarding mental health records and mental health information of students, and will be audited by the Clinical Director under the supervision of UNLVs School of Social Work.

Appropriate staff will be trained annually on the policies and procedures to include user access control policies to include limitation and termination of rights to access upon departure of an employee. The training will include an evaluation of current policies and procedures, effectiveness of systems, breaches and threats to the systems, and thoroughness of the training. These results will be shared with the Board annually.

4.8 FACILITIES

1) Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including:

a) The desired location of the school facility.

The desired location and proposed zip code is 89115. We do not yet have an address, but we are seeking. Michael Hiltz of Corcoran Global Living Commercial Realtors has introduced us to a building located at 4884 Lake Mead BLVD, but we do not have an MOU yet for it nor an LOI.

b) The number of general education classrooms required each year.

9 classrooms annually

c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.

3 therapy offices, a health office, front office, and conference room, 2 SPED rooms

d) Space requirements for administrative functions, food services and physical education.

Main office, conference room, health office, functional kitchen and cafeteria that could double as a PE space

2) If a facility is not yet identified, or if the identified facility will not meet the school's needs long-term, describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. Include the organization's plans to finance the facility, including:

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

-AND/OR-

If a facility, including either a short- or long-term facility has been identified, provide evidence, such as a lease, MOU, or Letter of Intent, and other applicable information regarding the identified facility as Attachment 18. Briefly describe the facility, including location, size, and amenities. Explain how the facility meets or will be modified to meet the needs previously described. If construction, renovation, and/or tenant improvements are required provide a schedule and timeline as Attachment 19.

Note that charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school.³⁸

MYBCS has begun the process of seeking a suitable facility in the identified area. This has included meeting with a commercial real estate broker. MYBCS understands that securing a facility to accommodate enrollment is the highest priority and this work will continue with a goal of having a letter of intent ready to sign once the charter is approved.

3) Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

None of the current committee has experience in this area, but MYBCS will work with a broker (Michael Hiltz has been contacted for this purpose) or an asset management company such as Red Hook depending on the final facility decision.

4) Explain the organization's plan to maintain the facility.

Maintenance costs are budgeted as part of the facilities expenses based on expected square footage.

5) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 20.

MYBCS is planning to lease an existing facility in the area targeted. Permits will be obtained if tenant improvements are required for occupancy. With that in mind, this process will begin the moment the charter is approved.

³⁸ [NRS 388A.360\(1\)](#)

- 6) Provide, as Attachment 21, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.³⁹

See attachment 21

5 FINANCIAL PLAN

- 1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the selection process and criteria for the selection of these contractors.

This will be handled by a third party provider such as Charter Impact and has been included in the MYBCS budget.

- 2) Public charter schools in Nevada are required to conduct an annual financial audit.⁴⁰ Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

This will be managed by a third party provider such as Charter Impact. MYBCS Policies will be put in place that align with the SPCSA's recommended financial policies and procedures for charter schools in Nevada.

- 3) Discuss in detail the school's contingency plan to meet financial needs and ensure the success of the school if revenues are lower than anticipated.

Factoring receivables is part of our contingency plan if revenues are short of our fundraising target. The CSP Opportunity 180 grant is also a part of that plan because we will apply for startup school funding to help secure financing. Also, if the governor's current proposed budget is passed, there will be no need for fundraising.

- 4) As Attachment 22, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:
- Per-Pupil Revenue: Use the figures provided by the SPCSA within the Financial Plan workbook.
 - Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising revenues are included at \$5,000 or more in any year, include as Attachment 23 a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
 - Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter

³⁹ [NAC 388A.140](#) and [NAC 388A.190](#)

⁴⁰ [NAC 387.775](#)

school operators in Nevada or other states and required contributions to the Public Employee Retirement System (PERS). Include, for example, anticipated salary ranges for each role identified.

- d) Applicants that choose to project revenue from Federal Title Programs (I-IV), Federal IDEA, state special education, and state weighted funding streams should include information in their budget narrative regarding:
- The projected number of students in each applicable subgroup and how this number was determined,
 - How the school will ensure federal grant funds, state weighted funds, and state special education funds are used in alignment with applicable requirements (ex. Allowable and reasonable expenses, supplement vs. supplant), and
 - How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated.
- State special education and weighted funding are based on validated prior year enrollment counts; new schools in the first year of operation do not receive these funds.*

See attachment 22

- 5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 24. *In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year).*⁴¹

See attachment 24

⁴¹ [NAC 388A.730\(2\)](#)

7 COMPLETENESS CHECKLIST⁴²

This section is to be completed by SPCSA staff. Applicants should refer to this section to ensure that they have met all submission requirements. In the event that an application is found to be incomplete, the applicant will be notified and provided with approximately two business days to provide the missing information.

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use SPCSA templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

Name of completeness evaluator:			
Date of completeness evaluation:			
Applicant Name:			
Application submission Date:			
Grades served year one:		Grades served at capacity:	
Applicant type:	<input type="checkbox"/> Committee to Form	<input type="checkbox"/> Charter Management Organization (CMO)	

Narrative:

Element	Required?	Complete?	SPCSA Comments
Committee to Form (CTF) applicants meet NRS 388A.240 qualification	<i>Yes, for CTF Applicants ONLY</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
1. Application Cover Sheet – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Meeting the Need – all applicable questions completed <i>DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Academic Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Operations Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

⁴² [NAC 388A.260\(2\)](#)

Element	Required?	Complete?	SPCSA Comments
5. Financial Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Addendum – all applicable questions completed	<i>Yes, for CMO applicants and CTF applicants contracting with CMO/EMO</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Did the application pass the plagiarism check?	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Attachments:

Element	Required?	Complete?	Comments
1. Completed, signed, Information sheets and resumes <i>CROSS CHECK NAMES WITH CTF/CMO STAFF/BOARD MEMBERS LISTS</i> <i>REQUIRED TEMPLATE: Information Sheet for Applicant Team Members</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Resume of application preparer	<i>Yes, if someone other than CTF or CMO prepared application</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
3. Evidence of community partners	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Discipline Policy	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
5. Annual School Calendar	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Teacher Schedule and Student Schedule for grades served in year 1	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. MOU or Agreement for Dual Credit Partnership	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
8. NDE Approvals for Distance Education	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
9. Board Membership Roster <i>REQUIRED TEMPLATE: Board Member Roster Template</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Bylaws, Code of Ethics, and Conflict of Interest Policy	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. School Organizational Charts for year 1 & at capacity	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. School Leader Resume OR School Leader Job Description	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Element	Required?	Complete?	Comments
13. Other School Leadership Resumes OR Job Descriptions	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. School Leader Evaluation Tool	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Teacher Evaluation Tool	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Evidence of Demand <i>REQUIRED TEMPLATE: Evidence of Demand Templates</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Incubation Year Planning Table <i>REQUIRED TEMPLATE: Incubation Year Planning Table</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Secured Facility Documentation	<i>Yes, if facility has been identified</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
19. Facility Preparation Schedule/Timeline	<i>Yes, if facility has been identified</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
20. Approval from Local Jurisdiction	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
21. List of Insurance Coverage <i>MUST COMPLY WITH NAC 388A.190</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
22. Budget Narrative	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. Proof of Fundraising Revenue	<i>Yes, if budget incorporates fundraising revenue</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
24. Completed Financial Plan Workbook <i>REQUIRED TEMPLATE: Financial Plan Workbook</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
25. CMO/EMO Data Request <i>REQUIRED TEMPLATE: EMO/CMO Data Template</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
26. Past Three Years Academic Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
27. Past Three Years Organizational Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
28. Past Three Years CMO/EMO Audits, 990s	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Element	Required?	Complete?	Comments
29. Three Years of Audit Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
30. CMO/EMO Greenlighting Tool	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
31. Network Organizational Charts for years 1 and 5	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
32. Incubation Year MOU	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
33. CMO/EMO contract	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
34. CMO/EMO Nevada Business License	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Finding: Complete Incomplete

Notes:



Mind Your Books Education, Inc.

PROMOTION AND RETENTION POLICY

MYBCS Promotion & Retention Policies

Purpose Statement

MYBCS seeks to be in compliance with the state of Nevada regarding promotion and retention of all students. In accordance with NAC 389.445, mastery of learning is dependent upon the success of certain factors such as attendance, meeting reading levels, and passing grades in core subjects according to grade level Standards.

K-8 Attendance Retention

No more than 15 days of unexcused absences for the school year

K-5 Grade Promotion

*Demonstrate 1.25 years of growth in each subject area according to grade level Standard

*"Meets" ELA, Math Science, Social Studies

*Less than 15 days unexcused absence

6- 8th Grade Promotion

*Demonstrate 1.25 years of growth in each subject area according to grade level Standard

*English 1 ½ credit

*Math 1 ½ credit

*Science- 1 credit

*Social studies 1 credit

*For 8th: Pass all core classes during the seventh and eighth grades in order to be promoted to high school by 70% or greater.

*Less than 15 days unexcused absences

"Meets" ELA, Math Science, Social Studies

F&P (Fountas & Pinell) Benchmark Assessment System (K-8 Requirements)

A Comprehensive reading readiness assessment to determine readiness for reading and instructional levels

*Grow a minimum of 3 levels on F&P **OR** *Reach grade level

8th Grade Retention & Exceptions

If an eighth grade student does not meet the requirements, the student may be retained the following school year in eighth grade. An exception to 8th grade retention would be to place the student on academic probation with promotion to high school as long as the student meets the criteria. The criteria for academic probation is as follows: (1) the student needs ½ credit in one of the core classes, (2) the student meets or exceeds CRT scores needed for the credit deficiency, and (3) the student reaches 16

years of age at the start of the school year or during. Remedial instruction will take place in the core class where credit is needed during the ninth grade. If the student receives a passing grade, the probation will be removed. If a parent elects not to have the student on academic probation, the student will be retained in eighth grade the following school year. Students in special education may be promoted to high school if the student meets the requirements of the IEP in place.

Promotion

MYBCS teachers must complete a three-year academic plan for all students in the sixth grade that includes specific academic goals for the student to achieve by eighth grade. The academic plan will be reviewed yearly and will be revised if necessary.

Retention

MYBCS will assess and evaluate students in Kindergarten, third, fifth, and eighth grades for retention and must offer every available intervention before a student is retained.

Teachers are to inform the Principal immediately of any student falling behind, more than 10 absences in a school year, or at-risk for retention. Students who are at-risk for retention will be included in a conference with the Principal, parent, teacher(s), and therapist to determine the best interventions for meeting the requirements at MYBCS. Teachers will monitor the student and inform all parties of progress or will inform the Principal if the student is not meeting the goals outlined in the first conference. The Principal and the teacher in agreement, will have the final decision to retain a student.

Transfer Students

The Principal will evaluate the credits earned from the previous school, during the school year or in summer school, and/or state required scores, where the student resided, for students transferring to MYBCS during the seventh and eighth grade school years. If the Principal finds the student to be at-risk, a conference will be arranged with the parent and student to discuss options offered at MYBCS.








Mind Your Books Education, Inc.

ATTACHMENT 1
INFORMATION SHEET AND RESUME

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Mind Your Books Charter School
2. Full name Cami Taiwo
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name 
7. Employer Address 
8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. Please attach your resume at the end of the Questionnaire.

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

To balance mental health and education in a diverse setting and least restrictive environment.

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

To combine quality academics and bring options to the community.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Mind Your Books Education, Inc.

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

Proposed Principal/Administrator

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school’s board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school’s board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school’s board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

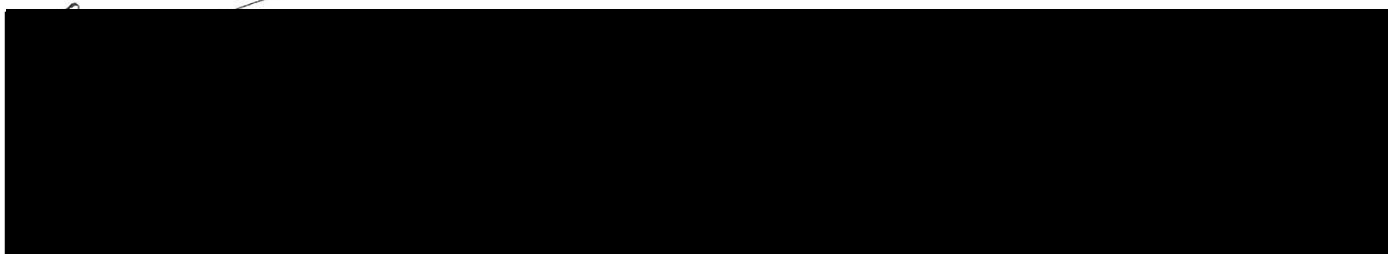
If yes, describe the conflict of interest.

Assurances and Certification

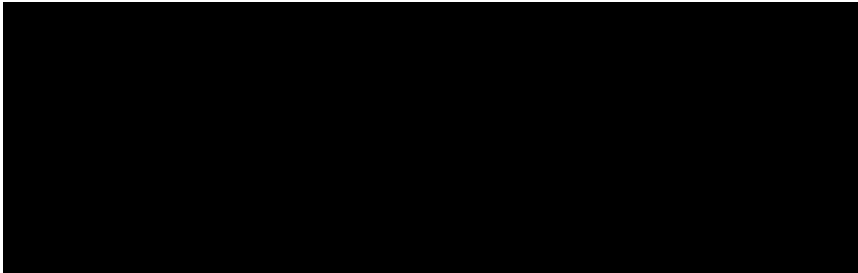
I, Cami Tano, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Mind Your Books Charter School ("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.



² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.



Service

LICENSURE & CERTIFICATION:

- State of Nevada License for Educational Personnel K-8 Professional/Elementary (2018 Obtained)
- State of Nevada License for Educational Personnel: Professional/Special Education/School Administrator
- State of Nevada License for Educational Personnel: Elementary K-8 (2012 Obtained)
- ISBE** Approved Certification Program in Partnership with **Chicago Public Schools** for NCLB Initiatives
 - > Certified as “Highly Qualified” under the No Child Left Behind Act/Illinois Statute
 - **Type 22 Initial Alternative Elementary Teaching Certificate:** 2007 Obtained
 - **Type 23 Provisional Alternative Elementary Certificate:** 2006 Obtained
 - **Endorsements:** General Education, All Elementary, Science, Special Education, General, Gifted
 - Building Principal and Administrator

EDUCATION

- Roosevelt University** -Bachelor of Science in Biology, Chicago, Illinois, 2000
- Dominican University** – Masters in Teaching, Riverside, Illinois, 2008
- Concordia University** –Masters in Educational Leadership, Riverside, Illinois, 2012
- Sierra Nevada College** – Administration Endorsement, Building Principal 200+ Internship Hours, 2018

PROFESSIONAL EXPERIENCE

Mind Your Books Proposed Charter School (2023-2024 SY)

Founder and Official Trustee President

- Charter Authority meetings and trainings for school setup (Ongoing)
- Opportunity 180 Fellowship Leadership Competency Training (Jan 2022)

Mind Your Books Education, Inc. A Nonprofit 501 c3 Organization in Southern Nevada

Email-www.mindyourbookseducation.com

Facebook- <https://www.facebook.com/mindyourbookseducation/>

Instagram- <https://www.instagram.com/mindyourbookseducation/>

Best of the Rest 🍎 Teacher Academy Podcast- <https://anchor.fm/cami-inez>

Founder/CEO/President

Curriculum Design and Assessment Administrator for the clientele of The Harbor and the Department of Juvenile Justice

Truancy Prevention Outreach Program Community Partners

Restorative Justice Community Partners

Mathnasium Community Partners

Homeschool Support

IEP Advocacy

Pre-K – 12th and Adult Education

GED Program

Curriculum Design

Food Support @ Three Square

Parenting Services

Transition Services
More...

Spirit & Mind Behavioral Services LLC Mental Health Agency

Founder/CEO/Manager
Stress & Wellness Assessment Practitioner
Biofeedback Practitioner

Email-www.smbservices101.com

Facebook- <https://www.facebook.com/smbservicesllc>

Instagram- https://www.instagram.com/spirit_mind_behavioral_svc/

Individual, Group, and Family Therapy

Intensive Outpatient Groups

Behavioral Modification

Parenting Classes

Addiction Services

Executive Skills

Job Training

Food Support @ Three Square

More...

Quest Preparatory Academy (Charter) (2015)

Quest Prep 2014-2016 Professional Responsibilities:

7th Grade Science Teacher

- Full Teaching Responsibilities
- Parent Contact
- Student Records
- Classroom Management
- Data Driven Instruction
- LRE (Least Restrictive Environment) Trained through NCLB Initiatives

College and Career Readiness Teacher

- Curriculum Designing
- College Analysis
- Boosting Student Graduation Rate
- College level Writing
- College Level Research
- Approaching the Job or Armed Forces
- Resume Building Skills
- ACT and SAT Prep
- Math Skills Building

Student Council Chair

- Schoolwide Event Planning
- Student Leadership Skills Training

Science Department Chair and Coordinator

- Meeting Conduction
- Record Keeping
- Merging Community Resources for Classroom Experience
- Fundraising
- Fair Planning
- Coordination with UNLV for Science Fair Winners

Scholastics Books Chairperson

- Event Planning
- Orchestration
- Cashier

- Organizer
- Record Keeping
- Financial Overseer

CCSD- Clark County School District (Fall 2013 to 2014)

Crestwood ES Elementary School 2nd Grade

- Full Teaching Responsibilities
- Parent Contact
- Student Records
- Classroom Management
- Data Driven Instruction
- LRE Trained
- Print Rich Environment
- Raised Scores Significantly

Chicago Public Schools – (August 2006 to 2012)

George Manière

- 8th Grade Reading & Science with strong ISAT gains in Reading and Science
- 7th Grade Reading and Science with strong gains in Reading, Math and Science
- Develop Lesson Plans and Modify according to IEP requirements
- Print Rich Environment with lots of Student Work Posted
- Classroom adheres to LRE Mandate
- Constructivist Environment
- Data Driven Instruction
- Small Groups Based on Data
- Professional Development
- Technological Integration i.e. electronic Essays, Student PowerPoint, QR Scanner Activities
- Differentiated Instruction
- Member of the Illinois Museum of Science and Industry via Harris Loan Program

**PRE-CERTIFICATION AND FULL LICENSING
SUBSTITUTE TEACHING EXPERIENCE**

Proviso West High School – Hillside Illinois (Summer 2007)

- Taught 9th and 10th grade World Civics
- Developed lesson plans
- Modified Lessons according to IEP plans

Maywood-Melrose Park - Bellwood Elementary School District #89 (2005-2006)

- Taught all grades 1st – 8th all subjects in elementary schools throughout district
- Long term three month 6th grade assignment with *Melrose Park Elementary School*
- Developed long term plans based on Illinois curricular standards and created lesson plans and tests
- Special Education with inclusion experience and participation in IEP meetings

Proviso Township High School District #209 (2005-2006)

Substitute Teacher

- 9th -12th grade-all subjects

CURRENT DISTINCTIONS

- Finalist for the 2021 Iconic Women of Distinction Awards in Education Ceremony (October 26, 2021)
- Licensed Nevada Building Administrator

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Mind Your Books Charter School

2. Full name

■ Sharon Szeman

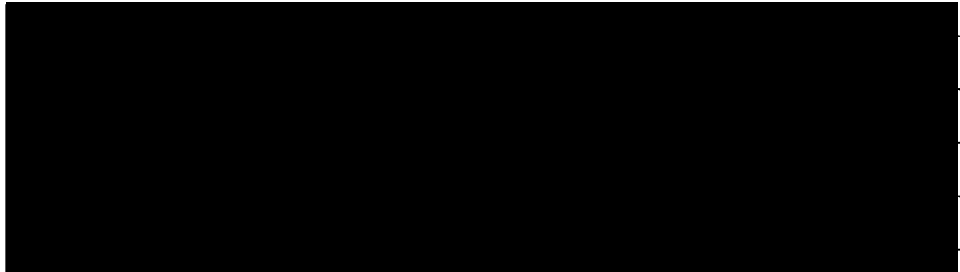
3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address



8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school’s mission and vision?

To give children education as well as mental health under one roof. To set these children up for success in their lives. These children are our future, and we need to invest in them. Children are having difficulties with social-emotional wellness. Modern times are different than even twenty years ago, children have different difficulties. Life skills and coping mechanisms are not always taught in the home. Even if they are, some are not healthy, and I would rather a professional teach a better way. We need to give these children a chance to succeed in every setting, no matter their economic status or cognitive status.

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

Basic core classes, clinical program, restorative justice, data analysis, frequent checks and balances, and assessment. Group or individual therapy sessions along with PTTC will be a more connective support system for the child and will help with areas the child is needing assistance.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I want to help have a school that offers mental health as well as education. This includes the child’s whole health and is the functional basis for adulthood. I did not have this kind of support when my children were growing up and still do not for my 15-year-old. I want to help other families, and especially the child, to not have to endure the challenges my children and I had to face. Someone must have the best interest of the child at heart when they are away from their family. We need to do a better job protecting these children, which means giving them a different mindset and perspective than us.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

I have held leadership positions such as audit supervisor, table games floor supervisor, Nurse Manager, Charge Nurse, employee health nurse, and infection control nurse. I have passion, expertise, ethical judgment, critical thinking, dedication, teamwork, and assertiveness.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

To uphold the mission and vision statement of the school, in addition to ethical responsibility for the good of the child/children involved.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement. Focus on establishing a vision supported by policies that target student achievement. Build a culture of integrity from the top down. Make sure students are in attendance, have respect and kindness, increasing scores and growth, surveys are completed and returned, and students are prepared to accomplish their current and future academics, personal, and professional goals.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Department of Veteran's Affairs & Wellness Nurse Sharon

Describe any affiliation with any charter schools. NONE.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

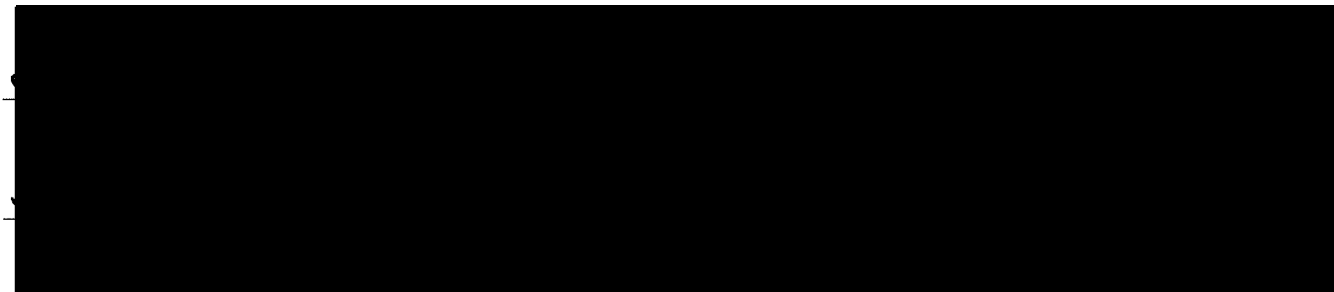
If yes, describe the conflict of interest.

Assurances and Certification

I, Sharon Szeman, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Mind Your Books Charter School (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.



² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Sharon Szeman

Objective

Detail-oriented nurse experienced in providing compassionate patient care by using critical thinking, common sense, and past experiences. Looking to expand my experience to different aspects of nursing.

Work History

- 07/2022 to Present **Registered Nurse, Charge Nurse**
VAMC- Department of Veteran's Affairs, Immunization Clinic, North Las Vegas, NV
- Monitor and maintain 5 Immunization Clinics in Las Vegas
 - Planned and constructed flu program
 - Educate and supervise over 10 employees
- 12/2019 to 07/2022 **Registered Nurse**
VAMC- Department of Veteran's Affairs, 6 East, North Las Vegas, NV
- Current RN license in the State of Nevada: RN85552; current BLS certification
 - Administer medications, educate on diagnosis, comorbidities, and medications, perform clinical procedures and tasks, use critical thinking, coordinate with multidisciplinary team, admission and discharge duties, bedside care, maintain patient privacy, delegate duties to nursing assistants, provide patient safety, physical assessment, and documentation for duties.
- 10/2019 to 01/2020 **Registered Nurse**
Centennial Hills Hospital, MS Observation unit, Las Vegas, NV
- Prepare patients for surgical procedures, IR, MRI, CT, etc.; Admission and discharges; Knowledge of Cerner, Kronos, Intranet, Pyxis; Care of post-surgical, telemetry, dialysis, pneumonia, etc.
- 10/2017 to 10/2019 **Registered Nurse, Charge Nurse**
Post Acute Medical Rehabilitation Hospital of Centennial Hills (PAM), Las Vegas, NV
- Start-up of hospital operations (December 2017); Nurse Manager 10/2017 to 08/2018; Infection Control, Employee Health Nurse
 - Knowledge of MedHost, HMS, Ultipro, Med Dispense; Charge Nurse, admission/discharge of patients, patient care and advocate, communicated with interdisciplinary departments, delegated tasks to CNAs and LPNs, wound care, preceptor, scheduling and staffing; care of spinal cord injury, stroke, post-surgical, CPM machine, immobilizers and prosthetics, PEG tubes, TPN, blood

transfusions, amputees, respiratory treatments, Foley/straight catheters, bladder and bowel ostomy's, codes/rapid responses

- Work well with others, good work ethics, highly recommended and respected upon coworkers, management, and doctors

11/2015 to 11/2017 **Registered Nurse**

HealthSouth Rehabilitation Hospital, Valley View, Las Vegas, NV

- Knowledge of ACE-IT/Cerner, API scheduling, Pyxis; Patient care and advocate, communicated with interdisciplinary departments, delegated tasks to CNAs and LPNs, PRN wound care nurse, preceptor; Care of spinal cord injury, TBI, stroke, post-surgical, PEG tubes, TPN, blood transfusions, respiratory treatments, wounds
- STOP instructor (safe patient transfers)
- Earned "Employee of the Month", highly recommended and respected upon coworkers

Education

09/2011-08/2015 **Bachelor of Science in Nursing**
University of Nevada, Las Vegas

References

[Redacted references]

More references available upon request.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Mind Your Books

2. Full name

Bruce Mufson

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission and vision of the charter school's mission and vision is to provide a mental health clinic within a school by providing mental health therapy via clinician interns to the students and parents by making it accessible. Also, by closely working with the teaching and educational staff on the latest trends in mental health to help students clinically as well as having the teaching staff understand clinical issues and how to respond in an effective manner.

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

The school's educational program is designed to foster a child's development by helping them to express themselves in an intuitive and exploratory manner so that they are able to learn how to think for themselves and gain confidence in their learning.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

Empty response box for board members.

-
2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Rawson Neal Psychiatric Hospital

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

Proposed Clinical Director

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

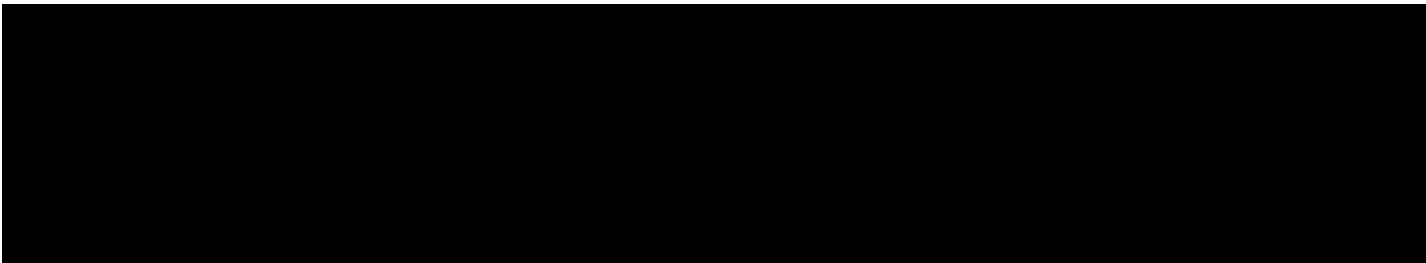
If yes, describe the conflict of interest.

Assurances and Certification

I, Bruce Mufson, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Mind Your Books
("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude¹ is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.



¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

BRUCE MUFSON



AREAS OF SPECIALTY

Post-Traumatic Stress Disorder

Drug and Alcohol Abuse

Schizophrenia

Depression

Area Homelessness

Traumatic Brain Injury

Post-Sexual Abuse / Sexual Offending

Clinical Supervision of Interns

Bipolar Disorder

FAS / FAE

Post-Traumatic Stress Disorder

RAD

Substance Abuse

ADHD

Clinical Writing and Reporting

Traumatic Brain Injury

Schizophrenia

Public Speaking

Clinical Coordination of Services

Area Homelessness

Data Analysis

Suicide

Psychosocial Assessments

Autism

EXPERIENCE

Clinical Social Worker III Las Vegas, Nevada
Rawson Neal State Psychiatric Hospital

11/20/19-Present

- Promoted to oversee mobile crisis team. Responsible for staff of four clinical social workers.
- Revamped entire program that included new assessment form, twenty-four turnaround time, and having it read by emergency room staff. Entire ER staff of Mental Health

techs, Nurses and Social Workers, finds it invaluable to gain clinical awareness of patient.

- Due to clinical insights, need for restraints has decreased as well as violence by patients, towards staff.
- Number of assessments increased by forty percent from last year.
- Assessments are reviewed each day for compliance standards.
- Supervised three clinical social workers for their hours to become licensed.

Clinical Social Worker III Las Vegas, Nevada
Rawson Neal State Psychiatric Hospital

11/09/ 15 – 11/20/19

- Promoted to Associate director of clinical services for Social Work Department. Work with Director to ensure that clinical services were appropriately and effectively carried out through the hospital. This was done by ensuring that paperwork was in full compliance, staff worked with patients effectively and that JCAHO and CMS standards were followed appropriately throughout hospital.
- Staff of twenty-five consisted of a mix of over twenty Clinical Social Workers and four Psychiatric Case Workers.
- Created training programs for Clark County Detention Center Correctional Officer Cadets, City of Las Vegas Jail Correctional Officers as well as for Regional Justice Centers, Court Personnel, Attorneys and Judges on Understanding How to work with the Mentally ill. I have personally presented dozens of time trainings in all areas of mental health.
- Worked with Regional Justice Center to create PST- Psychiatric Stabilization Treatment program so that inmates coming from jail could be assessed clinically, be provided mental health and case management services with goal of getting them out of system, spending less time incarcerated and avoiding being arrested multiple times.
- Program has been extremely successful and has served over three hundred inmates who were deemed severely mentally ill and has also provided court, law enforcement and correctional savings of over a million dollars.

Clinical Social Worker II Las Vegas, Nevada
Outpatient Clinical Social Worker-Assisted Outpatient Treatment
State of Nevada

4/20/ 13 – 11/06/15

- Transferred to AOT- program in April 2013. Assisted outpatient treatment, program was designed to help chronically mentally ill patients stabilize in community and not have to return to hospital. Worked with group homes, courts, corrections and law enforcement regarding patient treatment and stabilization.
- I carried a caseload of between twelve to fifteen patients with goal of finding them stable housing and ongoing mental health services.
- Was involved in court process to liaison with attorneys and judges on effective treatment and realistic mental health of patients facing legal charges. As a result, sentences were for first time tailored to fit clinical needs of arrested patients.
- Ongoing dialogue with multiple providers to find appropriate services that would be effective.
- Multiple clients decreased hospitalizations significantly, were no longer being arrested and now followed a consistent medication regime.
- Able to work independently and constantly by using creative thinking to ensure realistic success for clients in program.

Clinical Social Worker II Las Vegas, Nevada
Rawson Neal State Psychiatric Hospital

10/20/ 11 – 4/17/13

- CSW assigned to inpatient unit and responsible for all patient work that included initial assessment, treatment plan as well as appropriate discharge plan back into the community.
- Provided individual, family, and group therapy with caseload of thirteen to fifteen patients.
- Worked all units within hospital and was known for being flexible and a team player.
- Worked with group homes, courts, corrections and law enforcement regarding patient treatment and stabilization.
- I was cited numerous times for displaying a calm and professional demeanor in the hospital, emergency rooms and in the community, even during times when patient would engage in hostile and aggressive behavior.
- Supervised multiple clinical interns working on their master's and Post Masters internships.

Clinical Social Worker II Las Vegas, Nevada
Desert Willow Treatment Center

10/5/00-10/20/11

- Had provided therapeutic intervention services to thousands of children, adolescents, and adults using individual, family, and group treatment. Included were children and teen survivors and the perpetrators of sexual abuse and incest. The patients seen were the most severe in the entire state.
- Qualified as expert witness by the District Attorney and Public Defenders Office. I had testified in court on the issue of sexual and physical abuse, FAS/FAE and RAD.
- Helped update the Sexual Offender (SO) Program, by writing new assignments to meet clients, changing behavioral needs and reflecting new uses of technology.
- Unit of fourteen beds were at capacity over 90% of the time due to consistent recruitment by me of new patients throughout the state.
- Responsible for yearly billings of 2.5 million dollars based on 90-day assessments written.
- Only 3% of juveniles in the SO program that had completed the program had offended again. This was the lowest recidivism rate in the country for this type of program during its time.
- I had written numerous clinical assessments for the Clark County Court System. These assessments have been used by judges, lawyers and parole and probation officers to determine placement.
- I had always carried the largest number of cases in the hospital due to work being recognized as the best, with excellent clinical outcomes.
- Supervised Master's level social workers during their internship.
- Highly competent with all guidelines in regard to JACHO, through onsite inspections. My paperwork was noted for being clear and concise.
- Understood all aspects of Medicaid and managed care.
- Asked on a regular basis to assess patients in detention regarding their treatment needs. I was regarded as the most experienced SO clinician in the entire division while working at the hospital.

Montevista Hospital

3/15/19 -8/30/19

- Worked on Chemical Dependency Unit as well as covered other units as needed as Clinical Social Worker working as a PRN.
- Provided alcohol and drug assessments, individual and group therapy. Goal was to obtain LCADC degree.

Victory Alliance

1/15/16-Present

- Have provided assessments, individual and family therapy.
- Patients I have worked with have suffered from Schizophrenia, Bipolar disorder, Autism, Physical and Sexual abuse, Post traumatic stress disorder, Drug and Alcohol abuse and Autism.

Beacon Pointe of Southern Nevada

5/20/11 – 6/1/16

- Have provided assessments, individual and family therapy.
- Patients I have worked with have suffered from Schizophrenia, Bipolar disorder, Asperger's and Drug and Alcohol abuse.
- Therapy is provided in home.
- CSW has worked with Vocational Rehabilitation and Goodwill in attempt to help patients find semi-independent lifestyles.

Maple Star of Nevada Foster Care Agency

3/20/03 –5/18/10

- Provided foster families information on mental health issues as they related to their foster children. Therapy was provided in home and consisted of individual and group therapy.
- Used by agency to help penetrate new markets and assess clinical needs throughout the state. Able to work independently and alone due to overall competence and ability to get job done.
- Lead Clinician in working with women and families that transitioned from homeless shelter to Section 8 housing. Multiple women attended school and moved toward independence.

EDUCATION

September 1993 – Master of Social Work, University of Georgia, Athens, Georgia
May 1995

August 1983 – Bachelor of Arts in Political Science, Brooklyn College, Brooklyn, New York
May 1987

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Mind Your Books Charter School

2. Full name

Ema Rowe

3. Home Address



4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

To provide children with an opportunity to learn while meeting their emotional needs and help them overcome trauma that hinders their ability to learn.

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

That an environment will be created for children to develop positive relations and give them challenges that they can rise to and develop leadership qualities.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I would like to bring a parent's voice and be part of the conversation in the decision making process of actions that impact our children's education.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I have served in my church board representing children ministries.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

To make sure that the mission and vision of the school are always met.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Ensure all ethical standards are met.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: NRSI

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Emma Rowe, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Mind Your Books Charter ("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Ema Rowe



Professional Profile

To obtain an employment opportunity offering excellent customer relations. Expertise in leading high-performance teams in a fast-paced challenging environment, friendly and energetic with great organization and time management abilities. Experience in creating schedules, making appointments, and providing clients with optimal customer service. Eager to join a new team of people and assist them as a dedicated and passionate team member.

Skills

MS Office, Restaurant Management, Shift Management Time Management, Clerical Experience Customer service, medical office Receptionist and property management, Bilingual Spanish.

Experience

2021-2022

Spirit & Mind Behavioral Services- Psychosocial Rehabilitation Specialist

- Biofeedback Technician
- Stress & Wellness Technician

2021-2022

Mind Your Books Education Inc., - Substitute Teacher

- Tutor for Department of Juvenile Justice clientele
- NWEA Assessment Facilitator for Pre=K to 2nd Grade

2018-2020

DSTAR INC - *property manager*

- Responsible for handling vacancies
- handling tenant relations and overseeing maintenance.

11/2017 to 12/2019

Northeast Mental Health- *Receptionist*

- Greeted clients and provided them with information and superior service.
- Handle calls, manage schedules, and collect personal information.

04/16 to 10/2017

Vision Plan of America, Los Angeles - *Data Entry Clerk*

- Organized files and collect data.
- Entered information into computer databases for effective record keeping.

9/10 to 07/13

McDonald's - Assistant Manager

Manage up to 30 employees, responsible for training and development of team, Schedules, and labor management. Assisted in placing orders and managing shifts by assigning tasks.

Education

LACC, Los Angeles - *AA Social and Behavioral Science*

LAORT, Los Angeles - AS business Management

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Mind Your Books Charter School

2. Full name

Stuart Jason Elzy

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following be

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

100 Academy of Excellence

Rainbow Dreams Academy

Quest Preparatory Academy

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Therapy and education working together in any educational setting for the betterment of the student.

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

It will be a clinic with a school inside to meet the urgent needs of various students. Many will have some form of social emotional integration.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

The students are the most important and we need to make decisions in the student's best interest. I want to help these students succeed.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I have been teaching young individuals for over 20 years. I enjoy what I do. I've worked through challenges and motivate individuals, especially through my love of sports.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

As a board, we would make decisions to better the school, including problem solving, analyzing data, and collaborating.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Professional development classes would need to be taken by the board members. Being present and unbiased.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: **Quest Preparatory Academy**

Describe any affiliation with any charter schools.

I am currently employed with this school.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Stuart Jason Elzy, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Mind Your Books Charter School (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude¹ is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Stuart Jason Elzy

Mind Your Books Charter School

Name

Proposed Charter School Name



April 18, 2023

Signature

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

STUART JASON ELZY



OBJECTIVE: I hope to obtain an entry- level administration job working with challenging students. Additionally, I would like to utilize the experience gained working with multicultural students who need extra assistance and motivation.

EDUCATION

Masters Educational Leadership

Eastern Michigan University
Ypsilanti, MI
June, 2005

- Coursework in educational leadership, and psychology-based group management skills.

Bachelor of Science Education

University of Wisconsin-Whitewater
Whitewater, Wisconsin
May, 2001

- Emphasis on Physical Education.
- Certified to teach grades K-12.

EDUCATIONAL WORK EXPERIENCE

Physical Education Teacher

6/17 to 6/20

Rainbow Dreams Academy
North Las Vegas, Nevada

- Dean of Students 11/19 to 5/29/2020
- Teach physical education classes for grades Kindergarten thru Eighth
- Supervised children for after school tutoring and parent pick up

Physical Education Teacher

08/13 to 06/17

Imagine Schools
100 Academy of Excellence
Las Vegas, Nevada

- Teach physical education classes for grades Kindergarten thru Eighth
- Lead Specials Teacher
- Global Charity Foundation Tutoring Coordinator

Physical Education Teacher

04/08 to 06/2013

Flint Community Schools
Flint, MI

- Teach physical education classes for elementary, middle, and high school students.
- Coached boys' Track and Field.
- Substituted for administrators on various occasions.

Residential Advisor

04/08 to 01/09

Job Corps
Flint, MI

- Supervised males' dorm rooms and behaviors for residents aged 16-25 years.
- Counseled residents on various social and educational problems as well as aided in employment progression.

Youth Specialist

08/07 to 1/08

Whaley Children's Center
Flint, MI

- Assisted troubled children with daily living activities and engage in recreational activities with them.
- Maintained and "household," including cooking and cleaning activities; transporting children; and participating in the development and implementation of treatment plans for children in a youth residential facility.

Physical Education Teacher
Center Academy
Flint, MI

- Taught physical education to middle school students in grades K -8.
- Earned certification to instruct health and sex education to students.
- Facilitated educational and social activities for after school programs.

8th Grade Teacher

08/01 to 06/02

Linden Charter Academy
Flint, MI

- Taught language arts, math and social Studies.
- Mentored student to be accepted into NASA's Summer Space Camp.
- Mentored another student to be recognized on television for her interests in science and meteorology.
- Coached 7th and 8th Grade Boys' and Girls' Track and Field.

Additional Work Experience**Assistant for Care Management**

1998-2000

St. Coletta's of Wisconsin
Jefferson, WI

- Managed the facility during the weekends.
- Ensured that special needs residents received proper meals.
- Monitored residents' responses to medications.
- Trained residents in activities- of- daily living.
- Supervised planned outings.
- Evaluated residents' behavior.

COMMUNITY SERVICE

Ira Aldridge Theatre Company

Actor

- Actor and Support in the West Las Vegas Arts Community

Program Guide

Adaptive Skiing Project

Whitewater, WI

- Accompanied physically challenged individuals on a winter ski trip in the Wisconsin mountains.

President

Omega Psi Phi Fraternity Sigma Zeta Chapter

Whitewater, WI

- Received a community service award for contributions to special needs residents of Wisconsin.
- Coordinated academic and social activities for college students.
- Attended a national conference to learn organizational development strategies.

HOBBIES/INTERESTS

I have a great interest in watching and participating in all sports. While in high-school, I was a Flint City Champion swimmer, diver, and track runner. In college, I was an All American twice and three year team captain for track and field. I also enjoy reading and acting.

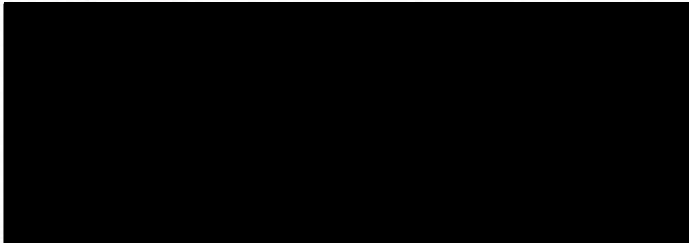
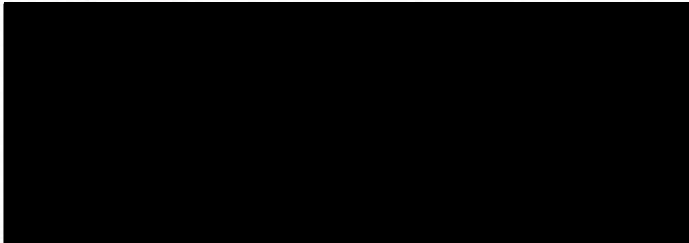
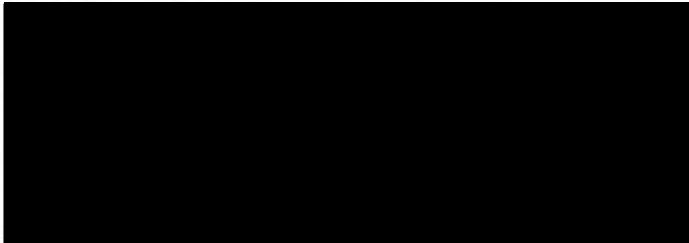
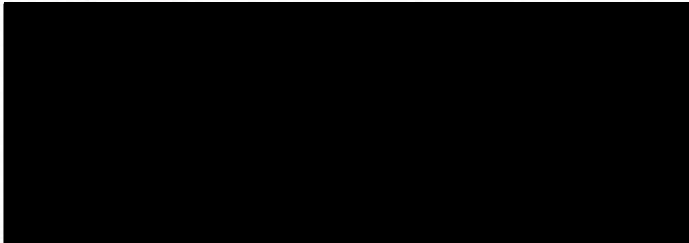
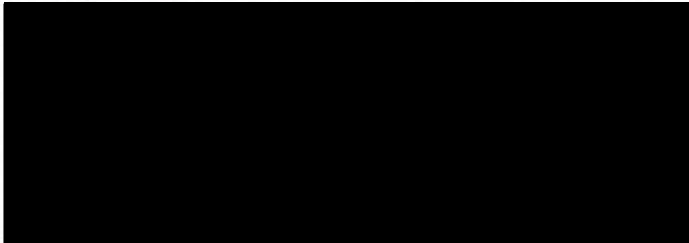
REFERENCES

References available upon request

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

- 1. Name of proposed charter school Mind Your Books Charter School
- 2. Full name Cheryl Heatley
- 3. Home Address 
- 4. Phone Number 
- 5. E-mail address 
- 6. Employer Name 
- 7. Employer Address 
- 8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

- 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Improving academic achievement for students who are at risk by providing a high-quality education through therapy based educational program focuses on individualized social emotional and high-quality academics. Through the practices they will provide and teach strategies and resources while preparing students for life long achievement.

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

The charter school's educational program uses teaching to the standard and backwards lesson planning. Using assessment and data to help drive instruction. Focusing on implementing trauma informed instruction and project-based instruction. There will be therapy-based and holistic to help supplement those students at risk.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board of the proposed charter school because I want to be able to advocate for students, families and staff members. I want to share my expertise that I have learned over the years to enhance the school and the school environment.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I have been a special education teacher for 23 years under many different principals. I have seen the qualities it takes to run a school and both the positives and negatives of running the school.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

I will be an advocate for students and staff within the school. I will attend different meeting and propose new ideas when needed. I will listen and collaborate to other members in the community, staff, other board members, parents and those involved in the school.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

They would need to not only give idea but listen to others as they share ideas. They would need to be able to delegate when an issue occurs. When members don't agree 100%, they need to still be open to the ideas and comments made by board members.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Special School District of St. Louis County

Describe any affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

- No, I am not a current or proposed employee of the proposed charter school.
 Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
 Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Cheryl Heatley, declare and certify under penalty of perjury the following:

(Full Name)

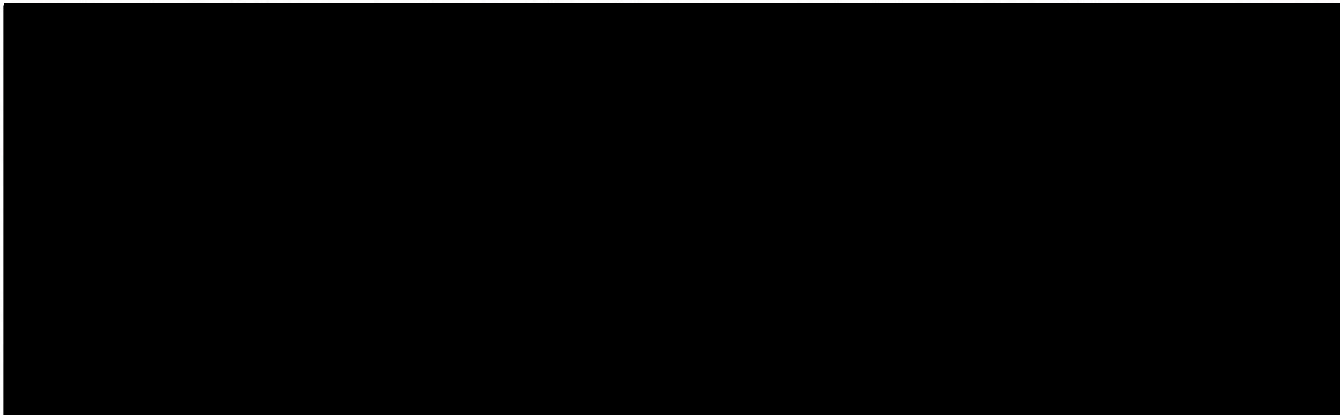
State Public Charter School Authority

Rev. 12/23/2022

Page 4 of 5

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Mind Your Books Charter School (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude¹ is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.



¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Cheryl Heatley



OBJECTIVE

To obtain a position on the board for Mind Your Books Charter School.

LEADERSHIP EXPERIENCE SUMMARY

- 2003-2013 Special School District Union Representative for Special Education Teachers at Lucas Crossing Elementary Complex; Normandy School District.
- 2008-2013 Grade Level Chairperson for the Special School District Staff; Lucas Crossing Elementary Complex, Normandy School District, St. Louis, Missouri.
- 2009-2013 Data Team Leader for the Special Education Staff; Lucas Crossing Elementary Complex, Normandy School District, St. Louis, Missouri.
- 2011-2012 Special School District Leadership Academy; Special School District of St. Louis County, St. Louis, Missouri.
- 2012-2013 Data Team Leadership Committee for the Special School District of St. Louis County, St. Louis, Missouri.

EDUCATION

Grand Canyon University, Phoenix, Arizona, 2014

Master Degree in Educational Administration; Currently 3.93 G.P. A.; Pi Lambda Theta Honor Society, Since July 2014.

University of Missouri – St. Louis, St. Louis, Missouri, 2004

Master Degree in Special Education Graduated Summa Cum Laude; Achieved Cumulative 3.87 G.P.A; Phi Kappa Phi Honor Society, Since 2002.

Central Missouri State University, Warrensburg, Missouri, 1982

Bachelor of Science in Elementary Education

TEACHING EXPERIENCE

Special Education Teacher –5th Grade
Lincoln Elementary, Normandy School District
September 1999 to June 2000

Harrison Elementary, Normandy School District – 2nd –3rd Grades
August 2000 to March 2001

Lucas Crossing Elementary Complex, Normandy School District – Kindergarten – 3rd Grades
March 2001 to Present

- Collaborated with general education teacher to provide special education class-within-class services.
- Collaborated with grade level regular education teachers to assure that all of my students are included in all aspects of the classroom.
- Collaborated with interdisciplinary team of teachers to plan, problem solve, and help students to succeed.
- Collaborated with interdisciplinary team of teachers to develop and implement a Team plan for managing student behavior.
- Developed rapport with students, providing affirmation and support in learning efforts.
- Partnered with parents and teachers to effectively implement students' IEP's.
- Participated in parent-teacher conferences, effectively communicating with parents.
- Provided specializing instruction and/or support.
- Reduced instruction into smaller parts, so that students can be successful.
- Assisted in administering Missouri Assessment Program (MAP) tests and District Criterion Reference Testing.

RELATED PROFESSIONAL EXPERIENCE

Bright Sky Tutoring
October 2007 to March 2008

- Provided individual and small group tutoring based on identified skill areas for periods of 60-90 minutes per session, two times a week.
- The teacher student ratio is 1:5.
- Assessed students by giving them a pretest and post-test in reading and math to guide instruction and determine if progress has been made.
- Developed a personal individualized student learning plan for each student.
- Provided instruction that was aligned with grade level expectations and state standards.
- Provided instruction using high quality research based instructional materials and technical resources.
- Provided ongoing formal assessments of student progress to ensure continuous focus on the area of student need.
- Provided parents and regular education classroom teachers with a monthly progress report for students.
- Provided students with a snack before the start of each tutoring session.
- Provided students with appropriate incentives and awards for attendance and performance.

**Millennial Academy of St. Louis
October 2008 to March 2010**

- Provided individual and small group tutoring based on identified skill areas for periods of 60-90 minutes per session, two times a week.
- The teacher student ratio is 1:5.
- Assessed students by giving them a pretest and post-test in reading and math to guide instruction and determine if progress has been made.
- Developed a personal individualized student learning plan for each student.
- Provided instruction that was aligned with grade level expectations and state standards.
- Provided instruction using high quality research based instructional materials and technical resources.

- Provided ongoing formal assessments of student progress to ensure continuous focus on the area of student need.
- Provided parents and regular education classroom teachers with a monthly progress report for students.
- Provided students with a snack before the start of each tutoring session.
- Provided students with appropriate incentives and awards for attendance and performance.

OTHER RELATED TRAINING

- Adaptive Schools Foundation Seminar, March-June 2013
- Envision Math, August, 2012
- PBIS Training, August, 2012
- Ipad Training, April 2013
- Research-Based Intervention within Reach: Effective Data Team Training for Leaders, February, 2011
- Reading Mastery, May 2011
- Phonics for Reading, November, 2011
- Progress Monitoring Data Leader Cohort, September 2011
- Interpreting the GLE's, January, 2010
- Power Standards, March, 2010
- Open Court, September, 2009
- Data Team Training for Leaders, October, 2009
- Mentor Program Training for School-Level Mentor Teachers, August 2006

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Mind Your Books Charter School

2. Full name

JANET STACKMANN

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you.

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

I understand that Mind Your Books Charter School's mission is to empower the students to maximize their learning with an emphasis on the whole student: physical, mental and emotional while teaching them their educational curriculum. To empower them to exercise/raise their emotional IQ as well as their intelligence IQ.

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

I understand that Mind Your Books Charter School's educational program will give each child the best academic experience possible while teaching other important skills beyond test scores that will prepare them and carry them through life/work/career when they leave.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board as I have always yearned to have a school myself that would teach children more than just the basics of math, science, English, etc. I dreamed of a school that would incorporate the whole child: mind, body and spirit. I believe Mind Your Books Charter School has the same intent and will achieve this goal.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

My knowledge and experience: I have raised 3 grown daughters and have 7 grandchildren that I wish had been privileged to go through a school program such as this. I am empathetic to children's needs. I have studied many alternative, mindfulness and energy modalities that will help contribute to the board in dealing with solutions to issues that may arise. I have been a self-employed real estate broker for 33 years and have excellent money management skills.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My role as a board member will be to support the other board members. I will help make important decisions regarding any/all issues that may arise. I will ensure that the by-laws and Code of Ethics are always upheld. I am responsible for the oversight of the all-encompassing health of the school, including but not limited to, the financial health.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

We, as proposed board members, should receive professional development so that we can ensure the fiscal health of the school. We are responsible for all areas of governance and oversight regarding the well-being of the campus and the safety of students and teachers. Our duties will also include supporting the principal and upholding all by-laws and ethics. We will hold mandatory meetings and special meetings, if necessary, and always do our due diligence to research and arrive at the best possible decisions for all concerned.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

Describe any affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

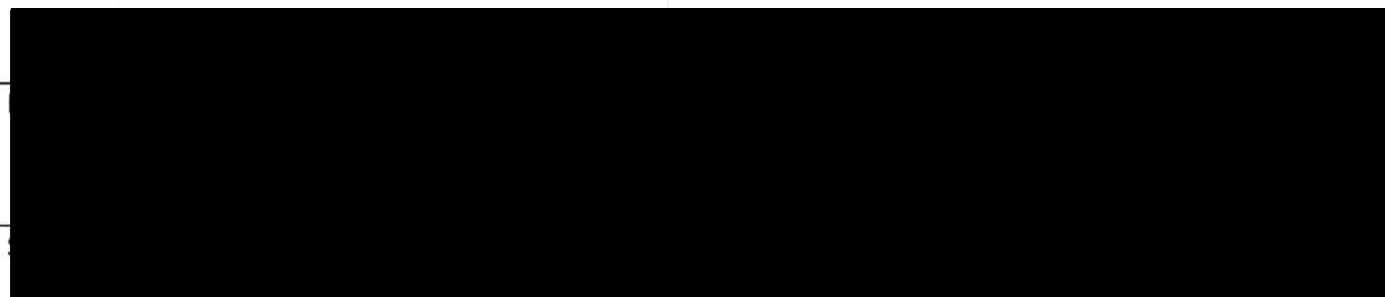
I, JANET STACKMAN, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Mind Your Books Charter School (“Charter School”)

(Proposed Charter School Name)

 will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude¹ is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.



¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Janet Staackmaan



**Current
Investor**

**May 1, 2015 Current
At Properties
Real Estate Broker
Residential**

**2010-2015
Coldwell Banker**

**1990-2010
Century 21 Marino**



Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Mind Your Books Charter School

2. Full name

James Harden Jr.

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school’s mission and vision?

My understanding of the proposed charter school’s mission and vision is to provide a model that will prepare the students for a greater opportunity to manage and address emotional behavioral and overall consistent development throughout their educational process.

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

The proposed charter school educational program will include a blend of therapeutic education as well as traditional scholastic education. The blend should maintain a well-rounded approach at emotional and knowledge based information.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: SEE INVESTIGATIONS & CONSULTING

Describe any affiliation with any charter schools. NONE.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school’s board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school’s board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school’s board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- No, I am not affiliated with any nonprofit organizations.
- Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

I serve as chairman, president, coordinator and vice president of several faith based and community based organizations.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

- No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.
- Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

- No, I am not aware of any other conflict of interest.
- Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, James Harden, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Mind Your Books Charter School (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude¹ is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

JAMES M. HARDEN JR



[REDACTED]



[REDACTED]



[REDACTED]



[REDACTED]

PROFESSIONAL SUMMARY

Goal-driven and dedicated investigative professional with extensive experience and core competencies in fraud investigations, insurance, workers comp, and ID theft. James is also strong in administration, has excellent organizational skills, and has strong competence in developing, designing, and implementing strategic plans for successful measurable outcomes. Has extensive experience in investigations and has developed strategic partnerships to support the organization's goals. In addition to excellent interpersonal skills. The candidate is proficient in building good communication channels across multiple sectors while maintaining a portfolio of contacts. Dedicated investigations professional with a history of meeting company goals utilizing consistent and organized practices. Skilled in working under pressure and adapting to new situations and challenges to best enhance the organizational brand.

SKILLS

- Collecting Statements
- Critical Thinking
- Contract Compliance
- Complex Problem-Solving
- Project Requirements
- Time Management
- Government Regulations

EDUCATION

The Sure Foundation Theological Institute

Detroit, MI • 02/2004

Bachelor of Arts: Theology

Armstrong State University

Savannah, GA • 07/1994

P.O.S.T.: Criminal Justice

Shaw High School

Cleveland, OH • 06/1986

High School Diploma

CERTIFICATIONS

10+ years) Litigation Investigative Expertise (10+ years Strategic Planning (10+ years) (10+ years) training (10+ years) People Leadership (10+ years) People Management (10+ years) Military

WORK HISTORY

Bond Security Firm/TG - National Compliance investigator/Manager
04/2021 - 11/2022

Certified Legal Investigator ID/Theft Fraud/ and Litigation Investigator

- Documented noncompliance activities and communicated with design-builder on remediation.
- Enforced compliance with complex state and federal laws, rules and regulations for industry.
- Reported investigative findings to management and human resources.
- Collected detailed notes on investigations and other communication to adhere to legal requirements and enhance recordkeeping.
- Confirmed data and licensing information through investigations and notified violators of required changes to bring operations into compliance.

Cox Communications - Senior Fraud Investigator

01/2015 - 04/2021

- Compliance and regulatory duties managing potential violations and ensuring codes and every other state and federal compliances are adhered to
- Work with Law Enforcement to investigate fraudulent and Identification theft
- To include cyber-crimes and suspicious computer breaches
- Interview persons of interest to include witnesses and work with detectives in developing and implementing strategic approaches to conclude and resolve all investigations
- Work with corporate legal department investigating claims and other cases many times representing by testimony, witness, and support of cases that Corp Legal assigns in court preceding that are local.

Experience Security Loss Prevention
Law Enforcement Surveillance Conflict
Management Operations Management
Writing Skills Supervising Experience
Payroll

- Analyzed large amounts of data to find patterns of fraud and anomalies.
- Summarized all key information regarding investigations into a detailed report for delivery to the client.
- Gathered evidence, which included recorded and written statements, financial documentation, and audio materials for examination.
- Interviewed witnesses thoroughly, asking appropriate questions to ascertain critical details about each case.
- Testified in court for both civil and criminal cases, answering questions honestly and respectfully.

NWI - Field Investigator

01/2013 - 01/2021

- Develop and document evidence concerning insurance fraud both workers comp, accident, and permanent disability fraud cases
- Collaborated with federal agencies on investigations.
- Collected, analyzed and interpreted information, documentation and physical evidence associated with investigations.
- Conducted thorough face-to-face interviews with employers, families, neighbors, friends and suspects and documented investigative findings.
- Prepared case reports from allegations, interview transcripts of interviews and physical evidence.

Las Vegas Urban League - Director of Mentoring

May 2009 - January 2014

- **Delivered business strategy and developed systems and procedures to improve operational quality and team efficiency**
- **Boosted client productivity by enhancing performance monitoring and instituting motivational approaches.**
- **Met with group of up to 30 individuals to oversee life readiness and post release activities.**
- **Prepared instructional materials for group and one-on-one use to comply with established curriculum.**
- **Applied superior negotiation, communication and conflict management skills to facilitate effective discussions.**

D.B. Ford Insurance Adjusters - Accident Investigator

07/2007 - 07/2009

- Collected, analyzed and interpreted information, documentation and physical evidence associated with investigations.
- Gathered facts from interviews of suspects, witnesses and complainants.
- Collected and preserved physical evidence, photographs and laboratory submissions.

Las Vegas-NV HUB Enterprises - Field Claims Investigator

07/2005 - 07/2007

- Develop and document evidence concerning insurance fraud both workers comp, accident, and permanent disability fraud cases

- Interview claimants' and witnesses
- Provide detailed reports for managers, adjusters and attorneys
- Edit and prepare for arbitrations and court appearances.
- Seized evidence for investigations and interviewed involved parties.
- Presented information at professional forums, conferences and associations.

Henderson-NV Wal- Mart Corp - Loss Prevention/Investigator

07/2001 - 07/2006

- Responsible for compliance and regulatory audits through out region to include risk and inventory shrink
- Investigate deception during the opening, in-process and closing store as well as provide necessary physical security
- Investigate and report to regional director reference issues inclusive to retail, warehouse and manufacturing activities such as employee theft

Patrolman Savannah Police Department - Patrol Officer

Savannah, GA • 07/1993 - 07/2000

- Patrolled designated areas in patrol vehicle and on foot to identify security and safety issues.
- Investigated incidents and crimes, collected evidence and recorded witness statements.
- Talked regularly with citizens to establish rapport and become familiar presence in area.
- Organized criminal documents such as logs, records, reports and agendas to streamline processing and improve traceability.
- Maintained positive community relations through active communication at crime scenes and assistance with programs such as mentoring underprivileged kids and teaching at Citizen's Police Academy events.

Chatham County, Narcotics Team - Narcotics Investigator

Chatham Savannah, GA • 05/1996 - 05/2000

- Carefully documented statements, observations and evidentiary materials.
- Documented findings and prepared detailed reports.
- Interviewed witnesses and interrogated suspects to obtain additional information about criminal activities.
- Pursued leads, complaints and referrals to determine occurrence of criminal activities.
- Researched criminal cases and led investigations to determine appropriate course of proceedings.

U.S. Army Active Duty - Military Police Investigator

01/1993 - 01/1994

- Investigated security issues involving domestic violence, assault and theft occurring on base among active military members.
- Gathered evidence, processed crime scenes and questioned witnesses and suspects.
- Planned crime prevention measures and operated military police checkpoints and dispatch centers.

- Supported judge advocate general with investigations for trial involving military members facing courts martial and other disciplinary actions.
- Led investigations of traffic fatalities by assessing evidence, surrounding factors and identifying antecedent of events to identify and mitigate intersection blind spots and hazards.
- Managed law enforcement desk operations.

AFFILIATIONS

- Certified Legal Investigator (National Association of Legal Investigators)
- Toastmasters

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

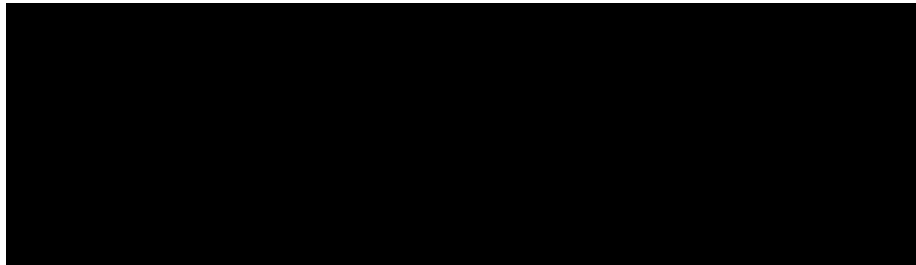
1. Name of proposed charter school

Mind Your Books Charter School

2. Full name

Ronnika Oliver

3. Home Address



4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information (For CMO Applicants)*
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes
- No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school’s mission and vision?

My understanding is that at risk children will be helped. To give better support to the community.

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

The curriculum will be complete with new and traditional programming that will prepare them for next tier learning.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: **Swept By Faith Cleaning Services**

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Ronnika Oliver, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Mind Your Books Charter School (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude¹ is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Ronnika Oliver

Customer servant



Authorized to work in the US for any employer

Work Experience

Housekeeper

Independent Contactor - Las Vegas, NV

January 2018 to Present

I clean homes. Weekly, biweekly, monthly. Help organize closets, homes, etc. Move-outs, move-ins. All jobs dealing with cleaning.

CEO, Lyft and Uber

Las Vegas-Self Employed - Las Vegas, NV

January 2014 to Present

Travel Agent/Customer Service

Self-Employed - Las Vegas, NV

January 2016 to July 2019

Sold and coordinated transportation, accommodations, insurance, tours and activities. Advise clients regarding destinations, cultures, customs, weather and activities. Collect payments, book travel arrangements and paid applicable fees while building and maintaining relationships with travel and tourism vendors. So much. Independent contract. Seminars, training, records, etc. Became familiar with the industry.

Housekeeping

Circus Circus Casino

2012 to 2014

Clean 17 rooms to the housekeeping standards in 8hrs. Vacuum, dust, change sheets, make beds, toilets,tubs,showers, mop floors, windows, etc. While being evaluated daily.

Education

Associate's degree in Certified PCA/Caregiver/MedTech

CQES - Las Vegas, NV

July 2017 to August 2017

Business

Community College of Southern Nevada

High school diploma or GED

Skills

- Residential Cleaning
- Caregiving
- Cooking
- Home Care
- Commercial Cleaning
- Laundry
- Cleaning Experience
- Custodial Experience
- Senior Care
- Dementia Care
- Food Preparation
- Time Management
- Meal Preparation
- Alzheimer's Care
- Hospice Care
- Retail Sales
- Hospital Experience
- Patient Care
- Memory Care
- Nursing
- Hotel experience
- Housekeeping management
- Customer service
- Microsoft Office
- Computer skills
- Supervising experience
- Front desk
- Driving
- Management
- Financial concepts
- Leadership
- Case management
- Workforce development
- Mentoring
- Windows

Certifications and Licenses

Drivers License

Home Health Aide

Non-CDL Class C

Assessments

Work Style: Reliability — Expert

December 2019

Tendency to be dependable and come to work

Full results: [Expert](#)

Work Motivation — Familiar

December 2020

Level of motivation and discipline applied toward work

Full results: [Familiar](#)

Work Style: Conscientiousness — Proficient

December 2020

Tendency to be well-organized, rule-abiding, and hard-working

Full results: [Proficient](#)

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.



Mind Your Books Education, Inc.

ATTACHMENT 3
EXISTING EVIDENCE OF SUPPORT



December 29, 2021

DISCOVERY Children's Museum

[REDACTED]
Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

Celebrating 30 years of community, DISCOVERY Children's Museum is a non-profit organization dedicated to the core educational areas of science and nature, arts and culture and early childhood development. Our three-story museum features nine interactive galleries with 26,000 square feet of hands-on exhibits, and a team of educators who provide engaging programming, cultural collaborations and community outreach. As a premier educational partner in the community, DISCOVERY collaborates closely with local schools and organizations to increase access to quality educational experiences.

The mission of DISCOVERY Children's Museum (DISCOVERY) is to foster a welcoming environment where all are invited to engage in playful and educational experiences that ignite a lifelong love of learning. Mind Your Books Charter School (MYBCS) shares in DISCOVERY's mission to increase access to high quality learning experiences for children in Las Vegas, while prioritizing educational equity through work grounded in the core tenets of social emotional wellness and academic achievement. Similarly, MYBCS shares in DISCOVERY's vision to inspire every child to become an innovative thinker through engagement in hands-on learning experiences.

It is my pleasure to write this letter in support of the charter application for Mind Your Books Charter School. Following authorization as a charter under the SPCSA, DISCOVERY Children's Museum intends to collaborate with MYBCS in a mutually beneficial relationship. Through this partnership, MYBCS will promote museum resources and programming, and DISCOVERY Children's Museum will provide the following resources for Mind Your Books Charter School:

- Subsidized health sciences education through the DISCOVERY on Wheels program
- Subsidized admission for field trips
- Classroom career speakers
- Attendance at MYBCS fairs
- Professional development opportunities for MYBCS educators
- Resources for MYBCS families related to the *Museums for All* access program
- Resources for MYBCS families related to the DISCOVERY *Family Adventure Pass* program in partnership with the Las Vegas-Clark County Library District Foundation

We look forward to partnering with MYBCS after their authorization and chartering process is complete. Your attention and consideration of Mind Your Books Charter School is greatly appreciated.

Respectfully,

A handwritten signature in cursive script that reads "Laura E. Christian".

Laura Christian
Vice President of Learning Experiences
DISCOVERY Children's Museum

April 15, 2023

Board of Directors

Nevada State Public School Charter Authority

1749 N. Stewart Street, Suite 40

Carson City, NV 89706

Dear Nevada State Charter School Authority Board Members:

I, Michael D. Hiltz, President of Hiltz Commercial Group at Douglas Elliman, am proud to represent Mind Your Books Charter School (MYB) in their search for a suitable facility in Las Vegas for the 2024/2025 school year within the 89115 Zip Code. With my team of seasoned real estate advisors, we are committed to finding the best possible facility that aligns with MYB's needs and goals.

With 44 years of commercial real estate experience, including 25 years serving Southern Nevada communities, I am confident in my ability to secure the right facility for MYB. Throughout my career, I have assisted several approved charter schools, past charter school applicants, and private school clients in facility selection and acquisition (sales or leasing). At Hiltz Commercial Group, we are proud to have maintained a 100% success rate in securing suitable facilities for our clients. With this extensive background, I am confident in our ability to find the perfect facility for MYB, in terms of location, size, and price, and provide the highest level of support and service to ensure a seamless process.

Some of the approved Charter Schools, past Charter School Applicants, and Private School clients that Hiltz Commercial Group has successfully represented and assisted in facility selection and acquisition (sales or leasing), include the following:

- Coral Academy of Science Las Vegas (Eastgate and Cadence Campuses)
- Discovery Charter School (Hillpointe and Sandhill Campuses)
- Capstone Christian Academy
- Battle Born Academy
- Girls Empowerment Middle School (G.E.M.S.)
- TEACH Las Vegas Charter School
- Sage Collegiate Public Charter School
- Cactus Park Elementary – pilotED
- Nevada Strong Academy

Attached on the following page(s) are photographs of just four of the beautiful facilities which my team has procured for our charter clients.

As a one-stop boutique commercial real estate company, Hiltz Commercial Group provides the highest level of support and service to its clients. We will collaborate with MYB's committee-to-form, including its Charter Founders, Executive Directors, Charter School Board Members, its Attorney, Architect, Entitlement Consultant, and General Contractors, to assess the feasibility of prospective properties from all professional perspectives and provide the best possible advice.

We will negotiate on behalf of MYB with Owners, Landlords, Brokers, and other principals of prospective properties to acquire and/or lease space that meets MYB's needs and aligns with its goals. We will stay the course with MYB through the Nevada State Public School Charter Authority application and selection process, site acquisition process, entitlement process with the applicable local governmental agencies, selection of contractors, and construction process, if so desired by the Charter School.

At Hiltz Commercial Group, we are dedicated to providing a seamless experience for our clients. We are excited to work with MYB and the Nevada State Charter School Authority Board to find the perfect facility that will allow MYB to provide a quality education to its students.

Best regards,



Michael D. Hiltz
President | Broker
Hiltz Commercial Group at Douglas Elliman



Coral Academy of Science Las Vegas – Eastgate Campus



Coral Academy of Science Las Vegas – Cadence Campus



Discovery Charter School - Hillpointe Campus



Cactus Park Elementary - pilotED





January 26, 2022

Ms. Melissa Mackedon, Governing Board Chair State Public Charter School Authority

Ms. Rebecca Feiden, Executive Director State Public Charter School Authority State Public Charter School Authority

2080 East Flamingo Suite 230

Las Vegas, NV 89119

Dear Chair Mackedon & Executive Director Feiden,

Our organization has had the pleasure of working with Cami Taiwo for the past two years and learning about her work as CEO of Mind Your Books. We initiated our business relationship so Ms. Taiwo could refer her students that needed additional math education to our organization. We both are focused on making sure that students that are having difficulty with their current math education get the support to remediate the foundational gaps in mathematics. I am the co-owner of seven Mathnasium locations here in the Las Vegas Valley. The program that Ms. Taiwo is proposing will provide academic, social and emotional support to at-risk students in K-8th grade. Mathnasium serves as supplemental math education and remediation support for students in grades K-12. By offering Mathnasium support for her students that have the highest amount of math deficits, Ms. Taiwo in partnership with Mathnasium, understands the despair students feel when they have the inability to master basic concepts and how incredibly important it is for students to have foundation mathematical skills before they can move forward with more complex mathematical concepts. By understanding how this aspect of education impacts student confidence she is providing the social-emotional wrap-around student support that is vital for at-risk students in our community. We are both excited by the prospect of supporting students and being able to provide supplemental services for Mind Your Books Charter School. There are limited options for at-risk K-8th grade students in Clark County, yet there is a tremendous need for this type of program.

Once MYBCS is approved, Mathnasium is proposing to support the students and their families in the following ways:

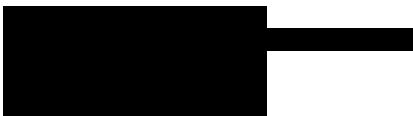
- Hosting Math Family Game Nights
- Offering after school individualized math enrichment for struggling students.

Many at-risk students, today, could have greatly benefitted from a program like Mind Your Books is proposing. Early identification and intervention for students facing academic, social and emotional challenges is critical to preventing students from making poor decisions and dropping out of school. I appreciate your consideration of Mind Your Books charter school application. Please let me know if you have questions or concerns.

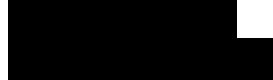
Sincerely,

Laurie Saposhnik

Franchise Owner Mathnasium of Aliante, Mathnasium of Centennial Hills, Mathnasium of North Las Vegas, Mathnasium of Red Rock, Mathnasium of Rhodes Ranch, Mathnasium of Southern Highlands, Mathnasium of Summerlin



Leaders in Training



January 25, 2022

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

Dear Nevada State Public Charter School Authority,

I am writing on behalf of Leaders in Training (LIT) to express our support for the approval of Mind Your Books Charter School (MYBCS) to be opened in Fall 2023. Leaders in Training works with youth from high schools around the valley to empower youth and families to be able to access postsecondary education and to promote diverse leaders to become decision makers for their own communities. MYBCS shares in LIT's mission to increase higher educational opportunities and create a diverse leadership pipeline within the Las Vegas valley.

It is our pleasure to offer a letter of support to the charter application for Mind Your Books Charter School. We deeply appreciate the opportunity to partner with MYBCS to support our community's students. Through this partnership MYBCS and LIT will promote higher educational outreach efforts by:

- Organizing panel discussions of postsecondary university students during MYBCS assemblies
- Facilitating students and families attendance to LIT's annual College Readiness Bootcamp
- Creating a relationship pipeline of MYBCS K-8 students into LIT's leadership program to produce more college oriented high school graduates

Leaders in Training (LIT) looks forward to partnering with Mind your Books after their authorization and chartering process is complete. We believe that MYBCS is a benefit to the community, and a gem to have in Las Vegas. Your consideration for Mind Your Books Charter School is greatly appreciated.

Respectfully,

Steven Romero



April 29, 2022

Ms. Melissa Mackedon, Governing Board Chair
State Public Charter School Authority
2080 East Flamingo
Suite 230
Las Vegas, NV 89119

Ms. Rebecca Feiden, Executive Director
State Public Charter School Authority
2080 East Flamingo
Suite 230
Las Vegas, NV 89119

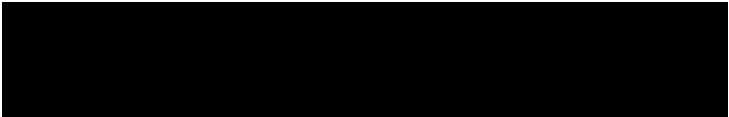
Dear Chair Mackedon & Executive Director Feiden:

I am writing this letter to confirm that Ms. Cami Inez, BS, MAT, MAEL has signed a memorandum of understanding with the UNLV School of Social Work in order to have BSW and MSW Social Work students do their practicum training at Mind Your Books Education, Inc. The conditions including supervision and insurance liability for having Social Work students required by UNLV and the School of Social Work are outlined in the memorandum. As director of the UNLV School of Social Work I am in support and look forward to this training opportunity for our students. I have been collaborating closely with Ms. Inez And I feel that his will not only be a great opportunity for our students but will be a great asset to our community.

Sincerely,

Carlton D. Craig

Carlton D. Craig, Ph.D., LCSW, ACSW, DCSW
Director and Professor
UNLV School of Social Work



February 22, 2022

Ms. Melissa Mackedon,
Governing Board Chair State Public Charter School Authority
2080 East Flamingo
Suite 230
Las Vegas, NV 89119

Ms. Rebecca Feiden,
Executive Director State Public Charter School Authority 2080 East Flamingo
Suite 230
Las Vegas, NV 89119

Dear Chair Mackedon & Executive Director Feiden,

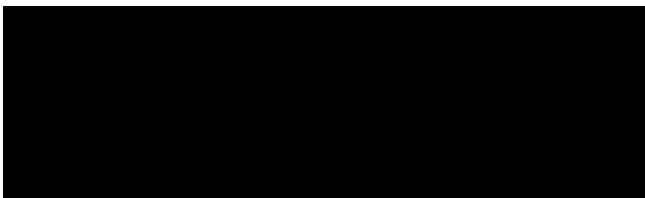
I would like to recommend Mind Your Books charter school and ask for your consideration in their application. I believe that the Mind Your Books charter school is focused on serving at-risk students, including LGBTQ+ students, through academic, social-emotional, and wrap-around student supports. The LGBTQ+ Community Center of Southern Nevada (The Center) provides programs that promote the health, wellbeing, and social-emotional supports of LGBTQ+ youth and adults.

At The Center, we are passionate about the inclusion, safety, and support of LGBTQ+ students. We utilize our skills to help other youth serving organizations create safe environments for youth in their care. We are excited about the work that Mind Your Books charter school is proposing, and we look forward to offering support through our open groups like Pivot and Qvolution. Pivot is a group to help LGBTQ+ youth and their parents after a young person comes out of the closet (identifies themselves as LGBTQ+ to parents and/or the outside world). Qvolution is an open group for LGBTQ+ youth ages 13-17. Qvolution is for youth that want to meet new friends, have discussions, lessons, and/or access resources.

The Center intends to assist Mind Your Books charter school in comprehensive training on cultural responsiveness with LGBTQ+ students as well as making recommendations to therapists that specialize with this population.

Many at-risk high school students, today, can greatly benefit from a program like Mind Your Books is proposing. Early identification and intervention for students facing academic, social and emotional challenges is critical to preventing students from making poor decisions and dropping out of school. I appreciate your consideration of Mind Your Books charter school application. Please let me know if you have questions or concerns.

Sincerely,





together, we can feed everyone



Frank Woodbeck
Board Chair
College of Southern Nevada

Dallas E. Haun
Board Secretary
Nevada State Bank

Douglas E. Christensen
Board Treasurer
Community Organizer

Eric Hilton
Founder (1933-2016)

Eric Aldrian
Wynn Resorts

Brian Ayala
Ayala's Concession Group

Diana Bennett
Paragon Gaming LLC

Richard Broome
Caesars Entertainment

Cami Christensen
Westgate Las Vegas Resort & Casino

Rebecca Darling
Barrick Gold Corporation

Richard T. Crawford
The Crawford Group

Shawn Gerstenberger
University of Nevada Las Vegas

Marsha Gilford
Kroger Company

Forrest Griffin
UFC

Bill Hornbuckle
MGM Resorts International

Fran Inman
Majestic Realty Company

Ryann Juden
City of North Las Vegas

Kara Kelley
The Kelley Company

Sean McGarry
Engelstad Family Foundation

John Moon
Federal Reserve Bank of San Francisco

Anita Romero
Southwest Gas Corporation

Judy Stokey
NV Energy

Al Welch
Bank of America Merrill Lynch

Brian Burton
President & CEO

Michelle Beck
Chief Development Officer

Tifani Walker
Chief Financial Officer

Larry Scott
Chief Operating Officer

Jodi Tyson
Vice President of Strategic Initiatives

January 24, 2022

Nevada State Authority Board Members
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

To Whom It May Concern:

Three Square Food Bank is a 501(c)3 non-profit organization, and a member of Feeding America. Three Square provides wholesome food to hungry people, while passionately pursuing a hunger-free community. As the only food bank and the area's largest hunger-relief organization in Southern Nevada, Three Square has become the backbone organization for the region's emergency food network. In 2019, Three Square distributed more than 41 million meals, the equivalent of more than 50 million pounds of food and grocery product, through community partners.

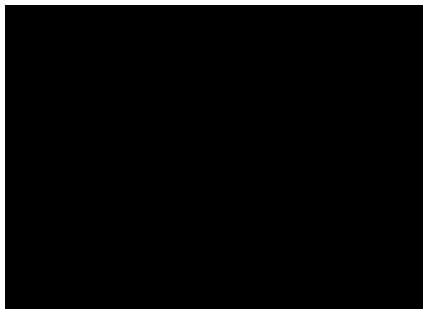
Three Square is pleased to provide our support on behalf of Mind Your Books Charter School (MYBCS) in their application process. MYBCS's focus and mission to serve the underserved is aligned with Three Square's philosophy. Our existing partnership with MYBCS has helped to end hunger in Southern Nevada and we look forward to a continued, successful partnership. If MYBCS is granted charter school status, Three Square will work with MYBCS in the following way:

- Three Square will provide afterschool meals to MYBCS students, provided that all Federal requirements of Kids Café have been met.

Organizations such as ours benefit from a partnership with MYBCS and we look forward to collaboration opportunities as we continue to address the needs of Nevada communities. In conclusion, we support the efforts of MYBCS to improve the academic achievement of at-risk students, encourage the use of effective and innovative methods of teaching, and provide an accurate measurement of educational achievement.

We look forward to further collaborating with MYBCS after their authorization and chartering process is complete. Your attention and consideration of MYBCS would be greatly appreciated.

Sincerely,



Ms. Melissa Mackedon, *Governing Board Chair*
Ms. Rebecca Feiden, *Executive Director*

State Public Charter School Authority
2080 East Flamingo; Suite 230
Las Vegas, NV 89119

Ms. Chair Mackedon & Ms. Executive Director Feiden,

I recently worked with Cami Taiwo to better understand her work and the exciting plans for this new opportunity coming to the Las Vegas Valley. It's inspiring and exactly the type local business that we would be humbled to partner with. Cami placed an inquiry with Sysco, to utilize our services at this new school.

I am excited and humbled to announce that we have officially entered an exciting new partnership! Sysco is thrilled to be moving forward with Cami and Mind Your Books Education Inc. Servicing education operators and small businesses, aligning to our mission, vision and purpose statement.

Sysco Corporation is a tireless supporter and champion for the creation of both small business and community achievement. We Mind Your Books Education Inc. is going to not only support jobs and job creation in Las Vegas, but will absolutely create community achievement through the education and social well-being of our youth. Here's how SYSCO will service the students of MYBCS:

- Through the supplying of groceries for breakfast, lunch and snacks.
- Provide training for kitchen staff with our expert chefs, so MYBCS will be successful in the food service preparation and facilitation.
- Through the supplying of cleaning and sanitation products, which will be necessary for the staff of MYBCS to be in compliance with OSHA and SNHD regulations.

At a later date, we'd enjoy presenting our capabilities and reach in what we can do to expand this partnership even further.

Your Partner,

Ivan De La O | *Sales Consultant*

Kacy Mallory | *District Manager*

Sysco Las Vegas

Our Purpose

Connecting the world to share food and care for one another.

Our Mission

Delivering success for our customers through industry-leading people, products and solutions.

Our Values

- Rooted in Integrity
- Committed to Inclusion
- Drive Together
- Define Excellence
- Grow Responsibly

February 2nd, 2022

Our Purpose

Connecting the world to share food and care for one another.

Our Mission

Delivering success for our customers through industry-leading people, products and solutions.

Our Values

- Rooted in Integrity
- Committed to Inclusion
- Drive Together
- Define Excellence
- Grow Responsibly



Mind Your Books Education, Inc.

ATTACHMENT 4
SCHOOL DISCIPLINE POLICY

MYBCS Charter School Discipline Policy for Students

PURPOSE STATEMENT

To enforce the Nevada Statutes and codes regarding discipline and potential expulsion of students according to NRS codes 385A.250 under Discipline of Students and NRS 392.466 and 392.467 regarding expulsions. MYBCS seeks to offer a new landscape that offers more emotional support for students that may have heightened emotions, especially when their behaviors disrupt the learning environment. UNLVs School of Social Work is uniquely imperative to this process because in place of excessive suspensions we will offer therapy, whether group or individual, to help the student reset their emotions and make things right with the peers that may have been affected. With our intervention of care, the student can return back to the school community of their teachers and peers. The goal is for the progression of disciplinary action to modify behavioral outcomes through the UNLV clinical team and through therapeutic intervention.

Minor Infractions & Classroom Management

The teacher manages Minor behavioral infractions through classroom management as expectations set forth in the first few weeks of school. These expectations are enforced and practiced throughout the entire year until they become classroom habits and expectations for the students. Classroom management is paramount to fostering a least restrictive learning environment and is critical to the school's culture of calm. When Minor Infractions occur, the teacher can issue a verbal warning to the student by restating the classroom or common area behavioral expectations in effort to redirect the student's behavior. The teacher may call the student's parent as an option; however, verbal warnings will be recorded in Infinite Campus as documented behavior of a minor incident. **After the 4th Minor infraction** such as excessive talking, or consistently breaking classroom rules established by the teacher, then the student will be placed on the next tier in the MTSS incident flowchart.

Minor/Major Infractions & Due Process for In school Suspension

Minor/Major violations are disruptive to the learning environment and overturns classroom rules and the rules of the common areas of the school such as the hallways, playground, or the cafeteria. These infractions are recorded in Infinite Campus as behavioral documentation, and administration will be notified. Parents will be notified by the teacher. The student will be escorted from class and sent to the office where support is given to the teacher through administrative backup. A therapy intern or administrator will speak to the student, redirect them, and afterwards the student will be sent back to class. In school suspension may be required to ensure the student is not suffering silently from something troubling them and catalyzing the disruptive behaviors. Due process for in school suspension (1) 3 Verbal warnings documented in Infinite Campus (2) parent notification, (3) student-teacher conference (4) individual therapy session. After the **4th Major/Minor** infraction, the student moves into the Major level of the discipline model.

Major Infractions, Therapeutic Intervention & Due Process for Out of School Suspension

Student behavioral violations at the Major infraction level exhibit behaviors that go against school policy and not just classroom management rules. These behaviors may impact student and staff safety. The behaviors at this level may cause property damage, and will require parent interaction, therapeutic intervention, and administrative attention. The campus monitor may be required to remove the student from the immediate environment. These major behaviors are also recorded in Infinite Campus for data tracking. According to the MTSS incident flowchart, after the **4th Major infraction**, the student becomes an urgency to the campus, and prior to any subsequent incidents, all campus resources will have been exhausted including clinical intervention and a possible mental health assessment by the Clinical Director, LCSW. Depending on the severity of the 4th infraction, or if the student commits a 5th infraction, then the student will be suspended out of school for 3-5 days and a mental health assessment will be conducted off-site. Depending on the severity of the infraction, the behaviors at the Major Infraction level **could possibly**, but does not always lead up to expulsion of the student from the school. Potential expulsions will be discussed at the school level and does not include the parent or the student, but provides a space where the stakeholders at the school can compile discipline and academic data to get a full picture of the student's campus behaviors. Due process for out of school suspensions include: **(1)** frequent warnings and documented behavioral infractions in Infinite Campus, **(2)** Clinical and administrative interventions, and **(3)** notification to the parent(s) to come and pick up their child because of suspension. Notification to the parent will include a phone call, an email blast. During an out of school suspension, the UNLV clinical team will conduct a well-check visit to the home by UNLV case management if the previous attempts to contact parents were not successful, and to foster a sense of connectivity for the student. If a student was receiving campus therapy weekly and they are not on campus, therapy will ensue virtually so that there is no break in clinical services.

Urgent Infractions, Out of School Suspensions, School Level Hearings, Board Level Hearings, & Due Process for Expulsions

Urgent behaviors may include, but may not be limited to weapons, sexual assault, battery, life-threats such as threat of violence and harm to others with evidence of a plan in place, drug or alcohol use or possession, violence, or threat of violence toward the school campus, destruction of school property, or illegal activity. All urgent incidents will be immediately reported to the office and will have an **immediate response** from the administration. These incidents may likely require expulsion, restorative justice, law enforcement involvement, securing the area, and escorting parties for the safety of others. Incidents will be logged into Infinite Campus. Administration will follow the rules and regulations of the state legislature NRS 392.466 and 392.467. Students will be suspended out of school pending expulsion if the expulsion has been decided upon at the school level hearing.

Due process for expulsions include **(1)** verbal warnings and documentation in Infinite Campus **(2)** notification to the parent(s) for their decision to participate in a hearing at the school within 24 hours from the date on the last write up in Infinite Campus, (the Executive Director can request an expedited parent meeting), **(3)** parental response within 24 hours of the original notification, and **(4)** Board of Directors are notified of the hearing request for expulsion, **(5)** the Board must meet and set a date for stakeholders to participate in the expulsion hearing, and **(6)** the Board will come to a final decision with

the consultation of the Executive Director. The decision by the Board and the Executive Director is final and binding. In the event that the student was voted to be expelled from MYBCS, the student will not be eligible to return since all previous restoration attempts would have been exhausted.



Mind Your Books Education, Inc.

ATTACHMENT 5
ANNUAL ACADEMIC SCHEDULE

Aug 2024						
S	M	T	W	T	F	S
21	22	23	24	25	26	27
28	29	30	31	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

Sep 2024						
S	M	T	W	T	F	S
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					

Oct 2024						
S	M	T	W	T	F	S
		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		

Nov 2024						
S	M	T	W	T	F	S
					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

Dec 2024						
S	M	T	W	T	F	S
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				

Jan 2025						
S	M	T	W	T	F	S
			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	

Feb 2025						
S	M	T	W	T	F	S
						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	

Mar 2025						
S	M	T	W	T	F	S
						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					

Apr 2025						
S	M	T	W	T	F	S
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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			

May 2025						
S	M	T	W	T	F	S
				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

Jun 2025						
S	M	T	W	T	F	S
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					

Jul 2025						
S	M	T	W	T	F	S
		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		

Student First Day/Students and Staff Last Day
Staff First Day
No School
Contingent Days: November 27, April 25, May 21 (If needed)
3/17-3/21 Spring break
Staff Development Day/PTTC (No school for students)
Holidays



Mind Your Books Education, Inc.

ATTACHMENT 6
DRAFT TEACHER & STUDENT
SCHEDULE

Weekly schedule

Staff

Name: MIND YOUR BOOKS CHARTER SCHOOL

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Teacher arrival	Teacher arrival	Teacher arrival	Teacher arrival	Teacher arrival
7:30-8:30	Prep for classes	Prep for classes	Prep for classes	Prep for classes	Prep for classes
8:30-1:40, 2:20, 2:55, or 3:00	Classes, lunch with assigned grade	Classes, lunch with assigned grade	Classes, lunch with assigned grade	Classes, lunch with assigned grade	Classes, lunch with assigned grade
2:00-4:00			Staff Meeting		
4:00	Staff Departure	Staff Departure	Staff Departure	Staff Departure	Staff Departure

Weekly schedule

Kindergarten

Name: MIND YOUR BOOKS CHARTER SCHOOL

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-9:20	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL
9:20-9:25	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom
9:25-10:15	Reading Core	Reading Core	Reading Core	Reading Core	Reading Core
10:15-10:35	Recess	Recess	Recess	Recess	Recess
10:35-11:05	Lunch	Lunch	Lunch	Lunch	Lunch
11:05-11:55	Science/Social Studies/Fine Arts	Science/Social Studies/Fine Arts	Science/Social Studies/Fine Arts	Science/Social Studies/Fine Arts	Science/Social Studies/Fine Arts
11:55-12:45	Math Core	Math Core	Math Core	Math Core	Math Core
12:45-1:05	Recess	Recess	Recess	Recess	Recess
1:05-1:40	Self-Help/Social Skills	Self-Help/Social Skills	Self-Help/Social Skills	Self-Help/Social Skills	Self-Help/Social Skills
1:40	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
1:45-2:25	Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence		Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence

Weekly schedule

1st & 2nd Grades

Name: MIND YOUR BOOKS CHARTER SCHOOL

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-9:20	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL
09:25-10:15	Reading Core	Reading Core	Reading Core	Reading Core	Reading Core
10:15-10:20	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom
10:20-11:10	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group
11:10-11:40	Lunch	Lunch	Lunch	Lunch	Lunch
11:40-12:30	Math Core	Math Core	Math Core	Math Core	Math Core
12:30-12:35	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom
12:35-1:25	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
1:25-1:30	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom
1:30-2:20	Reading/Math Enrichment	Reading/Math Enrichment	Dismissal at 1:30	Reading/Math Enrichment	Reading/Math Enrichment
2:20	Dismissal	Dismissal		Dismissal	Dismissal

2:25-3:05	Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence			Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence
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Weekly schedule

3rd & 4th Grades

Name: MIND YOUR BOOKS CHARTER SCHOOL

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-9:20	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL
9:25-10:15	Reading Core	Reading Core	Reading Core	Reading Core	Reading Core
10:15-11:05	Science	Science	Science	Science	Science
11:05-11:10	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom
11:10-12:00	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:20	Math Core	Math Core	Math Core	Math Core	Math Core
1:20-2:10	Social Studies	Social Studies	Dismissal at 1:20	Social Studies	Social Studies
2:10-3:00	Reading/Math Enrichment	Reading/Math Enrichment		Reading/Math Enrichment	Reading/Math Enrichment
3:00	Dismissal	Dismissal		Dismissal	Dismissal
3:00-3:40	Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence		Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence

Weekly schedule

5th & 6th Grades

Name: MIND YOUR BOOKS CHARTER SCHOOL

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-9:20	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL
9:25-10:15	Reading Core	Reading Core	Reading Core	Reading Core	Reading Core
10:15-11:05	Science	Science	Science	Science	Science
11:05-11:55	Math Core	Math Core	Math Core	Math Core	Math Core
11:55-12:45	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group
12:45-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-2:05	Social Studies	Social Studies	Dismissal at 1:15	Social Studies	Social Studies
2:05-2:55	Reading/Math Enrichment	Reading/Math Enrichment		Reading/Math Enrichment	Reading/Math Enrichment
2:55	Dismissal	Dismissal		Dismissal	Dismissal
3:00-3:40	Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence		Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence

Weekly schedule

7th & 8th Grades

Name: MIND YOUR BOOKS CHARTER SCHOOL

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-9:20	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL	Second Step SEL
9:25-10:15	Reading Core	Reading Core	Reading Core	Reading Core	Reading Core
10:15-11:05	Math Core	Math Core	Math Core	Math Core	Math Core
11:05-11:55	Science	Science	Science	Science	Science
11:55-12:45	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
12:45-1:35	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group	Specials/therapy/ group
1:35-2:05	Lunch	Lunch	Dismissal at 1:35	Lunch	Lunch
2:05-2:55	Reading/Math Enrichment	Reading/Math Enrichment		Reading/Math Enrichment	Reading/Math Enrichment
2:55	Dismissal	Dismissal		Dismissal	Dismissal
3:00-3:40	Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence		Optional Therapy Hour w/parental presence	Optional Therapy Hour w/parental presence



Mind Your Books Education, Inc.

ATTACHMENT 9
BOARD MEMBERSHIP
TEMPLATE

ATTACHMENT 9: BOARD MEMBER ROSTER TEMPLATE

Proposed Board Member Name	Proposed Position on Board, if applicable <i>(ex. Chair, Vice Chair, Treasurer, etc.)</i>	Occupation and Current Employer	Membership Category Pursuant to NRS 388A.320(1) <i>(select one for each member)</i>				Committee Assignment(s), if applicable
			(a) Teacher or licensed personnel	(b) teacher, licensed personnel, or administrator	(c) Parent or guardian	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	
Stuart Elzy	Proposed Board Member	Teacher at Quest Academy	X	X			Community involvement
Cheryl Heatley	Proposed Board Member	Retiring in May 2023, Sp. Ed. Teacher	X				any
Sharon Szeman, RN, BSN	Proposed President	RN at Dept. of Veteran Affairs	X		X		any
Janet Staackmann	Proposed Secretary	Retired	X				any
Ema Rowe	Proposed Treasurer	Auditor for Nevada Casinos, Gaming & Restaurant Services, Inc.	X		X	X	Community involvement



Mind Your Books Education, Inc.

ATTACHMENT 10

BOARD BYLAWS, CODE OF ETHICS, & CONFLICT OF INTEREST POLICY

MYBCS BYLAWS

Article I

NAME AND OFFICE

1.01 Name

The name of this corporation shall be Mind Your Books Charter School (MYBCS). The purpose of the Corporation may be conducted under the firm name Mind Your Books Education, Inc. and, also referred to as MYB (Mind Your Books), Organization, and MYBCS (Mind Your Books Charter School).

1.02 Office

The main office of the Corporation is TBD.

ARTICLE II

PURPOSES AND POWERS

2.01 Purpose

The Corporation is a non-profit organization and shall be run as an educational organization exclusively for educational purposes only by following the 501 c3 IRS code. The purpose of the organization is to educate and coordinate community resources and services to students in Clark County, Nevada. To be most effective we may maximize our efforts through collaboration with other businesses and non-profit organizations.

Per the Boards approval, the organization may provide intern opportunities as a learning campus and to enhance our programs to enhance education for the students. The organization shall not, unless insubstantial, participate in activities which are not in the advancement of its primary purpose. All activities will be to further the primary purposes of MYBCS.

2.02 Powers

The organization will exercise appropriate powers bestowed upon it as a non-profit organization established by the laws of Nevada. Never shall the organization engage in anything not permitted under the 501 c3 code. The powers beheld in the organization shall be, but not only limited to the contributions from the public and private, whether financial or in-kind contributions.

2.03 Nonprofit Status and Exempt Activities Limits

A. Nonprofit Legal Status. The organization is a Nevada non-profit public organization recognized as tax exempt under Section 501 c3 Code.

B. Exempt Activities Limitation. No acting member in any capacity representing the MYBCS organization will take any action nor partake in any activity that is not representative of the organization if that activity is not permitted, and will operate in what is permitted under the 501 c3 as it now exists. No part of the net earnings of the organization shall personally benefit or be distributable to the benefit of any director, office, or member of the organization unless amended under section 170 c2 and also the Federal Tax Regulations as they now exist.

C. Distribution/Dissolution If the organization is dissolved then any assets legally eligible for distribution will be distributed to 1) another qualifying 501 c3 which is also required to have a charitable status with a similar purpose to MYBCS, and to which end this receiving organization chosen shall be at the discretion of the Board of Directors. If the Board does not agree who should receive these assets, then the recipients will be selected by verified petition filed in court against the organization by at least one member of the Board of Directors and a recipient shall be selected. The petition will state the application herein of this section and the court shall select a qualified organization in Nevada to be a recipient. If the court does not find a recipient then the courts will direct the assets to the Treasurer of the State of Nevada toward the General Fund.

Article III

Membership

3.01 No Membership Classes

The organization will not host any members who have voting rights or who may hold a title or interest, its properties, and franchises.

3.02 Non-Voting Affiliation

The Board will have the power to bestow and approve non-voting affiliates with certain rights, privileges, and duties. These affiliates may be persons, corporations, or other mission and vision supporting organizations. The Board has the authority to admit these affiliates to make decisions regarding rights, privileges and duties. No affiliate information will be disseminated to other interested parties without the permission of the affiliate. The Board may grant affiliate(s) endorsement, recognition, or media attention at associated activities such as fundraisers. Affiliates do not have rights to vote nor are they members of the organization.

3.03 DUES

The Board will determine if its affiliates should pay any dues or not.

ARTICLE IV

Board of Directors.

4.01 Number of Directors

MYBCS organization will host a Board with a minimum of 5 and no more than 7 Directors and may vote to increase or decrease the number of Directors with no less than 3 Directors in order to achieve a Quorum and including for the purpose of staggering the terms of Directors. 50% of the Directors must be permanent residents in Nevada and the rest may reside elsewhere in the USA.

4.02 Powers

Except as provided by the law, all organizational powers shall be exercised under the authority of the Board. The Board will manage the organization and its affairs except as otherwise provided by the law.

MYBCS BYLAWS

4.03 Terms

Directors are elected for 3 year terms of service and this term may be extended without a successor until one is elected and the terms will be staggered. Directors may serve 2 successive terms. The service window for the term of office shall begin June 1st and end on May 30th of the 3rd year unless an extension is needed until a successor is voted in.

4.04 Qualifications and Elections

Board members must be a minimum of 18 years old and may be elected at Board meetings by the vote of $\frac{2}{3}$ of the Board members. When a term is fulfilled, their replacement will take office on June 1st of each year. Pursuant to NRS Section 388.A320 the Board shall comply with membership guidelines.

4.05 Vacancies

Upon resigning, death, or removal of a Board member, the the Board of Directors may designate new Director(s) to fill positions subject to the maximum numbers under the MYBCS Bylaws.

4.06 Removal

By majority vote, a Director may be removed if a Director is absent from 3 or more meetings in a year. (12 months). The Board President may excuse absences for all but self. The Board Secretary may excuse the President. If a Director is to be removed, then the Director in question will be served an electronic notification and will be given the chance to speak at a Board meeting regarding the removal.

4.07 Board Meetings

Regular Meetings. The Board will meet a minimum of 5 meetings per calendar year at times posted publicly no earlier than 10 am on the 2nd working day with no less than 72 hours' notice by mail, email, fax, personal delivery, or by phone. Notice of meeting shall be posted but not the agenda. It will disclose the day and the place and time of the meeting. Notification is considered upon deposit in the mail or the sending within a transmission system.

Special Meetings

These particular meetings may be called by the President, the Secretary the Treasurer, ar any 2 other Board members and should have a 3 day notice disseminated to each Director to include the details such as the time and pace but not the reason for the meeting

MYBCS BYLAWS

4.08 Manner of Acting.

Quorums are 3 Directors. Most of these Directors must be present for business to be discussed.

Majority Vote

Unless stated in these Articles, or unless refuted by law, a Quorum may act as the Board where the majority of Directors are present but not all.

Majority Vote Except as otherwise required by law or by the Articles of Incorporation, the act of the majority of the Directors present at a meeting at which a Quorum is present shall be the act of the Board.

Hung Board Decisions

If a vote is tied, then the President or the Secretary may swing the vote. The Secretary may swing the vote if the President is absent. Otherwise, the President swings the vote.

Participation

Unless the law or the Articles of Incorporation dissuades it, then the Regular or Special Board meetings may be conducted by video or by telephone provided that all Directors can hear simultaneously.

4.09 Compensation for Service

Directors are not paid to carry out responsibilities, but they may be reimbursed for expenses aligned with execution of duties as Directors for such as travel expenses to attend Board meetings.

ARTICLE V COMMITTEES

5.01 Committees

The Board may designate committees voted upon by the Board itself and should consist of two or more members of Directors within it and shall have Board authority, but may not take final action not voted upon by the majority, they may not fill authoritative positions that may be vacant, may not create new Bylaws, or amend or repeal resolutions, they may not appoint other committees or its members, may not expend corporate funds to support nominees nor may they approve transactions of material or financial interest whether towards persons or corporations

5.02 Meetings and Actions

1. Minutes will be kept and filed with the corporate records.
2. Committees may adopt rules that align with the Bylaws
3. Meetings and actions of the committees shall be governed according to the Bylaws
4. Notice of special meetings of committees shall be given to all members of the committee who have a right to be there
5. The time for regular meetings may be decided upon by resolution of the Board or of the committee

5.03 Informal Action by The Board of Directors

Actions requiring permission may be taken without a meeting if consented in writing and agreed upon by a Quorum and may be disseminated by email transmission in order to approve actions as long as the Quorum agrees to email usage.

ARTICLE VI OFFICERS

6.01 Officers of the Corporation

The Board President, Board Secretary, and Board Treasurer shall have and perform the duties stated in the MYBCS Bylaws or by direction of an Officer authorized to prescribe duties. The President and the Treasurer shall not hold two or more Board offices and may not act in the capacity of two where more officers are required.

6.02 Removal and Resignation from the Board

The Board may remove an Officer, or an Officer may resign at any time by submitting written notice to the organization and shall take effect at the date received in the notice. Acceptance is irrelevant to the validity of the resignation.

6.03 Board President

The Board President shall lead the Board in its duties and is authorized to execute any and all contracts on behalf of the Organization. Duties include presiding at all meetings general or specific and shall sign as the President where required.

6.04 Board Secretary

The Secretary shall keep or cause to be kept the minutes of all the meetings conducted by the Board and record the actions of the Directors and Directors of Committees. Each meeting will record the time and place and all other such necessary intel which is important when regarding action steps. The minutes shall reflect if Bylaws are met and kept throughout the meeting. The Secretary causes notice to be given to all Directors and may have other powers and duties bestowed by the President.

6.05 Treasurer

The Treasurer governs the oversight of financial affairs and the financial condition of the organization and reports this to the Board. The Treasurer is responsible for audits and for reviewing financial information, is responsible for budget preparation, financial reports, and an accounting of all major transactions and the financial condition is reported to the Board in a timely manner, or upon request by the Board with respect to timelines. The Treasurer may appoint fiscal agents to assist in performing all or part of the office of the Treasury.

ARTICLE VII FINANCIAL MATTERS

7.01 Contracts

All contracts, deeds, MOUs, LOIs policies, leases, grants, mortgages, and other agreements on behalf of the organization will be executed by the Board President, and by the Treasurer and others bestowed with authority to execute such documents in accordance with policy approved by the Board including the Executive Director or Principal

7.02 Checks

Each check and draft or other payments or notes or debt issued in the name of the organization will be signed by Officers or agents of the organization determined by the resolution of the Board.

7.03 Deposits

All funds shall be deposited in the bank, trust account, or other depository designated by the Board,

7.04 Loans

Only the Board can authorize loans. No evidence of indebtedness shall be issued in the organization's name unless authorized by the Board of Directors. This particular authority may be confined to specific instances, or it may be general.

7.05 Indemnification

In this section Agent means any person in any position who is or was serving the organization such as Officer, or Director, employee or agent of another organization, partner, joint venture, trust, or enterprise. Proceeding means pending action, threatened action, whether criminal, investigative, civil, or a complete action.

Indemnification Against Expenses

To the extent permitted by law; moreover the NRS Chapter 82, the organization will indemnify any agent of the organization against expenses including attorney's fees and costs incurred in defense of the agent regarding the organization if the agent is not indemnified of such amounts that were incurred responsibly and the agent/employee shall be indemnified from personally subsidizing any company expenses to the extent that the person was made successful on the merits of defense if the person acted in good faith on behalf of the organization, and shall indemnify and person who was or is threatened to be made a party to a proceeding in the right of the organization to procure judgment in its own favor against expenses including attorney fees incurred in defense of settling the Proceeding if the person did indeed act in good faith and in the best interest of the organization.

Indemnification Against Losses.

The organization as permitted by NRS 82 and the Articles of Incorporation indemnifies the party to a Proceeding against expenses which includes attorney's fees, fines, settlements, and judgements incurred because of the Proceeding as long as the person acted in good faith and on behalf of the organization, and if no criminal blame shadows the conduct of the person in a criminal Proceeding.

Indemnification Rights Not Exclusive

Foregoing the rights of indemnification will be added to any other rights of the person entitled by the Articles of Incorporation, or by law, or by agreements with the organization, or by actions or resolutions of the Board regarding the organization. The organization is not required to but still may subject itself to the provisions of NRS 82.541, to purchase insurance to indemnify against liability asserted against or stirred by any person arising out of the person's status whether the organization would have the power to indemnify the person against that liability under the aforementioned NRS Code; Section 82.541

ARTICLE VIII

MISCELLANEOUS

8.01 Books and Records

MYBCS will keep complete books of account in correctness and records also. The organization will keep minutes of proceedings of meetings and actions taken by the committees of the Board and record action steps of the Officers during the meetings. The Bylaws and the Articles of incorporation will be kept updated.

8.02 Fiscal Year

The Fiscal year will be from July 1st to June 30 annually.

8.03 Conflict of Interest

MYBCS has a Conflict-of-Interest Policy to protect its interests when considering transactions which may benefit any of its Directors. Officers, affiliates, or people serving the organization with the powers of the Board.

8.04 Nondiscrimination Policy

All parties will be selected based on non-discriminating practices regardless of gender, sexual preference, race, religion, origin, or gender in admissions, hiring or selection to any office.

8.05 Bylaw Amendments

The MYBCS Bylaws may be amended, altered, replaced or voted upon by the majority of the Board. However, no amendment will be made that will cause to cease the existence of the organization as a 501 c3 or corresponding sections of the Federal Tax Code, nor shall any amendment affect a right to vote for any Director, nor can they vote to veto the ratification of a $\frac{2}{3}$ vote of a Quorum of Directors. All amendments must be consistent with the Articles.

ARTICLE IX

COUNTERTERRORISM AND DUE DILIGENCE

MYBCS will say how all funds shall be expended and will produce detailed records regarding domestic or foreign exchange. Detailed records will be required. MYBCS will voluntarily strengthen an approach that minimizes risk by guarding against the diversion and exploitation of its funding by complying with Federal Guidelines, suggestions, and laws regarding domestic and foreign activity as it pertains to the OFAC, or office of Foreign Assets Control in regards to foreign activities and expenditures.

ARTICLE X

DOCUMENTS RETENTION POLICY

10.01 Purpose

The purpose of the Document Retention policy sets standards for document integrity, its retention and destruction of, and cites how to properly handle MYBCS' corporate records.

10.02 Policy

Part 1-General Guidelines

If records are no longer needed by law, then they will not be kept and will be eliminated from files. Specific records may be destroyed or removed by category in order to operate legally and in compliance with document management and to preserve intellectual property.

Part 2-Exception for Litigation Documents

MYBCS expects compliance across the board and for all to be in compliance with published records or destruction schedules. MYBCS notes that if a reasonable belief exists regarding the records deemed that they are still relevant in the current time such as litigation documents, then the expectation leans toward the preservation of those records and in this case may override the destruction schedule.

Part 3- Minimum Retention Periods for Specific Categories

- 1) Corporate documents- Retain permanently.
- 2) Tax Records- Retain 7 years from the date of return.
- 3) Employment Records- 3 years
- 4) Retirement Records- Retain permanently.
- 5) Personnel Records- 7 years
- 6) Board and committee materials such as minutes-3 years
- 7) Press Releases and Public Filings- Retain permanently.
- 8) Legal Files-10 years
- 9) Marketing and Sales Documents-3 years
- 10) Development, Intellectual Property and Trade Secrets, Patents and Copyrights-For the life of the trade
- 11) Contracts-3 years
- 12) Banking and Accounting-7 years
- 13) Insurance-Retain Permanently
- 14) Audit Documents-3 years
- 15) Emails to print and file-Depends on the subject matter.

Article XI Transparency and Accountability

DISCLOSURE TO THE PUBLIC

11.01 Purpose

MYBCS encourages transparency in full regarding its mission, vision, finances, governance, activities, and practices. This accountability is for the public and includes the following:

- 1) Indicate which docs and materials produced by MYBCS are open to staff and public and make them accessible.
- 2) Which documents are closed to staff and public and keep them inaccessible.
- 3) Procedures for altering and destruction of documents.
- 4) Specification of documents eligible for altering.

11.02 Financial and IRS Docs

MYBCS will provide its IRS forms 990, 1023, 5227. 990-T, Bylaws, Conflict of Interest Policy, And financial statements to the general public for free inspection and without cost

11.03 Means and Condition of Disclosure

MYBCS shall make available to the public eye the documents mentioned above for public viewing and will also be sure that

- 1) Docs are posted in an accessible format allowing internet access
- 2) Clearly informed public
- 3) Clearly inform readers that the doc is ready for viewing and provide instructions to access it
- 4) No fees for downloads
- 5) Be sure docs are not posted where there is no ease of access nor post it on difficult and incompatible software
- 6) MYBCS will tell people where to find documents of interest

11.04 IRS Information Returns -Form 990

The organization has a responsibility to turn in the Form 990 to the Board before filing it. A review is not required legally but will still be submitted to every Director in hard copy a minimum of 10 days before the 990 is filed with the Internal Revenue Service.

11.05 BOARD

Unless voted upon and deemed confidential by the Board, motions are open to the public and this includes meeting minutes, papers, propaganda, and materials after they are accepted by the Board.

11.06 Staff Records

Staff records shall not be available to any person or entity outside of the organization except to government agencies requesting their disclosure. They shall however, be made available to the staff member with legal concerns or at the request of their legal representation. Requests must be made in writing, and shall be made available to the Board of Directors upon request. The Board further reserves the right to request the records for immediate access.

11.07 Donor Records

No donor records shall be made to anyone outside of the organization except Government agencies requesting such records. Only in writing are the donor records made available for consultation by the donors or their legal representatives. Within the Organization, these records of donor contributions and files thereof will be made available to managers and personnel for dealing with those donors. The Board of Directors can request them at any time for immediate access.

11.08 Annual Financial Statements

Financial documents shall be prepared using general accounting practices and audited by a certified accountant in accordance with acceptable standards for accounting practices. The organization will make these records available to the Nevada Attorney General and the public to be inspected no more than 60 days after the fiscal year has closed in relation to the financial statements in question.

11.09 Annual Reports

The Board itself shall see to it that an annual report is sent within 60 days after the organization's fiscal year has ended and shall encompass: trust funds, all assets, and liabilities of the organization at the fiscal year's end, expenses or disbursements for both general and restricted purposes during the fiscal year, transactions involving more than \$50,000, or indemnifications involving more than \$10,000 which took place during the fiscal year. This report will be accompanied by any important report from independent CPAs, or if there is no report, then it shall be accompanied by the certificate of an Officer of the organization that such financial statements were prepared in the absence of an audit of the books of the organization.

ARTICLE XII

CODE of ETHICS AND WHISTLEBLOWER POLICY

12.01 Purpose

The encouragement of high business practices is paramount and is required of all Directors and Officers of the organization and this includes personal ethics in conducting business and duties and responsibilities. Honesty is required and expected as well as integrity toward the laws and regulations of the organization and the state. The organization intends to adhere to all laws and regulations. The purpose of this section is to support the organization's goal of compliance in all areas.

12.02 Reporting Violations

Under suspicion of any illegal or unethical practices, if any staff, Officer, Director, or personnel believes there is illegal activity happening then a written complaint must be filed by that person with the President of the Board.

12.03 Good Faith

Anyone filing a complaint regarding any violation or suspected violation must be doing so in good faith and must have reasonable grounds for believing the accusation and information disclosed. Any provocation for legal investigation found to be made false shall be considered a serious offense worthy of disciplinary action.

12.04 Retaliation

Said whistleblowers are protected from retaliation once illegal or unethical activities and practices are brought to the attention of the organization. This protection is described as such and is available to the whistleblower that complies with the following requirements: the organization is given a reasonable amount of time to investigate, the organization itself shall not retaliate against and Director, Officer, staff, or personnel who in good faith has raised a complaint or concern against the organization or another individual where the organization may have business relationships as long as they hold and share a reasonable belief that the law is being violated. The organization will also not retaliate against its employees, staff, Directors, or disclosing employees whether the complaint was made against a supervisor, public affiliate, employee, personnel, practice, or activity that the individual believes is in violation of a rule, law, regulation, or practice pursuant to law or violation of public policy concerning the health and welfare of the environment.

12.05 Confidentiality

Violations may be submitted in confidence or anonymously. All reports shall be kept confidential in consistency of the need to investigate.

12.06 Handling Reported Violations

The Board President shall notify and acknowledge the sender of the reported violation **within 5 business days** and will swiftly be investigated by an appointee or by the Board itself and corrective action shall be taken if found necessary due to investigative findings. This section will be available to appointed committee members, Directors Officers, staff, or employees and they will have the right to ask questions about ethics.

ARTICLE XII

AMENDMENTS TO THE ARTICLES OF CORPORATION

13.01 Amendment

Amendments may be adopted by the approval of $\frac{2}{3}$ of the Board.

13.01 Amendment

Any amendment of the Articles of Incorporation may be adopted by approval of two-thirds ($\frac{2}{3}$) of the Board.

CERTIFICATE OF SECRETARY

I, _____, certify that I am the current elected and acting Secretary of the Mind Your Books Organization and the above Bylaws are the Bylaws of this Organization as adopted by the Board on _____ and that these Bylaws have not been amended or modified since the above. EXECUTED on this day of _____ in the county of Clark in the State of Nevada.

Signature of the Duly Elected Secretary

Mind Your Books Charter School- Code of Ethics

Expectations of All Directors, and Officers and persons affiliated with the organization are stated as such:

- 1) Uphold all laws and regulations of the school, Charter Authority, and the state of Nevada Board of Education, and courts of law.
- 2) Make grounded decisions on behalf of the children without discrimination toward race, gender, religion, sexual preference, color, creed, income, or any other factor.
- 3) Do not exploit your position for financial gain or for any other reason.
- 4) Use sound judgment when making decisions that affect the organization and the people thereof.
- 5) Employ positive conduct based on and on behalf of the organization.
- 6) Support the mission, vision, and diversity statements of the Mind Your Books organization.
- 7) Press for changes lawfully that will benefit the school.
- 8) Respect all people.
- 9) Do not lie, slander, or falsely appoint scandal or libel against any persons or affiliates of the Mind Your Books Charter School Organization
- 10) Believe in the mission and vision and contribute to the expression of such in the community and in the lives of the constituents of whom we service.

MYBCS Code of Ethics

Purpose

A professional educator is aware that trust is a high honor and requires a responsibility that may be even higher than is required by law. It invokes a moral code and seeks to hold its cohorts accountable to the same standards.

The professional educator demonstrates professional ethics:

1. Ethics is not an act of religion. It is an act of professional engagement, and an acknowledgement of an inner creed toward the persons and the work itself
2. Get to know the upholding laws, procedures, and policies of the school
3. Holding self accountable for duties and professional responsibilities by maintaining deadlines
4. Keeping a high standard of work ethic above and beyond the expected norm
5. Maintaining sound mental, physical, and emotional health
6. Producing good work and contributing to positive school culture
7. Participates in driving the mission and vision through daily rapport and interactions with stakeholders

The professional educator embraces ethical issues by:

1. Resolving conflict between persons and organizational demands amicably
2. Refraining from harm or retaliation against others
3. Taking proactive steps to resolve conflicts amicably
4. Remaining from or becoming nondiscriminatory
5. Cooperating fully with investigations and proceedings

Promote the profession within the school community:

- 1) Dealing justly with staff and students
- 2) Does not intentionally expose the student's shortcomings for leverage and ill-will before peers
- 3) Maintains FERPA and confidentiality of students
- 4) Engages in respectful discourse with coworkers, students, and parents
- 5) Positive impact
- 6) Believes in and advocates for the student
- 7) Commit to ongoing professional development
- 8) Attend meetings, school-based professional development, and trainings
- 9) Complete reports and documents on time

Use of copyrighted products, data materials, research and assessment:

- 1) Recognize other's work and do not claim it as their own
- 2) Use developmentally appropriate assessments to guide educational decisions
- 3) Conduct research with permissions intact
- 4) Use evidence and differentiation to inform educational practices to ensure student learning
- 5) Maintain, create, retain and store records in accordance with policy and law
- 6) Refrain from and teach your students not to plagiarize proprietary materials

Act in the Best Interest of All Students

- 1) Increase access to student resources, and curriculum for the student
- 2) Protect your students
- 3) Work to close achievement gaps
- 4) Respect your students and resolve conflict in private
- 5) Communicate with your students clearly and in a culturally sensitive manner
- 6) Respect the rights and the dignity of all students
- 7) Do not touch or hit the students in effort to control, usher, corral, or usher them
- 8) Do not share your personal business or sexual preference with minors
- 9) Collaborate with your students regarding work products and growth and proficiency

Promote effective relationships with employers

- 1) Exhibit personal and professional conduct
- 2) Consider the legal risk of improper use of the facility, materials and resources
- 3) Seek positive interaction
- 4) Work to ensure a workplace free from hassle; be a peacekeeper
- 5) Consider the ramifications of engaging in a personal and private relationships with coworkers
- 6) Do not slander the school and the worker or the children
- 7) Collaborate with employers and let them become your advocates and support

Ethics toward parents and the community at large

- 1) Make an effort to communicate with parents and make them your advocate
- 2) Understand, respect, and allow the expression of diverse cultures represented in the community
- 3) Manifest positive community relationships and parent interaction

Ethics towards the use of Technology

- 1) Use social media responsibly for the primary purposes of teaching and learning per the policies of the school
- 2) Do not join or follow or become friends on any social media account with any students or minors in the school
- 3) Stay abreast of current uses of technology to enhance the classroom experience and to differentiate learning experiences
- 4) Know that some electronic communications are records under the FOIA (Freedom of Information Act) and so do consider the implications of sharing information on personal and professional devices and accounts
- 5) Maintain prudence in keeping virtual profiles of a personal and professional nature distinctly separate
- 6) Understand the Student Information System (Infinite Campus) and how to report grades, generate progress reports, discipline records, and take attendance when it is required
- 7) Maintain grading and pacing expectations of a minimum of 2 grades per week
- 8) Identify and report illegal and inappropriate images
- 9) Do not take personal calls or text in class during instructional time

MYBCS Code of Ethics- Conflict of Interest Policy

Purpose

This policy protects the interests of MYBCS when entering into a transaction or arrangement that may disproportionately benefit the private interests of one or more of its Directors, staff, Officers, Personnel, or employees. Its purpose is to supplement the Conflict of Interest Disclosure Code as adopted to ensure compliance and adherence to the laws and expectations of the Political Reform Act

Terms

Persons: Director, Officer, staff, employee, personnel committee members with powers of the Board, anyone with direct or indirect financial interest, family members, and spouses of, upper management

Organization: MYBCS, MYB, Charter School, the school, Mind Your Books Charter School

Financial or Fiduciary Interests: Any person with a financial interest directly or indirectly, ownership investments, transactions and agreements, compensation arrangements, negotiations, receiving compensation from the organization for services rendered within 12 months previous, independent contractors, entities or individuals negotiating transaction arrangements gifts and favors of substantial nature.

Procedures

Disclosure: any interested person must disclose possible or literal conflict of interest and should disclose any financial interest and facts to the Board and committee members considering any and all proposed financial opportunity

Addressing the Procedures for Interest Conflicts

When a decision is based on financial interest, written disclosure should be made to the immediate upper management or to the immediate supervisor, and if an interested party who is not a Board Director decides that they should not make a decision based on financial interest, then upper management should reassign the matter at hand to another employee and forward the disclosure notice to the Executive Director/Principal who documents the employee's disqualification status. If the interested person is the head of an agency, then the disclosure should be made in writing to the Board of Directors.

Interested Persons as Directors

No one serving on the Board should be an interested person and if the Board member's financial interest comes into play after the member has been elected then according to Government Code Sections 1091 or 1091.5, the Board should not enter into the agreement because the Government Code Section 1090 prevents the Board as a whole from voting on said contract, or if partaking in such, the Board member must resign and this will be on their official record.

Violations of the Conflict Policy

If the interested person fails to disclose to the Board of Directors the literal and possible conflicts of interest then the person shall be afforded an opportunity to explain their action. If investigation warrants anything further such as the deliberate failure of the interested person to disclose, then appropriate disciplinary and corrective action will be taken which may include removal and an immediate exit of all duties of Board membership, rights, and privileges. Termination would be immediate and the transaction would be nullified and voided by the courts, and the contract that stood in violation of the Government Code section 1090 would become voided rendering it powerless to harm the organization.

Records of Proceeding

Regarding the Board and all committees with Board powers, the minutes should include the disclosing person's names of all who are connected to the financial interest, the nature of the interest and all actions taken, the names of these persons present for voting related to the transaction, what they talked about, and any record of votes connected to the event.

Annual Statements

Yearly, all Directors and officers and committee members should sign a statement affirming the receipt of the Conflict Policy after having read it, and after having agreed to comply with the contents therein, in order to acknowledge that a charter school; namely MYBCS, is a nonprofit public benefit organization which operates as a public school and that to maintain its 501c3 status it must engage in the practices of one or more of its tax-exempt purposes.

Periodic Review

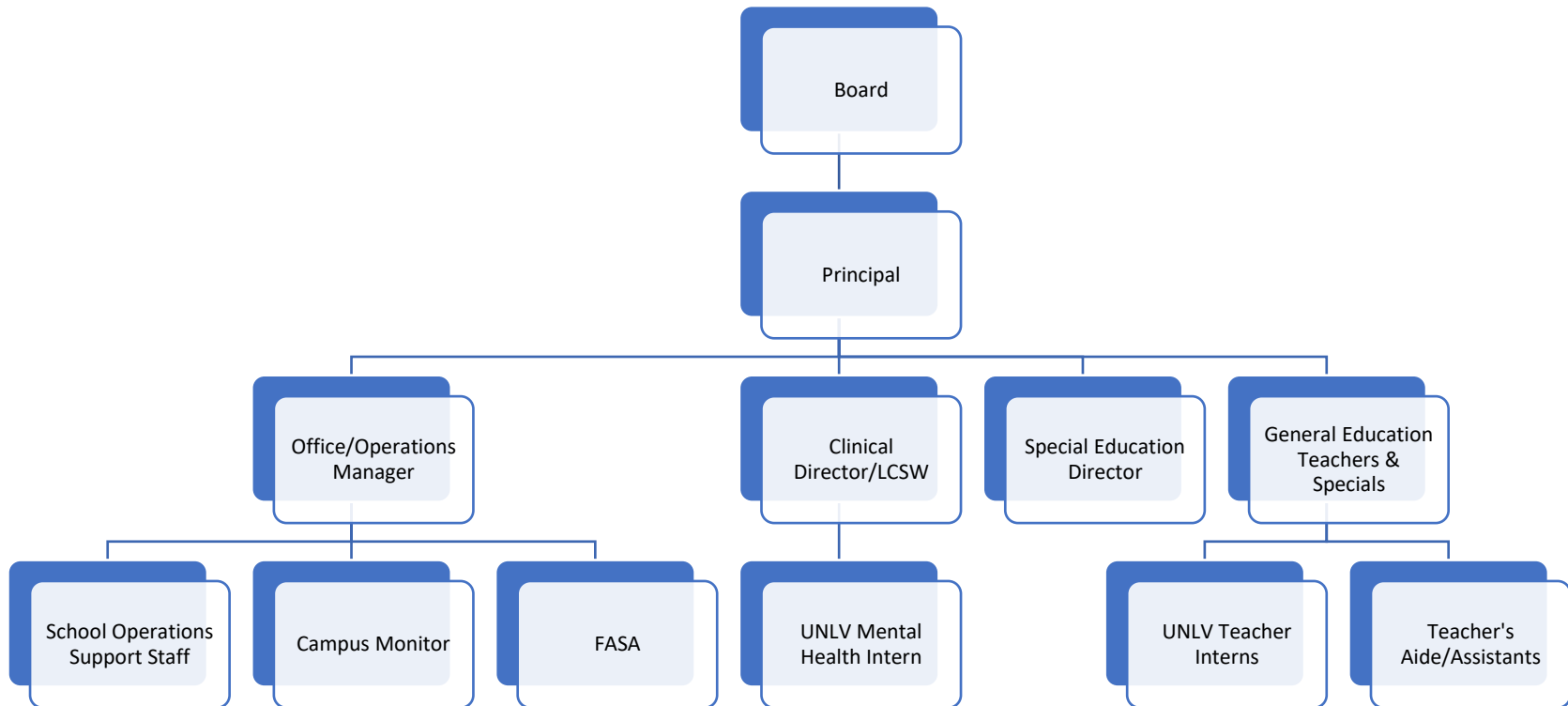
To guarantee that the school operates in accordance with the charitable purposes of, and does not engage in any activities that may jeopardize its tax-exempt status, then reviews will be conducted periodically. The Code of Conflict policy will be reviewed yearly by the Board of Directors, and by each of its members any all changes to the policy will be communicated right away to all interested persons.



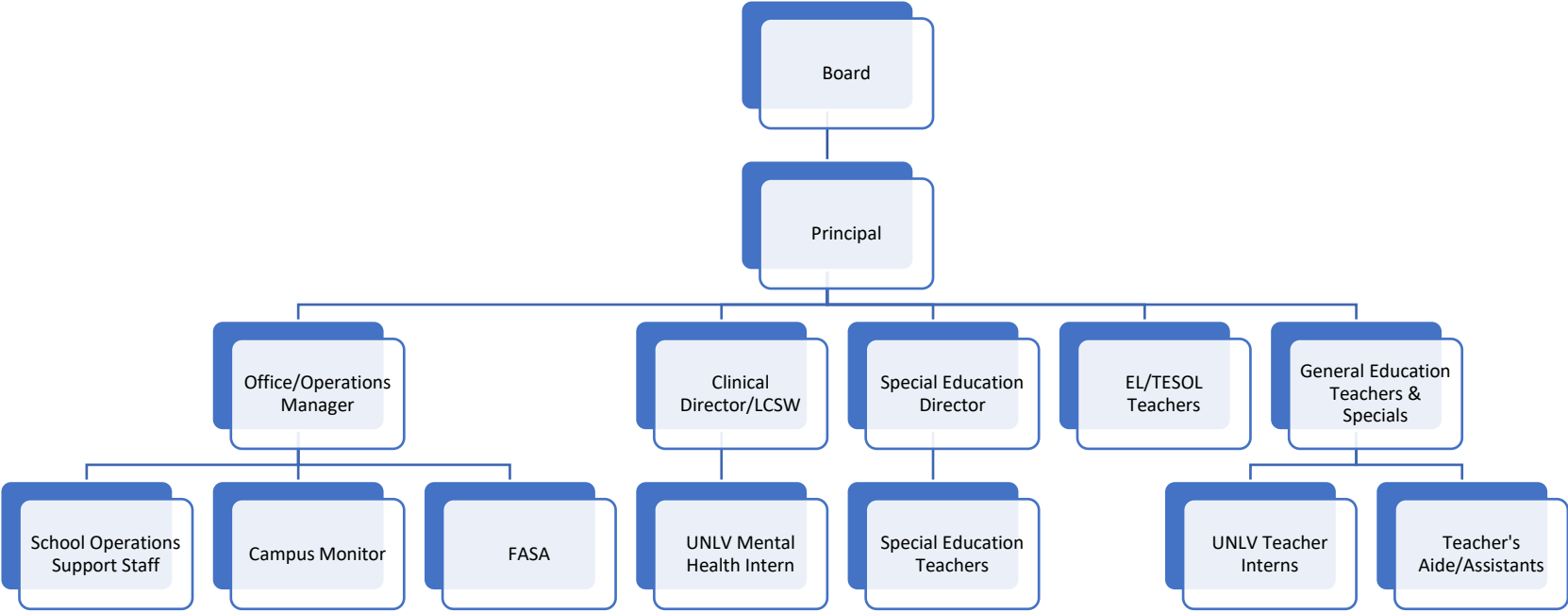
Mind Your Books Education, Inc.

ATTACHMENT 11
ORGANIZATIONAL CHARTS

MIND YOUR BOOKS CHARTER SCHOOL ORGANIZATIONAL CHART: YEAR 1



MIND YOUR BOOKS CHARTER SCHOOL ORGANIZATIONAL CHART: FULL CAPACITY





Mind Your Books Education, Inc.

ATTACHMENT 12
RESUME OR JOB DESCRIPTION OF
SCHOOL LEADER

Camille Taiwo

cami@mindyourbookseducation.com

7455 Arroyo Crossing PKWY STE 200 Las Vegas, Nevada, 89113

702-772-9604 (Cell)

702-761-6567 ext. 1 **Mind Your Books Education, Inc.** (Office)

702-761-6567 ext. 2 **Spirit & Mind Behavioral Services** (Office)

702-359-6550 (Fax)

CAREER OBJECTIVE:

Service

LICENSURE & CERTIFICATION:

State of Nevada License for Educational Personnel K-8 Professional/Elementary (2018 Obtained)

State of Nevada License for Educational Personnel: Professional/Special Education/School Administrator

State of Nevada License for Educational Personnel: Elementary K-8 (2012 Obtained)

ISBE Approved Certification Program in Partnership with **Chicago Public Schools** for NCLB Initiatives

- > Certified as “Highly Qualified” under the No Child Left Behind Act/Illinois Statute
- **Type 22 Initial Alternative Elementary Teaching Certificate:** 2007 Obtained
- **Type 23 Provisional Alternative Elementary Certificate:** 2006 Obtained
- **Endorsements:** General Education, All Elementary, Science, Special Education, General, Gifted
- Building Principal and Administrator

EDUCATION

Roosevelt University -Bachelor of Science in Biology, Chicago, Illinois, 2000

Dominican University – Masters in Teaching, Riverside, Illinois, 2008

Concordia University –Masters in Educational Leadership, Riverside, Illinois, 2012

Sierra Nevada College – Administration Endorsement, Building Principal 200+ Internship Hours, 2018

PROFESSIONAL EXPERIENCE

Mind Your Books Proposed Charter School (2023-2024 SY)

Founder and Official Trustee President

Charter Authority meetings and trainings for school setup (Ongoing)

Opportunity 180 Fellowship Leadership Competency Training (Jan 2022)

Mind Your Books Education, Inc. A Nonprofit 501 c3 Organization in Southern Nevada

Email-www.mindyourbookseducation.com

Facebook- <https://www.facebook.com/mindyourbookseducation/>

Instagram- <https://www.instagram.com/mindyourbookseducation/>

Best of the Rest Teacher Academy Podcast- <https://anchor.fm/cami-inez>

Founder/CEO/President

Curriculum Design and Assessment Administrator for the clientele of The Harbor

and the Department of Juvenile Justice

Truancy Prevention Outreach Program Community Partners

Restorative Justice Community Partners

Mathnasium Community Partners

Homeschool Support

IEP Advocacy

Pre-K – 12th and Adult Education

GED Program

Curriculum Design

Food Support @ Three Square

Parenting Services

Transition Services
More...

Spirit & Mind Behavioral Services LLC Mental Health Agency

Founder/CEO/Manager
Stress & Wellness Assessment Practitioner
Biofeedback Practitioner

Email-www.smbservices101.com

Facebook- <https://www.facebook.com/smbservicesllc>

Instagram- https://www.instagram.com/spirit_mind_behavioral_svc/

Individual, Group, and Family Therapy

Intensive Outpatient Groups

Behavioral Modification

Parenting Classes

Addiction Services

Executive Skills

Job Training

Food Support @ Three Square

More...

Quest Preparatory Academy (Charter) (2015)

Quest Prep 2014-2016 Professional Responsibilities:

7th Grade Science Teacher

- Full Teaching Responsibilities
- Parent Contact
- Student Records
- Classroom Management
- Data Driven Instruction
- LRE (Least Restrictive Environment) Trained through NCLB Initiatives

College and Career Readiness Teacher

- Curriculum Designing
- College Analysis
- Boosting Student Graduation Rate
- College level Writing
- College Level Research
- Approaching the Job or Armed Forces
- Resume Building Skills
- ACT and SAT Prep
- Math Skills Building

Student Council Chair

- Schoolwide Event Planning
- Student Leadership Skills Training

Science Department Chair and Coordinator

- Meeting Conduction
- Record Keeping
- Merging Community Resources for Classroom Experience
- Fundraising
- Fair Planning
- Coordination with UNLV for Science Fair Winners

Scholastics Books Chairperson

- Event Planning
- Orchestration
- Cashier

- Organizer
- Record Keeping
- Financial Overseer

CCSD- Clark County School District (Fall 2013 to 2014)

Crestwood ES Elementary School 2nd Grade

- Full Teaching Responsibilities
- Parent Contact
- Student Records
- Classroom Management
- Data Driven Instruction
- LRE Trained
- Print Rich Environment
- Raised Scores Significantly

Chicago Public Schools – (August 2006 to 2012)

George Manière

- 8th Grade Reading & Science with strong ISAT gains in Reading and Science
- 7th Grade Reading and Science with strong gains in Reading, Math and Science
- Develop Lesson Plans and Modify according to IEP requirements
- Print Rich Environment with lots of Student Work Posted
- Classroom adheres to LRE Mandate
- Constructivist Environment
- Data Driven Instruction
- Small Groups Based on Data
- Professional Development
- Technological Integration i.e. electronic Essays, Student PowerPoint, QR Scanner Activities
- Differentiated Instruction
- Member of the Illinois Museum of Science and Industry via Harris Loan Program

**PRE-CERTIFICATION AND FULL LICENSING
SUBSTITUTE TEACHING EXPERIENCE**

Proviso West High School – Hillside Illinois (Summer 2007)

- Taught 9th and 10th grade World Civics
- Developed lesson plans
- Modified Lessons according to IEP plans

Maywood-Melrose Park - Bellwood Elementary School District #89 (2005-2006)

- Taught all grades 1st – 8th all subjects in elementary schools throughout district
- Long term three month 6th grade assignment with *Melrose Park Elementary School*
- Developed long term plans based on Illinois curricular standards and created lesson plans and tests
- Special Education with inclusion experience and participation in IEP meetings

Proviso Township High School District #209 (2005-2006)

Substitute Teacher

- 9th -12th grade-all subjects

CURRENT DISTINCTIONS

- Finalist for the 2021 Iconic Women of Distinction Awards in Education Ceremony (October 26, 2021)
- Licensed Nevada Building Administrator



Mind Your Books Education, Inc.

ATTACHMENT 13

Job DESCRIPTION of SCHOOL LEADERSHIP

MYBCS JOB DESCRIPTION: Executive Director (Principal)

Purpose

MYBCS is seeking an experienced Principal/Executive Director that is passionate about student achievement, school community, keeping our students safe, and providing interdisciplinary collaboration.

Qualifications:

- Licensed school principal
- Master's Degree in education administration
- Minimum of five (5) years teaching experience
- Minimum of three (3) years as a school leader or administrative experience
- Strong communication and writing skills
- Strong knowledge of laws and regulations
- Successfully problem-solve and manage conflict
- Be able to effectively communicate and work with stakeholders

Reports to: MYBCS Board of Directors

Responsibilities:

- Monitor and make decisions on funding and operations, including all education programs
- Supervises over all staff and personnel
- Make decisions in hiring, firing, and other employment activities
- Supports systems and staff to meet academic and social emotional needs of the students
- Be the example: positive, motivational, high expectations
- Ensure policies and procedures are enforced, including student discipline, attendance, and dress code
- Collaborate with teachers, therapists, students, and parents in the best interest of the student
- Participates and maintains a responsive learning environment and school community
- Other duties determined by the Board
- Facilitates staff orientation and professional development
- Liaison for the school and the local community
- Conducts teacher evaluations through the Nevada Educator Professional Standards Evaluation System
- Act as a supervisor to the Clinical Director, Operations/Office Manager, Assistant Principal (starting year 3), Special Education Director, and General Education teachers

AA/EOE Statement

We shall maintain our commitment to host an excellent work space free from unlawful discrimination and harassment as we strive to foster an excellent work environment that promotes diversity, equity, inclusion, and accessibility for the benefit of, and in service to the American people.

MYBCS JOB DESCRIPTION: OPERATIONS/OFFICE MANAGER

Purpose

MYBCS is seeking an Operations/Office Manager to manage all other aspects of the school other than student achievement and instructional duties. The Operations/Office Manager oversees the daily operations of the business and maintaining operations of the building.

Qualifications:

- Three (3) years secretarial or higher level clerical experience
- Bachelor's Degree in Business
- School related experience preferred
- HR experience
- Be able to effectively communicate with staff, personnel, families, and stakeholders
- Knowledge of compliance, laws, regulations, policies, and procedures
- Strong communication and writing skills
- Knowledge of OSHA standards
- Knowledge of school data and analysis
- Ability to work well with others
- Administrative duties, including monitoring student attendance and implementing school discipline policy and dress code
- Adhere to confidentiality and sensitivity
- Organization skills and have ability to multi-task
- Successfully problem-solve and manage conflict
- Meet deadlines and ability to prioritize

Reports to: Principal/Executive Officer

Responsibilities:

- Duties related to hiring staff
- School budget and financial functions
- Supervises and reviews fiscal matters complying with regulations and policies
- Perform auditing, payroll, expenditures, work orders
- Manage school safety plans and school grounds
- Manage school inventory, including equipment, supplies, building maintenance
- Supervise office staff, FASA, and the campus monitor
- Other duties delegated by the Principal or directed by the Board
- Maintain records and prepare reports
- Office duties, including answering phones, typing, filing

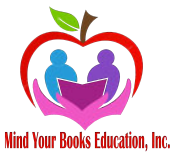
Equipment/Supplies Used to Perform Tasks, including but not limited to:

- Computers
- Printers
- Copy machines
- Telephones
- Filing cabinets

Physical Demands:

- Frequent sitting, standing, walking, pushing, pulling, kneeling, reaching, carrying up to 30 lbs., changing positions and repetitive activities
- Mobility to use standard equipment and working in an office setting
- Stamina and concentration for extended periods of time
- Vision acuity changes
- Climate-controlled areas
- Power/hand operated equipment and machinery, as needed
- Chemicals and fumes related to assignment

AA/EOE Statement We shall maintain our commitment to host an excellent workspace free from unlawful discrimination and harassment as we strive to foster an excellent work environment that promotes diversity, equity, inclusion, and accessibility for the benefit of, and in service to the American people.



Clinical Director JOB DESCRIPTION

Job SUMMARY : MYBCS requires a licensed LCSW to oversee the MSW interns from UNLV as they work with students in individual or family counseling

Qualifications: **1.** Licensed in Nevada as a therapist or LCSW (No intern status) **2.** Master's Degree preferred **3.** A preferable minimum of five (**5**) years as a clinician and active therapist **4.** A commitment to educational equity, diversity and inclusion **5.** Ability to communicate and work with a diverse group of stakeholders, **6.** Proven effectiveness in written and oral communication RE keeping mental health records. **7.** Desire to seek continuous improvement, **8.** demonstrate a willingness to reflect on practice, to hear and apply feedback to continuously improve the communication between the student, teacher, and family, interns and administration pertaining to mental health records and progress of students. **8.** Preferable experience working with children, pediatrics, youth, adolescents, young adult, Experience with school-age children in grades K-8 **9.** Ability to communicate amicably **10.** License must be in good standing with Nevada

Reports To: Principal/Executive Director

Responsibilities:

- Officially assess and diagnose students when parent/guardian agrees to therapy for student
- Sign also and oversee the signatures of all legal documents for MYBCS clinical programs
- Conduct, orchestrate, oversee individual or family therapy or any clinical program/service at and for MYBCS
- Orchestrate and oversee the Intern and the MYBCS student's therapy sessions
- Orchestrate and oversee restorative circles with individual and multiple students



- Oversight of UNLV MSW intern sessions with MYBCS students in therapy: individual/group/and restorative circles
- Oversee and or provide restorative circle curriculum
- Approve curriculum with MYBCS Principal/Executive Director
- Oversee the PTTC (Parent/Teacher/Therapist Conferences) documentation
- Participate in MYBCS PTTC's (Parent/Teacher/Therapist conferences)
- Oversee and conduct group or individual sessions during in school suspension
- Conduct and oversee the reentry therapy for MYBCS students after out of school suspension
- Oversight of the work of the UNLV interns
- Ensure HIPAA compliance
- Oversight of in-school suspension restorative circles
- Attend parent teacher conferences in tangent with the classroom teacher, student and parent/guardian
- ensure that all interns have a signed copy of exhibit A and exhibit B at the end of this description,
- Review the contract individually or as a class in person or Zoom with all UNLV MSW interns term by term
- Ensure all insurances and signatures of UNLV MSW interns are properly signed, dated, and filed
- Ensure that a copy HIPAA compliance and agreements are filed
- Enure a copy of FERPA compliance documentation is filed in all MYBCS student files
- Store files for all UNLV MSW Interns
- Ensure all UNLV MSW interns sign both: **Exhibit A-** Statement of Responsibility, **Exhibit B-** Student Confidentiality and file
- Ensure the oversight, compliance and safety of the UNLV MSW intern documentation
- Ensure the oversight, compliance and confidentiality of the MYBCS student medical files

UNLV CLINICAL EXPECTATIONS FOR THIS EDUCATIONAL AFFILIATION AGREEMENT REGARDING CLINICIANS AND CLINICAL PRACTITIONER INTERNS

This Educational Affiliation Agreement (this “**Agreement**”) is made by and between the Mind Your Books Charter School (“**Facility**”), and the Board of Regents of the Nevada System of Higher Education, on behalf of the University of Nevada, Las Vegas (“**University**”).

WHEREAS, University desires to offer its students (“**Students**”) in its social work program



learning experience through the application of knowledge and skills in patient and/or client centered clinical situations;

WHEREAS The **Mind Your Books Charter School** offers unique experiences and opportunities to practicum students in the even that our students need trauma support and emotional regulation for life's circumstances, interpersonal and personal trauma. There will be therapy offices on campus. In such, Facility has the capability of providing Students in the social work program with such training and practical experience and has agreed to make its facility available for such purposes; and

WHEREAS, University and Facility desire to provide in writing a full statement of their respective rights, obligations, and duties in connection with their mutual agreement to cooperate to further the above-described purposes.

NOW, THEREFORE, in consideration of the mutual promises and undertakings contained herein, the parties agree as follows:

1.

RESPONSIBILITIES OF UNIVERSITY

A. University shall be responsible for providing classroom theory and practical instruction to the Students prior to the Students beginning their learning experience ("Program") with Facility.

B. University shall be responsible for providing orientation of its students to the experience at Facility.

C. University shall be responsible for planning and implementing the Program and shall be responsible for the preparation of Student assignments and rotation plans in coordination with Mind Your Books Charter School.

D. University shall be responsible for the preparation of student/patient assignments and rotation plans for each student and will coordinate such assignments and rotations with Facility,

E. University shall make all reasonable efforts to ensure that the Students comply with all applicable rules, regulations and professional ethics of Facility.



F. University shall maintain oral and written communication with Facility regarding Student performance and evaluation, absences and assignments of Students, and other pertinent information.

G. University shall be responsible for evaluating its students' performance at Facility.

H. University shall designate a representative who will act as a liaison between University, Facility and the Students.

I. University shall be responsible for establishing and providing evaluation criteria of Students to Facility. University shall be responsible for assigning grades for each Student's performance in the Program.

J. University shall retain the discretion of withdrawing any Student whose work or conduct may have a detrimental effect on the Program or whose progress and achievement do not justify his or her continuance in the Program.

K. University shall be responsible for requiring each Student to sign a Statement of Responsibility in the form attached hereto as Exhibit "A" and a Statement of Confidentiality in the form attached hereto as Exhibit "B."

L. University shall advise the Students to have appropriate medical insurance coverage that will adequately cover them for any injury or illness which may result from their participation in the Program.

M. Prior to any Student participating in the Program, University shall provide verification to Facility, upon request, that the Student has submitted evidence of such health insurance.

II. RESPONSIBILITIES OF FACILITY

A. Facility shall accept the Students assigned to the Program by University and cooperate in the orientation of all Program participants at the Facility.

B. Facility shall provide opportunities for the Students to observe and assist in various patient and/or client care responsibilities. However, responsibility for the care of patient and/or client remains at all times with Facility.



C. Upon the request of the University, Facility shall assist University in evaluating the performance of each Student. Facility agrees, however, that the University remains solely responsible for the evaluation and grading of the Students.

D. Facility shall treat any evaluation of the Students in confidence and will not release or disclose such information to third parties without the written consent of the Student or a court order. Facility shall inform University of all such requests or court orders. Facility shall maintain confidentiality of records and reports relating to each Students' proof of immunization, background check results, drug screen results, health insurance, etc.

E. Facility shall designate a representative who will act as a liaison between University, Facility and the Students.

F. Upon execution of this Agreement, Facility shall provide University with copies of all applicable rules, regulations and professional ethics of Facility, as each may be amended from time to time.

G. Facility will be responsible for arranging immediate emergency care for Program participants in the event of an accident or injury or illness, while Program participants are receiving training at Facility's premises. Except for the negligent or intentional acts or omissions of Facility, its directors, officers, employees or agents, Facility shall not be responsible for any costs involved in providing such emergency care, follow-up care or hospitalization, nor shall University.

III.

MUTUAL RESPONSIBILITIES

University and Facility shall cooperate to fulfill the following responsibilities:

A. University and Facility will jointly plan for the organization, administration and operation of the clinical learning experiences which University desires for the Students.

B. University and Facility shall each inform the Students that their participation in the Program does not entitle them to future employment with University or Facility.

C. University and Facility shall each inform the Students that they are not employees of Facility and as such are not eligible for wages, workers' compensation, unemployment



compensation taxes or other benefits otherwise available to Facility employees for any services provided in connection with the Program.

D. University and Facility shall jointly determine the maximum number of students assigned to the Facility after consideration of the facilities and the adequacy, extent and variety of cases available.

IV.

HEALTH OF STUDENTS

All Program participants shall provide evidence of a medical examination acceptable to the Facility prior to their participation in the initial experience in the Program. Program participants shall be responsible for arranging for their medical care and/or treatment, if necessary, including transportation, in case of illness or injury while participating in the Program with Facility. Except as provided for in Exhibit A attached hereto, Facility shall not be financially responsible or otherwise responsible for said medical examination, medical care and treatment, nor shall University.

V.

WITHDRAWAL OF STUDENTS

A. Facility may immediately remove any Student from a hospital or clinical site if he/she poses an immediate threat or danger to Facility personnel or patients or to the quality of medical services or for unprofessional behavior.

B. Facility may request University withdraw a Student from the Program when his/her performance is unsatisfactory to Facility or his/her behavior, in Facility's discretion, is disruptive or detrimental to Facility and/or its patients. In such an event, the Student's participation in the Program shall cease immediately. Facility acknowledges and understands, however, that only the University can dismiss a Student from the Program.

VI.

FEE SCHEDULE AGREEMENT

Neither Facility nor University shall charge the other for services provided pursuant to this Agreement for the interns



VII. TERM AND TERMINATION

A. This Agreement shall commence on the Effective Date and shall continue in full force and effect for a term of five (5) years, unless terminated sooner as set forth in Section B below.

B. Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party. Said termination will be effective at the completion of the semester in which the notice is given, thus allowing the Students to complete the Program during the semester in which the termination notice is given.

VIII. INSURANCE AND INDEMNIFICATION

A. University will maintain medical malpractice insurance for the Students in the minimum amount of One Million Dollars (\$1,000,000) for each occurrence and Three Million Dollars (\$3,000,000) for each occurrence and Three Million Dollars (\$3,000,000) aggregate. This minimum amount may represent coverage in any combination of primary and excess amounts, and University shall provide Facility with a certificate of insurance evidencing that this coverage has been obtained.

B. Facility will maintain medical malpractice insurance in the minimum amount of One Million Dollars (\$1,000,000) for each occurrence and Three Million Dollars (\$3,000,000) aggregate. This minimum amount may represent coverage in any combination of primary and excess amounts, and facility shall provide University with a certificate of insurance evidencing that this coverage has been obtained.

C. Facility shall maintain commercial general liability insurance as follows:
Minimum limits required: \$2,000,000 General Aggregate; \$500,000 Business Automobile Liability; \$1,000,000 Personal and Advertising Injury; and \$1,000,000 Each Occurrence

D. To the extent limited in accordance with Nev. Rev. Stat. ("NRS") 41.035 to 41.039, University shall indemnify, defend and hold harmless Facility from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses, arising either directly or indirectly from and any act or failure to act by University or any of its officers or employees, which may occur during or which may arise out of the performance of this Agreement. University will assert the defense of sovereign immunity as appropriate in all cases, including malpractice and indemnity actions. University's indemnity obligation for actions sounding tort is limited in accordance with the provisions of NRS Chapter 41.



Facility hereby agrees to indemnify, defend, save and hold harmless University, its officers, employees and agents from and against any and all liabilities, claims, losses, costs or expenses to the person or property of another, lawsuits, judgments, and/or expenses, arising either directly or indirectly from any act or failure to act by Facility or any of its officers or employees, which may occur during or which may arise out of the performance of this Agreement.

F. The provisions of this Article VIII, Section C above shall survive termination or expiration of this Agreement, in accordance with the applicable statute of limitations.

G. In the event that each of the parties is found to be at fault, then each party shall bear its own costs and attorney's fees and its proportionate share of the judgment or settlement based on its percentage of fault.

H. Clinical Facility shall have in place workers' compensation insurance as required by Clinical Facility's state law.

Coverage shall be on an occurrence basis and shall be at least as broad as ISO 1996 form CG 00 01 and shall cover liability arising from premises, operations, independent contractors, completed operations, personal injury, products, and liability assumed under contract.

IX. ACCESS.

Facility agrees to provide Institution and its insurer access and authority to investigate on site and to obtain such information from Facility as may be required to defend the Institution and its officers or employees from claims or litigation arising from activities under this Agreement.

X.

FERPA

The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that student permission must be obtained before releasing specific student data to anyone other than Institution

XI.

NO DISCRIMINATION



Neither University nor Facility shall discriminate on the basis of race, national origin, religion, sex, sexual orientation, age, marital status, disability or veteran status in either the selection or participation of Students in the Program. With respect to disability, however, the disability must not be such as would, even with reasonable accommodation, prevent the Students from performing the essential requirements of the Program.

XII. CONFIDENTIALITY

University agrees to keep strictly confidential and hold in trust all confidential information of Facility and/or its patients and not disclose or reveal any confidential information to any third party without the express prior written consent of Facility.

XIII. ENTIRE AGREEMENT

This Agreement and its accompanying Exhibits and Attachments contain the entire agreement and understanding of the parties with respect to the subject matter hereof and supersede all prior agreements, contracts, and understanding, oral or written, and all other communications between the parties relating to such subject matter.

The terms and conditions of this Agreement may be amended only by written instrument executed by both parties. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument.

XIV. PUBLICITY

Neither University nor Facility shall use any name, mark, logo, design or other symbol of the other party in the performance of its services, in its advertising, or in the production of any materials related to this Agreement, without the prior written approval of the other party.

XV. RELATIONSHIP OF PARTIES

None of the provisions in this Agreement is intended to create nor shall it be deemed or construed to create any relationship between the parties hereto other than that of independent contractors contracting on an equal basis with each other hereunder solely for the purpose of effectuating the provisions of this Agreement. Neither of the parties hereto,



nor any of their respective employees, shall be construed to be the agent, franchisee, employer, representative, partner or joint venturer of the other, nor shall either party represent to any other person or entity that the relationship created by this Agreement is anything other than as described in this paragraph.

XVI. THIRD PARTY INTEREST LIABILITY

This Agreement is entered into for the exclusive benefit of the undersigned parties and is not intended to create any rights, powers or interests in any third party. Facility and/or University, including any of their respective officers, directors, employees or agents, shall not be liable to third parties by any act or omission of the other party.

XVII. SEVERABILITY

If any provision of this Agreement is held to be invalid, illegal or unenforceable for any reason, the validity, legality and enforceability of the remaining provisions contained in this Agreement shall not in any way be affected or impaired thereby.

XVIII. NO WAIVER

Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any of the provisions contained herein.

XIX. CAPTIONS

The captions contained herein are for reference purposes only and shall not affect the meaning or interpretation of provisions of this Agreement.

XX. BINDING EFFECT AND ASSIGNMENT

This Agreement, along with its benefits and obligations, shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, successors, and assigns. No portion of this Agreement may be assigned, in whole or in part, by any party hereto without the prior written consent of the other party.



XXI. GOVERNING LAW

The parties agree that the laws of the State of Nevada shall govern the validity, construction, interpretation, and effect of this Agreement. Any and all disputes arising out of or in connection with this Agreement shall be litigated only in a court of competent jurisdiction in Clark County, State of Nevada, and the parties hereby expressly consent to the jurisdiction of said court.

XXII. NOTICES

Any notice required or permitted by this Agreement shall be in writing and shall be deemed given at the time it is deposited in the United States Mail, postage prepaid, certified or registered mail, return receipt requested, addressed to the parties as follows:

University: University of Nevada, Las Vegas Greenspun College of Urban Affairs School of Social Work ATTN: Marde Closson, Director of Field Education 4505 S. Maryland Parkway, Box 455032 Las Vegas, Nevada 89154-5032

Facility: Mind Your Books Charter School ATTN: Cami Taiwo

EXHIBIT A



STUDENT STATEMENT OF RESPONSIBILITY

For and in consideration of the benefit provided me in the form of learning experience ("Program") _ ("Facility"), under the Affiliation Agreement (the "Agreement") between the Board of Regents of the Nevada System of Higher Education, on behalf of the University of Nevada, Las Vegas ("University') and Mind Your Books charter School,

_____ (Name), a student at the University of Nevada, Las Vegas on my own behalf and on behalf of my heirs, assigns and personal representative (if deceased), do hereby covenant and agree to assume all risks and be solely responsible for any injury or loss (including death) sustained by me while participating in the Program operated by University and Facility, unless such injury or loss (including death) arises solely out of the negligence or willful misconduct of Mind Your Books Charter School, or University or their respective directors, officers, employees, or agents.

I will abide by Mind Your Books Charter School's Code of Conduct and all of its policies, procedures, rules and regulations throughout the Program. I will notify both University and designated Facility representative (liaison) if, for any reason, I am unable to report for a scheduled hospital or clinical site or to participate in the Program.

If applicable, I agree to provide health records requested by Facility, including proof of required immunizations and tests as set forth in the Agreement, to which this Student Statement of Responsibility is being attached as an Exhibit. I also agree to provide proof of other immunizations, including, but not limited to MMR, hepatitis B, and tuberculosis screening as requested by Facility in order for me to participate in the Program. Upon request, I further agree to provide documentation to Facility evidencing my health insurance in effect throughout the period of the Program. I also agree that I may be required to undergo drug testing prior to, as well as during, my participation in the Program, as set forth in the Agreement to which this Student Statement of Responsibility is being attached as an Exhibit. I hereby authorize University and Facility access the results of all such drug testinging.

I also agree that I am solely responsible for my maintenance, support and living expenses and transportation to and from any clinical site or hospital as assigned by Facility throughout the period of the Program.

I hereby acknowledge and agree that the State of Nevada, including its Board of Regents of the Nevada System of Higher Education, Facility, and their respective directors, officers,



employees and agents in their individual and official capacities) will not defend, indemnify or otherwise compensate and/or reimburse me for any acts or omissions committed by me which are found to be outside the scope of the Program.

I understand and agree that my status with Facility throughout the Program is that of a Student receiving education. For this reason, I can have no expectation of receiving compensation from, or future employment with, either Facility or University.

I hereby acknowledge and agree that I have been offered the opportunity (if desired) to consult with my own attorney concerning the contents of this Student Statement of Responsibility before signing it.

I warrant that I am at least 18 years of age; that I have read and understand the contents of this statement; and that I sign it freely and without reliance upon any representations or promises by the State of Nevada, including its Board of Regents of the Nevada System of Higher Education, Facility or their respective directors, officers, employees or agents.

MSW Sign: _____

MSW Print: _____

Date

MYBCS Clinical Director sign : _____

MYBCS Print: _____

Date

EXHIBIT B



STUDENT CONFIDENTIALITY

_____ (NAME) a student at the University of Nevada, Las Vegas in consideration of the educational learning experience with the **Mind Your Books Charter School** ("Facility"), being made available to me under the Affiliation Agreement between the Board of Regents of the Nevada System of Higher Education, on behalf of the University of Nevada, Las Vegas and Facility, to which this Student Confidentiality Statement is being attached as an Exhibit, hereby recognize that, while with Facility, medical records, patient care information, personnel information, reports to regulatory agencies, conversations between or among any healthcare professionals are considered privileged and should be treated with utmost confidentiality.

I agree, under penalty of law, not to disclose to any person or persons, except authorized clinical staff and associated personnel of Facility, the above-listed information and further agree not to reveal to any third party any confidential information of Facility, except as required by law or as authorized by Facility.

I hereby acknowledge and agree that I have been offered the opportunity (if desired) to consult with my own attorney concerning the contents of this Student Confidentiality Statement before signing it. I warrant that I am at least 18 years of age; that I have read and understand my obligations under this Student Confidentiality Statement; and that I sign it freely and without reliance upon any representations or promises by the State of Nevada, including its Board of Regents of the Nevada System of Higher Education, Facility or their respective directors, officers, employees or agents.

I accept these terms and conditions of employment at the Mind Your Books Charter School and understand that the salary will be discussed with the Executive Director and the **The Proposed MYBCS Board of Directors.**



MYBCS Clinical Director Sign: _____/Print _____

MYBCS Sign/Print: _____ Date

**The Proposed Mind Your Books Charter School is MYBCS*

MSW Sign: _____

MSW Print: _____

Date

AA/EOE Statement

This employer does not knowingly discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, or national origin.

MYBCS JOB DESCRIPTION: Special Education Director

Purpose

MYBCS is seeking a Special Education Director that aligns with MYBCS mission and vision to the operation and management of the special education department/program to create a calm, respectful, and high-functioning learning environment.

Qualifications:

- Master's Degree in Special Education or related field
- Minimum three (3) years experience in special education
- Current state teaching license
- Strong communication and writing skills
- Knowledge of laws, regulations, and policies
- Demonstrates ability to work with students with disabilities
- Must be able to work independently

Reports to: Principal/Assistant Principal

Responsibilities:

- Acts as a substitute within the classroom as a Special Education teacher
- Collaborates with staff, students, families, and stakeholders
- Collaborate with the clinical department for behavior plans and IEPs
- Supervise and lead special education teachers
- Manage Special Education program, including but not limited to IEP
- Operate and manage documentation, files, reports, activities, special education budget, meetings/conferences as it relates to special education
- Serves as the liaison and representative for the special education department
- Advocates for special education students
- Maintain general operations of the Special Education program, including but not limited to testing, instruction, and student academic plans and services
- Acts as a leader in planning, organizing, and developing staff development activities and positive reinforcement for staff and students.
- Other duties as assigned by the Principal, Assistant Principal, or Board

AA/EOE Statement

We shall maintain our commitment to host an excellent work space free from unlawful discrimination and harassment as we strive to foster an excellent work environment that promotes diversity, equity, inclusion, and accessibility for the benefit of, and in service to the American people.

MYBCS JOB DESCRIPTION: Special Education Teacher

Purpose

The Special Education Teacher is an advocate for students with disabilities within the school community. Being an education leader in this position must align with the MYBCS mission and vision to integrate therapy with academics.

Qualifications:

- Bachelor's Degree in Special Education
- Having at least two (2) years teaching special education preferred
- State special education certificate
- Able to create strong IEPs
- Patience
- Knowledge of laws, regulations, and policies
- Critical thinking skills

Reports to: Special Education Specialist/Assistant

Responsibilities:

- Assists general education teachers with SPED assessments including RTI processes
- Communicates with school leaders about special education concerns/issues
- Ability to adapt to student's needs
- Ability to assess students effectively
- Collaborate with staff, students, and parents
- Manage conflict and problem-solve
- Inform parents about student assessments, progress, and behavior
- Participates in staff development, events, and activities
- Provides a calm, but stimulating learning environment for students
- Keep organized and complete records, review and analyze
- Ensure confidentiality
- Provide testing accommodations
- Develop and coordinate required documentation

AA/EOE Statement We shall maintain our commitment to host an excellent workspace free from unlawful discrimination and harassment as we strive to foster an excellent work environment that promotes diversity, equity, inclusion, and accessibility for the benefit of, and in service to the American people.

MYBCS JOB DESCRIPTION: General Education Teacher

Purpose

MYBCS is seeking a general education teacher who is passionate about the students and shares the same mission and vision as MYBCS. The teacher is responsible for student instruction, being flexible, acknowledging the needs of every student, encouraging students, having a positive attitude, and having positive and trusting relationships with students and parents. The teacher will adopt the MYBCS curriculum into their teaching plans and strategies.

Qualifications:

- Bachelor's Degree in Education
- State of Nevada teaching certification
- Proficient in communication and writing skills
- Teaching experience preferred, but not required

Reports to: Assistant Principal/Principal

Responsibilities:

- Ability to collaborate with other professionals, such as the clinical department, to determine the best plan for the student's needs
- Manage and maintain up-to-date records for student attendance, assessments, conferences, reports, testing, student academic progress, and communications with parents
- Communicate with the clinical department, special education department, Principal/Assistant Principal and the Board when necessary
- Complete lesson plans, student academic plans, progress reports, objectives, short and long term goals, and update Infinite Campus
- Supervise students in and out of the classroom during school hours
- Substitutes in other classrooms when needed
- Build rapport with students and parents
- Contribute in staff development, meetings, PTTCs (Parent, Teacher, Therapist Conference), school events, and activities
- Other duties requested by the Assistant Principal, Principal, or the Board
- Supervise teacher aides, assistants, and UNLV teacher interns
- Manage conflict and minor student behavior
- Creating a safe, respectful, and learning environment
- Enforce student disciplinary policy and dress code

AA/EOE Statement

We shall maintain our commitment to host an excellent work space free from unlawful discrimination and harassment as we strive to foster an excellent work environment that promotes diversity, equity, inclusion, and accessibility for the benefit of, and in service to the American people.



Mind Your Books Education, Inc.

ATTACHMENT 14
LEADERSHIP EVALUATION TOOL

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
Creating and Sustaining a Focus on Learning	Creating and Sustaining a Culture of Continuous Improvement	Creating and Sustaining Productive Relationships	Creating and Sustaining Structures
<p>Indicator 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.</p>	<p>Indicator 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<p>Indicator 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.</p>	<p>Indicator 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>
<p>Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p>	<p>Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p>	<p>Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>	<p>Indicator 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p>
<p>Indicator 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.</p>	<p>Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.</p>	<p>Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.</p>
<p>Indicator 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.</p>	<p>Indicator 4 Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<p>Indicator 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p>	

STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
<p>Indicator 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator notes • Administrator pre/post conference 	<ul style="list-style-type: none"> • Vision reflects an emphasis on high levels of student learning • Vision articulates the direction in which the organization is heading • Involves staff, parents, students and the larger community in the decision-making process • Conducts a formalized yearly review of the school's vision to ensure it reflects the cultural and organizational intent of the community
<p>Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Student work • Teacher work • School performance data 	<ul style="list-style-type: none"> • Monitors data for accountability • Leads shift from how well teachers teach to how well students learn • Provides opportunities for teachers and students to participate in the monitoring and analysis process (SIP Team, Data Team, Focus Groups, Testing Committee, etc.)
<p>Indicator 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Student interviews • Teacher interviews 	<ul style="list-style-type: none"> • Supports teacher reflection • Supports learning and growth goals for teachers • Regular learning team meetings focus on the details of lessons and adjustments made based on assessment results • Builds capacity of teachers to effectively implement rigorous curriculum for college and career readiness
<p>Indicator 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Student interviews • Teacher interviews 	<ul style="list-style-type: none"> • Supports teacher planning for student success. • Creates differentiated professional development and training to reflect the needs of the teachers and students • Provides ongoing, job embedded, content specific professional development to support teachers

STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING

PERFORMANCE LEVELS

Indicator 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	Indicator 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Indicator 4 Administrator systematically supports each teacher's short-term and long-term planning for student learning through a variety of means.
Level 4 Administrator engages a broad-range of stakeholders in the development and implementation of a coherent vision for high student achievement and college and career readiness, continually reviewing and adapting the vision as appropriate to achieve learning goals.	Level 4 Administrator holds all teachers and students fully accountable for learning through regular and systematic monitoring of a wide-variety and range of performance data.	Level 4 Administrator structures multiple and varied opportunities to actively engage all teachers in reflecting on their practice and taking improvement actions based on their own assessment to benefit student learning and support professional growth.	Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and varied means.
Level 3 Administrator engages most stakeholders in the development of a coherent vision for high student achievement and college and career readiness, reviewing and adapting the vision when appropriate.	Level 3 Administrator holds most teachers and students accountable for learning through regular monitoring of a range of performance data.	Level 3 Administrator structures sufficient opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 3 Administrator adequately supports teachers' short-term and long-term planning for student learning through a variety of means.
Level 2 Administrator engages some stakeholders in the development of a vision for high student achievement and college and career readiness, with limited review of the vision.	Level 2 Administrator holds some teachers and students accountable for learning through limited monitoring of performance data.	Level 2 Administrator structures limited opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 2 Administrator provides limited support of teachers' short-term and long-term planning for student learning.
Level 1 Administrator engages no, or almost no stakeholders in the development of a vision for high student achievement and college and career readiness, with no, or almost no review of the vision.	Level 1 Administrator holds no, or almost no teachers and students accountable for learning.	Level 1 Administrator structures no, or almost no opportunities to engage teachers in reflection on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 1 Administrator provides no, or almost no support of teachers' short-term and long-term planning for student learning.

STANDARD 2: CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
<p>Indicator 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Student interviews • Teacher interviews 	<ul style="list-style-type: none"> • Communicates clear and explicit expectations for teachers and students • Monitors expectations for the teaching and learning process within a learning community • Provides ongoing reflection and adjustment of practices through systematic feedback • Seeks out root causes for problems and searches for solutions
<p>Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews 	<ul style="list-style-type: none"> • Develops teachers as learners through coaching and other structures • Plans for teacher observation and conferencing to promote teacher growth and development • Develops and implements a system for professional learning opportunities and coaching • Tailors supports to teacher's learning styles and growth needs
<p>Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Uses a range of evidence (qualitative and quantitative) to determine who is learning, who is not, and why • Disaggregates data to identify and address learning deficits • Monitors the effectiveness of school programs and their impact on student learning • Builds capacity of teachers to analyze student work and learning data
<p>Indicator 4 Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Serves all students well regardless of family background, socio-economic status, or ability • Expects all children can achieve at high levels • Builds school's collective capacity to help students reach their potential • Takes an active role in ensuring that students have equitable opportunities to achieve

STANDARD 2: CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<p>Indicator 2</p> <p>Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p>	<p>Indicator 3</p> <p>Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>Indicator 4</p> <p>Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>
<p>Level 4</p> <p>Administrator sets clear and high, yet achievable, expectations for all teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<p>Level 4</p> <p>Administrator fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures.</p>	<p>Level 4</p> <p>Administrator gathers and analyzes multiple sources and a wide-variety of data to systematically and consistently monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>Level 4</p> <p>Administrator models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The administrator builds collective school responsibility to ensure that students have equitable opportunities to achieve.</p>
<p>Level 3</p> <p>Administrator sets clear and adequate expectations for teacher performance and student performance and creates an adequate system for monitoring and follow-up on growth and development.</p>	<p>Level 3</p> <p>Administrator adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures.</p>	<p>Level 3</p> <p>Administrator gathers and analyzes adequate sources of data to sufficiently monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>Level 3</p> <p>Administrator models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability.</p>
<p>Level 2</p> <p>Administrator sets minimal expectations for teacher performance and student performance and minimally monitors growth and development.</p>	<p>Level 2</p> <p>Administrator provides minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures.</p>	<p>Level 2</p> <p>Administrator gathers and analyzes limited sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>Level 2</p> <p>Administrator demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability.</p>
<p>Level 1</p> <p>Administrator sets no, or almost no expectations for teacher performance and student performance and creates no system for monitoring growth and development.</p>	<p>Level 1</p> <p>Administrator provides no, or almost no support for teacher development.</p>	<p>Level 1</p> <p>Administrator gathers and analyzes no, or almost no sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>Level 1</p> <p>Administrator demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability.</p>

STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
<p>Indicator 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults’ and students’ well-being to create a positive affective experience for all members of the school’s community.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Teacher interviews • Student Performance Data • Administrator notes 	<ul style="list-style-type: none"> • Creates a trustful learning environment • Knows adults and students • Ensures that each student and staff member is valued • Creates a schoolwide culture where all school community members feel included
<p>Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Enables and supports collaborative decision-making. • Structures opportunities for dialogue that will impact the teaching and learning environment • Creates and supports shared leadership responsibilities • Actively provides meaningful leadership opportunities to effective teachers
<p>Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Designs time for teacher and administrator collaboration to support achievement of school goals • Engages staff in analyzing student data to determine appropriate differentiations and interventions based on students’ learning needs • Multiple staff members serve as instructional leaders in the school
<p>Indicator 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school’s learning goals.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Develops system to communicate and partner with stakeholders to support and promote the identified school’s learning goals • Fosters a positive school climate by seeking assistance from community members

STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.</p>	<p>Indicator 2</p> <p>Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>	<p>Indicator 3</p> <p>Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.</p>	<p>Indicator 4</p> <p>Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p>
<p>Level 4</p> <p>Administrator fully demonstrates a welcoming, mutually - respectful and caring environment and an interest in all adults and students' well-being to create a positive affective experience for all members of the school community.</p>	<p>Level 4</p> <p>Administrator provides multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes.</p>	<p>Level 4</p> <p>Administrator effectively structures the school environment to enable productive collaboration between administrators and all teachers and among teachers to further school goals.</p>	<p>Level 4</p> <p>Administrator has effective and varied structures and processes in place to effectively communicate and partner with all teachers and parents in support of the school's learning goals.</p>
<p>Level 3</p> <p>Administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for members of the school community.</p>	<p>Level 3</p> <p>Administrator provides adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>	<p>Level 3</p> <p>Administrator adequately structures the school environment to enable sufficient collaboration between administrators and teachers and among teachers to further school goals.</p>	<p>Level 3</p> <p>Administrator has adequate structures and processes in place to sufficiently communicate and partner with teachers and parents in support of the school's learning goals.</p>
<p>Level 2</p> <p>Administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to minimally create a positive affective experience for members of the school community.</p>	<p>Level 2</p> <p>Administrator provides few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>	<p>Level 2</p> <p>Administrator minimally structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.</p>	<p>Level 2</p> <p>Administrator has limited structures and processes in place and inadequately communicates and partners with teachers and parents in support of the school's learning goals.</p>
<p>Level 1</p> <p>Administrator does not demonstrate a welcoming, respectful, and caring environment and an interest in most adults' and students' well-being and does not create a positive affective experience for all members of the school community.</p>	<p>Level 1</p> <p>Administrator provides no, or almost no opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>	<p>Level 1</p> <p>Administrator does not structure the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.</p>	<p>Level 1</p> <p>Administrator has no, or almost no structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p>

STANDARD 4: CREATING AND SUSTAINING STRUCTURES

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Utilizes the school's vision and mission to set goals, design systems and procedures • Assesses current reality of systems and processes for effectiveness and impact on learning • Reviews and evaluates alignment of teaching and learning practices to support student success
<p>Indicator 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Monitors schoolwide practices to ensure coherent and cohesive learning program • Builds capacity of teachers to analyze standards, curricula, and aligned assessments for coherent learning program
<p>Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Maximizes resources to support learning success • Actively accesses additional resources that align to strategic priorities • Allocates all resources in alignment with school goals and priorities

STANDARD 4: CREATING AND SUSTAINING STRUCTURES

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>	<p>Indicator 2</p> <p>Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p>	<p>Indicator 3</p> <p>Administrator allocates resources effectively, including organizing time, to support learning goals.</p>
<p>Level 4</p> <p>Administrator implements effective systems and processes to effectively align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>	<p>Level 4</p> <p>Administrator develops effective systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p>	<p>Level 4</p> <p>Administrator allocates and reallocates human and fiscal resources effectively, including organizing time, to support learning goals and achieve the school's vision.</p>
<p>Level 3</p> <p>Administrator implements sufficient systems and processes to adequately align curriculum, instruction, and assessment to state standards and college-readiness standards, reviewing and adapting when appropriate.</p>	<p>Level 3</p> <p>Administrator develops sufficient systems and processes to adequately implement a coherent and articulated curriculum across the entire school, reviewing and adapting when appropriate.</p>	<p>Level 3</p> <p>Administrator allocates resources adequately, including organizing time, to support learning goals.</p>
<p>Level 2</p> <p>Administrator implements limited systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.</p>	<p>Level 2</p> <p>Administrator develops limited systems and processes to minimally implement a coherent and articulated curriculum across the entire school.</p>	<p>Level 2</p> <p>Administrator allocates resources inadequately including organizing time, to minimally support learning goals.</p>
<p>Level 1</p> <p>Administrator implements no, or almost no systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.</p>	<p>Level 1</p> <p>Administrator develops no, or almost no systems and processes to minimally implement a coherent and articulated curriculum across the entire school.</p>	<p>Level 1</p> <p>Administrator allocates no or almost no resources to support learning goals.</p>

Four-Point Rating Scale

Level 4. The administrator is a highly effective leader within the school, fully supporting the learning of all staff and students, while cultivating a shared vision and high expectations embedded within a fully welcoming, collaborative school environment. The administrator uses a variety of communication processes to engage a broad range of stakeholders while consistently modeling self-reflection and the pursuit of fully aligned, varying professional learning opportunities.

Level 3. The administrator is generally an effective leader within the school, sufficiently supporting staff and students while creating a vision and appropriate expectations embedded within a welcoming, collaborative school environment. The administrator communicates with and engages stakeholders while modeling self-reflection and the pursuit of aligned professional learning opportunities.

Level 2. The administrator demonstrates inadequate leadership within the school. The administrator attempts to support staff and students, but his or her vision and expectations, and attempts to create a welcoming, collaborative school environment are of inconsistent quality or are inappropriate for most staff and students. The administrator minimally communicates with or engages a limited range of stakeholders and rarely models self-reflection or the pursuit of appropriate professional learning opportunities.

Level 1. The administrator demonstrates little or no attempt to support staff and students, create a vision and appropriate expectations, or cultivate a welcoming school environment, or attempts to do so are unsuccessful. The administrator does not actively communicate with or engage stakeholders and refuses to participate in appropriate professional learning responsibilities.



Mind Your Books Education, Inc.

ATTACHMENT 15
TEACHER EVALUATION TOOL

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
New Learning is Connected to Prior Learning and Experience	Learning Tasks have High Cognitive Demand for Diverse Learners	Students Engage in Meaning-Making through Discourse and Other Strategies	Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	Assessment is Integrated into Instruction
<p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p>	<p>Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills</p>	<p>Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<p>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<p>Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status</p>
<p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p>	<p>Indicator 2 Tasks place appropriate demands on each student</p>	<p>Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations</p>	<p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p>	<p>Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria</p>
<p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p>	<p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p>	<p>Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<p>Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students</p>
<p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p>	<p>Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status</p>	<p>Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>		<p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p>

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student work 	<ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic
<p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts
<p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question: What is the point?
<p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work 	<ul style="list-style-type: none"> • Teacher needs to interpret levels of students' initial understandings in order to move learning forward

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

PERFORMANCE LEVELS

Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings
Level 4 Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes*	Level 4 Teacher makes connections for all students between previously learned and/or new concepts and skills	Level 4 Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals	Level 4 Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning
Level 3 Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes	Level 3 Teacher makes adequate connections for most students between previously learned and/or new concepts and skills	Level 3 Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals	Level 3 Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 2 Teacher inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes	Level 2 Teacher makes inadequate connections for most students between previously learned and/or new concepts and skills	Level 2 Teacher inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals	Level 2 Teacher employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 1 Teacher activates no, or almost no students' initial understandings	Level 1 Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student	Level 1 Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals	Level 1 Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student classroom interviews • Student work 	<ul style="list-style-type: none"> • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order) • Cognitive abilities and skills are increasingly content specific as students' learning develops
<p>Indicator 2 Tasks place appropriate demands on each student</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student work • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be "one-size fits all"
<p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time?

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher serves all students well regardless of family background, socio-economic status, or ability. • Teacher has an expectation that all children can achieve at high levels, • The teacher takes an active role in ensuring that students have equitable opportunities to achieve

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

PERFORMANCE LEVELS

Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 2 Tasks place appropriate demands on each student	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Level 4 Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes	Level 4 Teacher provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes	Level 4 Teacher effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons	Level 4 Teacher models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve
Level 3 Teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes	Level 3 Teacher provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes	Level 3 Teacher adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 3 Teacher models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability
Level 2 Teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes	Level 2 Teacher provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes	Level 2 Teacher structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons	Level 2 Teacher demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability
Level 1 Teacher does not engage students with any tasks that support deep learning of subject-matter content and processes	Level 1 Teacher provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes	Level 1 Teacher does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 1 Teacher demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Audio/visual/print artifact 	<ul style="list-style-type: none"> • Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning • Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim • Forms of discourse: oral and written
<p>Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One artifact of the representation and/or its creation, interpretation, or use of the representation 	<ul style="list-style-type: none"> • Lesson plan • Student work • Teacher notes 	<ul style="list-style-type: none"> • Multiple representations can be of the same or different concepts • Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations • Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking
<p>Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plan • Teacher notes 	<ul style="list-style-type: none"> • Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media • Teacher helps students use prior knowledge to draw analogies to support understanding of ideas
<p>Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners • Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

PERFORMANCE LEVELS

Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
Level 4 Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 4 Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills	Level 4 Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 4 Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning
Level 3 Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 3 Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning
Level 2 Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills	Level 2 Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning
Level 1 Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills	Level 1 Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson
<p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Student work • Student classroom interviews • Teacher notes • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Teacher provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st century skill
<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher notes • Student work • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This is a core 21st century skill • Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

PERFORMANCE LEVELS

<p>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p>	<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>
<p>Level 4 All students in the class can fully explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>Level 4 All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson</p>	<p>Level 4 All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support</p>
<p>Level 3 Most students in the class can generally explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like OR Most students in the class can fully explain two of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>Level 3 Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson</p>	<p>Level 3 Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support</p>
<p>Level 2 Most students in the class can only vaguely explain one or more of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>Level 2 Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson</p>	<p>Level 2 Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions</p>
<p>Level 1 No, or almost no students can explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>Level 1 No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson</p>	<p>Level 1 No, or almost no students take actions based on their own assessment of their learning status and/or students have no self assessments on which to base actions</p>

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status</p>	<ul style="list-style-type: none"> Teacher pre/post conference One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> Lesson plan Prior student work/assessment informing planned learning opportunities Teacher notes Student classroom interviews 	<ul style="list-style-type: none"> "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2)
<p>Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Student work Student classroom interviews 	<ul style="list-style-type: none"> Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) Performance criteria indicate the successful accomplishment of the learning goal Teacher should use different types of assessment strategies to account for learner differences
<p>Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Student classroom interviews Audio/visual/print artifact 	<ul style="list-style-type: none"> While evidence generation needs to be planned, evidence can also arise spontaneously Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing Teacher should structure multiple opportunities to generate evidence and not rely on one source
<p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Written feedback on student work Student classroom interviews 	<ul style="list-style-type: none"> Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

PERFORMANCE LEVELS

Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students
Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	Level 4 Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status	Level 4 Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	Level 4 Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson
Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	Level 3 Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status	Level 3 Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	Level 3 Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	Level 2 Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status	Level 2 Teacher structures limited opportunities to generate evidence of most students' learning during the lesson	Level 2 Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 1 Teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status	Level 1 Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria	Level 1 Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson	Level 1 Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.



Mind Your Books Education, Inc.

ATTACHMENT 16
EVIDENCE OF DEMAND



Mind Your Books Education, Inc.

ATTACHMENT 17
INCUBATION TABLE

ATTACHMENT 17: INCUBATION YEAR PLANNING TABLE

Please add rows under each work stream, as needed to provide complete details regarding your incubation year plan.

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)
INSTRUCTION			
Order curriculum and vote on content and price with the Board by May 30 th , 2024	Contact McGraw Hill	Principal	May-July 2024
	Contact iReady	Principal	January-May 2024
	Contact Dessa	Principal	January-May 2024
	Contact Eureka Math	Principal	January-May 2024
	Contact Amplify Science	Principal	January-May 2024
	Contact Second Step	Principal	January-May 2024
	Develop Pacing Guides/Scope and Sequence	Principal/Board	Jan-May 2024
	Establish PD schedule for teachers and Principal	Principal/Board	Complete
Purchase Testing & SIS by January 2024	Contract WIDA	Principal/Board	Jan-May 2024
	Contract NWEA	Principal/Board	Jan-May 2024
	Contract Infinite Campus	Principal/Board	Jan-May 2024
	Set Testing Schedule	Principal Board	Jan-May 2024
	Purchase State tests	Principal/Board	Jan-May 2024
Complete Special Education Tasks by March 2024	Hire ELL/TESOL teacher	Principal/Board	January-May 2024
	Identify SPED population and needs	Principal/Board	Ongoing
TALENT			
Develop Policy and Manuals January 1 st , 2024	Develop staff handbook	Board	September 2023
	Approve staff handbook	Board	October 2023
	Finalize salary compensation for all staff positions	Board	January 2024
	Arrange benefit providers	Distinctive Insurance	Completed
	Finalize benefits package	Distinctive Insurance	May 2024

	Finalize hiring process, develop interview guide	Board	May 2024
	Create offer letter	Board	February 2024
	Finalize job descriptions	Board	December 2023
Hiring and job descriptions to be completed by January 2024	Approve job descriptions	Board	December 2023
	Finalize Organization Chart	Board	Completed
	Approve Organization Chart	Board	Completed
	Develop recruitment marketing materials	Board	January 2024
	Post job openings to selected sites	Principal	January 2024
	Design interview process	Board	January 2024
	Review applicants	Principal	February 2024
	Conduct pre-screen interview	Principal/Board	February 2024
	Conduct in-person interviews	Principal	March 2024
	Extend offer to selected applicants	Principal	April 2024
	Perform background checks	Principal	April 2024
Develop Clinical Services policies and manuals by June 2024	Develop Clinical handbook	Clinical Director	June 2024
	Approve Clinical handbook	Board	July 2024
	Convert UNLV MOU into a Contract	Clinical Director	June 2024
OPERATIONS			
Establish Service Contracts January 2024	Establish FASA	Board	January 2024
	Contract with FASA	Board	January 2024
	Establish Food Service Company	Principal	Completed
	Establish Food Service Contract	Board	September 2023
	Health & Safety collect medical forms from families	Board	April 2024
	Develop a fundraising plan	Board	Ongoing 2023
	Complete FRL forms	Board	April 2024
	Go Live with Infinite Campus	Board	July 1, 2024
TECHNOLOGY			
Obtain and set up technology providers June 2024	Search for Technology providers	Board	June 2024
	Internet and Phones	Board	June 2024
	Securities systems	Board	June 2024
	Tracking student laptop system	Board	June 2024
	Lease copiers/Contract	Board	June 2024
FINANCE			
Establish Financial oversight policies & CPA by August 2023	Approve financial policies	Board	September 2024

MIND YOUR BOOKS CHARTER SCHOOL

	Develop purchase orders, request and authorization forms	Operations Manager	April 2024-June 2024
	Set up bank account and school cards	Principal	August 2024
	Finalize cash flow, adjusting when needed	Principal	August 2024
	Develop receipt collection, filing, expense tracking	Operations Manager	April 2024-June 2024
	Approve and sign contract with Charter Impact	Board	August 2023
	Approve check writers and signers	Board	June 2024
	Establish Official Treasurer	Board	August 2023
PARENT & COMMUNITY ENGAGEMENT			
	Attend community events	Principal	April 2023- July 2024
	Develop formal MOU agreements with community partners	Principal	September 2023
	Approve and sign MOU agreements	Board	October 2023
	Create flyers for social media and paper	Board	Completed
	Select company to supply uniforms	Principal	February 2024
	Create uniform order forms	Operations Manager	April 2024
	Approve and sign contract with supply company	Board	March 2024- April 2024
	Develop uniform distribution and record system	Operations Manager	April 2024- May 2024
	Make website and update	Principal	September 2023
SCHOOL SYSTEMS & CULTURE			
	Develop student handbook	Board	October 2023- December 2023
	Approve student handbook	Board	December 2023
	Approve school calendar SY24-25	Board	Completed
	Approve school daily/weekly schedule	Board	November 2023
	Build daily attendance system	Operations Manager	April 2024-June 2024
	Build student discipline system	Operations Manager	April 2024-June 2024
GOVERNANCE			
Recruit and finalize 5 board members by October 31, 2023	Board members and contact info on school's website	Board	November 30, 2023

MIND YOUR BOOKS CHARTER SCHOOL

	Approve by-laws, code of ethics, and conflict of interest	Board	October 2023
	File for 501 c3	Founder	Completed
	Obtain EIN number	Founder	Completed
	Recruit and confirm board members	Board	October 2023
	Develop board meeting format	Board	September 2023
	Approve board meeting format	Board	September 2023
	Develop process for minutes and record keeping for meetings	Board	September 2023
	Approve process for minutes and record keeping for meetings	Board	September 2023
	Arrange board liability insurance	Distinctive Insurance	January 2024
Finalized dates for PD in the upcoming year 2024 by November 1, 2023	Develop annual calendar for Board PD	Board	November 2023
	Approve annual calendar for Board PD	<i>Board</i>	November 2023
	Arrange Board PD trainings	Board	September 2023
	Perform background on Principal	Board	September 2023-October 2023
	Periodic review for grants	Board	September 2023, January 2024, April 2024
FACILITY			
MYBCS will secure a facility to lease by January 2024	Continue collaborating with Commercial realtor	Principal	April 2023-January 2024
	Lease negotiations and review	Board	April 2023-January 2024
	Approve and sign lease	Board	April 2023-January 2024
	Determine renovations/modifications with broker or contractor	Principal	January 2024-May 2024
All furniture will be purchased for classrooms and common areas by June 30, 2024	Purchase furniture	Operations Manager	April 2024- June 2024
	Inspection and occupancy certificate	Principal	April 2023-January 2024
OTHER			

MIND YOUR BOOKS CHARTER SCHOOL



Mind Your Books Education, Inc.

ATTACHMENT 21
INSURANCE

Insurance Proposal for
Mind Your Books Charter School

Presented By
Daniel LeaMon



A Division Of:



Introduction to the Charter School Insurance Alliance

The Charter School Insurance Alliance is a subsidiary of Distinctive Insurance, an independent insurance agency located in Las Vegas, Nevada. We are licensed in property, casualty, health, and life insurance. The Charter School Insurance Alliance was founded on the growing need for charter schools to partner with an agency that understands the arduous process most charter schools face in creating their insurance program.

We are committed to providing our charter school clients with:

- The best insurance quotes available in the market.
- Outstanding customer service.
- Knowledge and expertise in the charter school arena unprecedented by any other insurance agency.

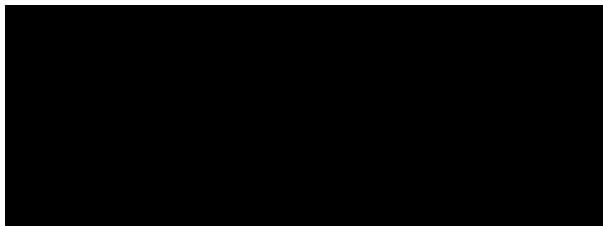
While we are centrally located in Nevada, our office is able to work with charter schools anywhere throughout the nation. It is our hope that you will partner with us to satisfy your charter school's insurance needs. If you have any questions, please feel free to give us a call at anytime.

Introduction to Your Team

Daniel LeaMon



Gerlie Ryan, CIC, CISR

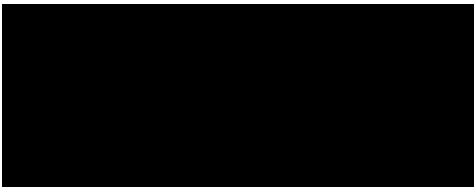


Our Commitment to You

We truly value our clients business and we strongly believe an integral part of your charter school's insurance program is the professional service provided to you by your agency.

As such, we actually enter into an agreement with all our charter school clients to establish the minimum level of customer service you can expect from us. Below you will find a copy of the commitment we make with each one of our charter schools.

Customer Service Item	Frequency
Certificates of Insurance	Same Business Day
Phone Calls Returned	Same Business Day
Staff Availability	Mon.-Fri. 9:00 a.m. to 4:00 p.m.
Agent Availability	Anytime
Risk Management Review	Quarterly
Workers Compensation Safety Program Review	Annually
Auto Liability Safety Program Review	Annually
Claims Review Meetings	Quarterly
Annual Claims Review	90 Days Prior to Renewal
Delivery of Renewal Information	90 Days Prior to Renewal
Renewal Proposal	15 to 30 Days Prior to Renewal
Select Insurance Carrier(s)	15 to 30 Days Prior to Renewal
Release Renewal Insurance Certificates	24 Hours After the Receipt of Policy Number(s)
Bound Policy Delivery	Within 60 Days After Renewal



General Liability

Customer: Mind Your Books Charter School
Policy Period: 8/1/2024 to 8/1/2025
Carrier: TBD
A.M. Best Rating: A or Better

<u>Coverages</u>	<u>Limits</u>
General Aggregate Limit Per Location	\$3,000,000
Per Occurrence	\$1,000,000
Products/Completed Operations Aggregate	\$3,000,000
Personal Injury and Advertising	\$1,000,000
Fire Damage Legal Liability	\$1,000,000
Medical Payments	\$10,000

<u>Deductible</u>	
Bodily Injury, Property Damage, Each Occurrence	none

TOTAL GENERAL LIABILITY PREMIUM \$3,500.00

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.

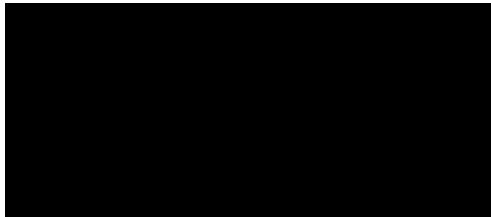


Abuse & Molestation

Customer: Mind Your Books Charter School
Policy Period: 8/1/2024 to 8/1/2025
Carrier: TBD
A.M. Best Rating: A or Better

<u>Coverages - Occurrence Form</u>	<u>Limits</u>
Each Occurrence Limit	\$1,000,000
Aggregate Limit	\$2,000,000

TOTAL ABUSE & MOLESTATION PREMIUM \$800.00



Employee Benefits Liability

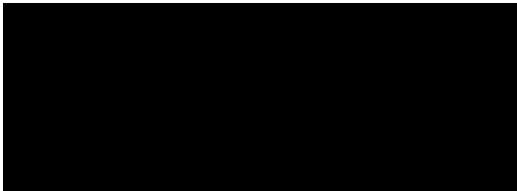
Customer: Mind Your Books Charter School
Policy Period: 8/1/2024 to 8/1/2025
Carrier: TBD
A.M. Best Rating: A or Better

<u>Coverages - Claims Made</u>	<u>Limits</u>
Each Employee	\$1,000,000
Aggregate Limit	\$2,000,000
Deductible	\$1,000

Additional Terms
Claims Made
Retro Date: 7/25/2022

TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM \$150.00

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.



Commercial Auto

Customer: Mind Your Books Charter School
Policy Period: 8/1/2024 to 8/1/2025
Carrier: TBD
A.M. Best Rating: A or Better

Commercial Auto:

Hired Auto Liability	\$1,000,000
Non-Owned Auto Liability	\$1,000,000
Hired Auto Physical Damage- Comprehensive Ded.	\$1,000
Hired Auto Physical Damage- Collision Ded.	\$1,000

TOTAL AUTO PREMIUM \$650.00



Property

Customer: Mind Your Books Charter School
Policy Period: 8/1/2024 to 8/1/2025
Carrier: TBD
A.M. Best Rating: A or Better

Blanket Coverage

#	Coverage Type	Coinsurance	Limit	Deductible
001	Business Personal Property / Contents	Waived	\$100,000	\$1,000

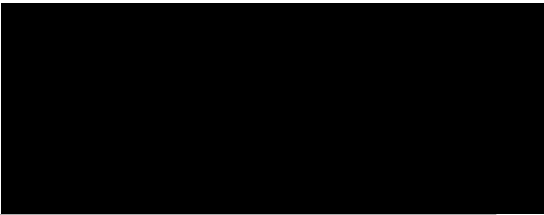
Additional Coverage

#	Coverage Type	Coinsurance	Limit	Deductible
000	Business Income & Extra Expense	Waived	\$500,000	72 hrs.
000	Equipment Breakdown	Not Applicable	\$100,000	\$1,000

Terms

Special Form
 Agreed Value

TOTAL PROPERTY PREMIUM \$1,000.00



Directors & Officers, Educators Legal, Employment Practices Liability

Customer: Mind Your Books Charter School
Policy Period: 8/1/2024 to 8/1/2025
Carrier: Indian Harbor Insurance Company
A.M. Best Rating: A+ (Superior) XV (\$2 Billion or greater)

<u>School & Educators Legal Liability - Includes Directors and Officers</u>	<u>Limits</u>
Each Loss Limit	\$1,000,000
Aggregate Limit	\$3,000,000
Deductible	\$5,000

<u>Employment Practices Liability</u>	<u>Limits</u>
Each Loss Limit	Included
Aggregate Limit	Included
Deductible - Each Wrongful Act	\$5,000

<u>Non-Monetary Relief Defense Coverage</u>	<u>Limits</u>
Each Action	\$100,000
Aggregate Limit	\$300,000
Deductible - Each Wrongful Act	\$5,000

<u>Retroactive Date</u>	
Employment Practices	Inception Date

TOTAL PREMIUM \$4,000.00

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.



Umbrella Liability

Customer: Mind Your Books Charter School
Policy Period: 8/1/2024 to 8/1/2025
Carrier: TBD
A.M. Best Rating: A or Better

Coverages

Limits

Occurrence or Each Claim Limit	\$3,000,000
General Aggregate Limit	\$3,000,000
Retained Limit	NIL

Underlying Coverages

Underlying Limits

General Liability	\$1,000,000 / \$3,000,000
Educators Legal Liability	\$1,000,000 / \$3,000,000
Counseling Professional Liability	\$1,000,000 / \$3,000,000
Employee Benefits	\$1,000,000 / \$2,000,000
Abuse or Molestation	\$1,000,000 / \$2,000,000
Auto Liability - Hired/Non-Owned Auto	\$1,000,000 CSL

TOTAL EXCESS LIABILITY PREMIUM \$4,000.00



Cyber Security Liability

Customer: Mind Your Books Charter School
Policy Period: 8/1/2024 to 8/1/2025
Carrier: TBD
A.M. Best Rating: A or Better

Cyber Coverages

Coverage Type	Retention	Sub-Limits
Security Breach Expense	\$25,000	\$1,000,000
Security Breach Liability	\$25,000	\$1,000,000
Restoration of Electronic Data	\$25,000	\$1,000,000
Business Income & Extra Expense	\$25,000	\$1,000,000
Computer & Funds Transfer Fraud	\$25,000	\$1,000,000
Website Media Liability	\$25,000	\$1,000,000
Ransom Payments	\$25,000	\$1,000,000
Social Engineering	\$25,000	\$250,000
Extortion Threats	\$25,000	\$50,000
Public Relations Expense	\$25,000	\$50,000
Hardware Replacement Costs	\$25,000	\$50,000
Telecommunications Fraud	\$25,000	\$50,000
Post Breach Remediation Coverage	\$25,000	\$50,000

Limit Type	Limit
Aggregate Limit	\$1,000,000

TOTAL CYBER LIABILITY PREMIUM \$3,750.00

Policy Terms: Claims Made Policy
Subject To: Signed and dated cyber application; confirmation that multi-factor authentication is used for both email access and remote work access



Workers Compensation

Customer: Nevada Rise Academy
Policy Period: 8/1/2024 to 8/1/2025
Carrier: TBD
A.M. Best Rating: A or Better

Coverages

Limits

Part One: Workers Compensation Insurance
Nevada Statutory Requirements

Part Two: Employers Liability

Each Accident Limit

\$1,000,000

Injury by Disease - Each Employee

\$1,000,000

Injury by Disease - Policy Limit

\$1,000,000

WC Class Codes & Payroll Breakdown

Payroll

Class 8868 - School, Professional Employees and Clerical

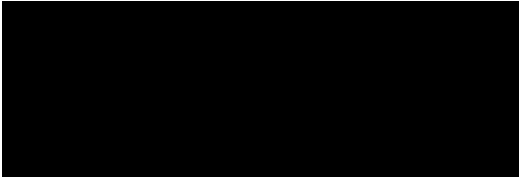
\$ 540,000.00

Class 9101 - All other school employees

\$ 25,000.00

TOTAL WORKERS COMPENSATION PREMIUM

\$3,045.00



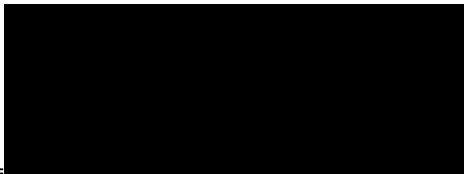
Student Accident Insurance

Customer: Mind Your Books Charter School
Policy Period: 8/1/2024 to 8/1/2025
Carrier: TBD
A.M. Best Rating: A or Better

<u>Coverage:</u>	<u>Limits</u>
Accidental Medical Expense (Excess) Limit	\$25,000
Accidental Dental Expense included	
No Deductible	
Benefit Amount - 100% of Usual and Customary	Full Excess
Accidental Death Limit	\$25,000
Accidental Dismemberment Limit	\$50,000
Accidental Paralysis Limit	\$50,000
AD&D and Paralysis Aggregate - Per Accident	\$500,000
TOTAL ACCIDENT PREMIUM	\$648.00

Minimum Earned Premium = \$300.00

Exclusions: Interscholastic Football



2024 Premium Summary

Customer: Mind Your Books Charter School

Coverage	Premium
General Liability	\$3,500.00
Abuse	\$800.00
Employee Benefits Liability	\$150.00
Auto	\$650.00
Property (withoug building coverage)	\$1,000.00
Crime	\$617.00
Directors & Officers, Educators Legal, Employment Practices Liability	\$4,000.00
Umbrella Liability	\$3,318.00
Cyber Liability	\$3,750.00
Workers Compensation	\$3,045.00
Student Accident Insurance	\$648.00
TOTAL 2024 ANNUAL PREMIUM	\$21,478.00



Mind Your Books Education, Inc.

ATTACHMENT 22
BUDGET NARRATIVE

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of Mind Your Books Charter School (MYBCS). The financial statements include a 6-year pro-forma annual budget and monthly cash flow statement (the planning year plus 6 years of operations for 2023-24 through 2029-2030 inclusive).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for Mind Your Books Charter School will largely depend on the number of students enrolled or Average Daily Enrolled (ADE).

It is planned that Mind Your Books Charter School will open in 2024-25 with enrollment of 200 ADE and grow to 280 ADE at capacity. The following table shows MYBCS projected enrollment.

Table A: Enrollment

	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2023	2024	2025	2026	2027	2028	2029
	2024	2025	2026	2027	2028	2029	2030
K	0	23	23	25	25	25	25
1st	0	23	23	25	25	25	25
2nd	0	22	24	26	25	30	30
3rd	0	22	25	26	29	32	32
4th	0	22	25	26	29	33	33
5th	0	22	25	28	31	33	33
6th	0	22	25	28	32	34	34
7th	0	22	25	28	32	34	34
8th	0	22	25	28	32	34	34
9th	0	-	-	-	-	-	-
10th	0	-	-	-	-	-	-
11th	0	-	-	-	-	-	-
12th	0	-	-	-	-	-	-
Total Student Enrollment		200	220	240	260	280	280

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around \$11,000/ADA at MYBCS except in the early/initial, start-up year when some revenue streams are not immediately available. State revenue streams provide the largest source of funding, making up about 84% of MYBCS total revenues beginning in Year 2 of operation. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summary of Revenue Programs							
PCFP Revenue Net of Sponsor Fee	\$ -	\$ 1,440,368	\$ 2,035,811	\$ 2,224,770	\$ 2,413,729	\$ 2,602,687	\$ 2,645,421
Federal Funding	\$ -	\$ 343,090	\$ 377,399	\$ 411,708	\$ 446,017	\$ 480,326	\$ 480,326
Other Local Revenue	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ -	\$ 2,033,458	\$ 2,413,210	\$ 2,636,478	\$ 2,859,746	\$ 3,083,013	\$ 3,125,747
State Revenues as a % of Total	0.0%	70.8%	84.4%	84.4%	84.4%	84.4%	84.6%
Revenues per ADE	\$ -	\$ 10,167.29	\$ 10,969.14	\$ 10,985.33	\$ 10,999.02	\$ 11,010.76	\$ 11,163.38

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Pupil Centered Funding Plan (PCFP)

The New School Application Funding Plan Template (The SPCSA Funding Model) provided by the State Public Charter School Authority (SPCSA) was used to determine the PCFP projections for each year of the above revenue projections which are paid in Year 1 at \$7,293 per expected student ADE and the expected weighted population count of students at MYBCS of 90% Free and Reduced Lunch/At-Risk, 35% English Language Learners, and 2% Gifted and Talented Students. For Special Education Students 12% is calculated as the population percentage based on Clark County's population. These estimates are consistent with the demographics of the zip code.

These projections show that in year 1, a total of \$1,458,600 will be paid out based on the projected ADE. In Year 2, a conservative 1.5% COLA is applied to the PCFP and in addition, weighted funding will begin to be paid out totaling \$213,403 along with the projected ADE payout of \$1,817,863. Going forward these numbers will increase based on added enrollment and the COLA increase calculated conservatively at 1.50% per annum. It should be noted that a 1.25% PCFP Sponsorship fee is deducted from these amounts each year.

Table C: Projected State Revenues

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Centered Funding Plan							
State PCFP Adjusted Base Revenue	\$ -	\$ 1,458,600	\$ 1,817,863	\$ 1,985,064	\$ 2,152,264	\$ 2,319,464	\$ 2,340,805
State Weighted Funding (AR, EL, GATE)	\$ -	\$ -	\$ 124,747	\$ 137,222	\$ 149,697	\$ 162,171	\$ 174,646
State SPED Funding	\$ -	\$ -	\$ 88,656	\$ 97,522	\$ 106,387	\$ 115,253	\$ 124,118
Inflation Adjuster @ 1.50%	\$ -	\$ -	\$ 27,268	\$ 29,776	\$ 32,284	\$ 34,792	\$ 35,112
Less PCFP Sponsorship Fee	\$ -	\$ (18,233)	\$ (22,723)	\$ (24,813)	\$ (26,903)	\$ (28,993)	\$ (29,260)
Total State Funding	\$ -	\$ 1,440,368	\$ 2,035,811	\$ 2,224,771	\$ 2,413,729	\$ 2,602,687	\$ 2,645,421

Federal Revenues & Other Funding

Special Education

MYBCS provides Special Education services and will work with local Special Education providers to ensure compliant services are provided, and efficient and effective delivery of services. MYBCS State Special Education funding includes general state funding of \$3,694.00 per Special Education Student as projected in the SPCSA funding model. In addition to state special education funding, the revenue projection for MYBCS also assumes \$3,000 per Special Education student of IDEA Federal Special Education funding beginning in year 2 per the SPCSA model.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 90%. Additional receipts from paid student meals have not been included for conservatism since we do not have historical information. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title Programs

Based on roughly 90% of students qualifying for free and reduced prices meals, MYBCS has also included Title funds at rates projected in the SPCSA funding Model and based on the percentages of the weighted populations in the chosen area code and in line with the local School District- Clark County School District (CCSD.)

Other Revenues

MYBCS is projecting \$250,000 in fundraising in the first year of operations. This is based on letters that have been collected to date that total approximately \$30,000 with one more year to secure the additional assumptions. Additionally, MYBCS is currently in contact with multiple businesses that have expressed a strong interest in funding MYBCS's start up, but due to a compressed timeframe, MYCBS has not been able to get a written commitment in time for petition submission. However, reaching the funding target by year 1 is believed to be reasonable at this stage.

Table D: Projected Federal Revenues & Other Funding

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Federal & Other Funding							
Title I	\$ -	\$ 72,000	\$ 79,200	\$ 86,400	\$ 93,600	\$ 100,800	\$ 100,800
Title IIA	\$ -	\$ 13,380	\$ 14,718	\$ 16,056	\$ 17,394	\$ 18,732	\$ 18,732
Title III	\$ -	\$ 6,790	\$ 7,469	\$ 8,148	\$ 8,827	\$ 9,506	\$ 9,506
Federal Child Nutrition	\$ -	\$ 226,800	\$ 249,480	\$ 272,160	\$ 294,840	\$ 317,520	\$ 317,520
SPED IDEA		\$ 24,120	\$ 26,532	\$ 28,944	\$ 31,356	\$ 33,768	\$ 33,768
Fundraising	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
Total State Funding	\$ -	\$ 593,090	\$ 377,399	\$ 411,708	\$ 446,017	\$ 480,326	\$ 480,326

Expenditures

The projected expenditures through 2029-30 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table E: Summary of Projected Expenses

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summary of Projected Expenses							
Personnel	\$ -	\$ 1,121,797	\$ 1,517,988	\$ 1,710,062	\$ 1,792,962	\$ 1,843,903	\$ 1,896,222
Facilities	\$ -	\$ 198,220	\$ 221,151	\$ 244,867	\$ 269,402	\$ 294,791	\$ 300,032
General Operating Exepenses	\$ -	\$ 380,257	\$ 358,593	\$ 400,363	\$ 441,738	\$ 485,260	\$ 493,632
EMO Payments	\$ -	\$ 50,836	\$ 60,330	\$ 65,912	\$ 71,494	\$ 77,075	\$ 78,144
Marketing	\$ -	\$ 5,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
FFE&T	\$ -	\$ 240,191	\$ 81,701	\$ 83,399	\$ 87,789	\$ 88,864	\$ 73,823
Transportation	\$ -	\$ -	\$ -				
Insurance	\$ -	\$ 33,686	\$ 37,805	\$ 44,666	\$ 50,374	\$ 58,418	\$ 59,587
Total State Funding	\$ -	\$ 2,029,987	\$ 2,280,068	\$ 2,551,769	\$ 2,716,259	\$ 2,850,811	\$ 2,903,940

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 65% of total expenditures after year 1. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers’ compensation.

MYBCS’s teacher staffing levels are based upon enrollment projections. Ratios of Certificated Teachers to Students are expected to be at or below 28:1 over the course of the full 6 years of operations. However, that ratio is slightly below 14:1 or below after year 1 when including all staff who are in Student/Program support roles.

Table F: Instructional Staff Ratio

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructional Staff Ratio							
FTE- SPED Teachers	0.00	2.00	3.00	3.00	3.00	3.00	3.00
FTE-ELL Teachers	0.00	0.00	1.00	1.50	2.00	2.00	2.00
FTE- Grade Level Teachers	0.00	10.00	13.00	15.00	15.00	15.00	15.00
Total Instructional Satff	0.00	12.00	17.00	19.50	20.00	20.00	20.00
Total ADE		200	220	240	260	280	280
Student: Instructional Staff Ratio		16.67	12.94	12.31	13.00	14.00	14.00

The staffing tables associated with our financial projections are shown below:

Table G: Staffing Summary

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Staffing Summary							
FTE-Administrators	0.00	1.00	1.00	1.00	1.00	1.00	1.00
FTE- Office	0.00	2.00	3.00	3.00	3.00	3.00	3.00
FTE- SPED Teachers & SPED Assistant	0.00	2.00	3.00	3.00	3.00	3.00	3.00
FTE-ELL Teachers	0.00	0.00	1.00	1.50	2.00	2.00	2.00
FTE- Guidance Counselors & Other	0.00	3.00	4.00	4.00	4.00	4.00	4.00
FTE- Grade Level Teachers & Instructional Aid	0.00	10.00	13.00	15.00	15.00	15.00	15.00
Part-Time Staff w/o Benefits (FTE Count)	0.00	1.50	2.00	2.50	3.00	3.50	4.00
Total State Funding	0.00	19.50	27.00	30.00	31.00	31.50	32.00

For the first year of operations (2024-25), it is assumed that the School and Site Directors and other 12-month employees will begin on July 1, 2023.

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 3% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.

Table H: Average Budgeted Salary by Position

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Average Budgeted Salary by Position							
FTE-Administrators	\$ -	\$ 85,000	\$ 87,550	\$ 90,177	\$ 92,882	\$ 95,668	\$ 98,538
FTE- Office	\$ -	\$ 37,500	\$ 38,783	\$ 40,066	\$ 41,350	\$ 42,633	\$ 43,917
FTE- SPED Teachers & SPED Assistant	\$ -	\$ 40,000	\$ 43,883	\$ 45,200	\$ 46,556	\$ 47,953	\$ 49,391
FTE-ELL Teachers	\$ -	\$ -	\$ 52,500	\$ 53,550	\$ 54,886	\$ 56,533	\$ 58,229
FTE- Guidance Counselors & Other	\$ -	\$ 30,333	\$ 33,395	\$ 33,859	\$ 34,336	\$ 35,128	\$ 35,943
FTE- Grade Level Teachers & Instructional Aid	\$ -	\$ 50,000	\$ 46,038	\$ 46,594	\$ 47,751	\$ 48,944	\$ 50,172
Part-Time Staff w/o Benefits (FTE Count)	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000

Table I: Employee Benefits

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Benefits Summary							
Medical	\$ -	\$ 59,328	\$ 84,872	\$ 96,160	\$ 100,846	\$ 103,871	\$ 106,987
FICA	\$ -	\$ 12,411	\$ 16,729	\$ 18,822	\$ 19,705	\$ 20,228	\$ 20,767
PERS	\$ -	\$ 141,228	\$ 190,366	\$ 214,185	\$ 224,227	\$ 230,180	\$ 236,312
Life Insurance	\$ -	\$ 8,559	\$ 11,537	\$ 12,981	\$ 13,590	\$ 13,950	\$ 14,322
SUI	\$ -	\$ 26,550	\$ 36,875	\$ 40,563	\$ 41,300	\$ 41,300	\$ 41,300
Workman's Comp	\$ -	\$ 1,710	\$ 2,375	\$ 2,613	\$ 2,660	\$ 2,660	\$ 2,660
Total Benefits	\$ -	\$ 249,786	\$ 342,754	\$ 385,324	\$ 402,328	\$ 412,189	\$ 422,348

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by whether they are full-time, part-time and/or hourly employees. MYBCS employees participate in different combinations of

PERS, Social Security, Medicare, and workers' compensation depending on position. For full-time employees, who participate in Nevada PERS (and not in the Federal Social Security system), the employer contribution is expected to be 16.50% which reflects a blended rate of 50/50 (15.25%) vs. PERS 100 (33.25%) with a clear bias towards PERS 50/50 as most teaching staff in a new charter trend to the younger demographic and remains flat annually thereafter.

General Operating Expenses

Many of the core programming cost projections after the initial start-up period beginning in Year 1 are based upon a per pupil estimate that is reasonable for the school size including professional development, office supplies, instructional supplies, textbooks, library books, online curricula, project materials, field trips, school uniform costs, contracted SPED Services, contracted back-office at 2.5% of revenues, student assessments, bank fees, and meeting expenses all included in the Instructional Supplies expense line. MYBCS will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program. Total Contracts and other services include an estimate for legal fees and audit fees.

Table J: General Operating Expenses

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General Operating Expenses							
Instructional Supplies	\$ -	\$ 199,381	\$ 153,028	\$ 165,194	\$ 175,032	\$ 184,852	\$ 178,821
Total Contract/ Other Services	\$ -	\$ 15,000	\$ 14,700	\$ 15,435	\$ 16,207	\$ 17,017	\$ 17,868
Total Food Costs	\$ -	\$ 154,800	\$ 170,280	\$ 185,760	\$ 201,240	\$ 216,720	\$ 216,720
Total Transportation Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Athletic Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inflation @ 3%	\$ -	\$ 11,075	\$ 20,585	\$ 33,974	\$ 49,260	\$ 66,670	\$ 80,223
Total Benefits	\$ -	\$ 380,256	\$ 358,593	\$ 400,363	\$ 441,739	\$ 485,259	\$ 493,632

Furniture, Fixtures, Equipment and Technology (FFE&T)

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) per pupil, per full-time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation.

Table K: Furniture, Fixtures, Equipment and Technology (FFE&T)

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Furniture, Fixtures, Equipment and Technology (FFE&T) Expense Summary							
Annual Copier Lease	\$ -	\$ 4,800	\$ 4,800	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600
Copier-Usage Fee	\$ -	\$ 1,500	\$ 1,650	\$ 1,800	\$ 1,950	\$ 2,100	\$ 2,100
Computers- Faculty	\$ -	\$ 8,100	\$ 3,150	\$ 1,125	\$ 225	\$ -	\$ -
Computers Replacement- Faculty	\$ -	\$ -			\$ 5,000	\$ 5,000	\$ 5,000
Computers-Students	\$ -	\$ 76,000	\$ 7,600	\$ 7,600	\$ 7,600	\$ 7,600	\$ -
Computers Replacement (students)	\$ -	\$ -	\$ 2,660	\$ 2,883	\$ 2,883	\$ 2,883	\$ 2,883
Internet Setup	\$ -	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Server	\$ -	\$ 2,000					
Classroom Technology Other	\$ -	\$ 14,414	\$ 1,441	\$ 1,441	\$ 1,441	\$ 1,441	\$ -
Educational Software	\$ -	\$ 13,750	\$ 15,125	\$ 16,500	\$ 17,875	\$ 19,250	\$ 19,250
NWEA Map	\$ -	\$ 1,250	\$ 1,375	\$ 1,500	\$ 1,625	\$ 1,750	\$ 1,750
Infinite Campus	\$ -	\$ 16,697	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Tech Support Services	\$ -	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Internet & Phone Monthly	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Computer Hardware- Other	\$ -	\$ 5,400	\$ 2,100	\$ 750	\$ 150		
Computer Software	\$ -	\$ 1,440	\$ 2,000	\$ 2,200	\$ 2,240	\$ 2,240	\$ 2,240
Faculty Furniture	\$ -	\$ 5,840	\$ 2,800	\$ 1,000	\$ 200	\$ -	\$ -
Student Furniture	\$ -	\$ 60,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ -
Total Benefits	\$ -	\$ 240,191	\$ 81,701	\$ 83,399	\$ 87,789	\$ 88,864	\$ 73,823

Marketing Expenses

Marketing Expenses are calculated at \$5,000 in year 1 and \$2,500 thereafter.

Insurance Costs

Insurance costs are calculated at \$33,686 in year 1 with a 2% inflation adjustment in subsequent years.

Facilities Expenses

MYBCS is planning to occupy and lease a third-party site. Based on current real estate conditions and the geographic area targeted, the budget is projecting facilities costs of \$10.08 per square foot per year during the first year of operations with a 3% escalator calculated. Per the SPCSA financial Funding Model, the calculated square feet required in year 1 will be 11,000. This will increase each year based on the student growth to a total of 15,400 square feet at capacity. This rate has been difficult to nail down and comparatives have been difficult to obtain. This rate represents the lower end of advertised commercial real estate in the same zip code.

Table L: Facilities, Repairs and Other Leases Expenses

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Facilities Expenses							
Lease Area	\$ -	11,000 sf	12,100 sf	13,200 sf	14,300 sf	15,400 sf	15,400 sf
Facility Lease	\$ -	\$ 110,880	\$ 125,627	\$ 141,159	\$ 157,510	\$ 174,715	\$ 179,956
Custodial	\$ -	\$ 22,000	\$ 24,200	\$ 26,400	\$ 28,600	\$ 30,800	\$ 30,800
Utilities	\$ -	\$ 40,590	\$ 44,649	\$ 48,708	\$ 52,767	\$ 56,826	\$ 56,826
Campus Security (alarm system)	\$ -	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500
Maintenance	\$ -	\$ 19,250	\$ 21,175	\$ 23,100	\$ 25,025	\$ 26,950	\$ 26,950
Total Benefits	\$ -	\$ 198,220	\$ 221,151	\$ 244,867	\$ 269,402	\$ 294,791	\$ 300,032

Cash Flow

Due to the expected high costs of starting up a school, MYBCS has targeted philanthropy as a bridge to meet cash flow needs in the opening year of \$250,000 because of a limited opening cash balance starting in Year 1. However, as the fundraising is not guaranteed past the currently confirmed \$30,000 it is possible that borrowing will be necessary via factoring portions of the State PCFP receivables at approximately 4.5% for the amount needed. It is estimated that approximately \$300,000 will need to be factored if the fundraising target isn't met. This would add approximately \$13,500 to the first-year expenses. Additionally, MYBCS will be applying for the CSP Opportunity 180 grant that would provide additional funding in the start-up year if needed and will allow for some of the assumed costs to be covered such as furniture and curriculum. As a final thought, if the governor's proposed budget passes, the school could get approximately an additional \$400,000 in year one. This would offset any potential fundraising shortfall and lessen the need for factoring. In the 2nd year of operations, the timing of the PCFP payments will be much less of an issue, and minimal factoring would be needed. In addition, the year-over-year surpluses will allow for the school to begin growing a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

Ending Cash Balance

The cash balance at the end of 2024-25 is projected to be minimal at \$13,671 but will grow from there as the State funding calculations catch up with the school's enrollment at capacity.

Fund Balance

The fund balance is expected to be above the State-recommended levels by Year 2 and in each year of operations thereafter and grow to 28.20% by the end of year 6.

Table S: Statement of Fund Balance

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ending Fund Balance							
Beginning Fund Balance	\$ -	0	\$ 3,471	\$ 136,612	\$ 221,321	\$ 364,807	\$ 597,009
Increase/Decrease in Net Assets	\$ -	\$ 3,471	\$ 133,141	\$ 84,709	\$ 143,486	\$ 232,202	\$ 221,808
Ending Fund Balance	\$ -	\$ 3,471	\$ 136,612	\$ 221,321	\$ 364,807	\$ 597,009	\$ 818,817
Fund Balance (as a % of Expenditures)	\$ -	0.17%	5.99%	9%	13.43%	20.94%	28.20%

Contingencies

As mentioned previously, there are numerous possibilities not assumed in this petition. First, it is likely that the governor's budget will pass very close to what was recommended. If not, there should be a reasonable COLA that is passed that is safely above what is assumed as a starting point in this petition per the SPCSA financial model which is \$7,293.00 which is the current rate in FY22-23. Second, the CSP 180 Charter Startup grant will be applied for which could help to fund the school and significantly cover some of the assumed costs which will allow the school to reach a healthy ending fund balance in year 1. Third, factoring of receivables is a significant possibility in year 1 based on the timing of PCFP payments and Federal grants being reimbursement based but is not currently assumed based on the assumed fundraising in year 1. However, this is certainly a possibility that will be used if the need arises as the relationship with a lender has already been established with this possibility in mind.



Mind Your Books Education, Inc.

ATTACHMENT 23
COMMITMENT LETTER TO SUPPORT

April 15, 2023
TO: REBECCA FEIDEN
Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

From: Janet Staackmaan
7815 Kostner Avenue
Skokie, Illinois 60076

I am writing this letter in support of MYBCS's commitment to the overall well-being of all children. I am truly impressed with the ideals that are the basis of and wrought into the fabric of the whole system. My prayer is that this will be the first of hundreds of like schools across the country, the continent and the world. Hopefully, this is the new model upon which all educational environments will be emulated.

MYBCS acknowledges that children need to learn not only academics, but they also have the dire need to express their emotions and deal with their feelings in a healthy manner. This will be of major importance in their maturation process for life. We all now know that buried feelings never die. I believe in MYBCS to achieve this all-important mission especially in these current times.

I will personally help with a donation of up to \$25,000 so that their goals are accomplished.

Thank you.

Janet Staackman
847-208-9230

To Rebecca Feiden
Nevada State Public Charter School Authority
1749 N Stewart Street, Suite 40
Carson city, NV 89706

RE: Mind Your Books Charter School

Dear Ms Feiden,

This letter is written to express my concern and commitment to the community of Las Vegas and that through MYBCS success that it will spread through out not only in Nevada but to other cities and states. I am a mom of 4 grown children. There is a need for a school that will address the emotional and scholastic needs of our children, especially in the early years of school. The MYBCS will provide a therapeutic and health model of education. With the rise of schools senseless violence, and self harm, I believe investing in the emotional education of our students early is a wise way to preserve and rescue our children. I am excited that there will be K-8th grade school that will address the developmental needs of our children while ensuring that they are safe. I am planning on helping MYBCS for the 2024 school year a donation of \$5,000.00. After hearing about the goals of this school, I believe in supporting them by sowing the seeds into our children.

Sincerely,
Sandy Lee
253-576-1622