

STATE PUBLIC CHARTER SCHOOL AUTHORITY
2022 CALL FOR QUALITY CHARTER SCHOOLS
SCHOOLS OPENING FALL 2023 AND BEYOND



**MIND YOUR BOOKS CHARTER SCHOOL
THE JACKIE COLLINS CAMPUS
A PROPOSED K-8 PUBLIC CHARTER SCHOOL**



Section 1: SPCSA Proposal Cover Sheet



(1) SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. If you are a Charter Management Organization applying directly for sponsorship, please also identify the **primary point of contact for your organization**.

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

Primary contact

person: Cami Taiwo, BS, MAT, MAEL, Licensed Nevada Administrator #96309

Mailing address:

Street/PO
Box:

City: Las Vegas State NV Zip 89115

Phone Number: day evening

Fax Number: Email:

Name of team or entity applying: Mind Your Books Charter School: The Jackie Collins Campus

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 below 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.

NRS 388A.240 Membership of committee to form charter school.

1. A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school;
and

(d) Two members who possess knowledge and expertise in one or more of the following areas:



- (1) Accounting;
- (2) Financial services;
- (3) Law; or
- (4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

- (a) Members of the general public;
- (b) Representatives of nonprofit organizations and businesses; or
- (c) Representatives of a college or university within the Nevada System of Higher Education.

3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, “teacher” means a person who:

- (a) Holds a current license to teach issued pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and
- (b) Has at least 2 years of experience as an employed teacher.

¶ The term does not include a person who is employed as a substitute teacher.

NRS 338.249 permits a committee to form or a charter management organization to submit a charter school application.

Is the applicant a Committee to Form or a charter management organization (CMO)?

☒ **Committee to Form**

☐ **Charter Management Organization**

If the applicant is a CMO, identify the CMO and any affiliated NV non-profit:	N/A
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Committee to Form Applicants: Please list the names, residence, and roles of all persons on the committee to form. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. 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)	Position with Proposed School
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school (Optional)	Sharon Szeman	██████████ North Las Vegas, NV 89031	Proposed Board Member
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school (Optional)	Ema Rowe, Teacher/ Liaison to the Spanish Community	██████████ Las Vegas, NV 89115	Proposed Board Member
1(a): a teacher or other person licensed pursuant to chapter	Kayla Sparrow-Brown	██████████ Las	Proposed Board Member



391 of NRS OR a school administrator		Vegas, NV 89130	
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS OR a school administrator	Larissa Pola	██████████ Las Vegas, NV 89117	Proposed Board Member
1(b): School administrator (optional)	Cami Taiwo, Founder, CEO of Mind Your Books, Education Inc.	██████████ Las Vegas, NV 89113	Official Charter President, Principal/ Executive Director
2(a): Members of the general public	Tanya McClair, Social Worker, Parent Representative	██████████ Henderson, NV 89074	Proposed Board Member
2(a): Members of the general public	Jessica Bailey	██████████ Las Vegas, NV 89149	Official Charter Trustee Secretary
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	David Hines, CPA	██████████ Las Vegas, NV 89119	Official Charter Trustee Treasurer
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Marsha D. Ashraf	██████████ Las Vegas, NV 89122	Proposed Board Member

CMO applicants: Please list members of the applicant team including CMO employees, proposed school employees, board members, etc.

Full Name	Role with Proposed School	Organization (Enter CMO or School)
N/A		

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
N/A				



Does this Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2022-23 or 2023-24 school years? ☐ Yes ☒ No

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

Proposed School Name	City	State	Opening Date
N/A			

Proposed School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Mind Your Books Charter School: The Jackie Collins Campus	2023	K-7	K-8

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	60	60	60	60	60	60
1	30	60	60	60	60	60
2	30	30	60	60	60	60
3	30	30	30	60	60	60
4	30	30	30	30	60	60
5	30	30	30	30	30	60
6	60	60	60	60	60	60
7	30	60	60	60	60	60
8		30	60	60	60	60
9						
10						
11						
12						
Total	300	390	450	480	510	540

Proposed Location

If an exact location has not been determined, please provide a detailed description of the proposed contact location including, geographic area, cross streets, and neighborhood.

Campus Location	County	Zip Code(s) to be Served by School
4300 Las Vegas BLVD	Clark County	Primary: 89115 Secondary: 89101, 89104, 89110, 89121, 89142, 89156



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

Does the proposed school intend to contract or partner with an education 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:

In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application, the applicant must disclose information about that person and/or entity.

Was the application prepared by a person who is not a member of the Committee to Form the charter school or CMO, or by another entity including, without limitation, an educational management organization? Additionally, did a person who is not a member of the Committee to Form the charter school, CMO, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? ☐Yes ☒No

If yes, what is the name of the person(s) and/or entity(s)?

NA

Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.

Please provide a resume for the person(s) and or entity(s) as Attachment 27

Applicant Certification:

NA

Signature:

Date

NA

Printed Name:



Note: In addition to the complete, unredacted version of the application, [NAC 388A.265](#) requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.



Table of Contents

Table of Contents	9
(1) SPCSA Charter Proposal Cover Sheet	3
(2) Meeting the Need	12
MISSION AND VISION	12
TARGETED PLAN	20
PARENT AND COMMUNITY INVOLVEMENT	24
Section 3: Academic Plan	36
(3) Academic Plan	37
TRANSFORMATIONAL CHANGE	37
CURRICULUM & INSTRUCTIONAL DESIGN	41
Physical Education	43
PROGRAMS OF DISTANCE EDUCATION	46
PRE-KINDERGARTEN PROGRAMS (Proposals Including Pre-K Only)	46
PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS	47
DUAL-CREDIT PARTNERSHIPS	48
DRIVING FOR RESULTS	49
At-Risk Students	56
Special Education	59
English Language Learners	61
Homeless/Migrant Services	63
SCHOOL STRUCTURE: CULTURE	64
SCHOOL STRUCTURE: STUDENT DISCIPLINE	65
SCHOOL STRUCTURE: CALENDAR AND SCHEDULE	67
Section 4: Operations Plan	72
(4) Operations Plan	73
BOARD GOVERNANCE	73
LEADERSHIP TEAM	83
STAFFING	89
Proposed Mind Your Books Charter School	89
HUMAN RESOURCES	90
STUDENT RECRUITMENT AND ENROLLMENT	93
INCUBATION YEAR DEVELOPMENT	98
FACILITIES	103
ONGOING OPERATIONS	106
Section 6: Addendum	112
Attachment 1: Letters of Community Support	113
Attachment 2: MOU Between Charter School and University	128
Attachment 3: Annual Academic Schedule	131
Attachment 4: Board Member Template	133
Attachment 5: Board Member Information Sheet	134
Attachment 6: Board's Proposed Bylaws, Code of Ethics, and Conflict of Interest Policy	168



BYLAWS OF MIND YOUR BOOKS CHARTER SCHOOL	169
MIND YOUR BOOKS CODE OF ETHICS	177
Conflict of Interest Statement for Board Directors and Board Committee Members	186
Attachment 9: Previous Student Achievement Data for the Individual Primarily Responsible for Academic Programming	188
Attachment 10: Competencies Used for School Leader Selection and Evaluation	190
Attachment 11: Teacher Evaluation Tool	204
Attachment 12: Leadership Evaluation Tools	222
Attachment 13: Evidence of Demand from Prospective Students and Families	232
Attachment 14: Incubation Planning Table	241
Attachment 15: Operational Execution Plan	244
Attachment 16: Facility Proof of Commitment	248
Attachment 17: Insurance Coverage	247
Attachment 18: Budget Narrative	252
Attachment 19: Financial Plan Workbook	257



Section 2: Meeting the Need



(2) Meeting the Need

MISSION AND VISION

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

(1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:

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.

(a) The key components of your educational model



Mind Your Books Charter School (MYBCS) proposes to serve students in grades K-7, and ultimately K-8th grade, here in Las Vegas, NV in the zip code of 89115 starting in the 2023-24 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.

The rigorous academic program will include standards-based curriculum coupled with culturally responsive pedagogy and trauma-informed instruction. The focus will be on providing high-quality, data-driven instruction through Project-Based Learning (PBL) so that students learn by doing. The students will be frequently assessed both formatively and summative, and the teachers will work collaboratively to analyze the data and develop lesson plans and activities to specifically teach the prerequisite skills that students need to learn to master standards. The students will be grouped to ensure mastery and the instruction will be differentiated utilizing the Universal Design for Learning (UDL) to teach the standard specifically. The Tier I model will include whole group instruction on core content. The Tier II model will include strategic small groups (5 students) for standard specific instruction. The Tier III model will include intensive small groups (1-3 students) for standard specific instruction.

The social emotional program will include an approved social emotional curriculum coupled with culturally responsive pedagogy and trauma-informed instruction for K-8. The goal of the social emotional instruction is to reduce self-harm, campus violence, and 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 model will include district-approved whole group instruction on social emotional curriculum for each class. Through this model, MYBCS will establish a schoolwide positive behavioral intervention system designed to encourage and recognize effort and improvement. In the Tier I model, MYBCS will hold Parent-Teacher Conferences (PTCs) to support the whole child academically, socially, and emotionally. In Tier II and Tier III, MYBCS will hold Parent-Teacher-Therapist Conferences (PTTCs) to support the whole child academically, socially, and emotionally. The Tier II model will include strategic small groups (5- 8 students) based on a mental health assessment through our Clinical Director, or through the findings of any preexisting Treatment Plan given to the school by the parent or guardian. Under the direction of our Clinical Director, who is a fully licensed LCSW, UNLVs MSW Interns will report to the Clinical Director about the treatment course. Topic-specific counseling regarding the Treatment Plan addresses specific effects of diagnostic symptomatology which manifests as unchecked behavior. The Tier III model will include intensive small groups (1-3 students) based on a mental health assessment, or from the findings of a pre-existing and updated Treatment Plan. Treatment Plans inform the specific psychoeducation needed to help the student reach specific therapeutic goals. Students in the Tier III model will also receive specific and individualized psychoeducation where they may receive age-appropriate workbooks designed to help a young, diagnosed person learn about their diagnosis, common symptoms, and how those symptoms affect their body, mind, behaviors, and emotions. The Tier III model will provide individual therapy sessions conducted by our contracted UNLV LCSW Intern therapists under the direction of our Clinical Director. The Clinical Director reports to the MYBCS Executive Director and UNLVs Director of Social Work. The goals of school-based therapy will reduce shameful stigma of counseling, 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 our students of color who often do not have



access to, nor knowledge of the powerful and positive effects of counseling and therapy. In the Tier II and Tier III model, 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 an incident or behavioral violation on campus requiring 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 whom are involved in said incident in effort to rewrite any miscommunications and misunderstandings.

The academic model is led by our core tenets which align to our mission and vision.

Academic Core Tenets	
Standards-Based Curriculum	Standards-based curriculum is state approved and directed toward mastery of predetermined standards. Content standards refer to what students are expected to know and be able to do in various subject areas.
Culturally Responsive Pedagogy	Culturally responsive pedagogies focus on positive interpersonal relationships and effective, socially constructed, and dynamic forms of instruction and assessment which are entirely compatible with the principles of effective teaching.
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.
Data-Driven Instruction	Data-driven instruction is an educational approach that relies on information to inform teaching and learning. The idea refers to a method teachers use to improve instruction by looking at student assessment results and designing instruction to teach the prerequisite skills needed to move to the next skill.
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.
Universal Design for Learning	Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all students and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.
Mastery-Based Instruction	At its core, mastery-based learning refers to the notion that students must meet a certain level of competence for a task or skill before moving on to the next.
Parent-Teacher Conference	A parent-teacher conference is a meeting between a student's parents and teacher or teachers, to discuss the student's progress academically, socially, and emotionally with regard to ensuring a positive outcome.

The social emotional model is informed by our core tenets which align to our mission and vision.

Social Emotional Core Tenets	
Social Emotional Curriculum & Psychoeducation	Social emotional curriculum focuses on helping students connect with their emotions. Through this curriculum, students learn to identify their emotions and fully experience them. They will learn how to reduce strong emotions that lead to impulsivity thereby reducing suspensions and expulsions. As a result, they empathize easier with others, make responsible decisions, and build meaningful relationships by learning and utilizing social emotional regulation skills. Tier II and Tier III interventions for students with Treatment Plans needing more SEL support will be eligible for individual, group, or family therapy as well as Tier I supports.



Positive Behavioral Interventions and Supports	<p>In the Tier II and Tier III model, 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 an incident or behavioral violation on campus requiring disciplinary action or redirection. The parent/guardian will not be able to opt the student out of interaction with the LCSW therapists because they are integral to our restorative justice processes. If the student is suspended and needs to be reprocessed onto the school campus, then upon return from in-school suspensions students are proposed to matriculate through therapist-led reentry circles to ensure the student returns in a balanced emotional state. Restorative circles include all whom are involved in said incident. We are proposing to design a system of reward for students reaching, striving toward, and meeting their therapeutic goals.</p>
Mental Health Assessment	<p>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.</p>
Therapy with UNLV	<p>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,</p>



	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.
Psychoeducation	Psychoeducation provides students with mental health information about the causes, symptoms, prognosis, and treatments of their diagnosed condition. Students find out what to expect, what they can do, and how to improve their condition through age-appropriate psychotherapy or through workbooks about managing the symptomatology of their diagnosis. These workbooks can be used in 1:1 student/therapist sessions. Tier I psychoeducation is campus-wide, CASEL informed, Clark County approved SEL curriculum which can be taught by classroom teachers and would be a full 45–50-minute block for K-8.
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 by the therapist as goals. The teacher is present and reviews with the team and family all academic benchmarks.
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.

(b) The outcomes you expect to achieve

MYBCS will provide families in Las Vegas with a school choice that is focused on rigorous academic and social emotional well-being. The outcomes are aligned to our core tenets, mission, and vision.

Goal #1 : Academic Proficiency

- Smarter Balanced Assessment Consortium (SBAC)
 - Students enrolled at MYBCS for a period of two consecutive years will achieve “met or exceeds standard” mastery of at least 28% or higher in SBAC English Language Arts (ELA).
 - Students enrolled at MYBCS for a period of two consecutive years will achieve “met or exceeds standard” mastery of at least 15% or higher in SBAC Mathematics (Math).
 - Students enrolled at MYBCS for a period of two consecutive years will achieve “met or exceeds standard” mastery of at least 20% or higher in SBAC Science.
- English Language Proficiency Assessment (WIDA)
 - At least 70% of the students will have an Overall Composite Score of 4.0 by grade 3 if they have been enrolled in school consecutively in the United States since grade K.
- NWEA MAP Assessments
 - At least 35% of the students will score at or above average on the NWEA MAP Assessment on the Spring Reading and Math assessments.
- High Quality Schools
 - Achieve a minimum of a 4-Star School rating by the end of the Charter Term.

Goal #2 : English Language Acquisition Proficiency

- English Language Proficiency Assessment (WIDA)
 - At least 70% of the students will have an Overall Composite Score of 4.0 by grade 3 if they have been enrolled in MYBCS consecutively in the United States since grade K.

Goal #3: Social Emotional Learning Proficiency

- Students enrolled at MYBCS for a period of two consecutive years will demonstrate age-appropriate social emotional developmental milestones in the Collaborative for Academic, Social, and Emotional Learning (CASEL) five areas of social emotional learning: Self Awareness, Responsible Decision Making, Relationship Skills, Social Awareness, and Self-Management.

(c) Key supporters, partners, or resources that will contribute to your school’s success

The most important partners 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’s field office to provide direct



therapeutic services for the students of MYBCS in effort to earn college credit toward their course of study as LCSWs. (Licensed Clinical Social Workers). In other words, the Proposed MYBCS would be a learning campus for UNLVs MSW Interns earning their university hours. Additionally, the local community has provided a plethora of key supporters, partners, and resources. MYBCS is in the process of developing a relationship with Opportunity 180. There are many local organizations that express support for the Mission and Vision of the Proposed MYBCS such as: First Nevada Robotics, Mathnasium, Discovery Children's Museum, The Center, Leaders in Training, Girl Up, Beacon Academy, Three Square Foods, Corcoran Global Living, Leaders In Training, Beacon Academy, SYSCO, Three Square Foods, The Center, FASA services, and Nellis Baptist Church to name a few.

A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school.

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 Charter School. All students will be supported by a strong standards-based curriculum. Effective instructional strategies including culturally responsive pedagogy, trauma-informed instruction, and data-driven instruction will ensure that students have opportunities to excel academically. 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, are culturally responsive pedagogy and trauma-informed instruction. These are innovative methods of teaching because the teachers learn how to interact with students, how to present core content information in a manner which is accessible to students, and how to recognize the base needs of a student who has experienced trauma. Only after teachers recognize the impacts of trauma, are they able to develop meaningful relationships with students which allows students to learn in a safe environment. Furthermore, the focus on mastery-based instruction will ensure that no students fall through the cracks and that the achievement gap is closed.

(c) Providing an accurate measurement of the educational achievement of pupils;

Frequent formative and summative assessments using curriculum-based measurements, teacher observation, Northwest Evaluation Association (NWEA), Measure of Academic Progress (MAP), World-Class Instructional Design and Assessment (WIDA), and Smarter Balanced Assessment Consortium (SBAC) will be foundations upon which teachers will drive instruction. Additional measurements will be witnessed through the use of PBL and CASEL social emotional competencies.

(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, public Board meetings. Parents will have



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

The feedback from the community was that students need rigorous academics and support for their social emotional well-being. The charter schools that are in the area have had great success which inspired their desire to develop and support MYBCS. 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.

The population of the 89115-zip code¹ 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 schools², 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

¹ <https://www.unitedstateszipcodes.org/89115/>

² Nevada Report Card 2020-21 <http://nevadareportcard.nv.gov/DI/>



because they are socioeconomically disadvantaged. This was determined by an average representation of the elementary and middle schools in the 89115-zip code.

MYBCS' educational model meets the needs of the community that we intend to serve. The primary focus of any high-quality Charter School is to provide effective and innovative instruction. The focus will be on providing high-quality, data-driven instruction in a Project-Based Learning (PBL) manner so that students learn by doing. The students will be frequently assessed both formatively and summative, and the teachers will work collaboratively to analyze the data and develop lesson plans and activities to specifically instruct the prerequisite skills students need to master standards. The students will be grouped to ensure proficiency and the instruction will be differentiated utilizing the Universal Design for Learning (UDL) to teach the standard specifically. The most important way that the educational model will serve the community is by providing access to mental health services with LCSW Interns from UNLV through our partnership with them. In the community we intend to serve, the population, especially school-aged children, have extraordinarily little access to mental health services. By incorporating the social emotional component through MYBCS, students will learn that they have value, practice self-reflection, participate in therapy and social emotional activities, which will reduce the shameful stigma of social emotional support and mental health services, while being prepared for critical thinking when navigating emotions and tricky situations through extensive psychoeducation. MYBCS believes that the community will best be served by providing social emotional resources and instruction, implementing positive behavioral interventions and supports, establishing elevated expectations and a relentless approach to success. These approaches will reduce student discipline referrals, violence, and aggression and develop a safe, positive, affirming school culture.

(2) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. [A copy of this document can be found here](#). Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment.

(a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the NDE: Students qualifying for free or reduced-price lunch (FRL), English Language Learners (ELLs), and Students with Disabilities (those with an Individual Education Program, or IEP). Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.

For ELL and socioeconomically disadvantaged students, project-based learning takes on additional importance. The collaborative activities inherent within it provide ELL with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of children living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners



and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

For students with disabilities, PBL interests students in what they are learning, and they are able to use their areas of strength to achieve at a higher level. The George Lucas Educational Foundation published an article in 2007 called Why is Project-Based Learning Important? In that article, the author outlined how PBL helps students develop skills for living in a knowledge-based, highly technological society by bringing relevance to the learning at hand, lending itself to authentic assessment, promoting lifelong learning, and accommodating students with varying learning styles and differences. A growing body of research shows that schools that utilize PBL find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement. These benefits are enhanced when technology is used to promote critical thinking and communication skills.

(b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis to intentionally provide access to 3-, 4- and 5-star schools in zip codes where a significant percentage of students are attending a 1- or 2-star school. A map and list of zip codes is provided within this document; SPCSA charter schools are removed from the data set used to identify zip codes.

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.

(c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

Nationally, Latinx students have the lowest rates of attending college and obtaining a degree: only 13% of Latinx adults have received at least a bachelor's degree, compared to 31% of white adults, 18% of black adults, and 50% of Asian adults. The proportion of 16-to-19-year-old Latinxs who



have dropped out of high school (9%) is more than twice as high as that for white students, four times as high as Asian students, and higher than the rate for Black students.³ There is work to be done to ensure equal opportunity for students from all backgrounds. MYBCS provides a strong academic foundation and social emotional competencies for students who may otherwise not be afforded these opportunities. MYBCS believes that this educational model will enable students to successfully meet these milestones.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school. Including ourselves, we have put together a team of people for community canvassing. There is an established link between parent involvement, and a unanimous expression for the need for an increase in student academic achievement coupled with positive behavioral outcomes and the program that we are offering. We had, and still do have active members of the Nellis Baptist Community Church from the 89115 zip code who are not only signing up their own children, but are also passing out fliers in all the nearby apartment complexes and businesses close to the proposed address for the MYBCS campus. We had a parent create a flier with an embedded QR code that will lead directly to our Google survey and interest form so that the families can sign up with ease from their cellular phones.

(2) Describe how you have engaged the local community to date as active partners in this application. What specific strategies have been implemented to date? On Sunday, April 24, 2022, MYBCS collaborated with the community of 89115 and held a Town Hall Meeting after their 11 am church service ended at Nellis Baptist Church in the sanctuary. We were given an opportunity to speak to the community about MYBCS and its overarching goals and objectives. Many parents showed interest right then and volunteered to join a committee to engage other parents, relatives with school-aged children and their families. Many of them took signup sheets and brochures to pass out to others to the surrounding apartment complexes. Some gave suggestions to visit places in the area that they knew about such as the neighboring Boys and Girls Club, the local library, and the local grocery stores and gas stations. They Deacon engaged in a door-to-door campaign. Because of the pandemic, the church did not have a large attendance, but we spoke to the people who were there, as this was our first visit. So, we started community engagement in the area and did not wait a second longer once we knew what zip code we were going to potentially serve. We have an interest form pinned to the top of the Mind Your Books Facebook page that has captured a few people organically. We secured a facility so late in the application process, that we didn't have a way to market yet. Once the proposed MYBCS is open, we have plenty of time to visit businesses, and contact people about where the school will potentially be. We are submitting the Facebook information currently. We will continue to market and round up the people that did not have an opportunity in such a brief window of time in the 89115-zip code to meet us, and we have already garnered support through the church. We are an organization that has worked with children all over the valley, and so that is reflected in the survey that we posted with the variety in zip codes. We have people waiting for the MYBCS charter school that we have not been able to reach in this brief time since securing the facility. If we had more than 4 days, we would have marketed sooner in 89115.

³ Berger, Joseph. "The Latino Lag." In *The New York Times*, July 23, 2010.



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

MYBCS will continue to practice a variety of approaches to engage parents, neighborhood, and community members from the time of the approval of this application through the opening of the school, and even a period following the application's submission but preceding its authorization. MYBCS will continue to take specific steps to engage parents, businesses, neighborhoods, and community members. Many families who are socioeconomically disadvantaged and/or have children with disabilities and/or speak a language other than English have expressed gratitude for bringing the MYBCS model to their neighborhood. Some of these steps will include a continuance of attending and hosting neighborhood council meetings, attending neighborhood and town events, and hosting Town Hall meetings with translation in English and Spanish (other languages will be added as the need arises). We have a translator on board who attends meetings with us to engage Spanish-speaking families.

MYBCS designed a website at inception in 2018 and continues to evolve to bring the community current and up to date information relating to the creation of the school, leadership, enrollment, and links to MYBCS' social media accounts. The website offers links to 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. 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, its history, its supervision, its values, and its proposed outcomes. The website also includes information about MYBCS' Mission, Vision, Diversity and Inclusion Statement, and a highlight of our values and opportunities to receive further information. In addition, MYBCS will send quarterly surveys to interested parents and community members to receive feedback on proposed activities and procedures in the incubation year.

MYBCS is also planning a series of informational events including but not limited to setting up and manning information and face-painting booths at the Nellis Baptist Community Church, the local Boys and Girls Club, as well as the local library and parks following submission of the application and continuing until the proposed opening in the Fall of 2023. We intend to hold multiple community BBQs at the local park and Church grounds during the incubation period. Following all the events, Zoom Q&As and in person informational will be organized in effort to answer all questions in order to turn interests into potential enrollments. During all events, our flier with the QR code will be distributed for immediate sign up via cell phone or electronic device. The QR code leads directly to the interest form attached to the top of the Mind Your Books Facebook page and is a new promotion item that can be easily sent out to people. Other meetings are currently being negotiated with public organizations that will be open to all persons in the community who may wish to attend. We are still making friends in the business community of 89115, we have only been briefly introduced. Additional informational events will include more Town Hall meetings, in person conversations, school tours and talks. Nellis Baptist Church has invited us to speak as often as needed and has given us use of their Sanctuary for all large events and gatherings pertaining to the opening of MYBCS when we need to meet with the community in 89115.



(4) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, local community?

As a committee, many of us are or were church-goers, or have a relationship with church in some way. Some of us grew up in communities much like 89115, and we know from our own shortcomings in our early lives that this program is imperative to the health and wellbeing of the families of socioeconomically disadvantaged situations. As the Founder, it is important to me that I contribute to a movement that hosts the model of school that I needed as a disadvantaged youth growing up on the South Side of Chicago, which is much like the 89115-zip code. The 89115 church and business community shares almost identical overarching goals, mission, and vision for the community as MYBCS. One strategy we plan to implement is to learn from the community by petition of information regarding which programs they would like to see on the proposed MYBCS campus grounds such as sports, clubs, or events for students and their families. 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. We did ask for some ideas from parents on the interest form about some programs and ideals they have for their children.

Describe any expectations for parent volunteering.

MYBCS recognizes the role parents play in the education of their children. To develop a culture of parent engagement and facilitate the role of parents in the daily instruction of the students, MYBCS will encourage parents to volunteer a minimum of twenty hours per year, through helping in the classroom, participating in Charter School committees and events, and attending Board meetings. 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 in lieu of performing volunteer service as a condition of their child's admission, continued enrollment, attendance, or participation in the Charter School's educational activities, nor otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to MYBCS.

Through parent volunteer participation in the routine activities of the Charter School, 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 they may help the Charter School.

MYBCS will engage parents, teachers, and community leaders to meet on a periodic basis to advise on the operations of MYBCS, with the purpose of increasing student achievement, sense of belonging to a greater learning community, and pride in how students are demonstrating their learning. 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/Principal the Parent Advisory Council will develop, plan, approve required policies, plans for the Charter School, and advise on the use of restricted funds.
- Monthly, bilingual parent workshops presented by the Executive Director/Principal, Clinical Director, Social Work Interns, Teachers, Paraprofessionals, or other Parents. Topics may include Parenting for Success, Importance of Attendance, Recognizing Trauma, How to Prepare for Parent Teacher Conferences.
- Monthly events for families to gather to celebrate their children and the education the students are receiving. Topics may include Donuts with Dads, Muffins with Moms, Literacy Nights, Open House, Math Nights, Game Nights, and Movie Nights.



- 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/UCDNNillia-I-RXXM9rqgiwg>
- MYBCS Podcasts: <https://anchor.fm/cami-inez> or <https://open.spotify.com/show/39bCqDq1Qazozb0IHFQb7y>

Additional school-wide policies will be adopted to promote a culture of parent engagement. Monthly awards assemblies will be held to honor Excellence in Academics, Excellence in Citizenship, Excellence in Attendance and Student of the Month. Moreover, students will have the opportunity to participate in the National Junior Honor Society which will help the parents recognize the value of academics in preparation for National Honor Society in High School and future College opportunities.

Although not all from the 89115 Zip code, MYBCS already has built a large and enthusiastic following in the community, and among those community members who hope to send their children to the proposed school, MYBCS realizes that constant and continuous parent engagement requires constant and continuous action from the Charter School. MYBCS commits to nurturing and always growing its relationship with the community through best communication practices.

(5) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

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 across the state in grade level championship events. First provides resources, training, and equipment for students to enjoy this robust camp. First camps can be held during



Partner Name: Wellness Nurse Sharon	
Briefly describe this partnership	Health & Diabetes Education for families
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	Through assemblies and family engagement, the Wellness Nurse Sharon program wishes to help change the negative mindset of the diagnosis of diabetes by teaching survival techniques in positive reframing. This is proposed to be an after school, on-campus adult class for the proposed student's family members with the disease. The program provides classes and assemblies to be led by licensed RNs for students regarding eating well, rest, and maintaining good health. There is no fee for this program.

Partner Name: Leaders in Training (LIT)	
Briefly describe this partnership	To promote leadership, leadership opportunities, and higher education outreach
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	Leaders in Training will help to provide and develop Community leadership opportunities for students, College readiness bootcamps, assemblies on college readiness in effort to provide leadership experiences to students.

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	For the proposed MYBCS students, Sysco will supply breakfast, lunch, and snacks, and training for kitchen staff, provide food preparation, OSHA and SNHD training. The



in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	program is typically maintained according to the laws and regulations of the National School Lunch Program (NSLP).
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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 and for their Master's level interns (MSW's) to earn their college credit through service hours on campus with the MYBCS 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	This partnership is not fee based. UNLV will send 2 nd year master's degree practicum students that will work under the direction of our staffed clinical director for HIPAA compliance. They will work directly on the proposed MYBCS campus and render therapy and family services. They are an integral part of our restorative program to reduce suspensions and expulsions. They will confer with teachers about the overarching progress: both academic, and mental.

Partner Name: Three Square Food Service	
Briefly describe this partnership	Three Square will provide afterschool meals to the proposed MYBCS students, provided that all Federal requirements have been met.
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.
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Partner Name: Mathnasium	
Briefly describe this partnership	Math Enrichment for the severe and profound
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	We intend to come onto the proposed MYBCS campus and run after school math camps and hold family math night programs and support through math enrichment

Partner Name: Beacon Academy	
Briefly describe this partnership	9-12th Grade credit deficient students that can guide struggling students in an personalized pathway
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	There is no fee exchange in this partnership. 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.
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Partner Name: The Center	
Briefly describe this partnership	To guide support for LGBTQIA students, staff, family support, guidance
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. This may include education, family engagement, and therapeutic services through therapists provided by The Center who are trained for the sensitive nature of the issues that may arise in the LGBTQIA community. There is no fee for this program.

Partner Name: Discovery Children's Museum	
Briefly describe this partnership	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.
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	Through this partnership, the proposed MYBCS will promote museum resources and programming, and DISCOVERY Children’s Museum will provide the following resources for the proposed 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 proposed MYBCS fairs, Professional development opportunities for MYBCS educators, Resources for proposed MYBCS families related to the Museums for All access program, Resources for proposed MYBCS families related to the DISCOVERY Family Adventure Pass program in partnership with the Las Vegas-Clark County Library District Foundation. Passes are free.

Partner Name: Girl Up	
Briefly describe this partnership	Guides the journey of girls to be leaders across various industries
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	This partnership is not fee based. The Mission of Girl Up, Rhodes Ranch Chapter is to provide a platform where girls can be empowered to get involved, work together to access their inner power to advance the skills, rights, and opportunities of girls everywhere. Mind Your Books Charter School (MYBCS) shares in our mission by encouraging self-empowerment and student growth opportunities. In addition, MYBCS shares in the overall vision to be an inspiration to every student in effort to contribute to a literate and functioning



	society at large, by investing in its individuals; or students; and in this case, especially girls.
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Partner Name: Clear Choice Technical Services	
Briefly describe this partnership	To provide copy machine and paperwork 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	In this 5-year MOU, Clear Choice is offering to sustain our paperwork service by maintaining and servicing state of the art machines, remote support, onsite technicians, repairs and replacement in order to keep the proposed MYBCS functioning in the office/school paperwork realm. There is a monthly fee for this service. The fee is a base charge of \$388.18 monthly.

Partner Name: Stringer Nursing Associates	
Briefly describe this partnership	School FASA
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 plan for student care, and to advocate for their health and wellbeing. To train and operate per the Nevada State Board guidelines for the administration of medications and treatments, and to attend SPED meetings when required. This service is fee based.

Partner Name: Nellis Baptist Church	
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Briefly describe this partnership	To provide a location for the Mind Your Books School Campus
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	Nellis Baptist Church supports MYB's application with the State of Nevada (SPCSA) State Public Charter School Authority to become an approved Charter School and will work with MYB to lease its facilities. Nellis Baptist Church looks forward to collaborating with MYB to bring new engagement and support to the community in alignment with MYB's mission "...to improve the academic achievement of at-risk students (by) encouraging the use of effective and innovative methods of teaching."

Partner Name: Corcoran Global Living Commercial	
Briefly describe this partnership	To provide a location for the Mind Your Books School Campus
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	Michael D. Hiltz, Partner/Broker of The Hiltz Group at Corcoran Global Living Commercial, will be representing and assisting Mind Your Books Charter School (MYB) in its search to acquire or lease suitable space located within the 89115 area of Las Vegas for the 2023/2024 school year. The Hiltz Group will negotiate on behalf of MYB with Owners, Landlords, Brokers, and other principals of prospective properties to acquire and/or lease space that is suitable and in-line with MYB's short- and long-term goals. The Hiltz Group will stay the course with MYB through its Nevada State Public School Charter Authority application and selection process all the way through the site acquisition process, entitlement process with the applicable local governmental agencies, selection of contractors, and the construction process, if so desired by Charter School. The Hiltz Group is a one-stop boutique commercial real estate company that provides the highest level of



	support and service to its clients.
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Section 3: Academic Plan



(2) Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 [Strategic Plan](#), the SPCSA lists goals related to school performance that charter school applicants must consider in 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 either earns a 4- or 5-star rating or is on track to earn a 4- or 5-star rating by the end of your first charter term?

The Proposed Mind Your Books Charter School's commitment to the whole student provides a unique approach to academics while working to provide a holistic and culturally sensitive approach to a rigorous and competitive educational model. MYBCS's psychosocial approach to education will form a solid foundation for MYBCS's students academically and emotionally. A rigorous academic plan coupled with innovative teaching strategies consisting of best practices, will be bolstered by the commitment to holistic and therapeutic intervention, ensuring the well-being of students, family involvement, and access to behavioral instruction and intervention during formative education years.

It is the goal of MYBCS to provide emotionally strong and confident students capable of positive interpersonal relationships and communication. A psychosocial approach to education will bridge the achievement gap of underserved student populations by ensuring access to therapeutic intervention. The MYBCS approach goes beyond an educational model demonstrating creativity, strengthening critical thinking skills, and supporting effective oral and written communication skills by focusing on positive emotional awareness. This commitment to students teaches emotional regulation, building students' emotional intelligence and helping them learn to adapt to a myriad of situations. Emotional intelligence is a life-long skill opening students to endless possibilities and opportunities beyond their MYBCS education.

The MYBCS standards-based curriculum bolstered by culturally responsive pedagogy and therapeutic collaboration will produce an engaged student body. Training teachers in trauma-informed instruction and data-driven instruction coupled with data PDs to disaggregate the information to inform next steps in instruction, we will further meet the needs of students through the use of collaborative lesson planning and assessment-based tiers to ensure healthy emotional, academic, and social development while guaranteeing the best chance for academic mastery and instruction tailored to students' academic and psychosocial maturity. A social-emotional curriculum has the goal of reducing incidences of self-harm, campus violence, and behavioral escalation as students learn to identify triggers and learn to self-regulate their emotions in a healthy manner. The goals of MYBCS translates to well-rounded, emotionally grounded students with the foundation to succeed in continued education and in the community through the targeting of skills critical to personal maturity and engagement as well as academic excellence. By adhering to a strong academic and psychosocial approach in all grades and assessment-based tier levels, as defined by therapeutic professional partners from UNLV, we will be able to ensure we not only meet our program goals but our commitment to our students by promoting grade-level academic achievement and emotional competence at a 4- or 5-star level.

**(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?**

As aforementioned, the goal of MYBCS is to produce emotionally mature and academically confident students. A psychosocial approach to education helps to narrow the gaps between students from varying backgrounds and academic levels. This personal approach with tailored support promotes classroom engagement and educational ownership at all grade levels. MYBCS's social-emotional curriculum promotes a positive learning environment, reduces incidences of campus violence and classroom disruptions, and deescalates behavioral aggression through self-awareness, coupled with the ability to use new strategies to rewrite the moment. This keeps students in the classroom and engaged in academic lessons. The use of assessment-based tiers ensures parent involvement and invites parent-teacher-therapist communication in effort to support topic-specific psychoeducation and counseling which helps students to meet academic and therapeutic benchmarks.

A therapeutic approach to education reduces stigma and develops cooperation between students, families, and the school reducing violence, suspensions, expulsion, and juvenile detention recidivism. By reducing the amount of time students spend out of the classroom because of behavioral issues, students spend more time immersed in the classroom, bettering their chances of academic mastery and universal design for learning. Focusing on the students as individuals drives growth throughout the student population, increasing proficiency and reducing the chance of middle school and high school dropouts.

(3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. For each feature, describe how it will be implemented.

Mind Your Books Charter School will operate with a holistic academic approach. School oversight and governance will be the responsibility of the Board of Directors to ensure accountability. Day to day operation and guidance will be entrusted to a proven, competent leader working in partnership with teachers and with UNLVs School of Social Work as partners who will be providing oversight for therapeutic assessment, intervention, and support to students for a supportive and academically competitive school environment. It will also be the responsibility of school leadership to provide teacher and curriculum support, ensure professional development for staff, and operational assistance. There is a school-wide expectation of rigorous academics and a strong psychosocial approach to all program aspects. The UNLV interns are currently contracted to be with us on the MYBCS campus Monday through Friday for the duration of the school day while earning their UNLV college credit hours on the proposed MYBCS campus. Each LCSW intern must complete 15-20 hours a week for their course requirements through UNLV. The LCSW Interns will report to our full time LCSW Clinical Director who will be responsible for all clinical oversight, cases, groups, therapies, restorative, and reentry circles.

Key features may include:

- (a) Programs (e.g., curriculum, PD, after school program, parent program, etc.)**

Curriculum Materials - The following table provides samples of K-8 curriculum from McGraw-Hill that will be utilized by MYBCS.

Core Curriculum Area	Textbooks and Educational Materials/Year of Adoption
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English Language Arts/English Language Development	K-5 McGraw Hill – Reading Wonders 6-8 McGraw Hill - StudySync
Mathematics	K-5 McGraw Hill- My Math 6-8 Glencoe Math
Science	K-5 McGraw Hill- Inspire Science 6-8 Glencoe- iScience Life Science iScience Physical Science iScience Earth Science
History-Social Science	K-5 MacMillan/McGraw Hill Social Studies 6-8 McGraw-Hill Civics Today
Health/Physical Education	Based on state standards and framework
Visual and Performing Arts	Sheet Music Art books Other materials based on Visual and Performing Arts education framework
Social Emotional (Psychoeducation)	CASEL Social Emotional Standards based curriculum with a digital platform through Second Step for Step K-8. Second Step provides an age-appropriate framework for bullying prevention and self-harm reduction through diversity, inclusion, equity, emotional regulation, empathy, self-awareness and personal management of social interaction through awareness.



Professional Development and Teacher Expectations - MYBCS's holistic commitment to students requires a strong commitment to professional development to ensure student needs are being met appropriately and effectively. To adhere to this commitment, every Wednesday from 2:00 PM to 4:00 PM has been dedicated to professional development. This will include opportunities for collaboration amongst staff to meet students' needs.

Student and Parent Expectations – MYBCS believes a student's education begins in the home. It is the goal of MYBCS to build on those foundations to produce students with strong academic and psychosocial skills. MYBCS's therapeutic program in partnership with UNLV School of Social Work utilizes a tier system to best meet the needs of individual students. At each tier, there is an expectation of parent or guardian participation through parent-teacher-conferences, (PTCs) as well as parent-teacher-therapist conferences, (PTTCs) and home support for therapeutic recommendations with visits from our LCSW intern therapists under the direction of our (Fully licensed LCSW) Clinical Director. Students are expected to engage with integrated therapy, both individual, small group, and family with activities at school and at home with the assistance and/or support of parents, guardians, or community support.

(b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)

MYBCS is dedicated to a holistic educational approach. A holistic approach lays the groundwork for better adapted, well-rounded students. The primary focus of any high-quality Charter School is to provide effective and innovative instruction. The focus will be on providing high-quality, data-driven instruction in a Project-Based Learning (PBL) manner so that students learn by doing. The students will be frequently assessed both formatively and summative, 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 utilizing the Universal Design for Learning (UDL) to teach the standard specifically. Possibly the most important way that the educational model will serve the community is by providing access to mental health services. In the community we intend to serve, the population, especially school-aged children, have very little access to mental health services. By incorporating the social emotional component to MYBCS, students will learn that they have value, practice self-reflection, participate in therapy and social emotional activities, which will reduce the shameful stigma of social emotional support and mental health services. MYBCS believes that the community will best be served by providing social emotional resources and instruction, implementing positive behavioral interventions and supports, establishing high expectations and a relentless approach to success. These approaches will reduce student discipline referrals, violence, and aggression and develop a safe, positive, affirming school culture.

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

The MYBCS school day will be from 8:30 am to 3:30 pm, broken up between academics and therapeutic time/intervention. The therapeutic approach, in collaboration with UNLV, will utilize a tier system based on individual student assessment. Tier I will promote student academic, social, and emotional well-being through regular parent conferences. Tier II students will be included in targeted small groups of 5-8 students under the guidance of professionals and regular parent conferences to meet student social, academic, and emotional needs. Tier III students will be



included in strategic small groups of 1-3 with topic-specific instruction counseling with defined benchmarks and psychoeducation to learn about their diagnoses, symptoms, and the affects those have on the student's mind, body, and interpersonal relationships. The goal of a strong social-emotional curriculum is the reduction of self-harm, student stress, campus violence, and behavioral escalation while promoting health self-regulation. The use of integrated therapy reduces stigma, especially amongst historically underserved students, develops a positive student-home-school cooperative relationship, and reduces the incidences of suspension, expulsion, and juvenile detention recidivism.

(4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

As previously described herein, Mind Your Books Charter School's rigorous and innovative academic strategy is bolstered by a holistic therapeutic approach to student well-being and development. This approach produces emotionally strong and confident students with positive interpersonal skills built on a solid academic foundation going beyond creativity, critical thinking, and effective communication by promoting emotional self-regulation and emotional intelligence through a positive psychosocial commitment helping students to build life-long skills. MYBCS' hands-on, trauma-informed instruction in partnership with integrated therapy will ensure students develop strong psychosocial awareness, learning to identify individual needs and triggers and health mitigation techniques. Guided self-regulation will keep students engaged and give the best chance for academic proficiency with a more individualized approach. We have valid evidence for the practicality and effectiveness of our proposed model because we have been engaging the community as a non-profit organization with the same model since 2018 in the courts, juvenile jail, and foster agencies. Our model of clinical service and strong academic remedy has already been tried and proven useful in the Southern Nevada communities at large even years before we considered a potential charter school.

(5) Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.

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

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school. Required courses, such as physical education, financial literacy⁴ and computer science⁵, should be included.

⁴ NRS 389.074

⁵ NRS 389.072



The primary focus of any high-quality charter school is to provide effective and innovative instruction. The focus will be on providing high-quality, data-driven instruction in a Project-Based Learning (PBL) manner so that students learn by doing. The students will be frequently assessed both formatively and summative, and the teachers will work collaboratively to analyze the data and develop lesson plans and activities to specifically instruct the prerequisite skills students need to master standards. The students will be grouped to ensure proficiency and the instruction will be differentiated utilizing the Universal Design for Learning (UDL) to teach the standard specifically. The most important way that the educational model will serve the community is by providing access to mental health services. In the community we intend to serve, the population, especially school-aged children, have very little access to mental health services. By incorporating the social emotional pillar to MYBCS into daily practice, and about Social Emotional Psychoeducation, the Committee chose Second Step; a CASEL incorporated, district approved K-8 curriculum for MYBCS students. 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: taking time to rewrite the moment so that a different outcome may be possible. These are imperative life skills that we will teach once we are approved as a charter school. MYBCS believes that the community will best be served by providing social emotional resources and instruction, implementing positive behavioral interventions and supports, establishing elevated expectations and a relentless approach to success. These approaches will reduce student discipline referrals, violence, and aggression and develop a safe, positive, affirming school culture. Second Step provides a full Social Emotional curriculum for each grade level and is replete with activities, PowerPoints, activities, homework, and parent informationals.

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:

- Incorporating language arts content and skills within thematic units of instruction in social studies, science, mathematics, and service-learning projects
- Thematic units of instruction focused on language arts
- Reading workshops during the language arts skills lessons
- Writing workshops during the language arts skills lessons
- Direct Instruction/Mini-Lessons/Skills Labs
- Individual Teacher-Leader Conferences
- Shared Writing Experiences, particularly in the primary grades
- Partner and Small Group Work

Mathematics

All students will be engaged in challenging, hands-on math activities. Developing mathematical understanding and skills are crucial to academic success throughout the grades and beyond. 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.

In its Principles for School Mathematics, the NCTM states, “Students must learn mathematics with



understanding, actively building new knowledge from experience and prior knowledge.”⁶ Our mathematics curriculum emphasizes conceptual understanding of important mathematical ideas and mathematical reasoning. MYBCS will implement a cohesive math curriculum that incorporates hands-on activities and helps students see connections between concepts and real-life applications. Of course, basic skills such as number facts will be taught, but with an emphasis on conceptual understanding. We also have a partnership with Mathnasium for extreme remediation in mathematics, as well as for programs and mathematics game night.

Science

MYBCS’ science program is based on inquiry-based science instruction that aligns to both Common Core and the Next Generation Science Standards. Science content will be presented in three interconnected formats. These formats include:

- (1) Incorporating science content within the reading program through informational texts,
- (2) Incorporating science content into the writing program through informational writing and research, and
- (3) Presenting science content through integrated, thematic units of instruction using the Understanding by Design framework.

Social Science

History and Social Studies are combined to create a comprehensive course of study. Like the science program, social studies content will be presented in three interconnected formats. These formats are aligned with the Nevada Academic Content Standards and aligns with Common Core and includes:

- (1) Incorporating social studies content within the reading program through informational texts,
- (2) Incorporating social studies content into the writing program through informational writing and research, and
- (3) Presenting social studies content through integrated, thematic units of instruction using the Understanding by Design framework.

Physical Education

The object of the physical education program is for students to develop life-long habits of building physical strength and dexterity. Students are exposed to a variety of physical movement activities that will suit a variety of learning styles and skills. Physical education (PE) will take place during weekly PE lessons. PE develops students’ awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus. PE activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

Financial Literacy

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. Students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and

⁶ Principles and Standards for School Mathematics. (2000) National Council of Teachers of Mathematics.



more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

Computer Science

Computer Science 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. Technology is used to enhance the achievement of these goals.

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

The most effective and innovative methods of teaching, especially for the educationally disadvantaged and students of color, are culturally responsive pedagogy and trauma-informed instruction. These are innovative methods of teaching because the teachers learn how to interact with students, how to present core content information in a manner which is accessible to students, and how to recognize the base needs of a student who has experienced trauma. Only after teachers recognize the impacts of trauma, are they able to develop meaningful relationships with students which allows students to learn in a safe environment. Furthermore, the focus on mastery-based instruction will ensure that no students fall through the cracks and that the achievement gap is closed. The teachers will review formative and summative curriculum-based assessments NWEA MAP, WIDA, and SBAC and will work together on Wednesday afternoon to disaggregate the data and develop lessons following UDL.

(a) Providing an accurate measurement of the educational achievement of pupils;

Frequent formative and summative assessments using curriculum-based measurements, teacher observation, Northwest Evaluation Association (NWEA), Measure of Academic Progress (MAP), World-Class Instructional Design and Assessment (WIDA), and SBAC will be foundations upon which teachers will drive instruction. Additional measurements will be witnessed using PBL and CASEL social emotional competencies.

(3) Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students according to the Nevada Academic Content Standards, including those that are in need of remediation and those that are intellectually gifted.

The proposed instructional model and curriculum will meet the needs of all students because the program was designed for the population we intend to serve. The individualized program with longer periods for English Language Arts and Mathematics, longer school days, and frequent assessments will monitor the measurable growth for all students while providing opportunities for small group instruction and mastery-based instruction. These strategies will support students who need remediation and who are intellectually gifted.

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. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?



MYBCS will identify intellectually gifted students by offering a cognitive abilities scale designed to measure the student's reasoning and critical thinking skills, with the highest levels of reliability and validity that is age appropriate to the Charter School's student body, twice a year. Students may be referred for the said tests by their parents, teachers, or Executive Director/Principal. Testing will be administered and rated according to the highest relevant compliances. Upon having been found a student eligible for specific support services, the student's parents will be notified and informed. They will be informed as to the nature of normed tests and the normed test used as a scale for their child's cognitive abilities, its results and what it means to the student's educational experience, and all pertinent options open to them.

The above referenced information will then be documented in a Differentiated Educational Plan, outlining the student's particular strengths and plans for its enrichment. As each Differentiated Educational Plan will vary from one another, it is upon their documentation that the school together with all other stakeholders will proceed to enact the plan and see to the provision of the required relevant services. These plans will regularly be reviewed for required alterations. If deemed helpful, a Student Study Team will be proposed to further support the student.

To differentiate the learning of these intellectually gifted students, assignments and projects will require deeper levels of thinking. MYBCS does not believe in giving more work to gifted students, but changing what information students are learning (content), how they're learning it (process), and how they show the learning (product). Students can display knowledge such as projects, art installations, movies, blogs, and presentations. Gifted students that have already mastered current classroom content can devote time to studying a topic of interest more deeply

Gifted students will meet with the classroom teacher in small groups, much like the other flexible grouping of students, depending on area of need. It is a myth to think that gifted students need any less supervision or support as other students. Classroom support staff will collaborate with teachers and gifted students in ensuring that the students have the support and guidance needed to be successful. Much like the methods used to determine intervention support needs, teachers, paraprofessionals, and other support staff will meet to create an effective system of support for gifted students. Additional professional development focusing on the classroom needs for high achieving students will be provided and focus on instructional strategies to deepen knowledge and understanding. For the gifted students, we propose to incept a GATE program. GATE is a special education program for students who display intellectual talents in the areas of abstract thinking and reasoning, and who may need additional support outside of their regular classroom and may be a program MYBCS will host during or after school. Eligibility is determined by an IQ test. The GATE test 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.

(4) Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.

Annually, a professional development calendar will be developed to address the training needs of teachers and staff. MYBCS' teachers will have a variety of new professional opportunities. All teachers will receive professional development on the curriculum, PBL from the Buck Institute, CASEL competencies through the Second Step curriculum, data analysis and data-driven instruction, culturally responsive pedagogy, trauma-informed instruction, Universal Design for Learning for differentiation, parents as partners, PBIS, and the therapeutic model.



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

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

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

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

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

(2) Describe how the school will monitor and verify the participation in and completion of courses by pupils. Please include an explanation as to how the proposed school will document and monitor student attendance to ensure meaningful participation in courses.

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

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

(5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

(6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.

(7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

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

PRE-KINDERGARTEN PROGRAMS (*Proposals Including Pre-K Only*)

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



offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

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

(2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

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

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

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

QUESTIONS 1 AND 4 ARE REQUIRED OF ALL APPLICANTS, EVEN THOSE NOT PROPOSING TO OFFER A HIGH SCHOOL PROGRAM.

Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.

(5) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards. 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. The Board will approve a Promotion and 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 team makes the decision 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.

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

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



(7) For schools proposing a high school program, explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

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

(8) 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 have been previously discussed. The systems and structures include monitoring the academic progress of the student through frequent formative and summative assessments and monitoring the social emotional well-being through involvement with the social emotional curriculum or therapy. 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. Students and parents will receive written resources about strategies to prevent dropouts.

DUAL-CREDIT PARTNERSHIPS *(Required for all High School Applicants)*

High schools approved by the SPCSA are required to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. Any applicant proposing a high school program is required to complete this section. For applicants who do not propose to operate a high school program, please provide a brief statement explaining that the questions in this section are not applicable.

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

(2) Describe the proposed terms of the relationship between the charter school and the college or university including

- (a) proposed duration of the relationship and the conditions for renewal and termination**
- (b) the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university**

(3) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.

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

(5) Provide as Attachment 2, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

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

**DRIVING FOR RESULTS**

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

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

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

The outcomes are aligned to our core tenets, mission, and vision.

Goal #1 : Academic Proficiency

- Smarter Balanced Assessment Consortium (SBAC)
 - Students enrolled at MYBCS for a period of two consecutive years will achieve met or exceeds standard mastery of at least 28% or higher in SBAC English Language Arts (ELA).
 - Students enrolled at MYBCS for a period of two consecutive years will achieve met or exceeds standard mastery of at least 15% or higher in SBAC Mathematics (Math).
 - Students enrolled at MYBCS for a period of two consecutive years will achieve met or exceeds standard mastery of at least 20% or higher in SBAC Science.
- English Language Proficiency Assessment (WIDA)
 - At least 70% of the students will have an Overall Composite Score of 4.0 by grade 3 if they have been enrolled in school consecutively in the United States since grade K.
- NWEA MAP Assessments
 - At least 35% of the students will score at or above average on the NWEA MAP Assessment on the Spring Reading and Math assessments.
- High Quality Schools
 - Achieve a minimum of a 4 Star School rating by the end of the Charter Term

Goal #2 : English Language Acquisition Proficiency

- English Language Proficiency Assessment (WIDA)



- At least 70% of the students will have an Overall Composite Score of 4.0 by grade 3 if they have been enrolled in MYBCS consecutively in the United States since grade K.

Goal #3: Social Emotional Learning Proficiency

- Students enrolled at MYBCS for a period of two consecutive years will demonstrate age-appropriate social-emotional developmental milestones in the Collaborative for Academic, Social, and Emotional Learning (CASEL) five areas of social-emotional learning: Self Awareness, Responsible Decision Making, Relationship Skills, Social Awareness, and Self-Management.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set to meet or exceed SPCSA 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) adopted by the Nevada Department of Education. You may add or delete rows as needed.

Also:

(a) Describe your presumed baseline and explain how it was set.

The baseline was determined by an average rate of success of the traditional public schools in the 89115-zip code.

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
Smarter Balanced Assessment Consortium (SBAC) 1.1 Students enrolled at MYBCS for a period of two consecutive years will achieve met or exceeds standard mastery of at least 28% or higher in SBAC English Language Arts (ELA).	Both	SBAC Annually in Spring	24.62%	26%	27%	28%
1.2 Students enrolled at MYBCS for a period of two consecutive years	Both	SBAC	12.38%	13%	14%	15%



will achieve met or exceeds standard mastery of at least 15% or higher in SBAC Mathematics (Math).						
1.3 Students enrolled at MYBCS for a period of two consecutive years will achieve met or exceeds standard mastery of at least 20% or higher in SBAC Science.	Both	Annually in Spring	TBD in 2022	15%	18%	20%
English Language Proficiency Assessment (WIDA) 1.4 At least 70% of the students will have an Overall Composite Score of 4.0 by grade 3 if they have been enrolled in school consecutively in the United States since grade K.	Both	WIDA Annually in Spring	TBD	50%	60%	70%
NWEA MAP Assessments 1.5 At least 35% of the students will score at or above average on the NWEA MAP Assessment on the Spring Reading and Math assessments.	Both	NWEA MAP Quarterly	TBD	25%	30%	35%
High Quality Schools	Both	Nevada Report Card Annually				



1.6 Achieve a minimum of a 4 Star School rating by the end of the Charter Term						
English Language Acquisition Proficiency 2.1 At least 70% of the students will have an Overall Composite Score of 4.0 by grade 3 if they have been enrolled in MYBCS consecutively in the United States since grade K.	Both	WIDA Annually in Spring	TBD	50%	60%	70%
Social Emotional Learning Proficiency 3.1 Students enrolled at MYBCS for a period of two consecutive years will demonstrate age-appropriate social-emotional developmental milestones in the Collaborative for Academic, Social, and Emotional Learning (CASEL) five areas of social-emotional learning: Self Awareness, Responsible Decision Making, Relationship Skills, Social	Both	CASEL Assessment Annually	TBD	Baseline	100%	100%



Awareness, and
Self-Management.

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

MYBCS will measure and monitor the success of student's individual progress, student cohorts, sub-groups, and the entire school and this begins with baseline testing at the start of the school year to see where the students place so that we can plan to chart growth through informed instruction based on data. As MYBCS grows, we plan to have data analysts to oversee professional development on how to disaggregate testing data. Of course, MYBCS will review the annual data provided by the SBAC in grades 3-8 for English Language Arts and Mathematics, and grades 5 and 8 for science. Additionally, MYBCS will review the annual data provided by the WIDA for ELL students. MYBCS will utilize the NWEA MAP each quarter to measure and monitor the success of student's individual progress, student cohorts, sub-groups, and the entire school in English Language Arts and Mathematics. These academic measurements are important, but also assessing students' social emotional competencies through CASEL annually will serve as a critical measurement to determine how effectively the students are able to develop these competencies.

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

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

Teachers will be supported in developing embedded assessments as well as using curriculum-based assessment to ensure that students are learning at a proper pace throughout the year. Some of the formative assessments that teachers will be supported to use exit tickets at least twice per week so that teachers may inform their instruction before the week is over. MYBCS represents an opportunity for students to dramatically raise their academic achievement and have opportunities of choice and quality beyond the current options of the 89115 and surrounding community. We will implement a data-driven model, founded on a robust and strategic assessment system with targeted timeframes for assessment, that effectively support action planning from the data these assessments provide. We'll regularly use comparative, norm-referenced, and state-mandated assessments to actively monitor progress of all students, including, but not limited to the NWEA-MAP assessments in reading and math three times a year; STEP literacy assessments, every six weeks; and SBAC assessments annually. Our mission, core tenets, and guiding principles, require that we measure our results to monitor the degree to which we are achieving multidisciplinary learning approaches that interconnect different subject areas.

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



NWEA MAP will be the primary reading assessments. Staff will utilize this interim assessment between formative and summative assessment. The interim assessments will: evaluate students' skills and knowledge as it relates to the specific set of academic goals within a specific time frame and inform holistic decisions at both the classroom and beyond the classroom level. Based on MYBCS curriculum the interim assessment results will enable staff to adapt instruction and curriculum to better meet student needs. It will also enrich the curriculum: students will explore concepts in greater depth in addition to assigned tasks that stretch both the teacher and the student to do things at a deeper, more cognitive level. Our methodology aligns with the school's curriculum, performance goals for the school and the SPCSA, and state standards. Multi-tiered systems of support (MTSS) will be implemented for all students to meet both academic and social emotional needs. MTSS is a whole- school data driven framework for improving learning and will be delivered through a continuum of evidence-based practices.

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

Once the student has been assessed initially, various formal and informal assessments will continue throughout the year at the school-wide, and classroom levels. Teachers will be responsible for implementing both formal and informal assessments. A trigger may be that the data does not reflect that learning is happening at the rate that it should be, or if the data is reflecting a downward trend, then professional development will ensue for teachers to ensure they are disaggregating data, teaching to the standards and they are employing best pedagogical practices.

(4) How will the school monitor for disparities , achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Instructional staff will engage in identifying all students which fall one standard deviation below the norm for elevation. Students are provided interventions including small group instruction, parent conference, peer support assignments, other specific academic interventions, and revisit Personal Education Plan (PEP) goals. MAP provides sufficient detailed information to enable interventions in targeted areas of instruction which may have resulted in the individual student's lower performance.

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

Interim assessments will be used to inform instruction by monitoring student progress of the individual student. However, growth comparisons of individuals, subgroups, and schoolwide data will be compared to state and national norms. The Strategic Design for Student Achievement, or Backward Design for Learning requires identifying what and how we are going to teach and test students for mastery. We will hold professional development for teachers to learn this pedagogical skill, which says what will you teach, how will you teach it.

(a) Identify specific interim assessments and quarterly performance goals that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.



Goal	Assessment	Quarter 1 Goal	Quarter 2 Goal	Quarter 3 Goal	Quarter 4 Goal
Proficiency	NWEA MAPS LANGUAGE ARTS	By the end of the year students will have reached 50% proficiency	By the end of the year students will have reached 60% proficiency	By the end of the year students will have reached 70% proficiency	By the end of the year students will have reached 80% proficiency
Proficiency	NWEA MAPS MATH	By the end of the year students will have reached 45% proficiency	By the end of the year students will have reached 60% proficiency	By the end of the year students will have reached 70% proficiency	By the end of the year students will have reached 75% proficiency

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

In Nevada, Infinite Campus (IC) is the Student Information System (SIS). Through Infinite Campus, our teachers will be able to assess individual student performance, analyze classroom patterns, and target and tailor instruction accordingly. IC stores data using a unique identifier system assigned to each student. The data in use includes: Student demographics, Student National School Lunch Program (“NSLP”) eligibility; Student participation in special education; Student English learner status; Student attendance; Student behavioral infractions; Student scores and proficiency levels on state assessments; Student scores and proficiency levels on MAP; Student report card grades; Individual item responses on internal assessments created through the Illuminate assessment system, and other student-level data as necessary. In the MYBCS clinical model, we also store HIPAA compliant data through the encrypted psychotherapy approved software TherapyNotes for creating mental health records such as Treatment Plans, exit plans, transfer of records, and a parent portal to safely transmit clinical records to and from the Clinical Director. Both software systems (Infinite Campus and TherapyNotes) are encrypted. Both respectively meet FERPA and HIPAA compliance requirements. All student records pertaining to intersected information regarding therapeutic and academic goals and benchmarks will be available to both academic and clinical teams.

(6) How will the school monitor for disparities in academic performance between student groups? What actions will the school take to address identified disparities? We will conduct quarterly assessments that will tell us if the students are learning which helps us to identify if the teacher is doing an excellent job because teachers grade differently and do so for varied reasons. Classroom grades are not always dependable. Some teachers may give false grades to reduce challenges with parents and admin, and no one questions good grades. The truth lies in the Standardized and Quarterly assessments that reveal who is learning and where the learning gaps are. These disparities may be addressed through small group instruction, or 1:1 intensive tutoring. MYBCS believes in incentivizing growth in student achievement to motivate the student to reach



toward behavioral and academic benchmarks.

(7) AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. The SPCSA operates under the following principles with regards to special populations of students:

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

At-Risk Students

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

Students who are at-risk are students who typically have problems with coming to school. This may be to disparaging life circumstances such as poverty, miseducation, undereducation, mental illness, or abuse. In all cases, absenteeism is a marker for the at-risk student. Mental health problems and or problems integrating within environments ups to the larger society. At risk students are those typically dropping out of school and not graduating and or moving through the progression of public/private schooling. At-risk students are identified due to response to intervention models and those students are failing out of school. At-risk students are those students with low attrition rates, and often in conjunction with behavior problems as a means for acting out since accessing the curriculum is usually beyond their reach. These behavioral problems will be addressed through our clinical program. The Clinical Director or an MSW will place students on a treatment plan of action, much like a behavioral plan. These treatment plans will be established and monitored by our UNLV LCSW interns who will track the growth or regression in behaviors. The findings of the behavioral results and the remedy for them will be shared in PTTCs (Parent-Teacher-Therapist-Conferences) in effort to align both academic and behavioral benchmarks. The teacher and therapist will develop intersecting and overarching strategies. The data in the past has shown us that close monitoring of student behaviors in conjunction with academic monitoring results in growth for the student both academically and behaviorally.

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



MYBCS will administer initial or baseline assessment through NWEA, exit tickets, and weekly and unit assessments to determine where students are performing at any given time. These assessments will guide instruction and help determine which students need additional support or which students can be pushed to achieve at even higher levels. At the beginning of each school year, the students will be given standards-based initial assessments to determine their performance levels in key areas. These initial assessment results will be discussed and analyzed in depth to determine ways to differentiate instruction based on the needs of the students. Teachers will discuss the data collaboratively to share ideas and effective strategies to drive forward student achievement. Teachers will also use this data to create fluid intervention groups in which they will target specific needs of students. These assessments will also serve as a beginning point in which progress will be monitored and measured against but will be ongoing both formally and informally.

MAP testing will be used periodically as needed throughout the school year. Department chairs will collaborate with teachers within their departments to define the general education curriculum along with reading specialists and content specialists.

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

If a student does not respond to initial interventions, then a small group, to one-on-one remediation will occur. Students who are at risk of retention will have a minimum of two (2) Student Success Team meetings prior to retention. The student’s parent or guardian will be notified prior to the end of 3rd quarter if the student is at risk of retention. Upon the conclusion of the school year, the student’s teacher(s), in consultation with the parent or guardian, shall determine if the student shall be retained. The parent or guardian may appeal the decision to retain the student to the Executive Director who will meet with the parent/guardian and review the decision of the teacher(s). The Executive Director can make the final decision for or against the findings of the teacher and if the parent disagrees, they can petition the MYBCS Board who will meet and vote about retention. In year 1, 3, 5 and beyond MYCBS will measure the success of our academic remediation efforts through student achievement data to monitor movement toward or away from goals and benchmarks.

Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.

According to Specialeducationguide.com, here are examples of 3 Tiers of Response to Intervention strategies:

- **State the objective:** “Our goal today is to go over a current event.”
- **Give direct instruction:** “A current event is an event or something that happens locally or in the world and may be in the news”
- **Use hands-on, non-linguistic representations** have the students watch a news broadcast for kids, or a local news program based on the event to be discussed.
- **Use grouping:** “Can you turn and talk to your neighbor about this event that is happening right now?” Help facilitate discussions as needed.



- **Use feedback, reinforcement and recognition:** “Who thinks that their neighbor explained the current event well?” “Does Andrew want to tell us what he talked to his neighbor about since they did such a great job talking amongst each other?”.
- **Use similarities and differences:** “We need an example of a major event that occurred long ago that is not current”. Discuss how the event which was once current is no longer, yet it holds relevance today.
- **Use advanced organizers such as graphic organizers:** “Let’s use this graphic organizer to flesh out the people and events in our current event. This is an important step to become more socially aware when thinking about events that occur within your own communities”.
- **Provide feedback:** Check an individual’s understanding of the concepts learned. Let the class understand how well they did or what they can improve on when thinking about the event, ie. how does it relate to other things going on in the community? Or how does it affect the students personally?’

Use summary and note taking: Show the students how to take notes by initially annotating a student news program like CNN10. Show appropriate note-taking strategies.

Restate the objective and reinforce the lesson: “Today we have discovered that there will be a farmers market consisting of 60 different schools” ‘How does a farmers market bring the community together? “How can schools help to bring a community together or farther apart? Have the students think about higher level concepts related to the lesson. In Tier two, teaching strategies are more specific to each subject being taught and will include some form of direct instruction. The direct instruction will break the information into shorter segments (for instance initial dictation of notetaking).

A firm foundation is established through direct-instruction which is slower, and more time is spent imparting knowledge or for instance, teaching the skills needed for notetaking. The skills may be imported over a much longer period that might occur in a general education classroom.

Skills are taught independently. No new skill is introduced until the old skill is mastered.

In many RTI models this more targeted instruction is delivered to small groups of students two or three times a week in 30-minute sessions. The school will make a policy of how the model will be delivered. The instruction may be given by the teacher, or the students go to a Resource classroom which is in a separate classroom all together. It is noted that some intervention programs, like Reading First (which is used for students in kindergarten through third grade who are struggling), may be available through the school, district, or state. These programs often contain more specific teaching strategies to follow when teaching the groups.

Tier 3 is small group and direct instruction. This will be utilized and if found to be ineffective, a referral to special education services will be assessed at the discretion of the parent and the teachers of that student.

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

Work directly with the parent as soon as knowledge that the student is falling behind occurs. Let them be included in the process of remediation so that they are on-board, and the learned skills can be practiced at home. As early as possible in the school year, the Executive Director or teacher shall identify students who should be retained and who are at risk of being retained in accordance with the following criteria. Students shall be identified based on grades. The following other indicators of academic achievement shall also be used and communicated with the parent/guardian:

- Failure in one or more classes.
- Excessive (10) absences and/or tardies (3 tardies/early leaves = 1 absence) unless the student is



absent due to mental health reasons where which a new Bill has been passed to protect students who have Treatment Plans and may be absent due to active symptomatology

- Scoring basic or below on standards-based assessments and or not meeting grade level goals.
- The Charter School’s decision regarding promotion and retention will be based on the totality of the circumstances and will be final and binding
- SBAC, MAP testing, and mental health assessments can be used in combination with school performance to recommend retention prior to the next school year

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

LCSWs will be available to the student for one-on-one counseling as well as individual, family, or group therapy will be available through our clinical program. Our clinical and behavioral program will be monitored in conjunction with UNLVs School of Social Work’s programs established for the Proposed Mind Your Books Charter School.

Special Education

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

As a founding board member, Larissa Pola is dual credentialed in California, holding a credential for students with mild to moderate disabilities and a credential to teach students with moderate to severe disabilities and hold qualifications equal to a SIEF. I currently serve on the board while also teaching a self-contained class for students with autism. All my students that I have taught, from the at-risk students in the detention centers to my current classroom; I set high expectations for all students and have done so for over 20 years.

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

(a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services? Does the student have a current eligibility to receive special education services, or does that student need to be assessed for special education services?

Students who come to the school with an eligibility for special education services would have an IEP rendered within 45 days of enrollment if the student received an initial eligibility. If the student is deemed as needing services but does not yet have an eligibility and the parent wants an assessment for IEP services to occur, then the school psychologist is responsible for assessing the student for an IEP.



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

Students aged 14 and over will have a transition plan which the special education teacher will include in their IEP and is considered an IEP with transition services. The transition plans will be based on a student's current interests and strengths and will be obtained by the teacher through an interview with that student, observations, and an interest survey.

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

The Least Restrictive environment for each student is the one that the school will uphold. Students will not be placed in special education unless they have been made eligible by the school psychologist and the student's team through the RTI process. If the parent deems the student to exit services, that is usually a good indication. If the student is at grade-level and most behavior issues have been extinguished, then that student may be a candidate for exiting special education.

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

Students will be served with severe intellectual or emotional disabilities by being served in a separate classroom as needed. The students will be initially served by a Resource Specialist and if more support is needed, there will be a self-contained classroom to better serve this population. This body of students will also be supported through the clinical services of our LCSWs to address emotional disabilities. The MYBCS clinical program is also responsible for case management of students concerning reaching out into the community for additional supports and resources to support intervention efforts.

(5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Team planning will occur during professional development. The general education teacher will be open and available to the special educator (and vice-versa) to always speak to interventions and strategies to best support the special education students. If it's still called "interdisciplinary units" then that is what MYCBS will do. Teachers may unify thematic units that incorporate many different subjects, yield many different work products, and unify the common language across classrooms so that learning does not only occur in isolation.

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

There will be licensed teachers. Initially there will be a Resource teacher depending on the student's needs, and potentially a licensed teacher for more severe disabled students.

(7) Staff Development: How does the school plan to train general education teachers to

**modify the curriculum and instruction to address the unique needs of students with disabilities?**

Professional development given by the chair or the Special Education Director. This will ensure that all teachers can apply the same methods in accommodations and modifications to the curriculum based on the students IEP.

(3) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options to promote the continuation of educational services in the home school.

MYBCS will adhere to district procedures of ten infractions before suspension depending on the severity of the infraction. In-school detention will be utilized where the student will receive intensive remediation and work-completion acquisition overseen by an in-house instructor and or special educator, and therapist.

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

Data will be kept and tracked through programs like UNIQUE (computer-based program for students with disabilities) to track progress.

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

Parents will be encouraged to chaperone field trips and attend school wide events such as the Fall Festival, Movie Nights, and other planned after-school activities. The parents of students with disabilities will be encouraged to attend alongside the general education population.

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

Distance education will not be occurring unless mandated by the Governor of Nevada due to Covid-19 restrictions.

(3) Please approximate how many students would qualify for these services. The anticipated percentage of students who will qualify for these services is about 15%.***English Language Learners*****(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?**

MYBCS will primarily identify English Language Learners through the Home Language Survey completed by the parent as part of the enrollment process. The Home Language Survey includes three questions to determine the student's primary language, as indicated by Nevada Department of Education, Title III Guidance and NAC 388.620:

- What was the first language spoken by the student?
- What is the primary language spoken in the home?



- What is the language most spoken by the student?

If a language other than English is indicated on the survey to any of the questions on the Home Language Survey, the student will be assessed using the state approved assessments (Kindergarten: WIDA-APT, Grades 1 and up WIDA Screener) if the child has not previously been evaluated and identified as an English learner by another Nevada public school or there is no record of WIDA ACCESS results. The appropriate WIDA placement screener will take place within 30 days of the start of the school year or within two weeks after the date of the student's first enrollment. The Operations/Office Manager will be responsible for tracking all students' Home Language Surveys, ensuring screeners are given, and compliance with federal and state laws. The Executive Director/Principal will verify the information of English Language Learners to ensure there is not over or under identification of students for services.

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

The results of the W-APT assessment, WIDA MODAL, and WIDA Access will be provided to staff and parents within five days of receiving the results. The teachers will use the results to develop lessons with English Language forms and functions to be utilized during English Language Development and other core academics. Parents will be presented the program placement options and will participate in the decision of the best program placement for their child.

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

MYBCS will ensure qualified staffing to meet the needs of ELL students, conduct assessments, and monitor the progress of ELL students through a licensure review conducted by the Operations/Office Manager. The qualified staff will have a TESL endorsement, and the Executive Director/Principal will monitor the progress of ELL students by reviewing the formative and summative assessments of ELL students no less than quarterly.

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

MYBCS' educational program was designed with the anticipation that there would be about 35% ELL. The daily schedule was created to include daily English Language Development so that the students could access the forms and functions of language. The use of PBL requires authentic communication among peers which increases English language acquisition. The structure of grouping students for mastery-based instruction ensures that ELL master the prerequisite skills prior to moving to the next skill. The longer school day will also provide students with equitable access to the core program, especially the longer English Language Arts and Mathematics blocks than are usually provided by traditional public schools.

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

The plans in place for monitoring and evaluating the progress and success of ELL students is incorporated into the weekly professional development session. Teachers have time each month to



analyze formative and summative assessments and develop lessons using the UDL for students representing special populations (ELL, students with disabilities, homeless/migrant). Teachers will also have time to examine student work and work on common grading practices. The ELL students' progress will be discussed during the Parent Teacher (Therapist) Conferences. The Executive Director/Principal will review the academic progress of ELL students and will present to the Board quarterly. In order to determine if a student can be exited from ELL services, MYBCS will monitor the WIDA Access assessment to determine when an ELL student reaches a composite score of 4.5.

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

Parents of ELLs are encouraged and enabled to participate in the Charter School community at the same level as all parents, and MYBCS has taken specific steps to ensure that ELL parents have access to participate. As previously discussed, written materials (newsletters, letters, etc.) are provided to parents in English and Spanish (other languages will be added as needed), the website includes Google Translate, the parent meetings are provided in English and Spanish, and translators will be available for Parent Teacher (Therapist) Conferences.

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

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

(8) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

Based on the ELL population at the traditional public schools located in the 89115-zip code, the anticipated percentage of students who will qualify for these services is about 35%.

Homeless/Migrant Services

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

MYBCS will utilize the enrollment process to identify families who qualify for homeless/migrant services. The enrollment paperwork will include a Residency Questionnaire provided by SPCS to assess a student's housing status and a Parent Work Questionnaire which describes the type of work the parents secure. Any staff member or parent can report that a student is homeless. MYBCS will follow the federal McKinney-Vento Homeless Assistance Act as a guide. The Executive Director/Principal will serve as the homeless liaison and will ensure that any identified students have access to a free and appropriate public education and any services for which they qualify. All students who are identified as homeless or in transition, such as foster youth, refugees, or unaccompanied youth will be identified by school staff at registration and enrollment and supported through coordinated services provided by multiple agencies, including the city of Las Vegas. It is most important that parents understand their rights and that it is the Charter School's responsibility to ensure that the parents have the right to be actively involved in their child's education. MYBCS will work to avoid misidentification by monitoring the students identified as homeless or migrant to continue to provide services for the students.

(10) Meeting the Need: How will you ensure that identified families receive the required services within the mandated time frame?



The Executive Director/Principal is responsible for ensuring that the identified families receive the required services within the mandated period. This will occur by partnering with the Department of Community Services in the city of Las Vegas to receive access to information, providers, and services. The Clinical Director and interns will work with the Executive Director/Principal to secure any services the families require to include food, clothing, hygiene items, academic interventions, and counseling. Referrals for housing, employment and other services will be provided to the families by the MYBCS team in the required timeframe.

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

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

SCHOOL STRUCTURE: CULTURE

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

MYBCS strives to produce emotionally mature and academically confident students. A strong psychosocial approach to education helps to narrow learning gaps for students. The social emotional self-regulation techniques and social awareness promotes a sense of self, inspires classroom engagement, and motivates educational ownership at all grade levels. Our commitment to a robust social-emotional curriculum promotes an engaging, positive learning environment that encourages students to succeed at all levels while reducing incidences of school violence, self-harming practices, and disruptive behaviors. Integrated therapy and assessment-based tiers for a student-oriented approach ensures student and parent involvement. We are promoting topic-specific counseling to meet students' individual emotional and academic needs. We are aiming to institute a culture of calm, critical thinking students and staff. This will promote social development of balanced, educated civilians that will be able to contribute to themselves and ultimately to the economy at-large.

(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 enculturating students who enter the school mid-year.

MYBCS has incorporated targeted professional development into the school week to allow for collaboration and regular assessment to ensure student needs are met in an appropriate manner and time frame. Students will also be assessed by partners from UNLV School of Social Work and sorted into appropriate tiers (I, II, or III) based on individual psychosocial needs. Students will be regularly assessed to monitor improvement and well-being. Students entering mid-year will also be assessed to ensure their individual needs are met appropriately, promoting an individualized, affirming school culture.

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

The school will conduct school culture surveys for students, parents/guardians, and teachers. These surveys will be used to identify perceived shortcomings and frame updated or new approaches. Honest conversations are required on all levels to ensure there are no misunderstandings or festering disdain on campus.



(4) Describe the school’s approach to help support all students’ social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods.

As previously stated, MYBCS has adopted an integrated therapeutic approach to support students’ academic, social, and emotional well-being. Students will be sorted into a tiered system based on professional assessment to best meet individual needs to promote healthy self and social awareness, teach and promote self-regulating techniques, and reduce stigma of therapy to develop a cooperative school environment.

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

MYBCS students will wear khaki, or black pants and polos in red, white, blue, or black with MYBCS logos. Hoodies may be an option in the colors of red, white, blue, or black. Uniform expectation is Monday-Friday unless there is a special day, special event, holiday, or free dress at the discretion of MYBCS Board/Executive Director/Principal. Please refer to the uniform policy in the MYBCS Student/Parent handbook.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

The school’s discipline policy will be reviewed annually and included in the Handbook. The premise of the discipline policy is to support students who violate the code of conduct through social emotional support and specific teaching of the impact of the behavior on the student and others using social emotional curriculum, restorative circles, or therapy. Sessions can be individual, group, or family, and may be held in a therapy office on campus during the school day, Students in-school suspended, will be working with the (LCSW) social worker interns from UNLV for therapy, and emotional guidance. The therapy will be conducted under the direction of the Clinical Director, who is responsible for the oversight of UNLV’s MSW Interns, and all its programs. The policy always allows for self-reflection. Students will be encouraged to participate in restorative practices and to accept the natural consequences of their behavior. Students are often included in the discussion of the natural consequences. The practices that the school will use to promote good discipline will be based in the PBIS program. The staff will focus on positive behavior and will ignore behavior not drastically outside of the code of conduct like talking out, sharpening a pencil without permission as an example. The intensive social emotional component of the Charter School will lay a solid foundation for clear behavioral expectations. Professional development will be provided to teachers and staff on PBIS so that there is consistency of expectations and strategies to be used in every classroom. Teachers will practice PBIS strategies so that a common language is developed in every classroom. Incentives for positive behavior may include participation in school activities like Principal’s Recess, music at lunch, Executive Director/Principal for a day, awards assemblies, positive phone calls home, dances, field days, or student store purchases.

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

The procedures for due process when a student is suspended or expelled is specific. After a code of conduct violation occurs, the Executive Director/Principal, and or Clinical Director will hold a conference with the student, the parent and, whenever practical, the teacher, supervisor or Charter



School employee who referred the student to the Executive Director/Principal, or Clinical Director.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense. At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent by telephone or in person. Whenever a student is suspended, the parent shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. The parent has a right to appeal the decision to suspend to the Board Chairperson. The Board Chairperson maintains the authority to uphold the decision to suspend, and their decision is final.

If the decision of the Executive Director/Principal is a recommendation to expel the student, the previous procedures must be followed. The decision to expel can only be made by the Board after a closed session expulsion hearing. The student and the student's parent or representative will be invited to a hearing to determine if the student should be expelled. suspension for the pupil should be extended pending an expulsion hearing. At the hearing, the Executive Director/Principal, Clinical Director will present the discipline history of the student and the specifics in this incident. The student and parent can present information to the Board including their description of the incident and other factors for consideration. The Board may ask questions of the Executive Director/Principal, Clinical Director, the student, the parents, or the representative. Following the hearing, the Board will take a vote to expel the student or to return the student to school. The decision of the Board is final.

(8) Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

Students who commit Major Behavior Incidents, habitual (more than 2 occurrences) or significant (safety concern or damage to property) will be provided with a Restorative Plan of Action as required under NRS 392.4644. The Restorative Plan of Action will include, without limitation: accountability for exhibited behavior, restoration or remedies related to the behavior, relief for the victim (if applicable), and a plan to change the behavior. The intent of the plan is to change the behavior to eliminate more significant behavioral resolutions. More significant resolutions may include in-school suspension with academic and accountability curriculum, redirection, counsel, and psychoeducation. The restorative justice plan of action prior to suspension is like a Behavior Intervention Plan, but it is guided by LCSWs who will speak to the student(s) in restorative circles, individual or group therapy in effort to reduce, repeal, and replace destructive patterns in speech, thought, and behavior.

(9) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained, and that discipline data is reported to the SPCSA?

The Executive Director, Principal, and Clinical Director are responsible for implementing the school's discipline policy. They will ensure that accurate disciplinary records are maintained in Infinite Campus, and that the discipline data is reported to the SPCSA. The goal is to have less than a 2% suspension rate and a 0% expulsion rate.

(10) How will the school track discipline data and how will this data be used to make needed changes for school culture? What actions does the school plan to take in order to monitor for and prevent disparities in discipline practices between student groups? For CMO applicants,



and applicants intending to contract with a CMO or EMO, describe how the schools currently affiliated with the CMO/EMO have monitored for and addressed any disparities in discipline practices between student groups.

The Executive Director/Principal and in Year 2 the Vice Principal will track discipline data in Infinite Campus. This data will be presented to the Board monthly which will inform the Board if changes are needed to improve school culture. This monthly data will be analyzed prior to the presentation for disproportionality between student groups. MYBCS is committed to implementing the PBIS system at the Charter School; therefore, this data will also be included in the monthly Board report.

(11) Describe the school’s proposed parent grievance policy.

MYBCS’ proposed parent grievance policy will be reviewed annually and included in the Handbook and on the website. MYBCS recognizes the parent’s right to advocate for their child. We encourage parents to address issues at the lowest level as soon as and as often as there is a concern. If there is a concern about a policy or procedure the parent is encouraged to seek clarification from the Operations/Office Manager or Executive Director/Principal.

In the handbook and on the website will be an internal complaint form and procedure which includes information about the event, policy, or decision of concern; timeline of events; staff involved (if applicable); and desired resolution. Within 10 days of the formal complaint being filed, the Executive Director/Principal will conduct a thorough investigation and issue a written response detailing the findings and recommendations or resolution to the parents. If the parent is not satisfied, they may appeal to the Board. Formal complaints submitted to the Board will be reviewed by the Board Chairperson who will conduct a thorough investigation and issue a written response detailing the findings and recommendations or resolution to the parents. If the parent remains unsatisfied, the parent may present the concern to the school’s authorizer who may investigate and respond. The Authorizer has the power and duty to act as appropriate and holds the final and binding decision.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) As Attachment 3, provide the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

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.

Please see Attachment 3.

(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 such as language arts, mathematics, science, and social studies. Explain why the school’s daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

The structure of the school day and week are optimal for the school model and for student learning because of the extended time allotted for learning. In the elementary program, the school day



includes a two-hour block daily for English Language Arts/Development and an hour and a half block daily for Mathematics. This allows for teachers to implement UDL and mastery-based instruction including time for small group instruction. It also includes a 55-minute period daily for social emotional learning (Tier I) and therapy (Tiers II and III). Also important is that students participate in physical education four days a week. In the middle school program, the school day includes a 90-minute block daily for English Language Arts and Mathematics which allows for teachers to implement UDL and mastery-based instruction including time for small group instruction. It also includes a period daily for social emotional learning (Tier I) and therapy (Tiers II and III). The middle schoolers have physical education daily and a 30-minute period for Advisory daily. The Advisory period is when the middle schoolers have Universal Access (UA) where they receive intervention or enrichment or where the English Learners receive English Language Development. The middle school schedule is broken into two strands meaning while one half of the grade level receives English Language Arts and Social Science the other half of the grade level receives Mathematics and Science, then the two halves switch. This allows for flexibility of staffing. Every Wednesday is an early release day so that the teachers may collaborate in professional learning communities from 2:00-4:00 PM.

K-5 Daily and Weekly Schedule

Monday, Tuesday, Thursday, Friday – 345 minutes

Wednesday – 255 minutes

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:40	Morning Business	Morning Business	Morning Business	Morning Business	Morning Business
8:40-10:40	English Language Arts/ Development	English Language Arts/ Development	English Language Arts/ Development	English Language Arts/ Development	English Language Arts/ Development
10:40 - 11:00	Recess	Recess	Recess	Recess	Recess
11:00 - 12:30	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:30 -1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-2:00	Social Emotional/ Therapy	Social Emotional/ Therapy	Social Emotional/ Therapy	Social Emotional/ Therapy	Social Emotional/ Therapy
2:00-3:00	Science	Social Science	Professional Development/	Science	Social Science



3:00-3:20	Physical Education	Physical Education	Data-Driven Instruction/ Lesson Design	Physical Education	Physical Education
3:20-3:30	Afternoon Business	Afternoon Business		Afternoon Business	Afternoon Business

6-8 Daily and Weekly Schedule

Monday, Tuesday, Thursday, Friday – 365 minutes

Wednesday – 275 minutes

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Advisory ELD/UA	Advisory ELD/UA	Advisory ELD/UA	Advisory ELD/UA	Advisory ELD/UA
9:00-10:30	English Language Arts	English Language Arts	English Language Arts/Social Science	English Language Arts	English Language Arts
	Mathematics	Mathematics	Mathematics/ Science	Mathematics	Mathematics
10:30-10:40	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition
10:40-11:25	Social Science	Social Science	Social Emotional/ Therapy	Social Science	Social Science
	Science	Science		Science	Science
11:25-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:30	Mathematics	Mathematics	Mathematics/ Science	Mathematics	Mathematics
	English Language Arts	English Language Arts	English Language Arts/Social Science	English Language Arts	English Language Arts
	Science	Science	1:30-2:00	Science	Science



1:30-2:15	Social Science	Social Science	Physical Education	Social Science	Social Science
2:15-3:10	Social Emotional/ Therapy	Social Emotional/ Therapy	Professional Development/ Data-Driven Instruction/ Lesson Design	Social Emotional/ Therapy	Social Emotional/ Therapy
3:10-3:30	Physical Education	Physical Education		Physical Education	Physical Education

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

The goal for student attendance will be 95% attendance which averages into less than nine absences per student per school year, on 180 instructional days per year. Attendance will be tracked in Infinite Campus. The Operations/Office Manager will be responsible for collecting and monitoring attendance data and making daily attendance calls. The Executive Director/Principal will oversee attendance and present the rate to the Board monthly. The Executive Director/Principal will present and reiterate the importance of students' presence in the school setting for instruction and activities no less than monthly. Recognition and rewards will also be tied into the attendance of the students. Teachers, staff members, students, and administrators with perfect attendance will be recognized monthly.

Based on the average rate of chronic absenteeism at elementary and middle schools in the 89115- zip code of 37.81%, there will need to be specific interventions to prevent and reduce chronic absenteeism. Parents of students with absences exceeding five school days will individually be called and reminded of the importance of the student taking an active part in their education. Any additional absences will require a meeting with the parent and the Executive Director/Principal and the Clinical Director which will determine if there are any barriers to attendance. MYBCS will develop an attendance contract to reduce the number of unexcused absences moving forward.

A new Bill was passed on July 1, 2021, ensuring that a student's attendance cannot count against the school when they are absent due to the nature and symptomatology of their diagnosis as specified in their Treatment Plan according to the DSM-V (The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition).

Due to the clinical and therapeutic nature of our model, it may be beneficial for a clinical model such as the proposed MYBCS to adhere to Section II **NRS.392.050** states that **(1)** A child must be excused from attendance required by the provisions NRS.392.050 when satisfactory written evidence is presented to the board of trustees of the school district in which the child resides that the child's physical or mental condition or behavioral health is such as to prevent or render inadvisable the child's attendance at school or his action to study, and **(4)** If a pupil is excused from attendance pursuant to subsection 1, the excusal must not negatively affect the rating of a public school as determined by the Department pursuant to the statewide system of accountability for public schools. We will have students with Treatment Plans that may require care off-campus for periods of time while we continue to render psychotherapy services through our partners from UNLVs School of Social Work. Therefore, if a student is not mentally well, or is dealing with



symptoms of their diagnosis, and cannot be in class, it does not count against them or the school. This further reduces stigma and shame from the effects of the symptoms of a diagnosis that they cannot control and reduces damage to the star rating in the domain of attendance as we continue to offer supports through our relationship with UNLVs School of Social Work for that student.



Section 4: Operations Plan

**(4) Operations Plan****BOARD GOVERNANCE**

(1) Describe the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.

MYBCS is the result of a collaborative effort of key individuals with the experience, enthusiasm, and tenacity to start up a Charter School. The founding members of the team have been working together for a year and a half on the vision, mission, and development of MYBCS. They have met weekly to discuss all aspects of the charter application. The current founders have expertise in curriculum and instruction, special education, behavioral therapy, finance, law, human resources, and most especially, building relationships with families and community engagement. The founding members are well-versed in working with families from underserved communities, and their passion for MYBCS is evident.

The MYBCS Board of Directors (herein referred to as Board) understands its primary role: to ensure effective governance and meaningful oversight of school performance, operations, and finances. The Board understands that its primary responsibility to ensure effective governance is to establish academic, measurable outcomes for the school, implement their fiduciary duty, ensure resources are allocated appropriately, and establish the policies and procedures necessary for running a high-quality, fully functioning Charter School. The Board of Directors (Board) has the responsibility for hiring and evaluating the Executive Director/Principal who is responsible for the day-to-day operations of the school and the fulfillment of Board direction. They will ensure that the mission, vision, goals, and outcomes are accomplished in a timely fashion and achieved for all students. The Executive Director/Principal will report on the performance progress no less than quarterly so the Board can make informed decisions. The Board is fully aware of its accountability of oversight of the academic, financial, and organizational functions of MYBCS to the community and the state board. The MYBCS Board demonstrates the capacity and expertise to successfully oversee the Charter School. The qualifications and experience levels of the Board members are outstanding as demonstrated below and as Attachment 4.

The MYBCS Board will operate in alignment with the approved Bylaws, Code of Ethics, and other policies. The Board will hold regularly scheduled meetings in accordance with the bylaws and in accordance with all authorizer, state, and federal regulations. All Board meetings are open to the public, per regulation. Annually, the Board will elect the following officers in accordance with the bylaws: Chairperson, Vice Chairperson, Secretary, and Treasurer. Any removal of a Board member will be governed by the bylaws and **NRS 388A.323**. The Board will set policies to include the process for resolving student/parent objections in accordance with due process and based on the severity, following the appropriate levels of escalation, resolution, and appeal.

The MYBCS Board has set the goals for the Charter School that are clear, ambitious, data-driven, and will contribute to the improved academic outcomes for the students and the overall advancement of the organization. It will be the responsibility of the Executive Director/Principal to determine how the goals will be met. The Executive Director/Principal will be evaluated annually. The annual goals will be set on or before the September Board meeting, the mid-year review will take place on or before the January Board meeting, and the final review will take place on or before the June Board meeting. The Board will follow the Nevada Department of Education's School Administrator



Instructional Leadership Standards and Indicators to evaluate the Executive Director/Principal. The MYBCS Board will participate in a continual self-evaluation process at least three times each year focusing on factors such as academic achievement, fiscal soundness, and operations as well as the Board's expertise in fiscal management and governance. The Board will determine the need to add Board members to maintain the minimum skill set requirements in accordance with state law. Nevada regulation for the Board of Directors requires a minimum of five Board members, and outlines specific experience and skills sets required for membership. The MYBCS Board will have a minimum of five members and a maximum of nine 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. The MYBCS Board will ensure that there is at least one parent to meet the regulation and to give voice to the parents. Additionally, all meetings will be held in public and will have an established time so that the parents may participate in Board meetings during public comment. The Board will also require feedback provided by parents through surveys, parent workshops, and advisory committee reports.

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4).

A sponsor may not accept an application from a committee to form a charter school whose membership includes:

- (a) A potential contractor of the proposed charter school;**
- (b) A potential lessor of a facility that the proposed charter school may lease;**
- (c) A representative of an educational management organization with which the proposed charter school may contract;**
- (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or**
- (e) Two or more persons who are related by blood or marriage to each other.**

Pursuant to NRS 388A.243, the MYBCS Board will consist of:

NRS 388A.240 Membership Category	Full Name	State and County of Residence (list permanent residence)	Position with Proposed School
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school (Optional)	Sharon Szeman	██████████ North Las Vegas, NV 89031	Proposed Board Member
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school (Optional)	Ema Rowe, Teacher/ Liaison to the Spanish Community	██████████ Las Vegas, NV 89115	Proposed Board Member
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS OR	Kayla Sparrow-Brown	██████████ NV 89130	Proposed Board Member



a school administrator			
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS OR a school administrator	Larissa Pola	██████████ ██████████ Las Vegas, NV 89117	Proposed Board Member
1(b): School administrator (optional)	Cami Taiwo, Founder, CEO of Mind Your Books, Education Inc.	██████████ ██████████ Las Vegas, NV 89113	Official Charter President, Principal/ Executive Director
2(a): Members of the general public	Tanya McClair, Social Worker, Parent Representative	██████████ Henderson, NV 89074	Proposed Board Member
2(a): Members of the general public	Jessica Bailey	██████████ ██████████ Las Vegas, NV 89149	Official Charter Trustee Secretary
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	David Hines, CPA	██████████ ██████████ ██████████ Las Vegas, NV 89119	Official Charter Trustee Treasurer
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Marsha D. Ashraf	██████████ ██████████ ██████████ Las Vegas, NV 89122	Proposed Board Member

Sharon Szeman I got into Nursing to help people and contribute to those who needed help. I have 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 wonderful 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.

Ema 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 is a part of my makeup 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 wellbeing of the whole child with having both therapeutic services and academics that help children to advance through quality programs that focus on the whole child. I look forward to enrolling my own children into the school.

Larissa Pola I was born and raised in Los Angeles California. I have been a licensed teacher for ten years In California I hold two credentials for students with exceptionalities. In Las Vegas Nevada I have opened autism classrooms and started innovative programs. In Los Angeles, I worked for the Los Angeles County Office of Education where I worked as a Resource Teacher in a juvenile detention center. I taught an after-school class for GED passage and helped to positively impact students. I currently work as a self-contained Autism teacher. I have taught the STAR program for students with emotional disturbances. Prior to a career in education, I worked in corporate retail management, where I was able to master communication and business acumen. I have a strong disposition for teaching that is transparent, and I love creating dynamic relationships with both students and colleagues alike. I am thrilled that a school offering a therapeutic environment is coming to Las Vegas and I hope to be of service on the Board to help build the proposed MYBCS Charter School.

Kayla Sparrow-Brown I was born in Monroe, Louisiana and I knew that I wanted to be a teacher in elementary school thanks to Mrs. LaFlora. My first degree, ironically, is not in education, it is a BA in Fashion Merchandising. My second Bachelor's is in Education and then I received my Masters in Curriculum and Instruction: Technology from Grand Canyon University in 2014. Being an educator, it has given me a sense of purpose to pass knowledge to developing minds. It allows me to share what I have learned throughout my journey as a student and a professional from multiple strong educators. I look forward to having the opportunity to work with the students of MYBCS and their families. I have had so many ideas for school and classroom improvement, and I look forward to being a part of this work and sharing my ideas and programs. My classroom students always test well, and I take my work seriously and will be excited to bring strategy and ideas to the campus to make a difference in the lives of children. As an active and engaged participant in this career path, my students will always have positive support and nurturing to help them to realize their true potential and keep their flame of learning eternally lit.

Tanya Harper McClair Born in Iceland, raised in Temecula, California. After graduating from high school, I headed to UNLV with a selected major of Nursing. After one semester of biology, I quickly found out that this was not the degree for me. I knew I had a passion to serve and to help people, however, I still had no idea what major to choose. After taking a Social Work 101 course, my major was secured. I graduated from UNLV with a Bachelors in Social Work. Throughout my years in college I worked for childcares, before and after school programs, and even completed my practicums/internships in child welfare agencies. Working with children has always been my focus and passion, which is what led me to a career in child welfare. I have worked in the child welfare system in Nevada for over 16 years and have seen and personally/professionally experienced the



shortcomings of an ill-equipped education system in meeting the mental, behavioral health, and educational support of youth in this community has been disheartening, until now. As a parent and professional, I am excited about the opportunity to support the vision of the Proposed Mind Your Books Charter School.

Cami Taiwo Equipped with a Bachelors in Science of Psychology and Biology from Roosevelt University on the beautiful lakefront of Downtown Chicago, Illinois, and then moving on to Dominican University in River Forest, Illinois for the first Master's Degree in teaching; this would lead to a fulfilling two-decade career in some of Chicago's toughest schools. With the completion of a 2nd Master's coursework in Educational Leadership at Concordia University, this would lay the foundation for administrative training. Following the completion of 200+ field hours of leadership work for an endorsement for Principal and Building Administrator at Sierra Nevada here in the great state of Nevada, I have been in the business of human service with multi-state teaching and leadership experience for 20 years. Education equals hope, and so does self-empowerment. When we help to fix the foundation for kids, it strengthens the entire scaffold thereby giving them a fighting chance to change their lives once they can make impacting, and life changing choices for themselves. When the precarious circumstances complicating the lives of children are not of their own choosing, what we offer are self-empowerment, hope, and innovative resources to strengthen a weak academic foundation to forge new beginnings.

Jessica Bailey I have lived in Las Vegas for 31 years, originally from Loveland Colorado. I married my husband 20 years ago, and together we have two beautiful children. I have worked in the charter school setting doing everything from instructional aide in kindergarten class, to SPED aide, to working with Admin in the front office. My Heart is with the kiddos, and I love working with them to reach their goals, whether it is in a general ed class or in a SPED classroom. I realize working with autistic children has become a passion of mine. I guess one could say working with children of all ages and backgrounds is a passion of mine. I love to see the growth and progress when helping kids achieve their academic goals.

David Hines I am a Nevada CPA specializing in tax preparation, client accounting, and financial statement preparation services for small businesses and individuals in the Las Vegas area. I have five years of experience in the public accounting field. I am a member of the American Institute of Certified Public Accountants and the Nevada Society of Certified Public Accountants. I earned my Bachelor of Science in Business Administration from University of Nevada, Las Vegas in 2012, and my Master of Accounting from Florida Atlantic University in 2019. Prior to my work in public accounting, I worked as a paralegal for a bankruptcy law firm. I am a firm believer in the Mind Your Books Charter School Mission, Vision, and Diversity Statements, and I am committed to bringing these goals to fruition.

Marsha D. Ashraf Originally from Chicago, Illinois, Marsha D. (she likes to be called), is a first-generation college graduate that has earned her Bachelor's in Psychology and possesses graduate degrees both in Management, a degree in Healthcare Leadership and a degree in Business Administration. She has worked in both the private and public sector and now looks to utilize her knowledge to help make Mind Your Books a success. Marsha D., relocated to Las Vegas, Nevada to aid in the teacher shortage, combat educational equity, and create community partnerships. She's an innovatively resourceful natural leader who is uncompromising in her efforts to ensure students have access to excellence holistically. A strong teambuilder; a God-fearing woman, and mom of two (son & daughter). Marsha D's a devout supporter of lifelong learning. She believes the transformation of our society must begin with our learning organizations. Utilizing her experience in Business Management/ Human Resource has opened doors to community programs,



partnerships, and family engagements. Marsha D's hidden passion is producing independent films which explains why her favorite snack is popcorn.

It should be noted that the Board members identify as 59% persons of color, 3% were socioeconomically disadvantaged as a child, and 3% were first-generation college graduates. The Board is strong, committed to the success of MYBCS, and demonstrates the skills and capacity to fulfill the MYBCS mission and measurable outcomes.

(3) Provide, as Attachment 5, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Please see Attachment 5.

(4) If the full founding board has not yet been identified, explain how and when the additional board members will be identified.

The full founding board has been identified; however, vacancies on the Board will be filled in accordance with the bylaws after determining the need of the Charter School to fill the vacancy with a particular skill set.

(5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 6, 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 Chair and Vice Chair are responsible for securing an onboarding session for the new member to ensure their success. On oversight of the academic, financial, and organizational functions. Please see Attachment 6.

(6) 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. *If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.*

There are no existing relationships that could pose actual or perceived conflicts. 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 a disclosure; 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 will also adhere to any applicable state and federal laws as they pertain to conflict of interest for non-profit organizations.

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

The plan for increasing the capacity of the governing board is to provide regular training to include an orientation for the Board on the role and responsibilities of the Board, annual training on Conflict of Interest, Code of Ethics, and fiduciary duty, and opportunities to attend training specifically for Charter School Boards. To ensure the capacity of the governing board, several members of the Board have had experience serving on governing boards for other non-profit organizations. Experience is always the best teacher. As the Board learns the process, routine, information about the school, practices governance in the setting, and participates in regular self-evaluation, the capacity of the Board will increase. It is the intent of the MYBCS Board to have representation from each of the recommended areas including accounting, financial services, law, and human resources.

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

To assure that MYBCS demonstrates full transparency, the Board will receive the following annual training and ongoing training on an annual basis by an experienced third party. The annual training will occur during the annual board retreat which will take place in the fall each year. The other trainings will take place throughout the year as study sessions. The participation requirement is mandatory for the Board, and they must all work together to set a time that they can all attend. If for some reason, a Board member does not attend virtually or in-person, the member would have to make up the training. Any new Board members will receive on-boarding training. MYBCS will secure legal advice or training as appropriate.

Timetable Due date	Topic	Requirements
Annually in August	Board Governance	Open Meeting Laws, Conflict of Interest, Code of Ethics, Fiduciary Duty
Annually by September, January, and June	Goal Setting	Goal Setting for Charter School and Executive Director/Principal
Annually by October, February, and June	Student Achievement	Achievement Data Presentations
Annually in March	Budget Development	How to Develop a School Budget based on revenues and school needs



Annually by January and by June	Board Self-Evaluation	How to monitor the progress academic achievement, fiscal soundness, and operations as well as the Board's expertise in fiscal management and governance
Prior to Authorization April – June 2022	Capacity Interview Rehearsals	Board will review responses and practice delivering the answers
Annually in August	Annual Retreat	Commitment to Mission, Vision, and Educational Philosophy Board Roles and Responsibilities Student Achievement Data Protocols Financial Statements Analysis and Protocols Evaluation of Executive Director/Principal Policy Review Board Governance Charter School Law
As needed	New Board Member Orientation	Commitment to Mission, Vision, and Educational Philosophy Board Roles and Responsibilities Review of Charter Application Student Achievement Data Protocols Financial Statements Analysis and Protocols Evaluation of Executive Director/Principal Policy Review Board Governance



(9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The working relationship between the Board and the staff is that of supervisor and constituent. The Board is authorized to run a Charter School. It is the Board's responsibility to set the mission, vision, goals and measurable outcomes, policies for operation, and approval of contracts. It is the Executive Director/Principal to implement the mission, vision, goals, and measurable outcomes. The Executive Director/Principal is responsible for the day-to-day operations of the Charter School and to inform the Board so that they can make informed decisions. Weekly, the Executive Director/Principal will send a weekly communiqué to the Board with updates on celebrations, authorizer communication or projects, human resources, fiscal, operations, and educational performance. Monthly, the Executive Director/Principal 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/Principal will present the student achievement data to the Board. The Board may also direct the Executive Director/Principal to provide information on additional topics.

The Executive Director/Principal is responsible for the day-to-day operations of the Charter School which include, but are not limited to, recruiting, hiring, training, evaluation, supervision, and 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, interacting with committees, advisory bodies, and community partners, and fiscal management of accounts payable and payroll.

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

MYBCS will follow the approved bylaws about committees and ad-hoc committees, as needed. The Board will approve all advisory committees or councils as required or needed. It is expected that MYBCS will have a Parent Advisory Council that provides feedback and advice to the Board especially regarding the use of state and federal restricted funds as a requirement of receiving these funds. The Parent Advisory Council will have representation of parents nominated and elected by parents and parity of teachers nominated and elected by teachers and staff nominated and elected by staff. The composition will be an equal number of parents to employees, for example, 3 parents, 1 teacher, and 2 staff members.

(11) 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 establish policies regarding handling internal complaints. The process to be followed should a parent or student have an objection to a governing board policy or decision is that the parent or student can contact the Board Chairperson to discuss the objection or speak publicly during open session of a Board meeting. The Board is unable to respond directly to the parent or student during the Board meeting but may direct the Executive Director/Principal to



intervene and report back to the Board Chairperson or the Board. The Board has the authority to develop and approve all policies and to make all decisions regarding the operations of the school within the confines of mandates, rules, regulations, and law. The process to be followed should a parent or student have an objection to a practice at the school, the parent or student is encouraged to address the concern at the lowest level as soon as and as often as there is a concern. For example, if a parent is concerned about the actions of the teacher, they should first go to the teacher to address the objection. If the issue is not solved, they should then go to the Executive Director/Principal to address the objection. If the issue is still not resolved or the complaint is against the Executive Director/Principal, the parent should then go to the Board to address the objection. Regarding student discipline, the parent should address the complaint with the Executive Director/Principal, and they have the right to appeal to the Board. The decision of the Board is final.

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

Since the Board is responsible for the Charter School, the goals established for and by the Board are vital to the overall success of the organization. The Board of Directors will establish the goals identified below and will participate in ongoing self-evaluation. All Board members are expected to spend about eight (8) hours per month reading communiques, attending meetings, reading materials, and visiting the Charter School. A Board member cannot miss two meetings in a row. Additionally, all Board members are to take care to prevent and announce any real or perceived conflicts of interest by recusing themselves from discussion and vote in the case of such conflict. A board member may recommend the removal of Board members as outlined in the approved bylaws and require a majority vote of the Board.

Goal	Purpose	Outcome Measure
The Board of Directors will ensure that the Board composition is compliant and represents the student population.	Duty of Care Duty of Compliance Duty of Oversight	The Board will self-evaluate the composition of the Board with regard to skills, compliance with NRS statute, and representative of the diverse student population, the bylaws, the policies, and the administrative procedures.
The Board of Directors will set annual goals for student achievement and goals for the Executive Director/Principal.	Duty of Care Duty of Compliance Duty of Oversight	Set the annual goals for student achievement and monitor the progress no less than quarterly. Set the annual goals for the Executive Director/Principal and monitor the progress no less than twice per year.

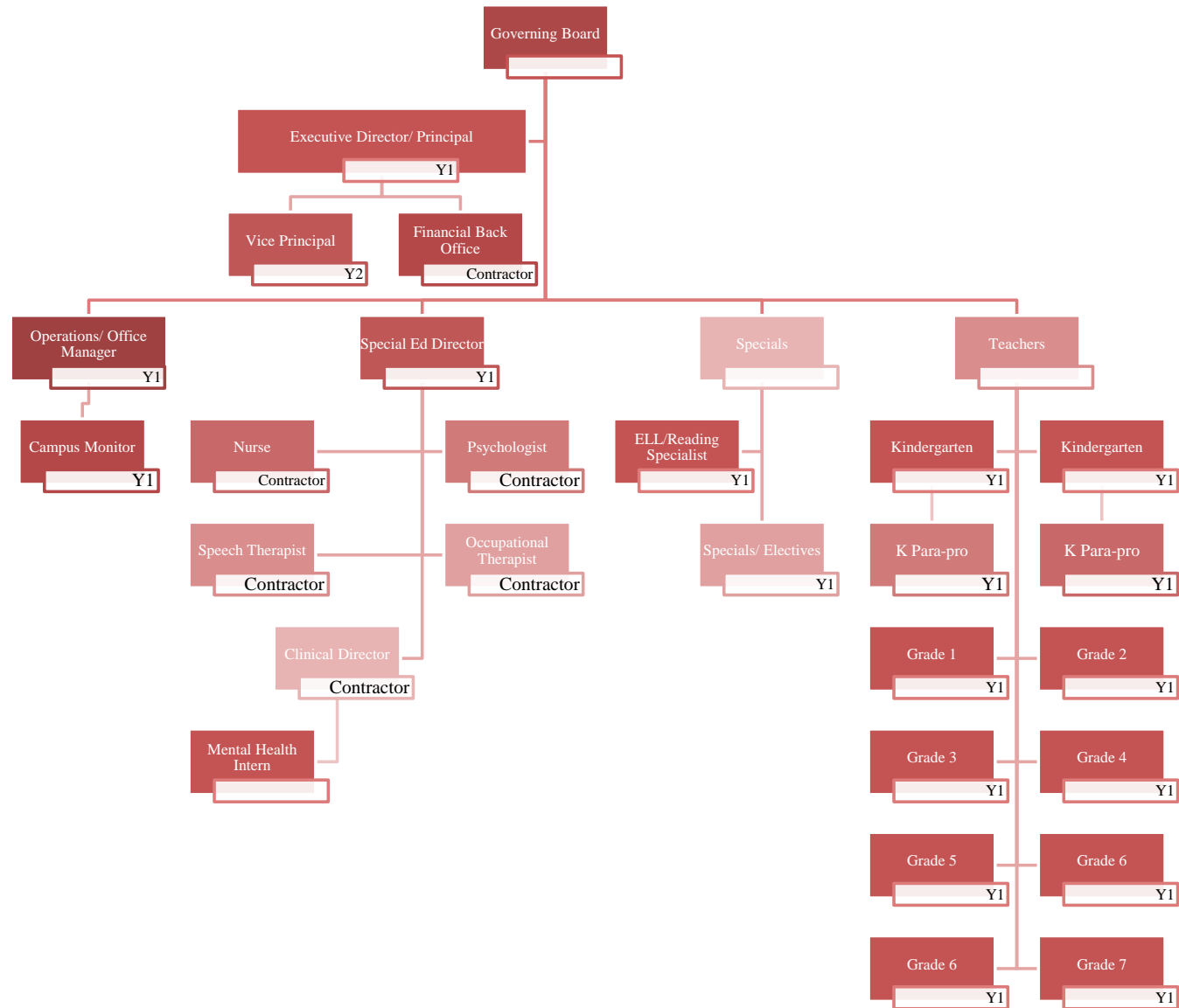


The Board of Directors will remain transparent in practice and improve public relations.	Duty of Care Duty of Compliance Duty of Oversight	<p>The Board will post agenda compliant with Open Meeting laws.</p> <p>The Board will take the input of stakeholders into consideration in decision makings.</p> <p>The Board will attend all board meetings, visit the campus once per quarter, attend Open House, Back to School Night, or End of the Year Festivities.</p>
The Board of Directors will demonstrate fiduciary responsibility.	Duty of Care Duty of Compliance Duty of Oversight	<p>The Board will participate in the development of the annual budget, approve annual budget, approve any budget revisions, approve monthly financial statements, and approve state reports.</p> <p>The Board will approve monthly financial statements to ensure budget expenditures are in line with approved budget.</p>

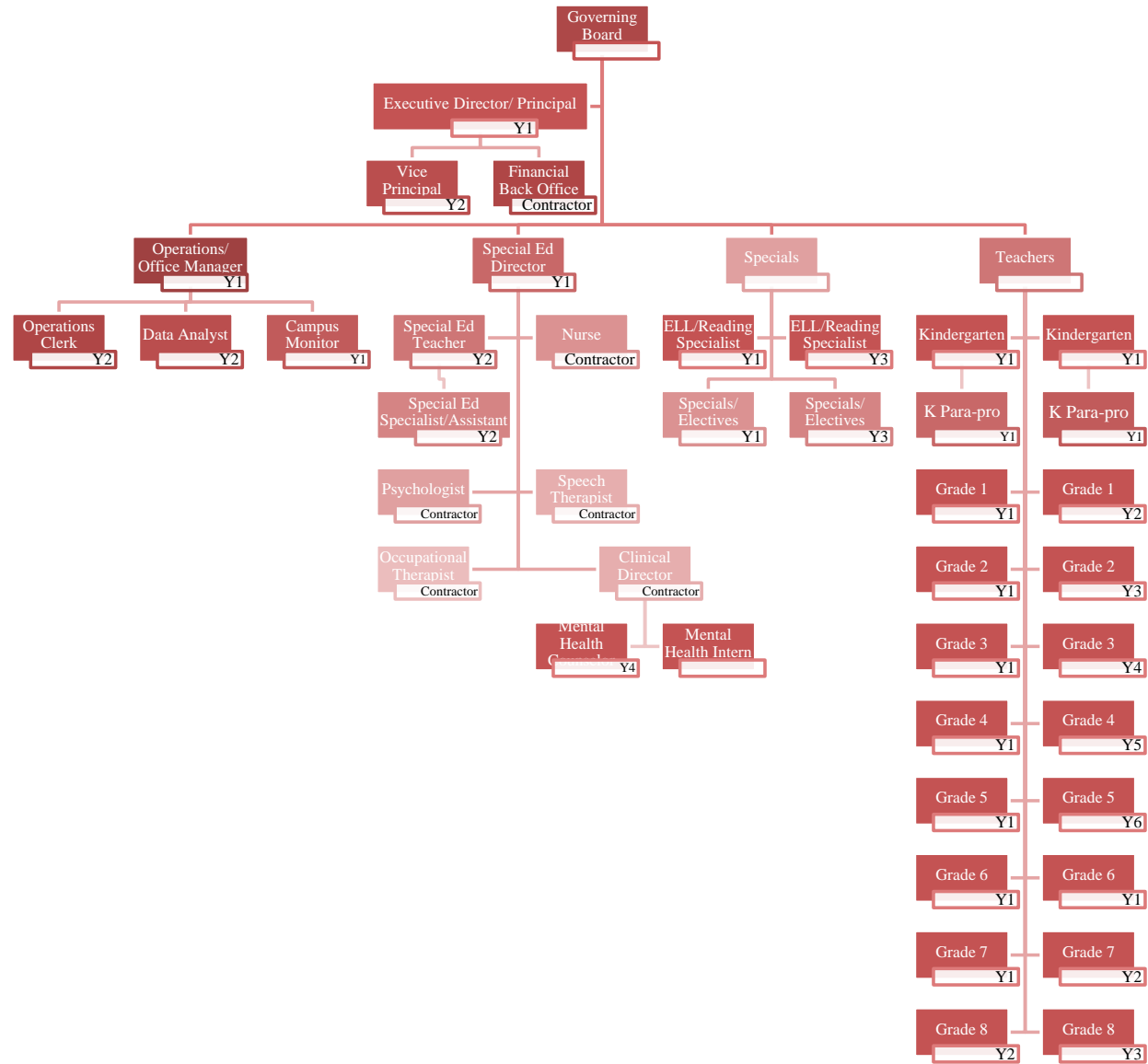
LEADERSHIP TEAM

- (1) Describe the proposed organizational model; include the following information:**
- (a) Organizational charts for year one and one for when the school is at full capacity**

Mind Your Books Charter School Y1



Mind Your Books Charter School Y6





(b) Job descriptions for each leadership role (provide as Attachment 7)

Please see Attachment 7.

(c) Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2022-23 school year.

Please see Attachment 8.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)

Please see Attachment 9.

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

(e) School leadership, operations, and governance; Individually, the strongest persons on the team regarding school leadership, operations and governance are Marsha Ashraf, Kayla Sparrow-Brown, and Cami Taiwo. Marsha has been in governance, Human Resources, and Chief Operations for over 20 years and is qualified to contribute to the successful design of the proposed MYBCS. She has had oversight with large school budgets in the millions for Chicago Public Schools. Cami has been in school leadership and governance for 20 years. She is the CEO of Mind Your Books which since 2018 has been a community organization that pairs students with teachers for private services. Kayla Sparrow-Brown has been a teacher for 14 years and has a proven track record of closing the achievement gap in lower elementary school. This contributes to a successful design because we have experience in making a difference in the lives of students.

(f) Curriculum, instruction, and assessment; The qualified team members with a proven track record of success in curriculum, instruction, and assessment are Larissa, a successful teacher with a proven track record for closing academic gaps in student achievement for special education, Kayla Sparrow-Brown who works wonders for the lower elementary schools of Southern Nevada, and Cami, a teacher of 20 years with a proven track record for closing academic gaps in student achievement. Larissa and Kayla assess students in their current teaching jobs and use assessment to inform instruction. Cami uses the NWEA assessment platform in the community to place children who are incarcerated at the Harbor on individualized learning platforms. All the team has experience with rendering and proctoring state assessments and test preparation strategies for gifted, general, and special education students.

(g) At-risk students and students with special needs; Larissa Pola has the most experience with students with special education needs as well as designing programs as a special education teacher of 20 years. RTI, IEP acquisition, and the legalities surrounding the meeting of accommodations and modification requirements to keep the Special Education Program in compliance with the law are her strengths. Her Nevada license enables her to work with students of special needs from the ages of 3 to 24 yrs. Cami runs a mental health agency for children and has experience in case management for families as well as oversight of clinical staff and has led teams of teachers into the community to design standards-aligned curriculum for incarcerated children of The Harbor, foster agencies and remedial school aged children all over



Southern Nevada. Cami has a proven track record of success in closing the achievement gap for gifted, SPED, and general ed students. Ema Rowe tutors students that are remedial and is a dedicated substitute teacher. Marsh Ashraf has experience as a licensed substitute teacher also and often subs in special education classrooms. Jessica Bailey is certified to work with Autistic children in behavioral modification.

(h) Performance management; Tanya Harper-McClair works as a Senior Family Service Specialist and brings expertise to the team through her experience with children of poverty and low-income families. In her field of work, she initiates supportive services for children for their mental and behavioral health needs. This includes therapy, PSR, BST, services. These services aid in wrapping children in services that work provide support for not only them within the school environment but in their home environment as well. Davis Hines is a CPA and is responsible for meeting deadlines for the IRS for taxes and business accounts. He has experience in payroll and accounting services and meeting deadlines. Cami oversees an academic and therapeutic program and has collected data since 2018 on the positive effects of intensive clinical services coupled with intensive academic remedy.

(i) Parent and community engagement; Tanya Harper-McClair partners and networks with foster parents to support children who have been removed from their families due to abuse/neglect. Many of these children come from backgrounds where the environment they were removed from has impacted them: socially, emotionally, physically, and behaviorally. Many of these factors in turn are seen in their education. Tanya partners with foster parents, caseworkers, and community providers to ensure and advocate the needs of each child not only academically, but behaviorally and emotionally while in DFS Custody. Sharon Szeman is an RN who works in the community in her spare time toward educating families about the effects of diabetes and teaching families how to improve their food choices. She loves working with children in the field of health. Collectively, as a diverse body of knowledgeable people who care about contributing to a successful school design, we all care about this work and have leadership experience in various respects. We have collectively designed businesses and programs and care about making a difference in the lives of children in effort to pay it forward. As a team, we all care about the future of humanity, and want to pour goodness, and quality mentorship into the children because they carry the keys to the future that we all must endure.

(3) Explain how the school leader will be supported, developed, and evaluated. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10). Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The primary competencies used for the school leader are based on the academic core tenets and the therapeutic core tenets of the Charter School. The school leader must embody the necessity to balance emotional wellness with a sound academic foundation. Knowledge of and ability to implement frequent formal assessment, data analysis, individualized curriculum mapping and exclusive focus on differentiation of instruction, social emotional curriculum fidelity, positive behavioral interventions and supports, parent teacher therapist conferences, strong commitment to community inclusion, mental health supports, therapeutic environment.

The Executive Director/Principal will be supported, developed, and evaluated in collaboration with



the Board. The Executive Director will be supported by the Board who will provide clear direction and articulated goals and benchmarks. The Board will establish annual goals with the Executive Director/Principal no later than September of each school year. The goals will be specific, measurable, attainable, relevant, and time bound. The goals will focus on student achievement, school culture and climate, efficient operations, sound fiscal practice, parent and community engagement, leadership, and governance to include proper communication with the Board. No later than January of each school year, the Board will conduct a mid-year review of the goals and determine if the benchmarks have been met. No later than June of each school year, the Board will conduct an annual evaluation of the goals and determine if the goals have been met. MYBCS will use the New Leaders Principal Evaluation Handbook and will follow the School Administrator Instructional Leadership Standards and Indicators. In collaboration with the Board, the Executive Director/Principal will be provided with professional development opportunities that focus on the goals established by the Board. The Board may also seek outside educational consultants to provide specific training, coaching, or development for the Executive Director/Principal if determined to be needed. The Board will provide the most innovative and relevant professional development opportunities to the Executive Director/Principal, staff, and teachers.

Please see Attachment 10 and Attachment 12.

(4) Explain your school leader’s role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?

The Executive Director/Principal will serve as the Chief Executive Officer for MYBCS. The Executive Director/Principal will provide instructional guidance to the teachers and staff through conducting observations, completing evaluations, providing meaningful feedback, and presenting professional development. To achieve the student achievement goals, curriculum and instruction are at the heart of the Charter School. It is the expectation that all members of the leadership team will play an active role to ensure that the achievement gap is closed, that teachers utilize effective and innovative instructional strategies, evidence-based approach, and that students will be supported with individualized instruction. The Executive Director/Principal will provide school culture guidance to the teachers and staff through providing social emotional resources and instruction, implementing positive behavioral interventions and supports, establishing elevated expectations and a relentless approach to success, reducing student discipline referrals, violence, and aggression through behavioral modification strategies and emotional regulation, and developing a positive, affirming school culture. It is the expectation that all members of the leadership team will play an active role to ensure that students recognize that they have value, practice self-reflection, participate in therapy and social emotional activities, reduce the shameful stigma of social emotional support, and promote self-awareness.

(5) Please provide the succession plans for your proposed school’s leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.

The Board and the Executive Director/Principal will develop a succession plan for the school leader. Primarily, coverage must be provided for the school leader for scheduled days off campus to attend professional development opportunities or meetings off campus, sick days, and other emergency/temporary succession plans. In the absence of the Executive Director/Principal, the Operations Manager/Office Manager will step in to provide coverage and vice versa until such time as the Vice Principal is hired in Year 2. Additionally, a teacher will be identified as the Teacher-in-Charge who will support immediate needs on campus like student discipline, issues of health and



safety, and other issues that arise.

MYBCS will develop a plan to cultivate potential school leaders by providing advancement opportunities. Potential school leaders receive an opportunity to serve as a mentor teacher, lead professional development sessions in an areas of expertise, serve as a teacher leader as content specialist, team leader, serve on the Parent Advisory Council or other committees, serve in an advisory capacity on school wide instructional decisions, attend conferences then return to the Charter School to present their professional learning to other teachers. Advancement opportunities for teachers include those opportunities previously mentioned. In addition, potential school leaders can advance by completing a Master's degree in Educational Administration or becoming a National Board-Certified Teacher.

STAFFING

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

Proposed Mind Your Books Charter School

Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
School Staff						
Executive Director/Principal	1	1	1	1	1	1
Vice Principal		1	1	1	1	1
Operations/Office Manager	1	1	1	1	1	1
Clinical Director/Mental Health Counselor	1	1	1	1	1	1
Mental Health Counselor/Therapist				1	1	1
Classroom Teacher (Core)	11	14	17	18	19	20
Classroom Teacher (Specials)	1	1	2	2	2	2
Special Education Director	1	1	1	1	1	1
Special Education Specialist Teacher		1	1	1	1	1
ELL/Reading Specialist	1	1	2	2	2	2
Special Education Specialist/Assistant		1	1	1	1	1
Mental Health Intern	1	1	1	1	1	1
Paraprofessionals	2	2	2	2	2	2
FASA	1	1	1	1	1	1
Operations Clerk		1	1	1	1	1
Data Analyst		1	1	1	1	1
Campus Monitor	1.5	2	2.5	3	3.5	4
Total FTEs at School	21.5	30	34.50	37.00	38.50	40

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

Once authorized, the Executive Director/Principal and the Board will begin the process of filling positions needed to fully staff MYBCS. The strategy will be to ensure that the employees understand and can support the mission, vision and core tenets which focuses on rigorous academic and social emotional well-being for all students. The strategy will be to focus advertisement for the open positions in the Las Vegas area first, then widen the search throughout the State. MYBCS will host and participate in virtual and in-person job fairs to orient the prospective employees to the Charter School and then to conduct interviews. MYBCS will connect with organizations like University of Nevada at Las Vegas College of Education, Teach for America, and The New Teacher Project. MYBCS will post all open positions and job descriptions on the Charter School's website. The top candidates will demonstrate the ability to serve the community in which the Charter School proposes to serve, the strength to collaborate with colleagues in a solution-based model, the license, training, and experience to teach, and the willingness to learn in a growing organization. The plan is to have the Executive Director/Principal start working full-time once authorized, with the Office/Operations Manager starting work no less than 8 months prior to opening. The plan is to have all the teachers hired by June 30, 2023, and the remaining staff hired by July 31, 2023.

(2) Describe your plan to recruit and hire teachers/staff who are representative of your student body.

The plan to recruit and hire teachers/staff who are representative of the student body begins with searching locally in the Las Vegas area. MYBCS is actively in the process of establishing another potential contract with UNLVs School of Education in effort to hire teachers new to the field of Education. We would love to hire, train, and retain new teachers as well as hire experienced teachers as Lead Teachers. MYBCS anticipates that the student ethnic breakdown will be about 76% Latinx, 11% Black or African American, 8% white, 3% of students who represent Two or More Races, and 2% other. This was determined by an average representation of the elementary and middle schools in the 89115-zip code. MYBCS is also committed to ensuring a representation of staff based on additional factors not limited ethnicity to include race, gender, socioeconomic status, language, and ability. MYBCS will follow all state and federal laws and the Equal Employment Opportunity Commission. MYBCS will be intentional in recruiting teachers and staff who are persons of color, and all prospective employees will be asked to delineate their working experience with ethnically, linguistically, and ability diverse populations. There will be a question about diversity, equity, and inclusion included in the interview. The Committee to Form already represents 59% persons of color. The most important part of the plan to recruit and hire teachers/staff is to partner with the community we proposed to serve and outreach to the families through regular communications like emails, newsletters, and the website which will delineate open positions. The families and community members will increase the strength of the Charter School and will bring personal connections to the students we serve.

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

The proposed salary ranges and benefits are included in the Budget Narrative and Worksheet. Please see Attachments 18 and 19. The average teacher salary will be \$40,000 but this will depend on the education and experience of each teacher. The Executive Director/Principal will start at



\$88,000 and will not begin to grow until Year 2. The Clinical Director will start at \$60,000 and will not begin to grow until Year 2. The average staff salary will be based on the number of hours and days that the employee works, and it will range from \$9.75 (minimum wage) to \$23.43 dollars per hour. The employment benefits will include a health care option, employer-covered contribution to the Public Employee Retirement System, and employee time off benefits.

MYBCS realizes that the proposed salary ranges are not as competitive as it intends to be as the Charter School becomes more established; however, the strategy to retain high-performing teachers is the focused school community, teacher/staff support for social emotional well-being, opportunities for teacher/staff involvement, engagement, and advancement, and professional development opportunities. MYBCS will encourage teachers/staff to commit themselves to the organization. Job satisfaction is so important, that many teachers/staff choose to work in an organization that pays less but includes a high rate of job satisfaction.

(4) What is the proposed teacher-student ratio, as well as the ratio of total adults to students?

The proposed teacher-student ratio is 20:1. The proposed total adult-student ratio is 14:1. The students in special populations will receive English Language Development, Designated Instructional Services, social emotional/counseling support, and intervention.

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

The Executive Director/Principal is primarily responsible for ensuring that each step in the hiring process is followed. This will be accomplished in the following manner at minimum:

- Paper Screening for licensing, education, and experience
- Interview
- Writing Prompt
- Reference Checks
- Offer position contingent on passing the background check
- Executive Director/Principal will provide and monitor compliance with fingerprinting for the background check
- The Board will monitor compliance with fingerprinting for the background check for the Executive Director/Principal.

The Executive Director/Principal is primarily responsible for ensuring that each step in the dismissing process are followed. This will be accomplished in the following manner at minimum:

- Employees will sign receipt of job description and employment agreement
- Employees will sign receipt of Employee Handbook
- Employees will participate in annual goal setting and a clear explanation of the evaluation process
- Verbal Warning
- Written Warning
- Letter of Reprimand
- Dismissal
- Due Process will be utilized unless the behavior or action is so egregious that dismissal is mandated.

(6) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher



evaluation tool(s) as Attachment 11, as well as any supporting protocols or documentation.

Teachers will be supported and developed through professional development sessions that will address the learning needs of the teachers. These needs will be informed through teacher self-reflection, Board goals, observations, and evaluations. Some professional development will be conducted for the purpose of information and compliance, and other professional development will be conducted for the purpose of increasing the art and science of teaching. MYBCS will utilize the performance management system called NEPF (Nevada Educator Performance Network). Each teacher will meet with the Executive Director/Principal in the first 30 days of the school year to establish their goals for the school year. The Executive Director/Principal will provide frequent, meaningful feedback to teachers because of observations and walk-throughs. There will be two formal observations per year, unless a concern is identified which would require an improvement plan and more up to two additional formal observations per year. The teachers will be invited to provide evidence to demonstrate their rating on the rubric. These may include self-reflection, student work, data analysis, lesson planning, communiques, and the like which the Executive Director/Principal will consider in providing the mid-year and final evaluations. The teacher and the Executive Director/Principal will meet to discuss the lesson and the written evaluation within 10 days of the formal observation.

Please see Attachment 11.

(7) Please explain the responsibilities of each of your school's administrative/leadership team members with regard to recruitment, hiring, development and retention of a highly effective staff. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key Human Resources responsibilities will be managed.

The Executive Director/Principal is primarily responsible for the recruitment, hiring, development, and retention of a highly effective staff. Additionally, the Executive Director/Principal is primarily responsible for leading payroll, benefits, and employee relations. The key human resources responsibilities may be delegated to the Operations/Office Manager or a back-office support provider who will demonstrate to the Executive Director/Principal that the teachers/staff have required documents, attended mandatory trainings, and completed items requested of them; however, the primary responsibility lies with the Executive Director/Principal. The Executive Director/Principal will need to attend training on Human Resources to stay up to date on ever changing laws.

(8) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

MYBCS will identify the annual goals for each position with mid-year and final benchmarks which may be updated to address any concerns of unsatisfactory performance. MYBCS intends to collaborate 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. This process was discussed above.

Regarding leadership or teacher changes or turnover, the Board will consider the impact on students first, on parents second, and on the school community third. The Board will learn that though these decisions are difficult, they always prove positive.

(9) Will your organization require additional support (from third parties or consultants)



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

MYBCS anticipates requiring additional support for core Human Resources functions by contracting with a back-office support provider. During the application process, MYBCS worked with CSMC, Inc. to prepare the application budget. The decision to continue working with CSMC, Inc. will be continued once we are approved. The Executive Director/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.

STUDENT RECRUITMENT AND ENROLLMENT

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

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of [R 131](#). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

(2)

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.

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. The Operations/Office Manager provide support, and we provide support for all who are bilingual in English and Spanish.

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.

Community Organizations: The Charter School is always open to potential partnerships within the local and regional communities inclusive of our community's organizations like community colleges, shopping centers, grocers, art organizations, 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/UCDNNIIIia-I-RXXM9rqgiwg>
- **MYBCS Podcasts:** <https://anchor.fm/cami-inez> or <https://open.spotify.com/show/39bCqDq1Qazozb0IHFQb7y>)



- (a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery. Note that your proposed enrollment window should satisfy the requirements of NRS 388A.453(7).**

The enrollment calendar for the first year of operation and subsequent years of operation will be as follows:

November 1 – March 14	Intent to Enroll forms available at the school office or online at the Charter School’s website.
March 15	All Intent to Enroll forms due to Charter School.
Last week of March	Public random drawing conducted (if necessary).
2nd week of April	Admission notification and enrollment packets distributed to parents and children who have been drawn in the public random drawing.
Approximately 2 Weeks Later	Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

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

The enrollment targets are listed below. The Operations/Office Manager will be responsible for monitoring progress toward these targets overseen by the Executive Director. See the target rates below. The re-enrollment (or the number of students returning the following year) rate goal is



80% due to natural matriculation and residential moves and a 13% transiency rate in the schools located in the 89115-zip code.

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

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?

In the pre-opening stage, MYBCS will mainly focus on informing the population of its arrival on the scene and of its agenda as a public charter school that focuses on rigorous academic and social emotional well-being. In the following years, it will also have success rates to discuss, and it will benefit from the word of mouth. The focus of MYBCS will be to reach a stage where recruitment is a non-issue. To this end, MYBCS will continuously self-reflect, self-evaluate, and consequently self-improve. The Charter School 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.

(4) Complete the following tables for the proposed school to open in 2023-24. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2023.

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

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	56	56	56	56	56	56
1	28	56	56	56	56	56
2	27	28	56	56	56	56
3	27	27	28	56	56	56
4	27	27	27	28	56	56
5	27	27	27	27	28	56
6	55	55	55	55	55	55
7	27	55	55	55	55	55
8		27	55	55	55	55
9						
10						
11						
12						
Total	274	358	415	444	473	501

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

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	60	60	60	60	60	60
1	30	60	60	60	60	60
2	30	30	60	60	60	60
3	30	30	30	60	60	60
4	30	30	30	30	60	60
5	30	30	30	30	30	60
6	60	60	60	60	60	60
7	30	60	60	60	60	60
8		30	60	60	60	60
9						
10						
11						
12						
Total	300	390	450	480	510	540

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

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	66	66	66	66	66	66
1	33	66	66	66	66	66
2	33	33	66	66	66	66
3	33	33	33	66	66	66
4	33	33	33	33	66	66
5	33	33	33	33	33	66
6	66	66	66	66	66	66
7	33	66	66	66	66	66
8		33	66	66	66	66
9						
10						
11						
12						
Total	330	429	495	528	561	594

(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. Start-up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.



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 the number of students is to meet the demand from parents in the community who want the Charter School to be available for each of their school aged children; hence, MYBCS is offering eight grade levels in Year 1 (K-7) and nine grade levels starting in Year 2 (K-8). MYBCS is keenly aware that the demand for students in grade K (the start of elementary school) and in grade 6 (the start of middle school) is higher than other grades; therefore, the Charter School will open with offering more spaces or two classes in grades K and 6. The goal is to have two classes per grade level at capacity which will take place by the end of the charter term. The rationale for starting grades K and 6 with two classes is that the middle school will be full by Year 4, and the elementary school will be full by Year 6.

The rationale for opening more than three grade levels is based on the current interest of the Charter School in the K-7 program. Parents of current students in grade 5 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 13, please provide evidence of demand from prospective students and families within the community you intend to serve.

Please see Attachment 13.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

Please see Attachment 14. In addition to the detailed start-up plan, MYBCS aligned the start-up plan with the SPCSA's Pre-Opening Checklist and Plan to ensure alignment.

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans



support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program and why that organization was chosen.

The plans for leadership training and development of the Executive Director/Principal, Cami Taiwo, during the incubation year include training on specific job duties. The Executive Director/Principal will receive training on fiscal management from Charter School Management Corporation, trainer of trainer's workshop on Second Step, school based restorative practices, and positive behavioral interventions and supports, and training provided by the Charter School Association of Nevada.

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

Following the authorization of the Charter, the Executive Director/Principal will work full-time to implement the Incubation Year Plan. Please see Attachment 14.

SERVICES

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

MYBCS' Leadership Team will consist of the Executive Director/Principal, the Operations/Office Manager, and the Assistant Principal in Year 2. The performance metrics will align with the benchmarks and goals established for each position. The Board will review the performance metrics no less than annually to lead the organization to effective and efficient success.

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

MYBCS will be located near multiple apartment complexes thus making access to the school available for many families. Most students will 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 that transportation needs to be provided. If this is the case, MYBCS will secure funding from a grant to purchase a school bus to provide transportation.

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

MYBCS has a letter of support from and will potentially contract with SYSCO Food Service to provide breakfast, snacks, and lunch at the Charter School. MYBCS will conduct a formal RFP process to vet and choose the highest quality provider for the best price with solid references and proven track record who will comply with all federal nutrition guidelines and all other



requirements (i.e., temperature, serving, and storage). MYBCS will support parents/guardians in completing the annual lunch application by supporting them in their home language. 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 both SYSCO and Three Square. MYBCS also has a letter of support and an existing relationship with Three Square Foods for after school programs and clubs for snacks and will provide relief from food insecurities for families that may need food pantry services after school hours.

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

MYBCS will contract with outside custodial services and a maintenance provider to provide regular cleaning and sanitation associated with a clean, safe school environment. The landlord will be responsible for facility repair and upgrades as is standard in commercial lease agreements.

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

MYBCS will secure school health and nursing services through an outside service provider. We have a letter of support for FASA services through Stringer Nursing Associates. The plan is to provide nursing services and to conduct all required trainings (EpiPen, diabetes, urine bag, colostomy bag, etc. and all federally required health screenings). The Operations Manager will be training in establishing and maintaining all health records (including immunizations) in accordance with FERPA and other regulations. All medications will be stored in a secured, locked location, and all medication logs will be kept in accordance with the prescription and accessible only to staff who have been trained to administer medications. For students with an IEP who require a health assessment or a health plan, the outside nurse provider will conduct these assessments and develop any plans. All teachers and staff will be trained on basic first aid, CPR, safety with bloodborne pathogens, and de-escalation strategies. At least four staff members will be trained on Nonviolent Crisis Intervention. Nurse Stringer is a licensed nurse that is a FASA (First Aide and Safety Assistant) and is able to conduct the federally required health screenings: Auditory and Visual (grades K, 3, 6), Scoliosis Screenings: (grade 7), and Height and Weight Evaluations (grades 4, 7). The Family Handbook will describe how and when the health screenings will be provided and how parents/guardians may exempt their child from all or part of the screenings. The Operations Manager will ensure that parents/guardians are notified of the results of the screenings. As per **NRS 392.420(9)**, the Operations Manager will be responsible for ensuring that the results of the screenings are reported to the State Health Officer as required. MYBCS intends to work with local clinics and the UNLV School of Medicine to secure interns to provide instruction on wellness and preventative health to students, families, and staff. We also have a letter of support through Wellness Nurse Sharon, an RN who has a program to teach students and their families how to understand and manage diabetes. This diabetes awareness program will host health assemblies and seeks to change the negative mindset of the diabetes diagnosis by teaching survival techniques, hosting food prep classes after school, hygiene and wound care, medication management, healthier food choices, exercise, and more.

(e) Purchasing processes

All purchases must align with the Board approved budget and must be for the purpose of supporting the school community. The Executive Director/Principal must approve all purchases. Any single purchase more than \$5,000 must have three (3) quotes whenever possible. All purchases over \$100 require a purchase requisition. The Executive Director/Principal will only approve the purchase requisition if the purchase is in alignment with the Board approved budget and if there



are funds to cover the purchase. In accordance with the competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules, an RFP process will be required for all purchases, leases, sale of property, public improvements, or services. Any contract over \$10,000 must receive Board approval.

(f) Safety and security (include any plans for onsite security personnel)

The health and safety of the students and staff are of utmost importance. 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 trainings, practice sessions, and emergency drills. MYBCS will not hire onsite security personnel in year 1, but will secure technology like two-way radios for administrative and staff communication, megaphone and whistles to direct students and staff in emergency situations, security cameras to monitor staff, student, and visitor interactions, public announcement systems, telephones and intercoms in each classroom and office, automated communication systems via text, email, and telephone to staff, teachers, and families, security system with panic button in the office, and animal control poles. 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.

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

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



Infinite Campus will train the Executive Director/Principal, Operations Manager, and the office staff who will have administrative user rights to enroll and disenroll students. Infinite Campus will train the teachers who will have teacher user rights and will use Infinite Campus for attendance, grades, discipline referrals, academic data, and communication with families. The Executive Director/Principal will be responsible for regularly monitoring the student information for accuracy and ensuring compliance with regulatory and reporting requirements with the Nevada Department of Education and the SPCSA. The Executive Director/Principal will monitor the daily attendance for chronic absenteeism and discipline referrals to improve behavior. The Assistant Principal will monitor this once they begin in Year 2. The Operations Manager will be responsible for ensuring the teachers and staff are trained annually on Infinite Campus. The Operations Manager will ensure that office staff are cross trained so that they can help each other utilize the software. The cost of Infinite Campus is included in the Financial Plan Workbook.

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

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.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well-developed narrative.

Please see Attachment 15.

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- (a) The desired location of the school facility.
- (b) The number of general education classrooms required each year.
- (c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs.
- (d) Space requirements for administrative functions, food services and physical education

The desired location of the school facility will be in the zip code of 89115 in Las Vegas. The number of classrooms and office space is included below to address the academic and therapeutic model of the Charter School. The Multipurpose Room will also house food services. The minimum projected needs for square footage year over year are as follows:

Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Total Sq. Ft.	16,500sf	21,450 sf	24,750 sf	26,400 sf	28,050 sf	29,700 sf
# Classrooms	11	14	16	17	18	19
Classroom Sq. Ft.	12,050	14,600	17,150	18,000	18,850	19,700
SPED/EL Rooms Sq. Ft	400	800	855	1,000	1,000	1,000
Office/Storage Sq. Ft.	775	1,030	1,030	1,240	1,500	1,500
Restrooms Sq. Ft.	800	800	1,000	1,200	1,490	1,600



Corridor/Entry Sq. Ft.	2,475	3,220	3,715	3,960	4,210	4,455
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Any site considered in the zip code of 89115 must also have appropriate playground and play space whether on hard surface or field. The minimum projected needs for outdoor space for square footage will be at least 5,000 square feet and compliant for safety and accessibility meeting all Americans with Disabilities Act (ADA) requirements and applicable building codes prior to the first day of professional development. There will be designated parking, drop-off and pick-up location, and secure entry and exit locations. MYBCS will work with the local jurisdictions and municipalities to ensure safe ingress and egress to the property.

(2) If a facility is not yet identified, please describe the organization’s approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization’s plans to finance the facility, including:

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

MYBCS has an existing LOI with Nellis Baptist Church which meets the financial obligations required to deliver a fully functional, customized charter facility to our school partners. MYBCS has worked with Charter School Management Corporation Inc. to develop the lease costs aligned with the Charter School budget. Additionally, MYBCS completed the worksheet provided by SPCSA to determine facility requirements.

The scaled projection was developed on the basic assumptions: 55 square feet per student; lease rate of \$0.84 a square foot, with an increasing rate of 3% per year.

The total facility project cost for the lease, custodial, utilities, CAM, and maintenance for the term of the charter will be \$2,289,551. This amount has been budgeted and is reflected in the financial plan in the Financial Plan Workbook in Attachment 19.

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total Cost for Charter Term
	2023	2024	2025	2026	2027	2028	
	2024	2025	2026	2027	2028	2029	
Facility lease cost/yr	\$166,320	\$222,702	\$264,673	\$290,788	\$318,231	\$347,059	\$1,609,773
Custodial (Non CAM)/yr	\$11,550	\$15,015	\$17,325	\$18,480	\$19,635	\$20,790	\$102,795
Utilities/yr	\$60,885	\$79,151	\$91,328	\$97,416	\$103,505	\$109,593	\$541,877
CAM/yr	\$0	\$0	\$0	\$0	\$0	\$0	\$0



Campus Security	\$956	\$956	\$956	\$956	\$956	\$956	\$5,736
Maintenance	\$3,300	\$4,290	\$4,950	\$5,280	\$5,610	\$5,940	\$29,370
Escalator on Custodial, Utilities, CAM, Maint.)	\$76,691	\$9,942	\$114,559	\$122,132	\$129,706	\$137,279	\$315,744
Total Cash Cost to Lease	\$243,011	\$322,114	\$379,232	\$412,920	\$447,936	\$484,338	\$2,289,551

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

MYBCS has included a Letter of Intent to provide a facility in the targeted zip code in 89115 at Nellis Baptist Church, 4300 Las Vegas BLVD, Las Vegas, Nevada 89115. (See Attachment 16). Also included in Attachment 16 is an attestation describing the facility, location, size, amenities, and compliance with health and safety requirements that will be furnished to SPCSA as part of the charter contract agreement.

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

As previously stated, MYBCS has a letter of support for a location. As a new charter school, the committee does not have experience in commercial real estate and determined it would be wise to receive professional support in this area. Regarding managing any build-out and/or renovations, MYBCS is working with professional facility consultants from Corcoran Global Living Commercial to support the Board in making the decisions regarding commercial property, and renovations.

Explain the organization’s plan to maintain the independent facility.

MYBCS will maintain an independent facility by contracting with outside custodial services and a maintenance provider to provide regular cleaning and sanitation associated with a clean, safe school environment. The lease agreement will include facility repair and upgrades which will be the responsibility of the landlord as is standard in commercial lease agreements.

This section should include a clear, time bound plan for finding a location and engaging with local jurisdiction and municipalities.



(5) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team’s interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as part of Attachment 16 to the final application.

The City’s focus for planning and zoning is to work closely with local, state, and federal jurisdictions on challenges that transcend governmental jurisdictional boundaries such as education, health care, natural environment, recreation and culture, transportation, and sustainability. MYBCS will help the city to achieve this goal. MYBCS does not yet have approval from the local jurisdiction for the proposed location. Once the facility is authorized, MYBCS will engage with the Las Vegas Metro Police Department on issues of drop-off and pick-up and the Clark County Fire Department on issues of fire safety. MYBCS will also work with the local municipalities to coordinate with the Charter School’s Emergency Plan.

ONGOING OPERATIONS

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

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 development and coordination of the Emergency Management Plan. The Operations Manager will be responsible for ensuring the teachers and staff are trained annually on the Emergency Management Plan and School Safety Plan to include attendance at mandated training, practice sessions, and emergency drills. If there are concerns about completion of mandated training or protocols not followed during practice sessions or drill, the Executive Director/Principal will follow up with specific individuals to maintain a safe and orderly school environment.



Component of the Emergency Plan	
Factor	Description
Personnel	The Executive Director/Principal will develop the Core Planning Team with required members from the school community including a parent/guardian in addition to local authorities: local organization for emergency management (a firefighter), a police officer, and a community member (counselor, psychologist, licensed social worker). The team will form a Common Framework, define, and align roles and responsibilities, and determine a regular schedule of meetings. The team will identify and prioritize the threats and hazards and assess risks, develop goals and objectives, and develop the plan. The plan will be shared with stakeholders for feedback. The Operations Manager will ensure that stakeholders are trained on the plan, practice, and drill with the plan.
Technology	The team will identify the threats and hazards to the school community to include tracking student internet use and comments on school equipment, a firewall to prevent inappropriate sites and outside hackers, and a data security system. Additional technology like two-way radios for administrative and staff communication, megaphone, and whistles to direct students and staff in emergency situations, security cameras to monitor staff, student, and visitor interactions, public announcement systems, telephones and intercoms in each classroom and office, automated communication systems via text, email, and telephone to staff, teachers, and families.
Equipment	The team will determine the equipment needed to implement the plan to include personal protective equipment, pop-up tents (shade and rain covers), water and food for students and staff for three days, security system with panic button in the office, animal control poles, medical supplies (wheelchair, stretcher, eye wash station, splints, gauze, cleanser, bandages).
Policies	The team will recommend policies to be developed to align with the plan. This may include procedural policies to describe how to respond to circumstances like missing student, death of student or staff member, irrational behavior, sexual assault, and suicide attempt. This will include preparedness policies to describe the training and practice of prioritized threats like fire, earthquake, and intruder.

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

Please see Attachment 17.



Section 5: Financial Plan



(4) 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 contractors.

Mind Your Books Charter School (MYBCS) has contracted with a comprehensive back-office provider especially for the launching phase. Charter School Management Corporation, Inc. (CSMC) was chosen to support accounting, bookkeeping, payroll, budgeting, financial reporting, forecasting, grant writing support, compliance, and data management services. CSMC was selected to provide these services because the firm has a proven track record and the necessary knowledge, skills, experience, and qualified personnel in assisting successful charter schools (approximately 150 charter schools), particularly in the launching phase.

In selecting and contracting with a back-office provider for ongoing services, MYBCS obtained at least three quotes of service before the Board before made the ultimate selection and entered a contract with the CSMC for back-office support. We looked at three criteria, based on best practices of other high-quality schools:

(a) Proven Track Record: The vendor will have a history of operation that is legitimate and satisfactory. The principal will research and provide reviews, accreditations, designations, and awards associated with a provider in a comprehensive track record report and will present such information to the Finance Committee and through it to the full Board for its review and vote.

(b) Mission Alignment: The vendor will have a stated or proven commitment to working with charter schools of transformative change for at-risk students and show familiarity with the conventions of the industry. The Principal will research and provide any documents relevant to establish the level of mission alignment of a given vendor and will present such information to the Finance Committee and through it to the full Board for its review and vote.

(c) Competitive Pricing: The vendor will provide a competitive and transparent pricing plan that fits the scope and constraints of the RFP in a timely and professional manner. The Principal will research and provide any documents relevant to pricing plans and will present such information to the Finance Committee and through it to the full Board for its review and vote.

In the case of an independent audit, MYBCS will hire a public accounting firm to conduct an audit of the school. The auditor will be selected annually by the Board of Directors in a competitive RFP process.

All contractors will be selected by an RFP process established by the Finance Committee of the Board of Directors, and the Board's approval of the final selection through such process. The current budget reflects these expenses in the narrative and specific line items as based upon ranges from conversations with vendors and/or local, similarly sized charter schools' start-up and current costs. As previously stated, MYBCS has an existing contract in place for back-office support through CSMC, to ensure that proper financial controls are in place, primarily through clear delineation of duties between the Executive Director/Principal, Operations Manager, and Treasurer of the Board. The founding team of MYBCS will develop plans and systems to codify into a Financial Policies Handbook with the contracted labor of this back-office provider. With the support of the provider, the Executive Director/Principal will create and implement a plan of financial and administrative procedures and cycles to adhere to all reporting procedures and requirements of public schools in Nevada, and to best support the Board of Directors by reporting relevant information in a timely



and accurate manner. The Board of Directors and the proposed Executive Director/Principal are committed to going above and beyond in safeguarding the short- and long-term fiscal health of the organization throughout its operations.

(2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include 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.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states and required contributions to the Public Employee Retirement System (PERS).
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency if state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency if outside philanthropic revenue projections are not met in advance of opening.
- (g) 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:
 - **How the projected number of students in each applicable subgroup 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)**
 - **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***Note: 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.*

Please see Attachment 18.

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



Please see Attachment 19.

(4) 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. In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

The annual audit will take place after the close of the fiscal year. MYBCS will seek to earn an unqualified audit and excel in following GAAP standards. The auditor will be selected annually by the Board of Directors in a competitive RFP process. The auditor retains complete freedom and direction over audit procedures and will require documents to ensure MYBCS has complied with GAAP standards and all other regulatory requirements for public schools in Nevada. The annual audit will be completed in accordance with all required deadlines, and a copy of the auditor's findings will be forwarded to the authorizer and any other mandated recipients. The independent fiscal audit of MYBCS is public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request.

MYBCS intends to contract with a back-office administration provider to ensure compliance with all rules, regulations, and reporting guidelines for public schools in Nevada. MYBCS looks forward to attending all workshops and training provided by the State Public Charter School Authority and any other public agencies to ensure compliance with all regulations, including any newly legislated requirements.

MYBCS will consult with a back-office provider in creating a draft financial policies handbook which will ultimately be approved by the Board of Directors. The policies and procedures will detail the internal institutional controls necessary in procurement, purchasing, and all transactional approvals. The Principal, Operations Manager, and Treasurer will serve as the three chief financial agents of the organization, and all processes requiring the disbursement and management of funds will require the proper delineation of duties and approvals necessary to ensure fiscal oversight.



Section 6: Addendum

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



Attachment 1: Letters of Community Support

Executive Staff

Tambre Tondryk, M.Ed.
*Executive Director of
Operations*

Andrea Damore, M.Ed.
*Executive Director of
Academics*



January 24, 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 had the pleasure of meeting Cami Taiwo several months ago and learning about her work as CEO of Mind Your Books. We were introduced by a mutual acquaintance who recognized the similarities in our charter school programs since both are focused on serving at-risk student populations. I am the Executive Director of Operations for Beacon Academy of Nevada a specialty State Public Charter School that serves alternative education high school students exclusively. The program that Ms. Taiwo is proposing will provide academic, social and emotional support to at-risk students in K-8th grade. 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 supports. We are both excited by the prospect of supporting students and being able to provide a continuity of services as they transition from 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.

Beacon Academy of Nevada has been serving alternative education students since December, 2016 and understands the challenges involved in supporting highly at-risk students. Many at-risk high school 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,

Tambre Tondryk,
Executive Director of Operations



March 8, 2022

To Whom It May Concern,

FIRST Nevada is a 501(c)(3) non-profit organization promoting *FIRST®* robotics programs and STEAM education initiatives in Nevada. Our robotics programs, for kids grades PreK-12, feature curriculum-based social and STEAM learning experiences. Our mission is to inspire young people to become science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

As an organization, we're happy to support Cami Taiwo and her plan to found the Mind Your Books Charter School (MYBCS) here in Las Vegas. We've known Cami since 2018 when she was an educator at Rainbow Dreams Academy. Mind Your Books plans to build an alternative charter school learning environment for troubled and at-risk children grades K-8. This is a great need in Clark County: an educational institution that provides support in the classroom and outside of it.

As part of our partnership with the Tesla education investment and the Nevada Department of Education to secure a robotics program in every school in the state, we're able to provide access to equipment to ensure public and charter schools have the training and resources needed to start sustainable teams for many years. We work closely with school administration and staff to support robotics programs in every corner of the state, and the program at MYBCS would be no different.

After MYBCS is chartered, we look forward to working with Cami and the rest of the institution's staff in building a robust robotics program that can compete with other schools and organizations annually.

Thank you,

Sincerely,

A handwritten signature in black ink that reads "Angela Quick".

Angela Quick
Executive Director
FIRST Nevada





6767 West Tropicana Avenue #212
Las Vegas, NV 89103

January 18, 2022

Dear Nevada State Authority Board Members,

For 12 years, Girl Up has been a United Nations Foundation and non-profit organization that is devoted to serving as a platform which guides girls along their journey from leader to changemaker with specialized programming in organizing, advocacy, fundraising, and communications. Our programming exposes girl leaders to issues at the intersection of gender equality and sports, STEM, storytelling, and more – we position girls to be leaders across industries where women are underrepresented. When girls take part in Girl Up programs, they experience higher self-confidence, compassion, empathy, social collaboration and civic participation. The local chapter that we represent is called Girl Up, Rhodes Ranch Chapter.

The Mission of Girl Up, Rhodes Ranch Chapter is to provide a platform where girls can be empowered to get involved, work together to access their inner power in an effort to advance the skills, rights, and opportunities of girls everywhere. Mind Your Books Charter School (MYBCS) shares in our mission by encouraging self-empowerment and student growth opportunities. In addition, MYBCS shares in the overall vision to be an inspiration to every student in effort to contribute to a literate and functioning society at large, by investing in its individuals; or students; and in this case, especially girls.

It is our 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, Girl Up, Rhodes Ranch Chapter intends to collaborate with MYBCS in a mutually beneficial relationship. Some of the action items that our club will take on include raising awareness, advocating and fundraising, female empowerment youth groups, and after school mentorship clubs so that every girl can reach their full potential. The importance of leadership skills are emphasized which will allow girls to hone their skills in community organizing, goal setting, and effective communication.

Our members firmly believe that when girls rise, we all rise. Through this partnership, MYBCS will promote the club's plethora of resources available to each member and Girl Up, Rhodes Ranch Chapter will provide the following resources for Mind Your Books Charter School:

- Classroom youth leadership speakers
- Attendance at MYBCS award ceremonies and fairs
- After school mentorship clubs for Girls K-8
- Book clubs for girls
- Executive and Life Skills Training for Girls
- Advocate for Girls in Sports and Gender Equality

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.

Brianna Shaw

Brianna Shaw

President Girl Up, Rhodes Ranch Chapter
Coalition Leader, Rocky Mountain Region

Email: girlup.rhodesranch@gmail.com **Phone number:** (800) 719-2611



2496 Rye Beach Lane Henderson, NV 89052

Stringer Nursing Associates
2496 Rye Beach Lane
Henderson, NV 89052-5200
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 believe that Stringer Nursing Associates possess the skills and experience you are seeking. As our company resume indicates we have more than 10 years assisting schools with their needs to meet the guidelines of the Clark County School District and the State of Nevada in providing health care needs to enhance optimum learning. As a contractual service we provide services as needed to collaborate with the school team to plan for student care, advocate for health and wellbeing of students. Train and delegate per Nevada State Board guidelines administration of medications and treatments. Educate staff about management of illnesses. Attend multidisciplinary team meetings for special education students.

Stringer Nursing Associates look forward to partnering with Mind Your Books Charter School. Attached is the resume for Stringer Nursing Associates along with detailed information of Stringer Nursing Associates role and the role of assisting in the development of the role of a FASA to provide daily care on your campus. Your consideration is greatly appreciated.

Sincerely,

Verna J. Stringer, RN

Verna J. Stringer, MAEd., BSN, RN



December 29, 2021

DISCOVERY Children's Museum
360 Promenade Place
Las Vegas, NV 89106

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,

Laura E. Christian

Laura Christian
Vice President of Learning Experiences
DISCOVERY Children's Museum



GLOBAL LIVING
COMMERCIAL

1170 E. Sunset Rd, Suite 200
Henderson, NV 89011

April 25, 2022

Board of Directors
Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Re: Letter of Support and Intention to Lease Nellis Baptist Church

Dear Board of Directors:

Please accept this letter of intent from Cami Taiwo, Executive Director of Mind Your Books Charter School, to lease Nellis Baptist Church, located at 4300 Las Vegas Blvd., Las Vegas 89115, the subject property (the "*Property*,"") on behalf of Mind Your Books Charter School (MYB.)

MYB is excited about the opportunity to work with Pastor Greg Fields and his Church Leaders and congregation to formalize a lease agreement mutually beneficial to each party. MYB would like to have a lease agreement with an option of a long-term lease. MYB is proposing to initially lease approximately 12,651 square feet.

Nellis Baptist Church supports MYB's application with the State of Nevada (SPCSA) State Public Charter School Authority to become an approved Charter School and will work with MYB to lease its facilities. Nellis Baptist Church looks forward to collaborating with MYB to bring new engagement and support to the community in alignment with MYB's mission "...to improve the academic achievement of at-risk students (by) encouraging the use of effective and innovative methods of teaching."

Nellis Baptist Church is excited about the prospects of MYB opening and operating a successful Charter School in their current facilities at 4300 Las Vegas Blvd., Las Vegas, NV 89115.

This letter of intent to lease space ("*LOI*") is intended, for both parties' benefit, to be entirely non-binding. It is a general outline and is not meant to be exhaustive. The detailed terms and conditions of any transaction would be included in a future Lease Agreement to be finalized and signed by the parties at a future time (together with any ancillary documents, the "*Lease Attachments*,"") when a mutual agreement were to be reached. In signing this Letter of Support

and Intent to Lease all parties expressly agree that this **does not** contain binding, enforceable duties and no party may sue the other for any alleged breach hereof.

This proposal is intended solely as a preliminary expression of general intentions and is to be used for discussion purposes only. The parties intend that neither shall have any contractual obligations to the other with respect to the matters referred herein unless and until a definitive lease agreement has been fully executed and delivered by the parties. The parties agree that this letter is not intended to create any agreement or obligation by either party to negotiate a definitive lease agreement and imposes no duty whatsoever on either party to continue negotiations, including without limitation any obligation to negotiate in good faith or in any way other than at arm's length.

MYB is represented by Broker Michael Hiltz and Associate Suzanne Lea, The Hiltz Group, Corcoran Global Living Commercial (CGL Commercial.) MYB has been introduced to Nellis Baptist Church by CGL Commercial. Please feel free to contact The Hiltz Group, CGL Commercial with any questions.

The Hiltz Group will work with both parties to finalize a lease agreement in the very near future.

Sincerely,

Michael Hiltz
Broker for The Hiltz Group
Corcoran Global Living Commercial
702.300.8524
Michael.Hiltz@Corcorangl.com

Jeff Bradford, Trustee
Nellis Baptist Church
702.644.1055
nbcdeaconjeff@gmail.com

Cami Taiwo, Executive Director
Mind Your Books Charter School
702.772.9604
cami@mindyourbookseducation.com



2496 Rye Beach Lane Henderson, NV 89052

Stringer Nursing Associates
2496 Rye Beach Lane
Henderson, NV 89052-5200
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 believe that Stringer Nursing Associates possess the skills and experience you are seeking. As our company resume indicates we have more than 10 years assisting schools with their needs to meet the guidelines of the Clark County School District and the State of Nevada in providing health care needs to enhance optimum learning. As a contractual service we provide services as needed to collaborate with the school team to plan for student care, advocate for health and wellbeing of students. Train and delegate per Nevada State Board guidelines administration of medications and treatments. Educate staff about management of illnesses. Attend multidisciplinary team meetings for special education students.

Stringer Nursing Associates look forward to partnering with Mind Your Books Charter School. Attached is the resume for Stringer Nursing Associates along with detailed information of Stringer Nursing Associates role and the role of assisting in the development of the role of a FASA to provide daily care on your campus. Your consideration is greatly appreciated.

Sincerely,

Verna J. Stringer, RN

Verna J. Stringer, MAEd., BSN, RN



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

Laurie.Saposhnik@Mathnasium.com

702-835-3634

Leaders in Training
900 N. Lamb Blvd
Las Vegas, NV 89110
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
Partnership Manager
Leaders in Training
702.273.4669
sromero@litlv.org





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

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



The Gay and Lesbian Community Center of Southern Nevada
401 S. Maryland Pkwy. • Las Vegas, NV 89101
OFFICE 702-733-9800 • FAX 702-733-9075 • www.TheCenterLV.com

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,

AJ Holly Huth
Youth and Family Services Manager
ajhuth@thecenterlv.org
702-733-9800 ext: 106



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,

Lisa Segler, PhD, MPH, CHES
Director of Strategic Initiatives
Three Square Food Bank
(702) 803-4513
lsegler@threesquare.org



January 12, 2022

Wellness Nurse Sharon
3906 Caribbean Blue Ave
North Las Vegas, NV 89031

Nevada State Authority Board Members
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

As the CEO and President of Wellness Nurse Sharon, and as a Registered Nurse of 7 years; my company shares a passion of caring for humanity by educating people about diabetes. We teach them how to navigate through a life-long diagnosis including the possibility of stabilization of Type 1 diabetes, as well as reversing Type 2 diabetes through education, mindset, and food choice option training.

The mission of the Wellness Nurse Sharon Program seeks to address our communities and our youth in effort to teach them how to circumnavigate the disease for those that are genetically predisposed or those who may currently suffer from the disease. Our vision aligns with the Mind Your Books clinical model for therapy and overall health and wellness.

It is my pleasure to write a letter of support for the charter application on behalf of the Mind Your Books Charter School in a mutually beneficial capacity. Upon their authorization through the SPCSA, The Wellness Nurse Sharon Program is excited to collaborate with MYBCS. Through a partnership with MYBCS, we will promote health and wellness in the school community through education and parenting classes, while addressing diabetes and relationships to the disease as outlined below:

- Changing the negative mindset of the diagnosis by teaching survival techniques in positive reframing
- Providing after school on-campus adult classes to student's family members with the disease
- Classes and assemblies to be led by licensed RN
- Attendance and participation in MYBCS health fairs
- Resources for families related to navigating the disease
- Classes include cooking, interactive learning, stress reducing techniques, hygiene, wound care, medications, frame of mind, relationships to food, and exercise
- Quarterly student assemblies on healthier food choices, health risks, and the results of the dangers of years of unconscious eating
- Food preparation, video demos, and healthy food sampling
- Attendance at Mind Your Books student career fairs to interest our youth in the medical and health industry in effort to discuss and promote the college pathway into the nursing profession

We look forward to collaborating with MYBCS after their authorization and chartering process is complete. Your attention and consideration of MYBCS would be greatly appreciated.

Respectfully,

Sharon Szeman

Sharon Szeman, RN, BSN,
CEO & President of Wellness Nurse Sharon
sharon@wellnessnursessharon.com
702-277-7873



Clear Choice Technical Service

The Choice is Clear

February 3, 2022

Ms. Cami Taiwo
Mind Your Books Charter School
7455 Arroyo Crossing Pkwy, Suite 200
Las Vegas, NV 89113

Dear Ms. Cami Taiwo:

Clear Choice Technical Services, LLC is proud to submit the bid for Leasing (2) New Xerox Advanced Multi-Function Office Machines for Mind Your Books Charter School opening in 2023. The lease is \$0 down payment and Bid # CCTQ23629 consists of the following cost breakdown:

(2) Brand New Xerox AltaLink Copier Machines
5 Year FMV Lease - \$388.18/month base charge
Monthly Service: \$.0075/page black & .055/page color
Monthly Service Billed In Arrears

There are no other monthly costs other than the base lease charge and Cost Per Print Page prices that would be billed in arrears based on the previous months' usage. We supply all the toner, supplies, parts, and labor for both machines and all you ever have to stock is the paper.

Please contact me if you would like to discuss further or have any questions at this time.

Sincerely,

William Robson

William Robson, COO



Attachment 2: MOU Between Charter School and University



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



Attachment 3: Annual Academic Schedule



Mind Your Books Education, Inc.

2023 - 2024 SCHOOL YEAR

AUGUST 2023					
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

SEPTEMBER 2023					
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

OCTOBER 2023					
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

NOVEMBER 2023					
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

DECEMBER 2023					
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

JANUARY 2024					
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

FEBRUARY 2024					
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29		

MARCH 2024					
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

APRIL 2024					
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

MAY 2024					
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

JUNE 2024					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

JULY 2024					
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

■ STUDENT ATTENDANCE DAYS

□ NO SCHOOL

● FIRST/LAST DAY OF SCHOOL

■ END OF QUARTER

■ TEACHER INSERVICE/WORK DAYS - NO SCHOOL FOR STUDENTS

AUG 9-15 - TEACHER INSERVICE/WORK DAYS - NO SCHOOL FOR STUDENTS

AUGUST 16 - FIRST DAY OF SCHOOL

SEPT 4 - LABOR DAY - NO SCHOOL

OCTOBER 13 - END OF FIRST QUARTER (42 DAYS)

OCTOBER 16-17 - FALL BREAK - NO SCHOOL

NOVEMBER 7 - TEACHER INSERVICE DAY - NO SCHOOL FOR STUDENTS

NOVEMBER 20-21 - CONFERENCE EXCHANGE DAYS - NO SCHOOL

NOVEMBER 22-24 - THANKSGIVING BREAK - NO SCHOOL

DECEMBER 18 - JAN 1 - WINTER BREAK - NO SCHOOL

JANUARY 2 - TEACHER INSERVICE DAY - NO SCHOOL FOR STUDENTS

JANUARY 12 - END OF SECOND QUARTER/FIRST SEMESTER (45 DAYS)

JANUARY 15 - MARTIN LUTHER KING JR. DAY - NO SCHOOL

FEBRUARY 19 - PRESIDENTS' DAY - NO SCHOOL

MARCH 15 - END OF THIRD QUARTER (43 DAYS)

MARCH 25-29 - SPRING BREAK - NO SCHOOL

MAY 23 - LAST DAY OF SCHOOL

MAY 23 - END OF FOURTH QUARTER/SECOND SEMESTER (44 DAYS)

MAY 24 - TEACHER INSERVICE DAY - NO SCHOOL FOR STUDENTS



Attachment 4: Board Member Template

[illegible]



Attachment 5: Board Member Information Sheet



Marsha D. Ashraf

Originally from Chicago, Illinois, Marsha D.(she likes to be called), is a first generation college graduate that has earned her Bachelor's in Psychology and possesses graduate degrees both in Management; a degree in Healthcare Leadership and a degree in Business Administration. She has worked in both the private and public sector and now looks to utilize her knowledge to help make Mind Your Books a success. Marsha D., relocated to Las Vegas, Nevada to aid in the teacher shortage, combat educational equity, and create community partnerships.

She's an innovatively resourceful natural leader who is uncompromising in her efforts to ensure students have access to excellence holistically. A strong team builder; a God-fearing woman, and mom of two (son & daughter). Marsha D's a devout supporter of lifelong learning. She believes the transformation of our society must begin with our learning organizations. Utilizing her experience in Business Management/ Human Resource has opened doors to community programs, partnerships, and family engagements. Marsha D's hidden passion is producing independent films which explains why her favorite snack is popcorn.

Marsha D. Ashraf



Education:

Doctor of Leadership & Organizational Change Faith International University-- 2023

Master of Business Administration Colorado Technical University-- 2020

Master Science Management Colorado Technical University-- 2018

Bachelor of Arts Psychology National Louis University-- 2015

Experience:

08/2016-Present Clark County School District (Las Vegas, NV)

Long Term Guest Teacher Stretch beyond textbook teaching and bring together instruction methods that help students delve deeper into a subject. Current Nevada Substitute Teacher License **Assistant**

Disciplinarian/Instructional Assistant III-Prepared recommendations regarding a variety of disciplinary options for educational resources and other alternatives. **21st Century Community Learning Center Site Manager (Temporary Grant)** Under general direction, responsible for the daily operation, coordination, and delivery of services at the program site; Facilitate ongoing communication with school administration, and community partners.

02/2006-05/2016 Chicago Public Schools (Chicago, IL)

College Coordinator III / Business Manager/ Recruiter- Develop collaborative partnerships with college's alumni, creating capacity to link students to college/university resources that support their successful enrollment and retention. Collaborate closely with the College Counseling team to support seniors in making their college selection, and identify key trends in enrollment and completion data. Build and celebrate a school-wide college-going culture for 9th-12th grades (e.g. publicly posting college graduations, hosting alumni panels). Served as a primary point of contact for the district office while recruiting and responding to hiring managers' requests.

01/1994-08/2009 Weiss Memorial Hospital (Chicago, IL)

Administrative Assistant/Intake Specialist-Supported physician staff; screening and sorting mail, documents, and telephone calls; scheduling patient appointments, surgical procedures and arranging referrals; billing patients and third-party payers; controlling accounts receivables; transcribing dictation; preparing medical reports. Worked as a human service specialist maintaining records and quality control. **Human Resource Recruiter/ Office Coordinator-** Coordinated, supervised, and administered operations of medical education office programs. Responsible for recruiting and managing clerical/administrative operations and workflow for maximum efficiency and utilization of resources. Supervised clerical and administrative support staff. Managed recruitment and admission activities of the office, which included coordinating production of brochures/recruitment materials, overseeing interview process, and maintaining records of applicants.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

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

The Proposed Mind Your Books Charter School

2. Full name

Marsha Ashraf

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **Please refer to my resume attached with this doc as a separate attachment. It is a testament of my employment history. My qualifications would be innovative, experienced, dedicated, hard-working, organized, focused.**

4.

☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school? **I would like to help serve the under-served population in the Las Vegas Valley who need mental resources**

Start-Up Charter School Board Member Information

along with a strong education. The mission of the Charter School mirrors values that I uphold in my own life and I would like to oversee such values bestowed upon the children that need it the most.

7. What is your understanding of the appropriate role of a public charter school board member? To ensure that the goals, mission, and vision of the organization are always at the center of everything that we do. To bring quality programming to our communities. Also to oversee that a strong curriculum is at the forefront of the Charter School in hiring the right teachers/curriculum experts to navigate the curriculum overseen by the Board.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have never been an official board member of a school, I have worked in the field of education since the year 2003, and am currently a Business Manager for an educational organization. I have several years of experience working with court at-risk youth. A solid footing is what is needed for most at-risk youth and I believe the mission of the Charter School embodies this vision.

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

I have been in education for well over ten years. I have also worked in administration in healthcare organizations. Over the years I gained experience that created strong interpersonal skills; community leadership and partnerships. I have strong advocacy skills for students with disabilities as I am an active advocate for educational equality.

School Mission and Program

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

I believe the school's mission is guided by a socio-emotional approach to education in that the students will be supported by mental health professionals.

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

Art and music are integral components of an integrative approach to education, It is understood that these types of programs will be available to the students,

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

Exceptional leadership, teachers that are masters in the field and passionate about what they do and a strong curriculum to drive academic achievement.

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

Student and family Engagement along with test scores, attrition rates to high school and eventually high-school graduation rates.

Start-Up Charter School Board Member Information

Governance

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

The Board will ensure that the Charter School meets all State Standards and regulations set forth by the Nevada Department of Education and local Selpa and or Special Education regulatory oversight. The Board will promote academic excellence and build a culture of high expectations for all students.

Evaluating the surveys we collect from the community and at the school level

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

By collaborating with teachers, parents and the community with consistent reflection on best-practices occurring within the school and larger community. The school will run effectively and have a high retention and enrollment rate.

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

The most important assessments require the teachers and administration knowing where each student stands, academically and socially. To know that each student is at or above grade-level would ensure the success of the school. If the student is not at grade level then appropriate remediation would occur.

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

As the Executive Director has said that the Board is composed of visionaries who have different skill sets that guide, support and ensure that the Board has diversity and a solid platform to hold everyone accountable, and this will be the main focus of the Board.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Being transparent with all members to find a solution to the problem works best. Making sure the integrity has not been compromised. Depending on the level of complexity justifies whether the situation can be resolved. If it is beyond the scope of correction then the member must be held accountable for that breach of conduct.

Build a culture of integrity — from the top down.

Good communication from all members of the school is key to it's success. In order to be a professional workplace, teachers must have the qualifying disposition to lead effectively and be professional at all times. A culture of positive transparency where everyone is part of a vision and team and moving in the same direction will help to instill a culture of integrity.

Start-Up Charter School Board Member Information

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x ☐ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
x ☐ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
x ☐ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
x ☐ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
x ☐ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
x ☐ N/A. ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Start-Up Charter School Board Member Information

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Marsha Ashraf, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The proposed **Mind Your Books** Charter School is true and correct in every respect.

Signature

Date

04/21/2022

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Proposed **Mind Your Books Charter School**,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

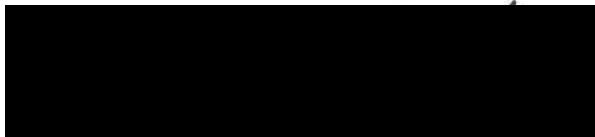
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Marsha Ashraf

Name Printed

Human Resources

Title

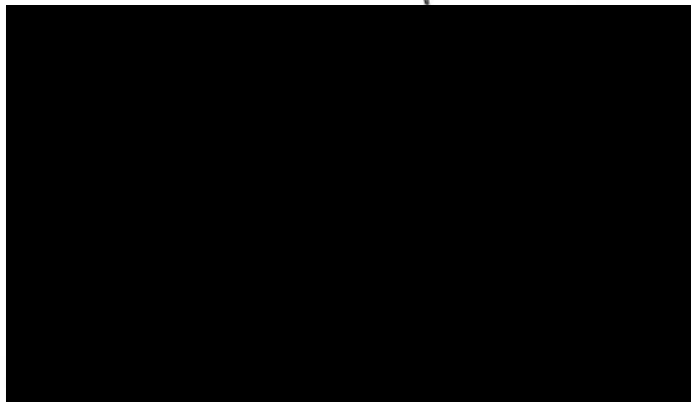
04/21/2022

Date

State of Nevada
County of Clark

Subscribed and sworn to before me

This 21st day of April 2022





Jessica Bailey

I have lived in Las Vegas for 31 years, originally from Loveland Colorado. I married my husband 20 years ago, and together we have two beautiful children.

I have worked in the charter school setting doing everything from instructional aide in a kindergarten class, to SPED aide, to working with Admin in the front office. My heart is with the kiddos and I love working with them to reach their goals, whether it is in a general ed class or in a sped classroom.

I realize working with autistic children has become a passion of mine. I guess one could say working with children of all ages and backgrounds is a passion of mine. I love to see the growth and progress when helping kids achieve their academic goals.

REDACTED

- Stocked and replenished merchandise according to store merchandising layouts.
- Achieved perfect attendance record for 8 months consecutively.
- Answered customer questions regarding merchandise and pricing.

Substitute Instructional Aide, 10/2018 to 05/2019

School Support Staff – Las Vegas, NN

- Implemented educational exercises and used repetition, which enabled students to grasp concepts quickly
- Took attendance, graded assignments and maintained student records to assist teachers with administrative tasks and maintain smooth daily operations
- Supported classroom activities, including tutoring, grading homework and reviewing exams
- Assessed student assignments to check quality and completeness and assign grades
- Tutored struggling students individually and in small groups to reinforce learning concepts
- Used behavior modeling and specialized teaching techniques to share and reinforce social skills

Special Education Aide, 08/2018 to 09/2018

Somerset Skye Canyon Campus – Las Vegas, NV

- Supported students in completing classwork and applying academic concepts
- Assisted instructor with lesson plan delivery and curriculum development
- Modified general education curriculum for special-needs students using various instructional techniques and technologies
- Implemented behavior redirection methods to address problematic issues
- Updated IEPs to reflect student progress and development
- Provided teacher support with curriculum delivery and student behavior management
- Assessed student needs and reported to instructor
- Documented student progress, obstacles and academic milestones for parents and faculty

Instructional Aide, 08/2017 to 05/2018

Doral Academy Pebble Campus – Las Vegas, NV

- Organized classroom materials to help teachers prepare for daily instruction and activities
- Oversaw students in classroom and common areas to monitor, enforce rules and support lead teacher
- Assisted and mentored students in groups of up to six by reviewing lesson teachings
- Provided support during classes, group lessons and classroom activities
- Assessed student assignments to check quality and completeness and assign grades
- Supported student learning objectives through personalized and small group assistance
- Used behavior modeling and specialized teaching techniques to share and reinforce social skills
- Demonstrated knowledge of evidence-based strategies to foster independence and social academic engagement,

Special Education Aide, 08/2016 to 05/2017

Quest Academy Preparatory Education Bridger Campus – Las Vegas, NV

- Modified general education curriculum for special-needs students using various instructional techniques and technologies
- Implemented behavior redirection methods to address problematic issues
- Updated IEPs to reflect student progress and development
- Provided teacher support with curriculum delivery and student behavior management
- Assessed student needs and reported to instructor
- Tutored special needs students in all academic areas
- Documented student progress, obstacles and academic milestones for parents and faculty
- Managed classroom activities and redirected problematic behavior
- Supported student learning objectives through personalized and small group assistance

Administrative Assistant, 05/2014 to 06/2016

Quest Academy Preparatory Education Roberson Campus– Las Vegas, NV

- Performed general office duties, including answering multi-line phones, routing calls and messages and greeting visitors
- Managed office inventory by restocking supplies and placing purchase orders to maintain adequate stock levels
- Supported efficient meetings by organizing spaces and materials, documenting discussions and distributing meeting notes
- Developed and updated spreadsheets and databases to track, analyze and report on performance and sales data
- Organized weekly staff meetings and logged minutes for corporate records
- Routed incoming calls and faxes and drafted detailed messages to expedite response

Instructional Aide, 08/2012 to 05/2014

Quest Academy Preparatory Education Montecito Camp – Las Vegas, NV

- Organized classroom materials to help teachers prepare for daily instruction and activities
- Oversaw students in classroom and common areas to monitor, enforce rules and support lead teacher
- Provided support during classes, group lessons and classroom activities
- Assessed student assignments to check quality and completeness and assign grades
- Delivered curriculum in both one-on-one lessons and group learning environments
- Assessed student social, emotional and academic needs to plan goals appropriately
- Created lesson materials, visuals and digital presentations to supplement lesson plans
- Took attendance, graded assignments and maintained student records to assist teachers with administrative tasks and maintain smooth daily operations

Cocktail Server, 01/1997 to 08/2012

Main Street Station Hotel And Casino – Las Vegas, NV

- Maintained customer satisfaction with timely check-ins to assess beverage needs
- Applied communication and problem-solving skills to resolve customer complaints and promote long-term loyalty
- Maintained high levels of bar safety by closely monitoring guests' conditions and discontinuing service or asking patrons to leave
- Built solid rapport with many frequent patrons to cultivate guest loyalty
- Checked identification to enforce age requirement for alcoholic beverages
- Used correct cleaning, sanitizing and food handling procedures to maintain optimal protections for customers
- Greeted new customers, took drink orders and built immediate positive connections with guests
- Served alcoholic and non-alcoholic beverages in bar environment

EDUCATION

High School Diploma: 06/1991

Thompson Valley High School - Loveland, CO

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

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

The Proposed Mind Your Books Charter School

2. Full name

Jessica Bailey

Home Address

Business Name and Address

Phone Number

E-mail address

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

I worked in schools for years in Nevada and love working with children. I am currently an RBT for Autistic children. I have worked as the school clerk and learned a lot about keeping deadlines and scheduling, and so many more exclusive skills that are useful to my team.

☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

Start-Up Charter School Board Member Information

5. Why do you wish to serve on the board of the proposed charter school? **I want to be involved in the quality of our country's future. This is an innovative movement that will allow us to pioneer change. I want to share my ideas.**
6. What is your understanding of the appropriate role of a public charter school board member? **To hold everyone accountable in their role. To ensure that we remain ethical and honest in our work.**

Essential Attributes of an Effective School Board Member

- Be prepared to participate responsibly. ...
 - Focus on serving all children. ...
 - Remember that your identity is with the community, not the staff. ...
 - Represent the community, not a single constituency. ...
 - Be responsible for group behavior and productivity.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have not been a board member. I have worked in a public charter high school. I was the office manager, some of my duties included, taking and keeping attendance records, working closely with the principal on behavior issues as well as keeping schedules, keeping track of PTO and calling/assigning subs, I also kept the financial records for athletics and fundraising.**
 8. Describe the specific knowledge and experience that you would bring to the board.

I have leadership skills that I would like to use more often. I have organizational skills and other skills useful to my team.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To improve the academic achievement of students with varying backgrounds as well as developing strategies for social-emotional wellness with a holistic and therapeutic approach.
2. What is your understanding of the school's proposed educational program?
Standards aligned basic core classes for gifted, general and SPED learners,, clinical program, restorative justice, data analysis, frequent checks and balances, and assessment.
3. What do you believe to be the characteristics of a successful school?
Communication is key among staff and families. High standards, high expectations, high levels of collaboration, assessment, positive school culture.
4. How will you know that the school is succeeding (or not) in its mission?
Test scores and programs that link us to the community. Family relationships.

Governance

1. Describe the role that the board will play in the school's operation. **The board of directors is responsible for setting ethical standards and values, and ensuring that they are embedded in – and become part of the DNA of their organization. An ethical business should be a more sustainable business.**

Start-Up Charter School Board Member Information

Also the board will be evaluating the surveys that we collect from the community and at the school level, hiring firing, introducing talent, investors, and programs

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

If children are learning and retaining information. If children are able to open up and talk/discuss with the clinical team. Parent surveys are positive. The true measure of student success is how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.

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

The community has been better served by our presence. Analyzing local school data so that we can assess our academic strength with surrounding schools. Are our programs serving needs in the community and helping families? We assess the data both quantitatively and qualitatively and treat our employees well.

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

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would listen to their opinion and ask questions.

Build a culture of integrity — from the top down.

- Talk about the importance of ethics.
- Keep employees adequately informed about issues that impact them.
- Uphold promises and commitments to employees and stakeholders.
- Acknowledge and reward ethical conduct.
- Hold accountable those who violate standards, especially leaders.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

Start-Up Charter School Board Member Information

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

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

☒ I / we do not anticipate conducting any such business. ☐ Yes

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

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

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

☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with,

Start-Up Charter School Board Member Information

any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Jessica Bailey, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The proposed Mind Your Books Charter School is true and correct in every respect.

Signature



04.13.2022
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _The Proposed **Mind Your Books Charter School**_,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.


5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

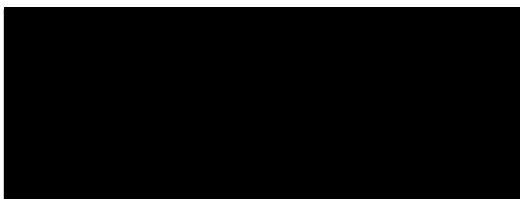
 _____ Jessica Bailey _____
Signature of Certifying Charter School Official Name Printed

Official Charter School Secretary 04.14.2022 _____
Title Date

Subscribed and sworn to before me

This 14th day of April 2022
date month year

(Notary Public Seal)



David Alan Hines, CPA

Education

Florida Atlantic University, August 2016 – August 2019

- Master of Accounting with a concentration in Digital Accounting Forensics and Data Analytics

University of Nevada Las Vegas - Graduated December 2012

- Bachelor of Science in Business Administration, Accounting

Experience

Campbell Jones Cohen CPAs, Las Vegas, NV

Staff Accountant - July 2019 to Present

- Perform financial statement audits, reviews, and compilations, including audits of nonprofit and quasi-governmental organizations
- Client accounting services
- Preparation of 300 to 400 federal and state tax returns per year for individuals and small businesses

Dena Lacy Hartzell, CPA, Ltd. Inc., Las Vegas, NV

Accountant - January 2016 to Present

- Obtained Nevada CPA license in March 2018
- Federal and state income tax returns for individuals and small businesses
- Financial statement compilations
- Bookkeeping and payroll services

Riggi Law Firm, Las Vegas, NV

Bankruptcy Paralegal - June 2012 to January 2016

- Preparation of chapter 11/13 plans and disclosure statements
- Preparation, review, and analysis of periodic operating reports
- Disbursement agent for chapter 11 plan payments



Tanya Harper-McClair

Born in Iceland, raised in Temecula, California. After graduating from high school, I headed to UNLV with a selected major of Nursing. After one semester of biology, I quickly found out that this was not the degree for me.

I knew I had a passion to serve and to help people, however, still had no idea what major to choose. After taking a Social Work 101 course, my major was secured. I graduated from UNLV with a bachelors in Social Work. Throughout my years in college I worked for childcares, before and after school programs, and even completed my practicums/internships in child welfare agencies. Working with children has always been my focus and passion, which is what led me to a career in child welfare.

I have worked in the child welfare system in Nevada for over 16 years and have seen and personally/professionally experienced the shortcomings of an ill-equipped education system in meeting the mental, behavioral health, and educational support of youth in this community has been disheartening, until now. As a parent and professional, I am excited about the opportunity to support the vision of the Proposed Mind Your Books Charter School."

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).





All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Mind Your Books Charter School
2. Full name Tanya Harper-McClair
Home Address 
Business Name and Address 
Phone Number 
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
7. What is your understanding of the appropriate role of a public charter school board member?
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain

Start-Up Charter School Board Member Information

why you have the capability to be an effective board member.

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

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of three years of the school is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

Start-Up Charter School Board Member Information

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

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

☒ I / we do not anticipate conducting any such business. ☐ Yes

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

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

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

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Tanya Harper-McClair, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Mind Your Books Charter School is true and correct in every respect.


Signature

1-27-22
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mind Your Books Charter School
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

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4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
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- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

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Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Tanya Harper-McClair

Name Printed

Board Member

Title

1-27-22

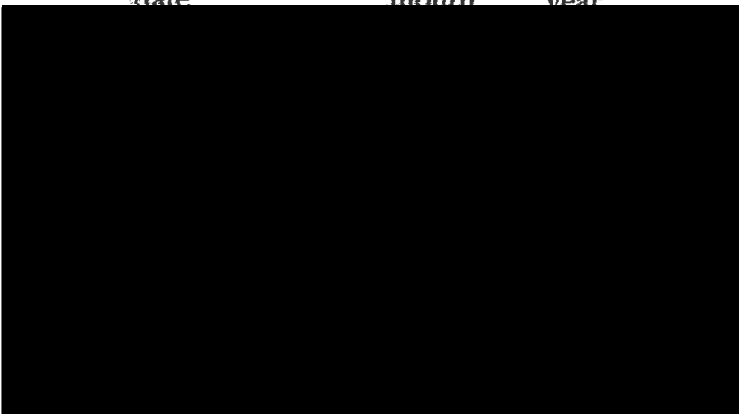
Date

Subscribed and sworn to before me

Tanya Harper-McClair

This 27th day of January 2022

date month year



Background

3) Received Bachelors of Social Work from UNLV in 2006. From 2007 to present have been a full time employee of the Department of Family Services (DFS) working directly with children who have been removed due to abuse and neglect. My profession requires me to network and partner with community partners to support the behavioral, educational, and emotional needs for youth in DFS care.

6) I choose to serve on the board of the proposed charter school due to the goal and vision of Mind Your Books. The values and goals align with my personal values in which I would want for my own children regarding education. I also currently work in Child Welfare, and I see first hand the dire need of a program that Mind Your Books Charter Schools is proposing for their school.

7) My understanding of public charter school members is to support the vision and goal of the school and program. This may be in various forms by attending meetings, advocacy, networking, promotion, and partnership.

8) I have no experience being an active member on any board or on charter school board, however, I believe that the proposed vision of Mind Your Books Charter School is why I asked to be a board member.

I am a parent of school age children, where my experience, incite, and voice provide a different perspect to the board. I also have a background in the Child Welfare System and a degree in Social Work. My current work provides youth with backgrounds from low income communities, in foster care, mental health and behavioral backgrounds, and community resources.

9) Some specific knowledge and experience that I bring to the board is that I have worked in the child welfare system for over 16 years, specifically with school age children from pre-kindergarten to adulthood. Many of these children come from backgrounds or circumstances that only make their educational experiences more challenging. I have partnered with community providers and sat on many meetings (therapeutic, IEP) to discuss these challenges, supports, interventions, and other external resources in order to support the academic, educational, and mental health of children within and outside of the school setting.

I also personally have family members who experienced negative experiences within the local school district in regards to meeting their clinical documented needs through 504 Plans and IEPs. I am also a parent of children who have attended CCSD and a charter school within Clark County.

School Mission and Program

- 1) The school's mission and guiding beliefs is to meet the students where they are academically, emotionally, and behaviorally. Understanding that not one child will fit a

template, therefore Mind Your Books Charter School will and provide curriculum, therapeutic support and other tools needed for each student to achieve their maximum potential and more. This will be achieved through strong academics, clinical services, on site therapists, and with the restorative circle program.

- 2) Mind Your Books Charter School will be providing an educational program that provides a safe learning environment for all. Behavioral health and educational needs will be addressed in house through restorative justice curriculum, therapist, and educators.
- 3) The characteristics of a successful school are standards, support, accountability, empathy, compassion, consistency, leadership, and ability. These standards do not necessarily only apply to students but to educators and school staff as well. School is where children seek guidance and are learning from others. Many will not only remember what they learned in class from a teacher but also the character of them. Educators learn from their students.
- 4) Mind Your Books Charter School will know if it is not succeeding in its mission if there is a high turnover rate in students and educators/staff. If the community to which the school serves too does not support the school, promote or believe in the school and the program it offers. Students have not met standardized academic goals. It will be successful by producing the opposite.

Governance

- 1) The role the board will provide in the schools operation will be oversight and accountability. The board will meet regularly to discuss any agenda items pertaining to the school's operation.
- 2) I will know if the school is successful after at the end of the first first year of operation if the first years goals that have been established at the beginning of the previous year have been met.
- 3) Mind Your Books Charter School will know in three years that the school is successful by the number of returning students, teachers/educators, and staff. There will also be documented growth in academics; and in some cases this will be paralleled in behaviors with the restorative circles program that will be implemented within the school.
- 4) Specific steps that I think the charter school will need to take to ensure that the school is successful is yearly training of staff/educators, adhering to the goals and mission of the school, maintaining standards, parental inclusion (town hall meetings, activities, volunteering).
- 5) If I believed one or more school board members of the school board were acting unethically or not in the best interest of the school I would report it to the board's chair immediately. Being a board member carries a mandated duty of reporting egregious or unethical behavior that could directly affect the school and the children it serves/educates.

**Tanya Harper-McClair
Henderson, NV 89074**

Professional Summary

Employed with the Department of Family Services for 16 years. Identifying foster homes for youth who have been removed for abuse or neglect. Partnering with community providers and foster parents to provide appropriate services to provide supportive services for the physical, emotional, educational, and behavioral needs for youth in care.

Skills

- Facilitate moderate meeting of professionals
- Advocacy for youth
- Compiling, maintaining, writing reports for official court matters
- Descalating and problem solving
- Intervention
- Problem Solver

Work History

Senior Family Services Specialist, 08/2007 - Present

- Place youth that have been removed from their caregivers due to abuse into neglect into foster homes, residential facilities, medical hospitals, and acute hospitals
- Identify appropriate foster placements
- Work with CCSD or youths current school to support youth remain in school of origin
- Partner with schools to support existing supportive services (IEP, Behavioral plans) of youth in care
- Partner with community providers to establish wrap services: mental health, behavioral, and developmental services of youth when needed
- Participate in Department of Family Services and Department of Juvenile Justice Court Hearings
- Facilitate/participate in meetings internally with outsider providers to preserve placements of our youth. Advocate for placement of our youth.
- Draft reports needed for court reports and departmental reports
- Intake and release youth into foster placement or into identified appropriate relative placement

Education

**Bachelors of Social Work, 2006
University of Las Vegas, UNLV**



David Hines

David Hines is a Nevada CPA specializing in tax preparation and financial statement preparation services for small businesses and individuals in the Las Vegas area. He has six years of experience in the public accounting field and is a member of the American Institute of Certified Public Accountants and the Nevada Society of Certified Public Accountants.

David earned his Bachelor of Science in Business Administration from University of Nevada, Las Vegas in 2012, and his Master of Accounting from Florida Atlantic University in 2019. Prior to his work in public accounting, David worked as a paralegal for a bankruptcy law firm.

David is a firm believer in the Mind Your Books Charter School Mission and Vision statements, and he is eager to assist in bringing these goals to fruition.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).





All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Mind Your Books Charter School
2. Full name **David Alan Hines**
Home Address 
Business Name and Address 
Phone Number 
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
I would like to assist in providing innovative and high-quality education to at-risk students. I believe the Mind Your Books Charter School model is an effective way to do so, in particular due to the incorporation of therapy sessions.
7. What is your understanding of the appropriate role of a public charter school board member?

Start-Up Charter School Board Member Information

A public charter school board member should provide oversight of the school's operations and assist in designing strategies towards the achievement of its vision. A board member ensures that sound financial, legal, and educational reasoning is implemented in protecting public resources and guiding the charter school towards success.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a Certified Public Accountant, I have valuable financial expertise to offer the board. Along with my experience in tax preparation I have experience with financial statement audits including nonprofit and quasi-governmental organizations. I have some insight into the financial and governance issues which could impact a charter school.

9. Describe the specific knowledge and experience that you would bring to the board.
I earned a BSBA in Accounting from University of Nevada, Las Vegas, and a Master of Accounting from Florida Atlantic University. I have worked in public accounting for 6 years, and I have been a Certified Public Accountant for 4 years. I work in the areas of tax preparation and financial statement reviews and audits. I have a broad base of clients with which I work, including individuals, small businesses, nonprofit organizations, and quasi-governmental organizations such as various Nevada State professional licensing boards.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding is that Mind Your Books Charter School is equipped to provide an innovative educational and therapeutic approach to serving children of trauma and other at-risk students in an impactful way, allowing these students to overcome major obstacles to learning.
2. What is your understanding of the school's proposed educational program?
The proposed educational program will utilize intensive assessment and data analysis to achieve academic goals, and a curriculum which incorporates social-emotional learning techniques to break academic barriers.
3. What do you believe to be the characteristics of a successful school?
I believe that a successful school would display learning achievement amongst all of its students, including those who are at-risk. A successful school would elicit enthusiasm and participation from its students.
4. How will you know that the school is succeeding (or not) in its mission?
Success of the school will be determined through student assessments, and whether or not students are meeting academic goals.

Governance

1. Describe the role that the board will play in the school's operation.
The board will ensure that the school is working efficiently towards its goals as outlined in the Mission and Vision statements, overseeing well-reasoned policies and strategies to effect the desired outcomes and holding personnel to account based upon measured performance.
2. How will you know if the school is successful at the end of the first year of operation?

Start-Up Charter School Board Member Information

A successful school will meet or exceed the appropriate benchmarks for academic success, financial reporting, enrollment goals, and other pertinent data in alignment with the Mission and Vision of the school and applicable state standards.

3. How will you know at the end of three years of the school is successful?
After 3 years, the successful school will have scaled to a slightly larger enrollment and maintained academic and financial success.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The charter school board will need to be receptive to public needs and concerns, and must regularly evaluate the performance of personnel and hold them accountable in pursuit of achieving the school's goals.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would immediately call for board action to adequately investigate and address the problem. If such action failed to correct the situation, I would reach out to an appropriate contact at the State Public Charter School Authority for guidance.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes
Cami Taiwo is a client of the CPA firm at which I work. I prepare Cami's tax returns. I anticipate that Cami will be applying to serve as principal of the proposed charter school.
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, David Hines, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Mind Your Books Charter School is true and correct in every respect.

Stent-Henry Charter School Board Member Information



1/31/22
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mind Your Books Charter School,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

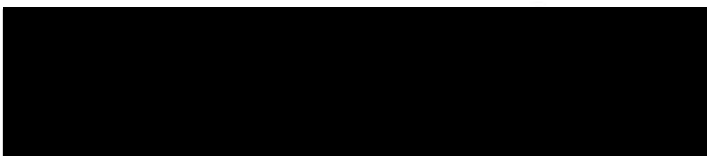
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



David Hines

Signature of Certifying Charter School Official Name Printed

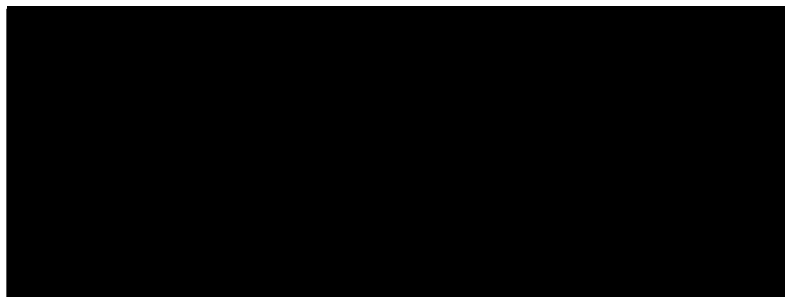
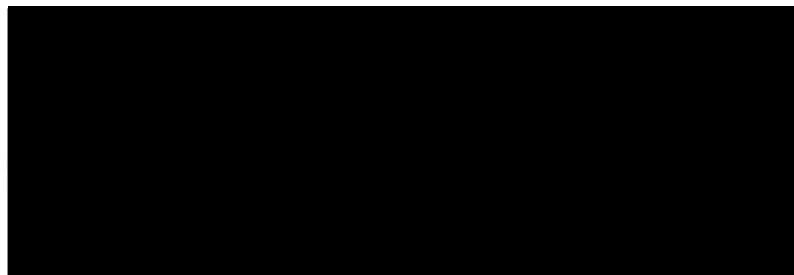
Proposed Board Member (Treasurer)

Title

Date

1/31/22

Subscribed and sworn to before me





David Hines, CPA

Biography

Mind Your Books Charter School Proposed Board Member

David Hines is a Nevada CPA specializing in tax preparation and financial statement audit/review services for small businesses and individuals in the Las Vegas area. He has six years of experience in the public accounting field and is a member of the American Institute of Certified Public Accountants and the Nevada Society of Certified Public Accountants.

David earned his Bachelor of Science in Business Administration from University of Nevada, Las Vegas in 2012, and his Master of Accounting from Florida Atlantic University in 2019. Prior to his work in public accounting, David worked as a paralegal for a bankruptcy law firm.

David is a firm believer in the Mind Your Books Charter School Mission, Vision, and Diversity Statements, and he is committed to bringing these goals to fruition.

David Alan Hines, CPA

Education

Florida Atlantic University, August 2016 – August 2019

- Master of Accounting with a concentration in Digital Accounting Forensics and Data Analytics

University of Nevada Las Vegas - Graduated December 2012

- Bachelor of Science in Business Administration, Accounting

Experience

Campbell Jones Cohen CPAs, Las Vegas, NV

Staff Accountant - July 2019 to Present

- Perform financial statement audits, reviews, and compilations, including audits of nonprofit and quasi-governmental organizations
- Client accounting services
- Preparation of 300 to 400 federal and state tax returns per year for individuals and small businesses

Dena Lacy Hartzell, CPA, Ltd. Inc., Las Vegas, NV

Accountant - January 2016 to July 2019

- Obtained Nevada CPA license in March 2018
- Federal and state income tax returns for individuals and small businesses
- Financial statement compilations
- Bookkeeping and payroll services

Riggi Law Firm, Las Vegas, NV

Bankruptcy Paralegal - June 2012 to January 2016

- Preparation of chapter 11/13 plans and disclosure statements
- Preparation, review, and analysis of periodic operating reports
- Disbursement agent services and accounting for chapter 11 general unsecured class creditor payments



Larissa Pola

I was born and raised in Los Angeles California. I have been a licensed teacher for ten years In California I hold two credentials for students with exceptionalities. In Las Vegas Nevada I have opened autism classrooms and started new programs. In Los Angeles, I worked for the Los Angeles County Office of Education where I worked as a Resource Teacher in a juvenile detention center. I taught an after-school class for GED passage and helped to positively impact students.

I currently work as a self-contained Autism teacher. I have taught the STAR program for students with emotional disturbances. Prior to a career in education I worked in corporate retail management, where I was able to master communication and business acumen. I have a strong disposition for teaching that is transparent and I love creating dynamic relationships with both students and colleagues alike. I am thrilled that a school offering a therapeutic environment is coming to Las Vegas and I hope to be of service on the Board to help build the proposed MYBCS Charter School.

Larissa Pola

Education

Special Education Credential Mild/Moderate and Moderate/Severe Disabilities

National University 2009-2012 San Diego, California

MA Peace and Conflict Studies Fresno Pacific University 2005-Pending Fresno, California

MS Special Education National University San Diego, California 2009-2012

BA Religious Studies California State University Northridge, Northridge, California 1999-2003

Credentials

Mild/Moderate and Moderate Severe – California (2012)

Education Specialist – Nevada (2016)

Teaching Experience

Autism Teacher Clark County School District August 2016-Current

Special Day Class Teacher (Students with Emotional Disturbance) Vista Del Mar Child and Family Services February 2015-June 2016

RSP Teacher Assurance Learning Academy Los Angeles, CA May 2014-February 2015

Moderate/Severe Disabilities Teacher (Special Day Class) Hueneme High School SDC Teacher Oxnard, CA September 2013-May 2014

RSP Teacher Los Angeles County Office of Education Munz/Mendenhall Schools February 2012-June 2012 Lake Hughes, California

Student Teaching Los Angeles Unified School District Dorsey High School Los Angeles, California

Substitute Teacher Los Angeles County Office of Education Los Angeles, California June 2009-June 2012

Substitute Teacher Moorpark Unified School District Moorpark, California June 2009-June 2012

Substitute Teacher Tulare County Office of Education 2001-2009 Tulare, California

Substitute Teacher Visalia Unified School District 2001-2009 Visalia, California

References Available Upon Request

1`Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

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As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

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

The Proposed Mind Your Books Charter School

2. Full name

Larissa Pola

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. I have served on the finance committee at a local public school in Las Vegas. I have been in the field of education as a licensed teacher for twelve years. I have served students within the juvenile detention system and court schools. I currently teach in a classroom with students that have high-functioning Autism. I have taught students with all disabilities within licensure. I also have a background in corporate retail so I know how to run a tangible business with success.

☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

Start-Up Charter School Board Member Information

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

I would like to help serve the under-served population in the Las Vegas Valley who need mental health resources along with a solid education. The mission of the Charter School mirrors values that I uphold in my own life and I would like to oversee such values imparted upon the children that need it the most.

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

To ensure that the goals, mission, and vision of the organization are always at the center of everything that we do. To bring quality programming to our communities. Also to oversee that a strong curriculum is at the forefront of the Charter School in hiring the right teachers/curriculum experts to navigate the curriculum overseen by the Board.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have never been an official board member of a school, I have worked in the field of education since the year 2000, and am currently a licensed teacher for 12 years, I have several years of experience working with court schools and at-risk youth, It is imperative to reach them at school so they have a bright future rather than the pipeline to incarceration which occurs often times when a student does not have the proper support in place. , A solid footing is what is needed for most at-risk youth and I believe the mission of the Charter School embodies this vision.

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

I have been on the finance committee of a local public school. I have also worked in corporate retail management and have good interpersonal skills; having worked in the retail sector for over fifteen years before my career in education. I have strong advocacy skills for students with disabilities as I am a Special Education Teacher and Teacher Mentor.

School Mission and Program

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

I believe the school's mission is guided by a socio-emotional approach to education in that the students will be supported by mental health professionals.

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

Art and music are integral components of an integrative approach to education, It is understood that these types of programs will be available to the students. A curriculum with high-standards is what will occur within each academic department.

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

Exceptional leadership, teachers that are masters in the field and passionate about what they do

Start-Up Charter School Board Member Information

and a solid curriculum to drive academic achievement.

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

Test scores, attrition rates to high school and eventually high-school graduation rates.

Governance

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

The board of directors is responsible for setting ethical standards and values, and ensuring that they are embedded in the culture of the school. The Board will oversee the curriculum of the school as well. Also evaluating the surveys we collect from the community and parents to drive school programming.

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

If the students are at grade-level or above, we will know that our model has been successful. To have an overview of students' academic strengths and abilities to move forward with dynamic programming, in this way we will know our first year has been successful.

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

We hope to have a thriving outreach to the communities we serve. We will know that our school is successful by re-enrollment numbers of attendees and how our communities are made better. If our students, parents and communities are benefiting from our school and services, we will know that our school has been successful at the end of three years.

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

The school Board will ensure that resources are delegated appropriately. The Board will ensure to the best of its abilities that the brightest candidates who are passionate about the mission of the school and teaching are hired. The Board will manage community partnerships and welcome positive changes within the communities we serve.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The Board will hold members ethically responsible at times. In order to bring about a sound committee, if an ethical standard has been breached then the member will be disciplined accordingly up to termination of its respective duties on the Board.

Start-Up Charter School Board Member Information

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes

Start-Up Charter School Board Member Information

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, Larissa Pola, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The proposed **Mind Your Books** Charter School is true and correct in every respect.



Signature

4/21/22
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Proposed **Mind Your Books Charter School**,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

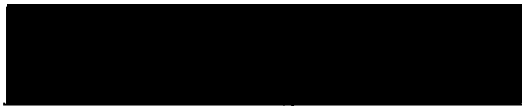
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Larissa Pola

Signature of Certifying Charter School Official

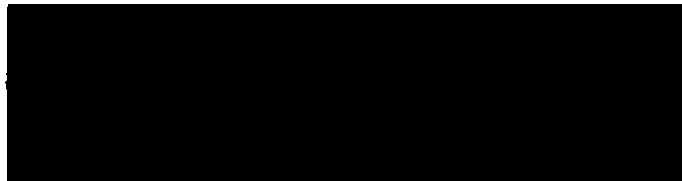
Name Printed

Special Education Teacher

4/21/2022

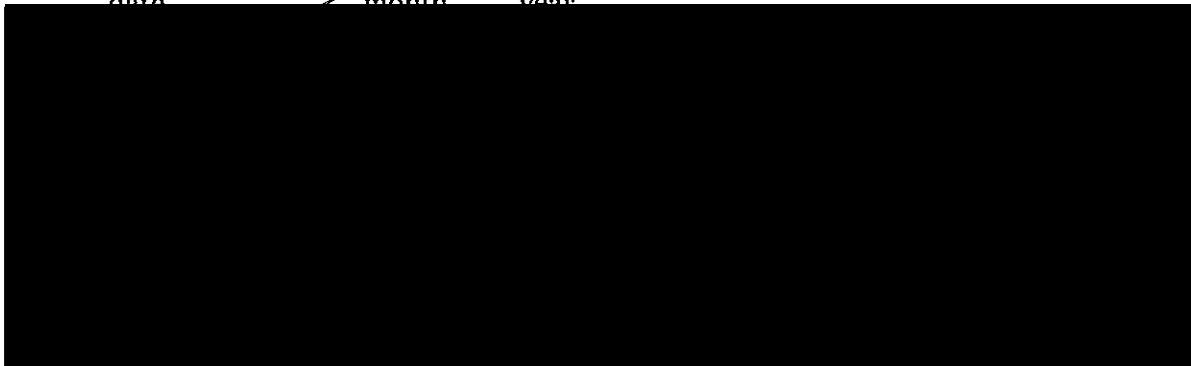
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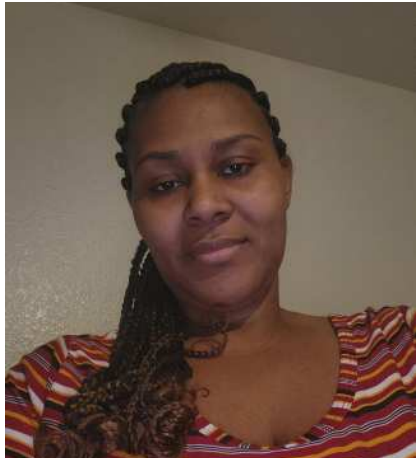
Date



This 21st day of April 2022

date / month year





Ema 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 in 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.

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

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

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

The Proposed Mind Your Books Charter School

2. Full name

Ema Rowe

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **I am not from this country and so I bring perspective from multiple experiences. I bring my experience of a mother of biracial children who felt unheard. I help narrow the gap with our Spanish speaking community who feels left out because they can't successfully communicate their needs.**

4.

☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☐ Does not apply to me. ☒ Yes

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school? **I would like to bring a parent's voice to be part of the conversation in the decision making process of actions that impact our children's education.**
7. What is your understanding of the appropriate role of a public charter school board member? **To make sure that the Vision and the Mission of the school is always met.**
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have sat on the board of my church representing the children Ministries and I also sat on the board of Friends of Rosewood a non profit organization that supported the Elementary School my son attended.**
9. Describe the specific knowledge and experience that you would bring to the board. **I have direct communication with the parents on the ground, I also bring my Bilingual Spanish skills to help with the ELL population to ensure parents feel they have a voice that represents them.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **To provide children with an opportunity to learn while meeting their emotional needs and help them overcome trauma that hinders learning ability.**
2. What is your understanding of the school's proposed educational program? **That an environment will be created for children to develop positive relations and give them challenges they can rise to and develop leadership qualities.**
3. What do you believe to be the characteristics of a successful school? **to provide resources that meet the needs of the children and families beyond the school gate. High expectations of everyone including parents. The security and safety of the students and teachers alike and also provide emotional support where kids of all races can feel included and feel they have the right environment to learn and always keeping the future in mind.**
4. How will you know that the school is succeeding (or not) in its mission? **When the goals academic standards, policies are consistently met to the standar set.**

Governance

1. Describe the role that the board will play in the school's operation. **The board of directors is responsible for setting ethical standards and values, and ensuring that they are embedded in - and become part of the DNA of - their organization. An ethical business should be a more sustainable business.**

Also the board will be evaluating the surveys that we collect from the community and at the school level, hiring firing, introducing talent, investors, and programs

Start-Up Charter School Board Member Information

1. Describe the role that the board will play in the school's operation. **The board of directors is responsible for setting ethical standards and values, and ensuring that they are embedded in – and become part of the DNA of – their organization. An ethical business should be a more sustainable business.**
2. How will you know if the school is successful at the end of the first year of operation? **Enrollment is increasing, community surveys are positive, the community is engaged in the works of the school and the goals set for that first year have been met.**
3. How will you know at the end of three years if the school is successful?
The enrollment will be higher, state mandated scores have gone up from previous year and the school is meeting its financial commitments.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
We will be involved in hiring and firing and approving programs and securing teachers and personnel who share our vision and mission. We will help to mold the school culture and climate by assessing the school and community level surveys for feedback for suggestions, ideas, and improvements.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Any action that is not in accordance with our mission and vision or violates our policies should be immediately brought up to the corresponding authority and get the board involved if necessary.**

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as

Start-Up Charter School Board Member Information

an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

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

☒ I / we do not anticipate conducting any such business. ☐ Yes

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

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

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

☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Ema Rowe, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The Proposed Mind Your Books Charter School is true and correct in every respect.



Signature

4-15-22
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ____The Proposed **Mind Your Books Charter School**,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Proposed Board Member

Title

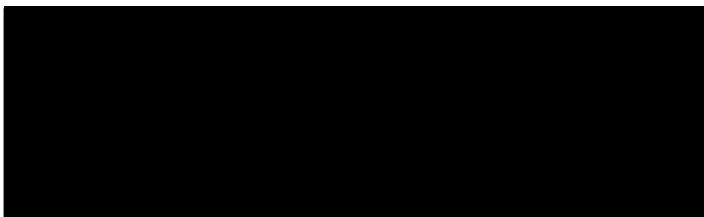
Emma Rowe

Name Printed

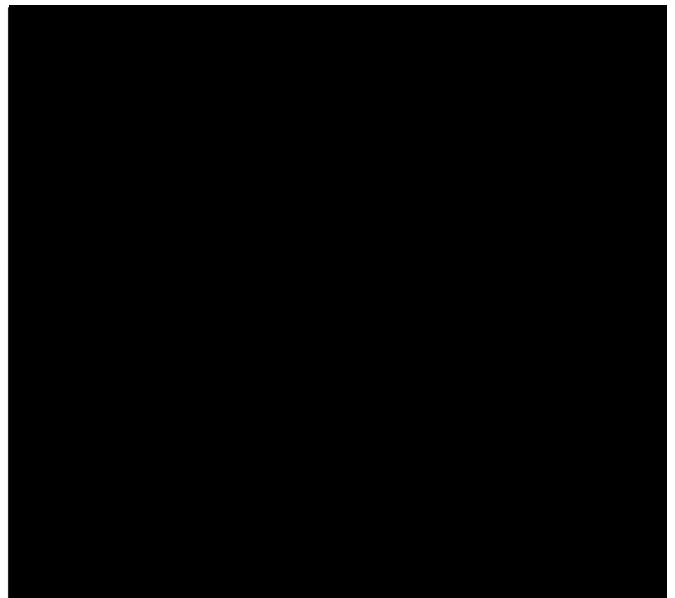
4-15-2022

Date

Subscribed and sworn to before me



(Notary Public Seal)





Kayla Sparrow-Brown

I was born in Monroe, Louisiana and I knew that I wanted to be a teacher in elementary school thanks to Mrs. LaFlora. My first degree, ironically, is not in education, it is a BA in Fashion Merchandising. My second Bachelor's is in Education and then I received my Masters in Curriculum and Instruction: Technology from Grand Canyon University in 2014. Being an educator, it has given me a sense of purpose to pass knowledge to developing minds. It allows me to share what I have learned throughout my journey as a student and a professional from multiple strong educators. I look forward to having the opportunity to work with the students of MYBCS and their families. I have had so many ideas for school and classroom improvement, and I look forward to being a part of this work and sharing my ideas and programs. My classroom students always test well, and I take my work seriously and will be excited to bring strategy and ideas to the campus in order to make a difference in the lives of children. As an active and engaged participant in this career path, my students will always have positive support and nurturing to help them to realize their true potential and keep their flame of learning eternally lit.

Kayla Sparrow-Brown



Certification:

State of Nevada License for Educational Personnel: Elementary K-8 (2008 Obtained)
“Highly Qualified” under “No Child Left Behind Act” in Elementary-High School

Endorsements: General Education Elementary, Literacy, Science, Computer Based-Applications, and English Language Acquisition Development (formerly TESL)

Education:

University of Louisiana at Monroe-Bachelor of Science in Fashion Merchandising, Monroe, LA (May 1993)

University of Louisiana at Monroe-Bachelor of Education in Elementary Education, Monroe, LA (December 1997)

Grand Canyon University –Masters in Curriculum and Instruction: Technology, Phoenix, Arizona (March 2014)

PROFESSIONAL EXPERIENCE

Clark County School District, Las Vegas, NV
2008 (2nd Grade, 3rd Grade) to Current

Current Professional Responsibilities:

1st Grade Teacher

- Lesson Planning with Curriculum Pacing, NVACS Standards, SEL
- Full Teaching Responsibilities
- Parent Contact
- Student Records
- Classroom Management
- Growth Mindset
- Data Driven Instruction
- English Language Acquisition and Development (formerly TESL) Trained
- Print Rich Environment
- PLC Team
- Multicultural Committee

Current DISTINCTIONS

Professional

Hold Current Professional Teaching Licenses and Endorsements for the State of Nevada

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

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

The Proposed Mind Your Books Charter School

2. Full name

Kayla Sparrow-Brown

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **I have been teaching for 14 years and I understand the business from the classroom to the programmatic side of administration. I have ideas I would like to share.**

4.

☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school? **I have had ideas overlooked due to the fact that some places will treat you like "just a teacher," but the fact**

Start-Up Charter School Board Member Information

that I can share my knowledge and experience is important to the next level of growth in my career.

7. What is your understanding of the appropriate role of a public charter school board member?
**To ensure that the goals, mission, and vision of the organization are always at the center of everything that we do. To bring quality programs to our communities.
To hold everyone accountable in their role. To ensure that we remain ethical and honest in our work.**

Essential Attributes of an Effective School Board Member

- Be prepared to participate responsibly. ...
 - Focus on serving all children. ...
 - Remember that your identity is with the community, not the staff. ...
 - Represent the community, not a single constituency. ...
 - Be responsible for group behavior and productivity.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have never been a board member participant, but I do have experience in leadership such as chairperson for my grade level team. We were always organized and exemplary in our work. We were the example to all the other teams. I am strong in teamwork and bring this skill to my current board relationships.**
9. Describe the specific knowledge and experience that you would bring to the board.

I am a veteran teacher and believe in ethical practices for all. This includes the students, families, teachers, staff, and admin.

School Mission and Program

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

This Mission statement empowers the students to be able to process, to reflect upon learning and take ownership of their educational and emotional growth in a safe environment.

2. What is your understanding of the school's proposed educational program?
Standards aligned basic core classes for gifted, general and SPED learners, clinical program, restorative justice, data analysis, frequent checks and balances, and assessment.
3. What do you believe to be the characteristics of a successful school?
As a team we believe that it is Optimal School Culture, High standards, Effective school leadership, High levels of collaboration and communication, Curriculum, instruction, assessments aligned with state standards, Frequent monitoring of learning and teaching.
4. How will you know that the school is succeeding (or not) in its mission?
You take its temperature. You do a SWOT Analysis, you measure data and morale. We would do self-study and gauge what is or is not successful and make the appropriate changes.

Start-Up Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation. **The board of directors is responsible for exhibiting professional behaviors and to ensure that the board is responsive to the values, beliefs and priorities of their communities and their school.**

Also the board will be evaluating the surveys that we collect from the community and at the school level, hiring firing, introducing talent, investors, and programs

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

At the end of the first year, the school needs to see what is working and what is not working, make modifications, and revisit current practices to make sure the vision and focus are all aligned to expected outcomes.

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

At the end of three years, many of our goals will be accomplished. While we celebrate our victories, we must identify our shortcomings and grow from them. We will have multiple years of data to compare gains and losses and strengths and weaknesses. We will make adjustments accordingly.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The charter school board must work together collaboratively with the teachers and counselors to ensure that student emotional and academic wellness is the focal point of the model. As a charter school board we need to ensure that the teachers, counselors, and staff have the resources to do their job.**

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Build a culture of integrity — from the top down.

- Revisit expectations of charter board members
- Keep the lines of communication clear and approachable
- Ensure ethical and legal integrity
- Provide support and ensure effective organizational planning
- Highlight ethical integrity and responsible character board members
- Maintain accountability for all charter board members

Start-Up Charter School Board Member Information

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Start-Up Charter School Board Member Information

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Kayla Sparrow-Brown, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The proposed Mind Your Books Charter School is true and correct in every respect.

4/15/2022
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Proposed **Mind Your Books Charter School**,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

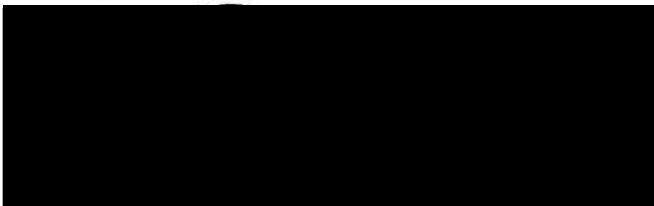
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Kayla Sparrow-Brown

Name Printed

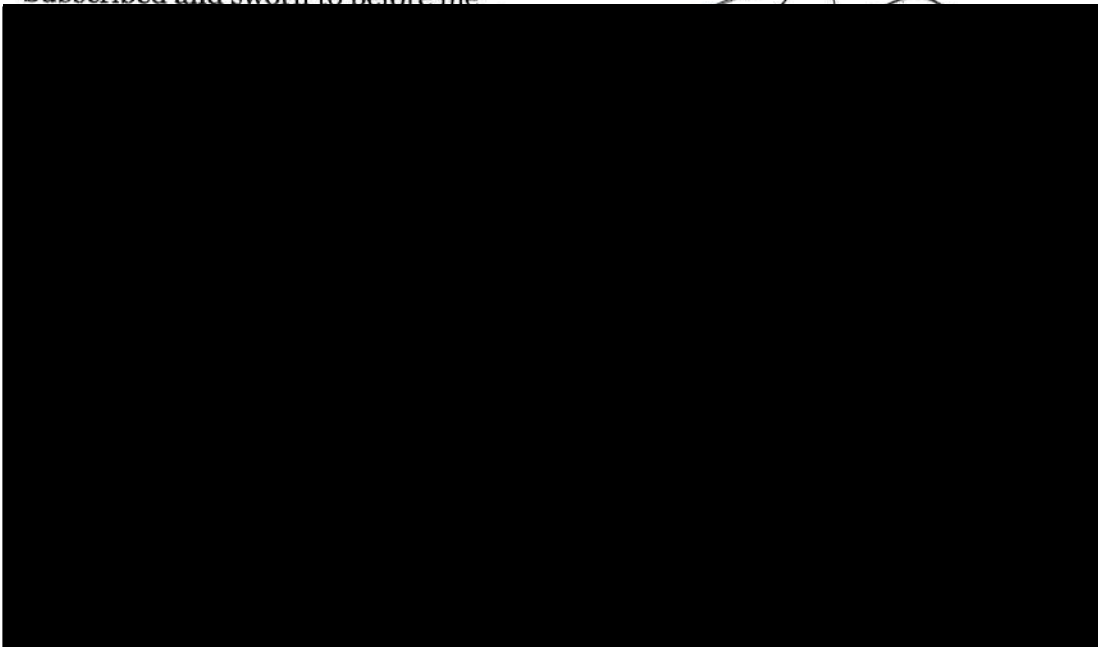
Proposed Board Member

Title

4/15/2022

Date

Subscribed and sworn to before me



Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

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

The Proposed Mind Your Books Charter School

2. Full name

Sharon Szeman

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **Please refer to my resume attached with this doc as a separate attachment. It is a testament of my employment history. My qualifications would be innovative, experienced, dedicated, hard-working, organized, focused.**

4.

☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school? **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.**
7. What is your understanding of the appropriate 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.**
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have not been a board member. I have held leadership positions such as Nurse Manager, Charge Nurse, Employee Health Nurse, and Infection Control. I have passion, expertise, ethical judgment, critical thinking, teamwork, and assertiveness.**
9. Describe the specific knowledge and experience that you would bring to the board.

I have passion, expertise, ethical judgment, critical thinking, teamwork, and assertiveness.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
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.
2. What is your understanding of the school's proposed educational program?
Basic core classes, clinical program, restorative justice, data analysis, frequent checks and balances, and assessment.
3. What do you believe to be the characteristics of a successful school?
Children have respect and kindness, increasing scores on tests, parents pleased with improvements in their child, children are happy to go to school (attendance) and involvement.
4. How will you know that the school is succeeding (or not) in its mission?
Test scores, parent surveys, board evaluations, attendance; parent, child, and staff involvement.

Governance

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

Evaluating the surveys we collect from the community and at the school level

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

If children are learning and retaining information. If children are able to open up and talk/discuss with the clinical team. Parent surveys are positive. The true measure of student success is how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.

Start-Up Charter School Board Member Information

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

Test scores, attitudes, and coping with emotions and/or situations. Parent surveys are positive.

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

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would listen to their opinion and ask questions.

Build a culture of integrity — from the top down.

- Talk about the importance of ethics.
- Keep employees adequately informed about issues that impact them.
- Uphold promises and commitments to employees and stakeholders.
- Acknowledge and reward ethical conduct.
- Hold accountable those who violate standards, especially leaders.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe

Start-Up Charter School Board Member Information

the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

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

☒ I / we do not anticipate conducting any such business. ☐ Yes

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

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

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

☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Sharon Szeman, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The proposed Mind Your Books Charter School is true and correct in every respect.

Signature

Date

4/14/2022

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

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- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
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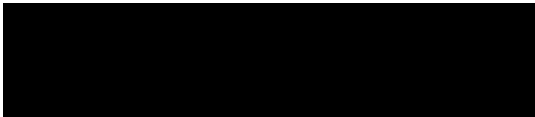
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Start-Up Charter School Board Member Information

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Notarized Statement

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Signature of Certifying Charter School Official

Sharon Szeman

Name Printed

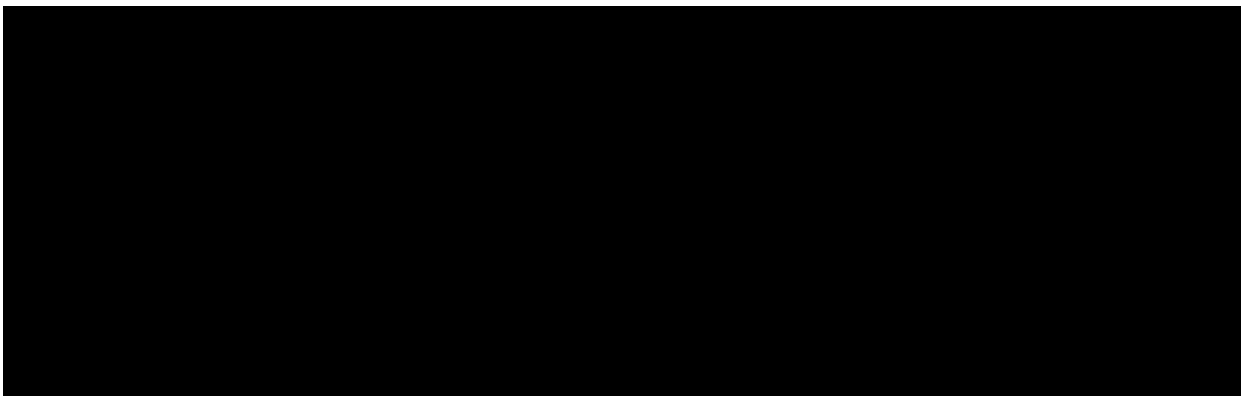
RN, BSN, Owner of
Wellness Nurse Sharon

Title

4/14/2022

Date

Subscribed and sworn to before me



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

- | | |
|--------------------|---|
| 12/2019 to Present | Registered Nurse
VAMC, 6 East, North Las Vegas, NV <ul style="list-style-type: none">● 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 <ul style="list-style-type: none">● 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. |
| 08/2018 to 10/2019 | Registered Nurse, Charge Nurse
Post Acute Medical Rehabilitation Hospital of Centennial Hills (PAM), Las Vegas, NV <ul style="list-style-type: none">● Start-up of hospital operations (December 2017)● 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 |
| 10/2017 to 08/2018 | Nurse Manager, Infection Control, Employee Health Nurse, Educator and Trainer for Orientation
Post Acute Medical Rehabilitation Hospital of Centennial Hills (PAM), |

Las Vegas, NV

- Kept employee files, up-to-date vaccine and Tb tests, FIT testing, helped with employee injuries
- Developed orientation program for nursing, including skills and competencies training
- Interview and hiring process
- Maintained CDC protocols for IC, audits, and daily emails to department heads verifying isolation rooms
- Ongoing education to staff
- Chart audits, unit audits, performance reviews, and performance improvement projects
- Solve customer complaints, employee complaints
- Unit scheduler, utilized agency staff, unit payroll
- Assist DON responsibilities
- Collaborated with third-party vendors

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

Cami Taiwo, President & CEO , Mind Your Books Charter School	702-761-6567
Eric Shalita, Pharmacist , Retired Armed Forces	702-343-3111
Aubree Anaya, RN, Case Manager	801-690-3256
Mary Harris, Respiratory Therapist	702-762-9905
Bliss Bolton, RN	702-480-4106
Dr. Robert Paulino, Internal Medicine	917-640-6231

More references available upon request.



Cami Taiwo BS, MAT, MAEL

Equipped with a Bachelors in Science of Psychology and Biology from Roosevelt University on the beautiful lakefront of Downtown Chicago, Illinois, and then moving on to Dominican University in River Forest, Illinois for the first Master's Degree in teaching; this would lead to a fulfilling two decade career in some of Chicago's toughest schools. With the completion of a 2nd Master's coursework in Educational Leadership at Concordia University, this would lay the foundation for administrative training. Following the completion of 200+ field hours of leadership work for an endorsement for Principal and Building Administrator at Sierra Nevada here in the great state of Nevada, I have been in the business of human service with multi-state teaching and leadership experience for nearly 20 years. Education equals hope, and so does self-empowerment. When we help to fix the foundation for kids, it strengthens the entire scaffold thereby giving them a fighting chance to change their lives once they are able to make impacting, and life changing choices for themselves. When the precarious circumstances complicating the lives of children are not of their own choosing, what we offer are self-empowerment, hope, and cutting edge resources to strengthen a weak

academic foundation in order to forge new beginnings.

CAMI INEZ TAIWO

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)
- Accepted into the Design to Edrupt Opportunity 180 School Opening Fellowship for upcoming Charter Schools (Begins January 2022)
- Licensed Nevada Building Administrator

PROFESSIONAL REFERENCES

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

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

The Proposed Mind Your Books Charter School

2. Full name

Cami Taiwo

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **Please refer to my resume attached with this doc as a separate attachment. It is a testament of my employment history. My qualifications would be innovative, experienced, dedicated, hard-working, organized, focused.**
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school? **I want to help kids with minimal resources by strengthening the scaffold underneath them in regards to**

Start-Up Charter School Board Member Information

mental wellness and strong academics. I wish to lead an organization that has components of total well being for the kids and families.

7. What is your understanding of the appropriate role of a public charter school board member?
**To ensure that the goals, mission, and vision of the organization are always at the center of everything that we do. To bring quality programs to our communities.
To hold everyone accountable in their role. To ensure that we remain ethical and honest in our work.**

Essential Attributes of an Effective School Board Member

- Be prepared to participate responsibly. ...
 - Focus on serving all children. ...
 - Remember that your identity is with the community, not the staff. ...
 - Represent the community, not a single constituency. ...
 - Be responsible for group behavior and productivity.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have never been an official board member outside of my mental health organization, and then Mind Your Books as a community organization. I have held leadership positions in the schools in which I have taught, I have been the Chairperson over different departments. It requires expertise, organization, people skills and innovation. I am a visionary. I can see beyond today with clarity and I honed in on that skill and focused it on education in order to make a difference in this world.**
9. Describe the specific knowledge and experience that you would bring to the board.

Finance: accounting, banking, insurance, risk management. Fundraising: face-to-face solicitation, networking. Governance: previous board experience are some of the collective elements that we bring to the board. My part is academic. Anything academic as a Principal or Executive Director. I know the day to day fundamentals of the inside of a school. I started in 2006 as a substitute teacher back in Chicago.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Our model is clinical and academic and all students can learn when met with the proper environment to thrive in coupled with resources. See our statements below:
<https://www.mindyourbookseducation.org/statements-mission-vision-diversity-and-inclusion-%F0%9F%93%9C>
2. What is your understanding of the school's proposed educational program?
Standards aligned basic core classes for gifted, general and SPED learners,, clinical program, restorative justice, data analysis, frequent checks and balances, and assessment.
3. What do you believe to be the characteristics of a successful school?
- 4. **A clear and shared focus. ...Optimal School Culture**
 - 5. **High standards and expectations for all students. ...**
 - 6. **Effective school leadership. ...**
 - 7. **High levels of collaboration and communication. ...**

Start-Up Charter School Board Member Information

8. Curriculum, instruction and assessments aligned with state standards. ...
9. Frequent monitoring of learning and teaching.
10. How will you know that the school is succeeding (or not) in its mission?
You take its temperature. You do a SWOT Analysis, you measure data and morale. We would do self-study and gauge what is or is not successful and make the appropriate changes.

Governance

1. Describe the role that the board will play in the school's operation. **The board of directors is responsible for setting ethical standards and values, and ensuring that they are embedded in – and become part of the DNA of – their organization. An ethical business should be a more sustainable business.**

Also the board will be evaluating the surveys that we collect from the community and at the school level, hiring firing, introducing talent, investors, and programs

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

The one year is a benchmark to look at the platform to see what is working and what is not working.

We would look back at our petitions and see what needs to change so that we can move forward and modify and fine tune.

3. How will you know at the end of three years if the school is successful? **The community has been better served by our presence. Analyzing local school data so that we can assess our academic strength with surrounding schools. Are our programs serving needs in the community and helping families? We would assess data: both quantitative and qualitative and treat our employees well. Are we meeting or above grade level? Incorporate technology as well because our kids are digital learners. We look forward to community mentorship for our students.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The school board is to ensure we have the resources to do what our job is to do. To ensure the Executive Director receives the autonomy to run the school with innovative leeway. The Board are the visionaries who have different skill sets and guide, support, and ensure that we have diversity and a strong platform to hold everyone accountable. Helping the Executive director respond to the voice of the community.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Build a culture of integrity — from the top down.

- Talk about the importance of ethics.

Start-Up Charter School Board Member Information

- Keep employees adequately informed about issues that impact them.
- Uphold promises and commitments to employees and stakeholders.
- Acknowledge and reward ethical conduct.
- Hold accountable those who violate standards, especially leaders.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of

Start-Up Charter School Board Member Information

consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Camille Taiwo, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The proposed **Mind Your Books** Charter School is true and correct in every respect.


Date

4-19-22

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Proposed **Mind Your Books Charter School**,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

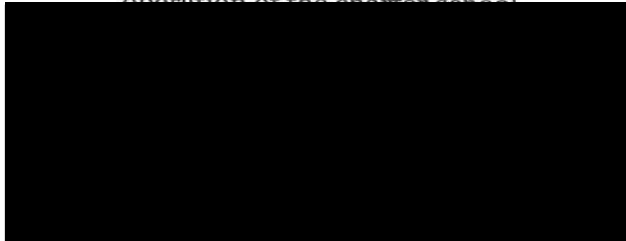
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Camille Taiwo

Signature of Certifying Charter School Official

Name Printed

Executive Director

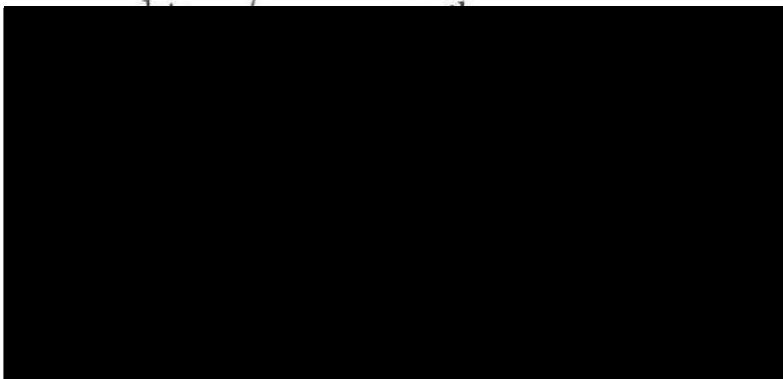
4-19-22

Title

Date

Subscribed and sworn to before me

This 19 day of April 2022





Attachment 6: Board's Proposed Bylaws, Code of Ethics, and Conflict of Interest Policy



BYLAWS OF MIND YOUR BOOKS CHARTER SCHOOL

ARTICLE I

INTRODUCTION; LEGAL STATUS

Section 1. Mind Your Books, Las Vegas, Nevada. The name of the charter school is Mind Your Books Charter School (hereinafter referred to as the “School”). The school is in Las Vegas, Nevada.

Section 2. Legal Status. The school is a charter school formed pursuant to Nevada Revised Statute (NRS) 388A.220 – NRS 388A.270 sponsored by the State Board of Education. The Governing Board of the School is an independent body under the authorization of the Board of Trustees of the State Board of Education. The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The school shall operate in accordance with NRS, Chapter 388A.

ARTICLE II

PURPOSES AND MISSION

Section 1. Purpose and Mission. The purpose of the school is to provide college preparatory level education to children in applicable grades and shall be operated exclusively for educational objectives and purposes as well as any other purpose permitted by law. The Mission is to ensure students receive a quality education and obtain the necessary skills and knowledge needed to progress in life.

Section 2. Non-Discrimination. The school shall not discriminate based on race, religion, national origin, gender, age, disability, sexual orientation, or other protected class in accordance with applicable federal or state laws in either admissions or hiring/employment practices of the school. The school shall conduct all its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada

ARTICLE III

GOVERNING BODY

Section 1. Powers and Duties. A Board of Directors shall manage the business, affairs, and property of the school. In addition to those responsibilities and powers specified by applicable law, the Board shall have the following powers:

(a) To make and change policies, rules, and regulations consistent with law or these Bylaws:

a. for the management and control of the school and its affairs, and of its employees, and agents.

b. to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the school, any and all real and personal property, rights, or

privileges deemed necessary or convenient for the conduct of the

School’s purpose and mission.

(b) Establish and approve all major educational and operational policies.



- (c) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose.
- (d) To hire, supervise and direct an individual who will be responsible for the day to-day operations of the school.
- (e) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year.
- (f) To submit a final budget to the state pursuant to statute and regulation.
- (g) To cause to be kept a complete record of all the minutes, acts, and proceedings of the Board.
- (h) To cause an annual inspection or audit of the accounts of the school, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the school and its financial condition;
- (i) To ensure ongoing evaluation of the school and provide public accountability; (j) To uphold and enforce all laws related to charter school operations.
- (k) To improve and further develop the school.
- (l) To strive for a diverse student population, reflective of the community.
- (m) To ensure adequate funding for operation.
- (n) Solicit and receive grants and other funding consistent with the mission of the school with the objective of raising operating and capital funds.
- (o) Perform such other duties as required or described in the School's Charter; (p) Assign or delegate actions as determined and approved by a majority of board members present and voting at such meeting where assignment or delegation is on the agenda.

Section 2. Qualification; Election; Tenure. The Board shall be composed of seven Directors.

- (a) The Board shall adhere to the statutory requirements which require no less than two (2) Nevada licensed teachers.
- (b) One Board Member shall be a parent.
- (c) A majority of Board Members shall be residents of the county in which the school is located.
- (d) All Board Members shall be devoted to the purpose and mission of the school and shall represent the interests of the community.
- (e) The Board Members' term shall be three (3) years. Terms shall be staggered so that no more than one-half (1/2) of the Board shall be up for election in any one year unless a vacancy needs to be filled. When the term of a Board

Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy.



(f) The school shall notify its sponsor and the Department of Education within ten (10) days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resumes and affidavits as required pursuant to NRS 386.549(1).

Section 3. Annual Meeting. The annual meeting of the Board shall be held in August of each year as the Board may determine and as current events may allow. If possible, the meeting will take place at the school. Otherwise, it will take place at some other location within the City of Sparks or via remote means. The annual meeting shall take the place of the regularly scheduled

meeting. Written notice stating the place, day, and hour of the meeting shall be provided to each Member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance the Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board Members and for the transaction of such business as may come before the meeting.

Section 4. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the county in which the school is located. Special meetings of the Board may be called at any time by the Chairperson or by most of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each Member of the Board at least three (3) business days before the date fixed for the meeting. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the school.

Section 5. Agenda. An agenda must be produced for each regularly scheduled Board meeting. The agenda shall be prepared in accordance with NRS 241.020(2).

(a) In addition to previously requested agenda items, any Board Member may provide additional agenda items for the following meeting by providing the

School's supervising employee or administrator, or the Board Chair the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 6. Quorum. A quorum at all meetings of the Board shall consist of most of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of most of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 7. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of most of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy whether caused by resignation, removal, or death, shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified at the applicable annual meeting.



Section 8. Committees or Work Groups. The Board may designate from among its Members, by resolution adopted by a majority of the entire Board, an Executive Committee or Work Group, a Personnel Committee or Work Group, a Finance Committee or Work Group, an Academic Committee or Work Group, and one or more other Committees or Work Groups, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision-making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

Section 9. Removal. Any Member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the Member at issue. Board member may only be removed for cause. Actions considered as cause include but are not limited to: (a) Conviction by a court of law of any felony

(b) Physical or verbal abuse of any student, faculty, or other Board member (c) Willful violation of any applicable law or these by-laws

(d) Disregard for fiduciary responsibility

(e) Unexcused absence from no less than 50 percent of regularly schedule Board meetings

Section 10. Resignation. A resignation by a Board Member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 11. Participation by Telephone. To the extent permitted by law, any Member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 12. Proxy Voting. Proxy voting is not permitted.

Section 13. Compensation. No Member of the Board shall receive any compensation for serving in such office; provided that, the school may reimburse any Member of the Board for documented expenses directly related to school or board business. Any such expenses must be preapproved by the Board Chair or Treasurer. Any such reasonable expenses that are not reimbursed by the school shall be construed as a gift to the school.

Section 14. Closed Sessions. Any Board Member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board Members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 15. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson or Administrator.



Section 16. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the agenda.

ARTICLE IV

OFFICERS

Section 1. Number. The officers of the school shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the school at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of two (2) years. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the school may be removed, with cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board. Cause for removal includes but is not limited to:

(a) Removal from the Board under Article III section 10

(b) Willful dereliction of position responsibilities

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

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

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

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account shall always be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the school in accordance with the established policies of the school. He or



she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V

STAFF

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

ARTICLE VI

CONTRACT, LOANS, AND DEPOSITS

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

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

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the school shall be signed by such officer of officers, or agents of the school and in such manner as shall be determined by the Board. The Treasurer and Administrator are authorized and required to sign all checks over the amount of \$5,000.00.

Section 4. Deposits. All funds of the school not otherwise employed shall be deposited to the credit of the school in such banks, trust companies, or other custodians as the Board may select.

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

Section 6. Fiscal Year. The fiscal year of the school shall begin on July 1 and end on June 30.

ARTICLE VII

PROPERTY

The property of the school shall be held and applied in promoting the general purposes of the school declared in these Bylaws. No property, including real estate, belonging to the school shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the school, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.



ARTICLE VIII

INDEMNIFICATION

The Board of Directors may authorize the school to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board Member, officer, employee, or agent of the school in an action brought against such person while acting in their official capacity to impose a liability or penalty for an act or omission alleged to have been committed by such person while acting in their official capacity as a Board Member, officer, employee, or agent of the school, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the school. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE IX

AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least three (3) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

ARTICLE X

DISSOLUTION

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the school's charter is revoked or the school is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

ARTICLE XI

PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the school. These Bylaws shall never be construed in any such way as to impair the efficient operation of the school.

CERTIFICATION

I hereby certify that I am the duly elected Secretary of the Board of Directors and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this day of _____, 20____



Signature

_____, Secretary

Printed Name



MIND YOUR BOOKS CODE OF ETHICS

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:

Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct.

Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views.

Holding oneself responsible for ethical conduct.

Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and responding appropriately when personal or health-related issues may interfere with work-related duties.

Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community.

Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and

Taking responsibility and credit only for work performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization

Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation.

Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint.

Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and

Cooperating fully during ethics investigations and proceedings

C. The professional educator promotes and advances the profession within and beyond the school community by:

Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership, and student services.

Engaging in respectful discourse regarding issues that impact the profession.



Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations.

Actively participating in educational and professional organizations and associations; and

Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. The professional educator demonstrates commitment to high standards of practice through:

Incorporating into one's practice state and national standards, including those specific to one's discipline.

Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making.

Advocating for equitable educational opportunities for all students.

Accepting the responsibilities, performing duties, and providing services corresponding to the area of certification, licensure, and training of one's position.

Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and

Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research and assessment by:

Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information.

Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions.

Conducting research in an ethical and responsible manner with appropriate permission and supervision.

Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;

Creating, maintaining, disseminating, storing, retaining, and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and

Using data, data sources, or findings accurately and reliably.

C. The professional educator acts in the best interest of all students by:

Increasing students' access to the curriculum, activities, and resources to provide a quality and equitable educational experience.



Working to engage the school community to close achievement, opportunity, and attainment gaps; and

Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety, and wellbeing of students by establishing and maintaining appropriate verbal, physical, emotional and boundaries.

A. The professional educator respects the rights and dignity of students by:

Respecting students by considering their age, gender, culture, setting and socioeconomic context.

Interacting with students with transparency and in appropriate settings.

Communicating with students in a clear, respectful, and culturally sensitive manner.

Considering how appearance and dress can affect one's interactions and relationships with students.

Considering the implication of accepting gifts from or giving gifts to students.

Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind.

Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness.

Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and

Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care by:

Seeking to understand students' educational, academic, personal, and social needs as well as students' values, beliefs, and cultural background.

Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and

Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:



Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained during professional practice.

Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and

Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests.

Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community.

Considering the implication of accepting gifts from or giving gifts to parents/guardians; and

Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

Respecting colleagues as fellow professionals and maintaining civility when differences arise.

Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy.

Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws.

Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students.

Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum.

Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles.

Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience to maximize students' opportunities and achievement; and

Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:



Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families.

Collaborating with community agencies, organizations, and individuals to advance students' best interests without regard to personal reward or remuneration; and

Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:

Using property, facilities, materials, and resources in accordance with local policies and state and federal laws.

Respecting intellectual property ownership rights (e.g., original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials.

Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and

Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness.

Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa.

Considering the implications and ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and

Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing, and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public.

Staying abreast of current trends and uses of school technology.



Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members.

Knowing how to access, document and use proprietary materials, understanding how to recognize and prevent plagiarism by students and educators.

Understanding and abiding by the district's policy on the use of technology and communication.

Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and

Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and wellbeing when using technology by:

Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms.

Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and

Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted using electronic or computer technology.

Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and

Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

Advocating for equal access to technology for all students, especially those historically underserved.

Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and

Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Glossary

Boundaries



The verbal, physical, emotional, and social distances that an educator must maintain to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/school district

This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time[1] .

Educator

Educators are the target audience for the MCEE and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this *Model Code of Educator Ethics*. See a separate definition for “professional educator.”

Ethic of care

Responding with compassion to the needs of students.

Ethical Decision-Making Model

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the *Model Code of Educator Ethics*; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

Implicit or Explicit Demands of an Organization

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm



The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community

A group of educators who collaborate with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.

Multiple Relationships

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators

New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator

A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement, and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary Materials

Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual, or emotional harm.

School Community

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.

Sensitive Information

This includes but is not limited to student information and educational records, including medical or counseling records.

Student

A learner attending a P-12 school.

Technology

Tools, systems, applications, and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.



Transparency

Openness and accountability with respect to one's behaviors, actions, and communications as an educator.



**Mind Your Books Charter School Annual Conflict of Interest Statement for Board Directors
and Board Committee Members**

1. Name: _____ Date: _____
2. Position:
 - a. Are you a voting Director (as opposed to a [non-Director] Committee Member)? ☐Yes ☐No
 - b. Are you an Officer on the Board (i.e., President/Vice-President/Secretary/Treasurer)? ☐ Yes
☐No
 - c. If you are an Officer on the Board, which Officer position do you hold:

 - d. Do you serve on a Board Committee or Subcommittee? ☐Yes ☐No
 - e. If yes, which Board Committee(s) or Subcommittee(s) are you on:
☐
3. *I affirm the following:* (initial each)
 - a. I have received a copy of the Alpine Academy College Prep High School Conflict of Interest Policy. _____
 - b. I have read and understand the Policy, including Exhibit A (the Nevada Ethics Code).

 - c. I agree to comply with the Policy, including that Code.

4. *Disclosures:*
 - a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with Alpine Academy College Prep High School? ☐Yes ☐No
 - i. If yes, please describe it:

 - ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy?
☐Yes ☐No



b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict-of-Interest policy with Alpine Academy? ☐Yes ☐No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in Conflict-of-Interest policy? ☐Yes ☐No

5. Are you an independent director, as defined in the Conflict-of-Interest policy? ☐Yes ☐No

a. If you are not independent, why?

Signature of the Director

Date of Review by Governance Committee: _____



Attachment 9: Previous Student Achievement Data for the Individual
Primarily Responsible for Academic Programming

Crestwood Elementary School

Clark County School District

Year to Date Progress by Class 2013-14

Grade 2

Gr.2 Rdg.	Sept.	Oct.	Nov.	Dec.	Jan.(SBAC)	Feb.(SBAC)	March(SBAC)	April	May
Bashaw	51%	56%	63%	51%	39%	52%	42%	50%	
King	40%	57%	56%	57%	39%	57%	53%	63%	
Brown	43%	54%	52%	52%	38%	59%	53%	51%	
Taiwo	36%	59%	58%	74%	38%	63%	61%	74%	
Veenstra	37%	54%	53%	53%	37%	51%	51%	63%	

Gr. 2 Math	Sept.	Nov.	Jan.(SBAC)	March(SBAC)	May
Bashaw	49%	64%	50%	54%	
King	48%	71%	58%	65%	
Brown	49%	58%	51%	54%	
Taiwo	42%	77%	65%	71%	
Veenstra	49%	58%	56%	64%	
Gr.2 Math	Oct.	Dec.	Feb.(SBAC)	April (SBAC)	
Bashaw	54%	52%	54%	64%	
King	63%	67%	64%	73%	
Brown	52%	54%	52%	55%	
Taiwo	68%	68%	69%	80%	
Veenstra	56%	57%	65%	75%	



Attachment 10: Competencies Used for School Leader Selection and
Evaluation

New Leaders

Principal Evaluation Rubric

Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence	
Develops a shared vision for high achievement and college readiness for all students					
Develops shared vision	Engages stakeholders in the collaborative development of a vision for high student achievement, college readiness and effective adult practice	Engages stakeholders in developing a vision for high student achievement and college readiness	Develops a school vision for high student achievement and provides some opportunities for staff and students to provide input on the school vision	Adopts a vision that lacks a focus on student achievement or college readiness	<ul style="list-style-type: none">Written values and beliefs reflect high expectations for all studentsSchool vision is clearly articulated and understood by all staffSchool vision includes a focus on student academic achievement and health social/emotional developmentThere is visible alignment between school goals, the instructional program, and the vision
Implements a shared vision	Inspires all adults and students in the school and community to adopt and enact the vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision	Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions aligned to and in support of the vision	Broadly communicates the vision to adults and students in the school community; identifies instructional strategies that may align to the vision; may consider the vision when making decisions	Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision	
Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision					
Implements a code of conduct aligned with school values	Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences	Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented	Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences	Sends inconsistent messages about the school's values and behavioral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized	<ul style="list-style-type: none">School-wide code of conduct aligned with district and school priorities is in place and consistently implemented across all classroomsA system of positive and negative consequences is consistent with the school valuesValues and behaviors are referenced in daily school structuresAll students are known well by multiple adultsStudents hold one another accountable for student conductCore components of social, emotional, and behavioral supports are in place to support student learningSchool building is clean and safe – all basic facilities are in working orderRoutines and procedures are discussed, and implemented
Maintains a supportive, secure and respectful learning environment	Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure	Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure	Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe	Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe	
Implements routines and smooth transitions	Builds the capacity of staff to implement school-wide routines to maximize instructional time, ensure seamless transitions, and maintain focus on achieving the school's vision	Implements routines to maximize instructional time, support smooth transitions and maintain focus on achieving the school's vision	Develops some routines that connect to student achievement or aspiration and make transitions efficient	Allows distractions to interfere with instructional time and timely transitions	

Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence	
Develops cultural competence and a commitment to equity in adults and students					
Models equity	Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential	Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential	Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in an effort to challenge low expectations	Rarely demonstrates confidence in the potential of every student to achieve at high levels; avoids confronting staff who have low expectations for some or all students	<ul style="list-style-type: none">School is building the capacity of adults to support diverse student needs and diverse groups of students through professional developmentAdults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differencesStaff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversityCommunity conversations about culture and diversity occur regularly
Engages in courageous conversations about diversity	Builds the school's collective capacity to engage in courageous conversations about diversity and culture as well as how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretation of the world and leads them through a process to identify students' strengths and assets; corrects intolerant statements directed at individuals or groups	Initiates courageous conversations about diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions about students and the school community; corrects intolerant statements directed at individuals or groups	Reactively responds to courageous conversations about diversity and culture, but rarely initiates conversations; provides whole group undifferentiated professional development about working in and supporting a diverse community; attempts to address intolerant statements that intimidate individuals or groups	Avoids courageous conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning; rarely addresses or corrects intolerant statements directed at individuals or groups and does not create an environment that supports all students; rarely addresses policies or practices that systematically exclude groups from participating in the school environment	
Engages families and communities as partners to enhance student achievement and success					
Welcomes families and community members in to the school	Creates a school-wide culture in which all families and community members are welcomed into the school; shares the school vision for high student achievement with all visitors	Builds the capacity of staff to welcome all family and community members into the school and to share the school's vision for high student achievement with all visitors	Sets expectations for staff on the process/tone for welcoming families and community members into the school	Rarely or inconsistently welcomes families or community members into the school	<ul style="list-style-type: none">Families say they feel included and invested in the schoolFamilies are given strategies and tools to support student learning outside the school dayFamilies have multiple ways to communicate with staffConsistent communication between families and school are presentCommunications from families and stakeholders are responded to in a timely manner, with appropriate tone, and with a tailored message
Openly communicates about student learning	Builds the capacity of staff to implement multiple structures to meaningfully communicate with and engage families and the community in achieving school-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that there is consistent messaging across the school	Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support their children's learning; supports staff members in sharing nuanced key messages and ensures that there is consistent messaging across the school	Communicates key information about student learning to families and the community and identifies some ways they can support children's learning; shares key messages for all staff members to share to establish consistent messaging	Rarely makes time to communicate with families or the community about student learning	

Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence	
Implements rigorous curricula and assessments tied to both state and college-readiness standards					
Implements curricula aligned to state or national college-readiness standards	Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards to effectively address all students learning needs	Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to Common Core and state standards to meet student learning needs	Develops and supports the implementation of standards-based curriculum; attempts to align to Common Core and state standards to meet student learning needs	Supports staff use of a curriculum that is not aligned to college readiness standards	<ul style="list-style-type: none">Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness trackInstructional decisions throughout the year, including student grouping/ differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed testsLesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Common Core content standardsRigorous course content is accessible to all students
Supports the development and implementation of standards-based lesson and unit plans	Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes	Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes	Encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; adjusts some unit and lesson plans based on student outcomes	Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely adjusts lesson or unit plans based on student outcomes	
Implements high-quality, effective classroom instructional strategies that drive increases in student achievement					
Implements effective instructional strategies to meet student learning needs	Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and assessments to ensure that all students master content	Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that are meet to student needs and drive student learning; adapts instruction and assessments to ensure that all students master content	Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation	Rarely ensures instructional strategies support student learning; rarely adapts instructional practices	<ul style="list-style-type: none">Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the standardsInstructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that they effectively incorporate into lesson plans
Monitors multiple forms of student level data to inform instructional and intervention decisions					
Tracks student level data to drive continuous improvement	Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement	Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement	Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data	Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs	<ul style="list-style-type: none">Instructional decisions throughout the year are based on student outcome dataStudent performance data is readily available and can be organized by cohort, grade, subject, sub-group, etc.Elementary students who are not yet proficient (basic) are identified and supported to ensure they make progress <p>(continued on next page)</p>

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Supports data-driven instruction	Builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching; holds teachers accountable for analyzing student work and learning data; builds the capacity of staff to create structured data meetings	Supports and develops staff ability to analyze qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching strategies; holds teachers accountable for analyzing student work and learning data; implements structured data meetings	Attempts to develop staff ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies; inconsistently holds teachers accountable for analyzing student work and learning data	Rarely supports staff's use of data to guide grouping or re-teaching strategies; inconsistently holds teachers accountable for analyzing student work or learning data	<ul style="list-style-type: none"> Secondary student performance is closely tracked to ensure that they remain "on track" to graduate in four years Data is used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching Staff monitor student progress through frequent checks for understanding
Uses disaggregated data to inform academic interventions	Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on individual students' learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or sub groups not making progress	Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or sub groups not making progress	Provides limited differentiation in instruction and implements academic interventions for high need students; implements limited adjustments to interventions	Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions	<ul style="list-style-type: none"> Students receive rapid, data-driven interventions matched to current needs Intervention assignments and schedules are frequently updated to reflect student needs and progress

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Recruits, hires, assigns, and retains effective staff					
Recruits and selects effective teachers	Identifies multiple pipelines within and beyond the district for high quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection, hiring, and induction processes	Identifies recruits within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring and induction processes	Utilizes district resources to identify high quality recruits; drafts a basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes	Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process	<ul style="list-style-type: none"> Selection process is managed by the leadership team and includes input from other key stakeholders School has intensive recruitment, selection (demo lesson, formal interview, interview with a panel of stakeholders), induction and mentoring processes for any new staff Selection and assignment processes match staff to specific positions based on skill Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning High percentage of teachers rated effective stay in the school
Strategically assigns teachers	Strategically places teachers in grade levels and content areas based on their skills, strengths and qualifications; assigns highly-effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers	Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness	Places teachers in grade level and content areas based on qualifications	Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact	
Retains effective teachers	Reviews all available data including evaluation outcomes to identify and recognize effective and high potential teachers; consistently retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Reviews available data including evaluation outcomes to identify and recognize effective teachers; retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Designs a retention strategy informed by teacher evaluations; attempts to retain effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Does not make an effort to retain or recognize effective teachers	
Increases teacher effectiveness through professional learning structures					
Collects high quality observational data	Builds and develops the capacity of the leadership team to conduct frequent, formal and informal observations to collect evidence of teacher practice; tailors teacher observations to the needs of each teacher and to school-wide initiatives	Conducts frequent formal and informal observations to collect evidence of teacher practice; tailors teacher observations based on teacher need	Designs a classroom observation approach to gather evidence of teacher practice with limited implementation; attempts to differentiate observations based on teacher need	Observes teachers when they request a formal observation; rarely gathers evidence of teacher practice	<ul style="list-style-type: none"> Leadership team members conduct frequent observations and provide feedback to staff on instructional practices with follow up to ensure improvement Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families <p>(continued on next page)</p>

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Provides actionable feedback	Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data; monitors teachers to ensure feedback is incorporated into teacher practice ; develops inter-rater reliability with the leadership team by co-observing	Provides, frequent individualized actionable feedback based on evidence collected from observations and student learning data; ensures feedback is incorporated into teacher practice	Provides high level feedback using either observational or student learning data; attempts to ensure feedback is incorporated into teacher practice	Provides limited, confusing feedback to teachers based on limited data	<ul style="list-style-type: none">Instructional feedback builds effective teacher practice and observable changes in teacher practiceTeachers are taught how to use a variety of instructional strategiesTeacher-driven professional development focuses on student learning challenges and progress toward goals and includes teacher team meetings and peer visitations
Coaches and implements learning structures	Develops and implements a system for professional learning opportunities and coaching; tailors supports to teachers' learning styles and growth needs; monitors struggling teachers through targeted improvement plans	Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers' learning styles and growth needs; supports struggling teachers through targeted improvement plans	Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling teachers	Does not lead or provide regular or appropriate learning opportunities for teachers	
Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results					
Conducts rigorous evaluations	Implements and monitors a rigorous, consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and teacher practice	Implements a consistent evaluation system aligned to district requirements; incorporates evidence of student outcomes and teacher practice in final evaluation ratings	Oversees an evaluation system aligned to district requirements; incorporates some evidence of student outcomes and teacher practice to determine final evaluation ratings	Completes required staff evaluation documentation based on limited evidence; rarely incorporates student outcomes or evidence of teaching practice	<ul style="list-style-type: none">Rigorous evaluation process is completed for every teacherEvaluation process, measures and targets are established at the beginning of the yearStaff is aware of evaluation components, timeline and processes
Trains, develops, and supports a high-performing instructional leadership team					
Provides leadership opportunities	Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with the most leadership potential	Identifies effective teachers and provides them with leadership opportunities; supports the development of teacher leaders and leadership team members	Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults	Rarely provides leadership opportunities	<ul style="list-style-type: none">Multiple staff members serve as instructional leaders in the schoolStaff members proactively assume leadership rolesLeadership team is comprised of fully aligned and highly skilled staffLeadership team focuses on frequent discussions of student learning to target key instructional needsLeadership team consistently models and enforces school-wide philosophy, core values, and responsibility and efficacy
Develops a highly-effective leadership team	Establishes an effective leadership team with a relentless focus on student learning; selects highly-effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead teacher teams and conduct teacher observations	Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and conduct teacher observations	Defines the role of the leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team	Allows ineffective or misaligned staff to serve on the leadership team; rarely provides support to the leadership team	

Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence	
Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan					
Gathers and analyzes data from multiple sources to inform decisions	Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes	Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes	Confers with a subset of the leadership team to review summative student achievement results and selected school practices but omits key data that would support an accurate diagnosis of the school	Completes a cursory review of the school's weaknesses using annual student achievement results	<ul style="list-style-type: none">• Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff• Each grade and sub-group have specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation• Strategic plan priorities are public – stakeholders share a common understanding of short and long term milestones and goals• Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes• Leadership team creates short- and medium- term action plans to address on-going areas of concern and celebrates areas of success
Sets school-wide priorities and classroom-based student learning goals	Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data	Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data	Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms	Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets	
Develops and implements strategic plans	Engages all staff in developing and implementing a detailed strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets	Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets	Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets	Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals	
Monitors progress toward goals	Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed	Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data	Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals	Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies	
Organizes school time to support all student learning and staff development priorities					
Implements a year-long calendar	Institutionalizes a shared yearlong calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional learning sessions, and leadership team meetings; builds the capacity of staff to monitor the implementation of the school-year calendar	Creates a school calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional development, and leadership team meetings; builds the capacity of staff to implement the school-year calendar	Establishes a basic calendar of instructional time and some professional development activities with limited implementation	Drafts a school year calendar that changes frequently and without warning and that allots time for tasks that are not aligned with school goals	<ul style="list-style-type: none">• Detailed daily/weekly schedule of classes, student interventions, teacher team meetings, and PD sessions are public and managed by leadership team members• Every moment of available time – in and out of the traditional school day – is focused on increasing student achievement <p>(continued on next page)</p>

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Organizes school time to support all student learning and staff development priorities					
Implements a consistent school-day schedule	Systematically implements a daily schedule that prioritizes student access to rigorous course content, teacher team meetings, and teacher-peer observations within and across grade levels; ensures the daily schedule includes time for interventions	Implements a daily schedule focused on student access to rigorous course content, teacher team meetings, and teacher-peer observations; includes time for interventions	Sets a daily schedule that allots time for student learning and periodic teacher team meetings	Drafts a daily schedule that changes frequently and minimizes opportunities for teacher team meetings	<ul style="list-style-type: none">School calendar of professional development, interim assessments and re-teaching is in placeDaily/weekly schedules create adequate time for all student interventions and adult development and are flexible enough to adjust to new priorities and needs
Effectively manages professional time	Strategically plans own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality, effective staff collaboration, review of data, and other school-wide priorities; builds in time to reflect on their own practice to identify areas for growth	Sets own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality, review of data and other school-wide priorities; builds in time to reflect on their own practice	Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others	Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities	
Allocates resources to align with the strategic plan					
Aligns and manages the school's resources	Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities	Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps	Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals	Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources	<ul style="list-style-type: none">Finances and other resources are aligned with strategic prioritiesAligned external partners are identified and accessed to supplement available resources

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement					
Demonstrates self-awareness, reflection, and on-going learning	Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities	Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes	Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes	Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes	<ul style="list-style-type: none"> Message about goals or possibility does not change in moments of challenge or adversity Shares personal failures and the lessons learned from them Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal leadership and the school
Demonstrates resiliency in the face of challenge	Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff	Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges	Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise	Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation	<ul style="list-style-type: none"> Takes initiative and remains solutions-oriented at all times to move the work of the school forward Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful, and how they were used as learning opportunities
Constructively manages change with the ultimate goal of improving student achievement					
Manages and adapts to change	Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum	Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum	Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff	Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change	<ul style="list-style-type: none"> Staff are supported through change processes School improvement outlines multiple tactics and strategies that can be adapted to reach identified goals School improvement plan and long-term school wide goals are not lowered or adjusted based on negative feedback or because of current or past challenges in making progress
Communicates openly and clearly based on the situation, audience, and needs					
Implements a communication plan	Builds the capacity of staff to develop and implement a communication plan connected to the school goals that leverages diverse perspectives, identifies key messages for all audiences, uses multiple communication mediums and timelines, and effectively engages the support of all stakeholders	Develops and implements a communication plan connected to the school goals that incorporates diverse perspectives, identifies key messages for all audiences, uses multiple communication mediums, and shares the school vision with all stakeholders to engage their support	Develops an initial communication plan that describes the school vision to some key stakeholders; listens to the diverse perspectives of stakeholders but makes limited connection to school goals	Provides limited information about school progress to all stakeholders; does not have conversations about school goals with stakeholders	<ul style="list-style-type: none"> All staff are treated with respect and various viewpoints are dealt with quickly and efficiently School staff development plan addresses difficult conversations to improve and enhance student learning Principal reacts to difficult moments or feedback in calm and positive ways

(continued on next page)



	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Communicates with stakeholders	Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience	Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience	Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills	Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; rarely supports development of communication skills among staff	<ul style="list-style-type: none">▪ Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members▪ Systems, processes, and structures are in place to share the current state of the school and solicit feedback▪ Leadership team participates in professional development to learn and practice active listening skills



Attachment 11: Teacher Evaluation Tool

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1 New Learning is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment is Integrated into Instruction
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	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	Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 Tasks place appropriate demands on each student	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

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
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	<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
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	<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
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	<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?
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	<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
Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	<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
Indicator 2 Tasks place appropriate demands on each student	<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"
Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	<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
Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	<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
Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	<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
Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	<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
Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students	<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
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	<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
Indicator 2 Teacher structures opportunities for self-monitored learning for all students	<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
Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes	<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

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	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes
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	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	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
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	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	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
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	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	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
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	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	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

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
Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status	<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)
Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	<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
Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	<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
Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students	<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.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

2021-22 TEACHER EVALUATION SUMMATIVE RATING TOOL

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Teacher Name:	
School Name:	
Date:	
Evaluator:	
Observations Dates:	
Conference Dates:	

SECTION 1: Domain Scores

Instructions: Use the rubrics and evidence recorded throughout the cycle for determining performance levels (1-4 whole numbers only).

TEACHER SUMMATIVE EVALUATION SCORES							
INSTRUCTIONAL PRACTICE DOMAIN SCORING							
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Instructional Practice Score (average of Standard scores)	Instructional Practice Domain Score (IP score x 80%)
Indicator 1							
Indicator 2							
Indicator 3							
Indicator 4							
Standard Score (average of Indicator PLs)	0	0	0	0	0	0	0
PROFESSIONAL RESPONSIBILITIES DOMAIN SCORING							
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Professional Responsibilities Score (average of Standard scores)	Professional Responsibilities Domain Score (PR score x 20%)
Indicator 1							
Indicator 2							
Indicator 3							
Standard Score (average of Indicator PLs)	0	0	0	0	0	0	0
SUMMATIVE EVALUATION SCORE							0.00

SECTION 2: Summary of Evidence

I have received a copy of the signed observation notes which identifies two required pieces of evidence for each Indicator.

Teacher Name: _____

Teacher Signature: _____

Evaluator Signature: _____

SECTION 3: Narrative and Final Rating

Instructions: NRS 391.680 requires evaluations of teachers in narrative form for the primary purpose of constructive assistance. Use the table below to provide the evidence-based narrative of the teacher's strengths and areas for growth according to his/her performance on the Instructional Practice and Professional Responsibilities Standards and Indicators.

Instructional Practice and Professional Responsibilities Strengths/Areas for Growth and Evidence

[Continue on additional page(s) if needed.]

Click here to enter text.

Please Note:

The score ranges for the current year will be posted in the Teachers and Administrators NEPF Protocols on the Nevada Department of Education website upon approval by the Nevada State Board of Education.

Teacher Final Rating*: _____

Educator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

***Answer the following questions to determine if the teacher is eligible for the class size ratio adjustment:**

- Was the teacher's final rating ineffective or developing? _____
- Is the teacher probationary? _____
- Does the teacher teach band, choir, or orchestra? _____

If you answered "YES" to ANY of the above questions, the teacher is NOT eligible for the class size ratio adjustment. If you entered "NO" on ALL of the above questions, continue to SECTION 4.

SECTION 4: Class Size Ratio Adjustment

Instructions: NRS 391.465 requires that a **post-probationary** employee (as defined in NRS 391.650), whose performance is designated as **Effective** or **Highly Effective** under the statewide performance evaluation system, be awarded an additional weight equivalent to the percentage by which the ratio of pupils for which the teacher is responsible exceeds the recommended ratio prescribed by the State Board (NRS 388.890), not to exceed the maximum score that would otherwise be possible for a teacher rated as Highly Effective, for criteria relating to:

- 1) The manner in which the teacher employs the cognitive abilities and skills of all pupils (IPS 2.1),
- 2) The manner in which the teacher provides an opportunity for extended discourse (IPS 3.1),
- 3) The manner in which the teacher structures a classroom environment (IPS 3.4),
- 4) The manner in which the teacher engages with the families of pupils (PRS 4), and
- 5) The perception of pupils of the performance of the teacher (PRS 5).

The State Board recommended ratio for grades K-3 is 15:1 and 25:1 per section for grade 4-12 (there are no recommended class size ratios for band, choir, and orchestra).

Instructions: Enter the grade range, total number of classes taught, and the total # of students as reported on the district's designated count day below. The **Teacher Summative Evaluation Scores with Class Size Adjustment** will automatically update to reflect the final teacher summative evaluation score with the class size ratio adjustment.

CLASS SIZE RATIO ADJUSTMENT	
Grade/s taught (Select K-3 or 4-12/UN):	
Nevada State Board Recommended Ratio:	FALSE
Total number of classes taught:	
Total # students (per district-determined count day):	
Class Size Adjustment (Max Adjusted Score = 4)	#DIV/0!

TEACHER SUMMATIVE EVALUATION SCORES WITH CLASS SIZE ADJUSTMENT							
INSTRUCTIONAL PRACTICE DOMAIN SCORING							
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Instructional Practice Score (average of Standard scores)	Instructional Practice Domain Score (IP Score x 80%)
Indicator 1	0.00	#DIV/0!	#DIV/0!	0.00	0.00		
Indicator 2	0.00	0.00	0.00	0.00	0.00		
Indicator 3	0.00	0.00	0.00	0.00	0.00		
Indicator 4	0.00	0.00	#DIV/0!		0.00		
Standard Score (average of Indicator PLs)	0	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
PROFESSIONAL RESPONSIBILITIES DOMAIN SCORING							
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Professional Responsibilities Score (average of Standard scores)	Professional Responsibilities Domain Score (PR score x 20%)
Indicator 1	0.00	0.00	0.00	#DIV/0!	#DIV/0!		
Indicator 2	0.00	0.00	0.00	#DIV/0!	#DIV/0!		
Indicator 3	0.00	0.00	0.00	#DIV/0!	#DIV/0!		
Standard Score (average of Indicator PLs)	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
SUMMATIVE EVALUATION SCORE							#DIV/0!

Teacher Final Rating with Class Size Adjustment:

Educator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____



Attachment 12: Leadership Evaluation Tools

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS

STANDARD 1 Creating and Sustaining a Focus on Learning	STANDARD 2 Creating and Sustaining a Culture of Continuous Improvement	STANDARD 3 Creating and Sustaining Productive Relationships	STANDARD 4 Creating and Sustaining Structures
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 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.	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.	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.
Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	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.
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 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.
Indicator 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.	Indicator 4 Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	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.	

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
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.	<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
Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	<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.)
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.	<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
Indicator 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.	<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
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.	<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
Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	<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
Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	<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
Indicator 4 Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	<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

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.	Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Indicator 4 Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Level 4 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.	Level 4 Administrator fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures.	Level 4 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.	Level 4 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.
Level 3 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.	Level 3 Administrator adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures.	Level 3 Administrator gathers and analyzes adequate sources of data to sufficiently monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 3 Administrator models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability.
Level 2 Administrator sets minimal expectations for teacher performance and student performance and minimally monitors growth and development.	Level 2 Administrator provides minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures.	Level 2 Administrator gathers and analyzes limited sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 2 Administrator demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability.
Level 1 Administrator sets no, or almost no expectations for teacher performance and student performance and creates no system for monitoring growth and development.	Level 1 Administrator provides no, or almost no support for teacher development.	Level 1 Administrator gathers and analyzes no, or almost no sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 1 Administrator demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability.

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
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.	<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
Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.	<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
Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	<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
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.	<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
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.	<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
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.	<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
Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.	<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.



Attachment 13: Evidence of Demand from Prospective Students and Families

Interest Form for the Proposed Mind Your Books Charter School 🍎 2023-24 Kindergarten - 8th Grade

28 responses

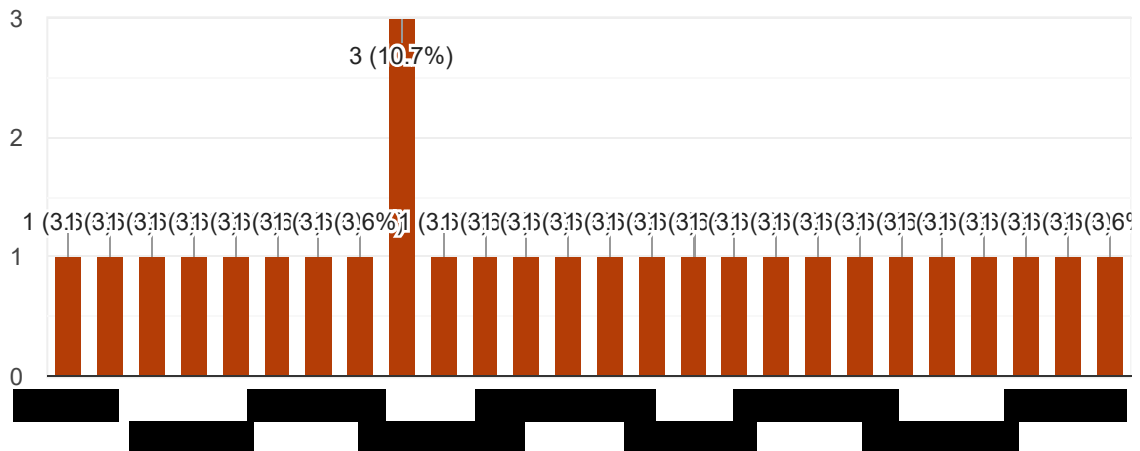
[Publish analytics](#)

Mind Your Books Website

Your Name

 [Copy](#)

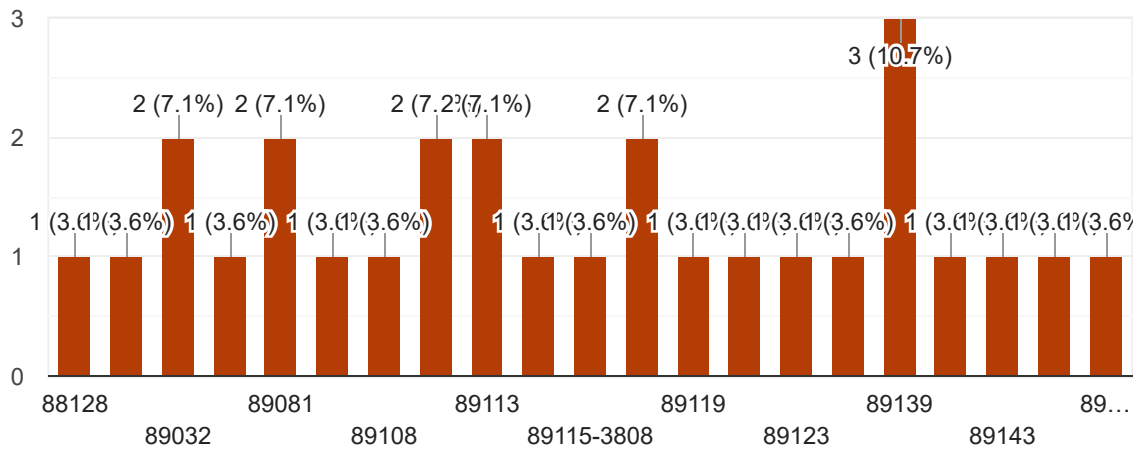
28 responses



Zip Code



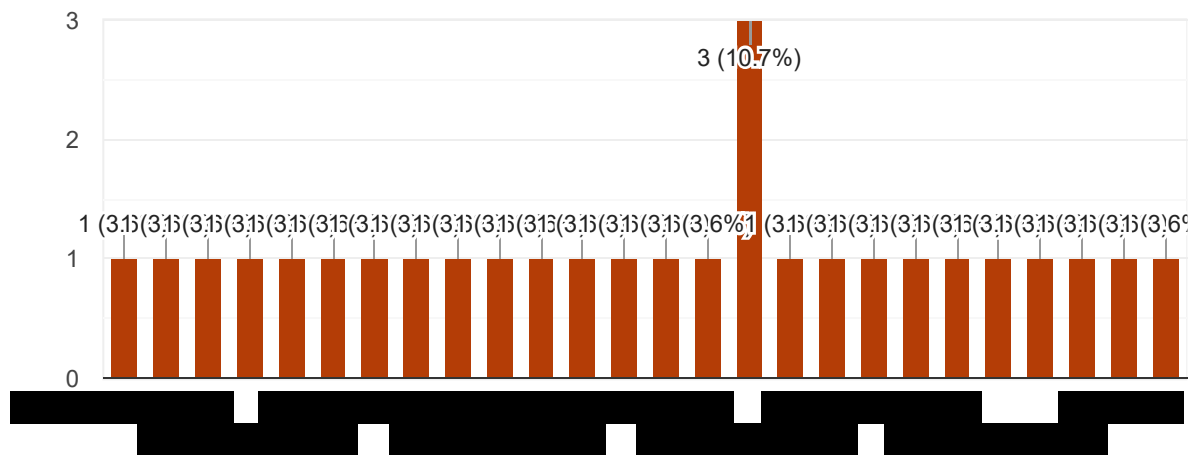
28 responses



Email



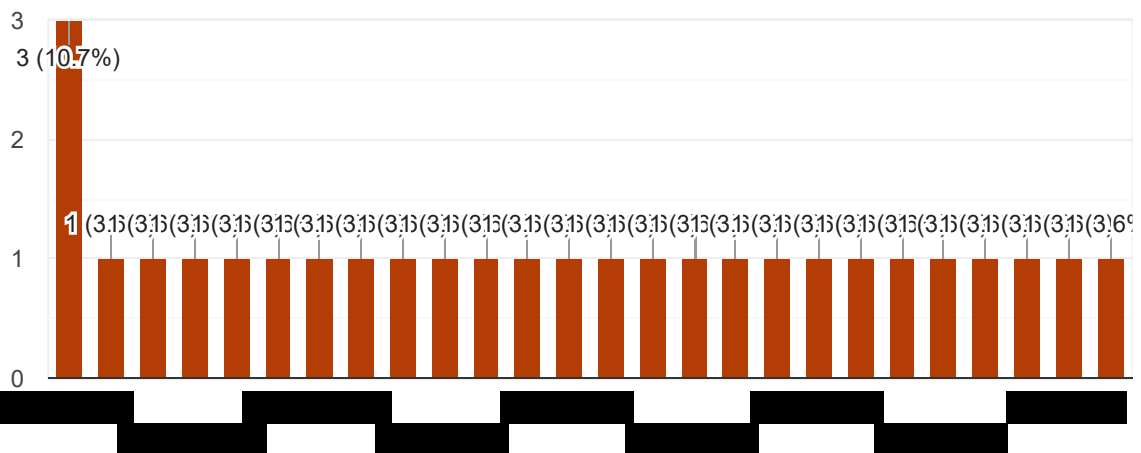
28 responses



Phone Number



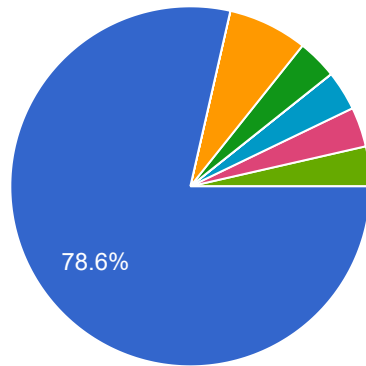
28 responses



Do you have any children or live/work closely with children?



28 responses



- Yes - I have children (biological, adopted, foster, or otherwise).
- Yes - I live with someone with children and/or provide for chi...
- Yes - I work with children prof...
- I am a student.
- No
- Teacher/Grandparent
- My kids are grown now
- A

Names and ages of kiddos

24 responses

8

4 and 1

2,5

6

9

██████████ 6year old

Grade level

12,9,7,7

4 and 5

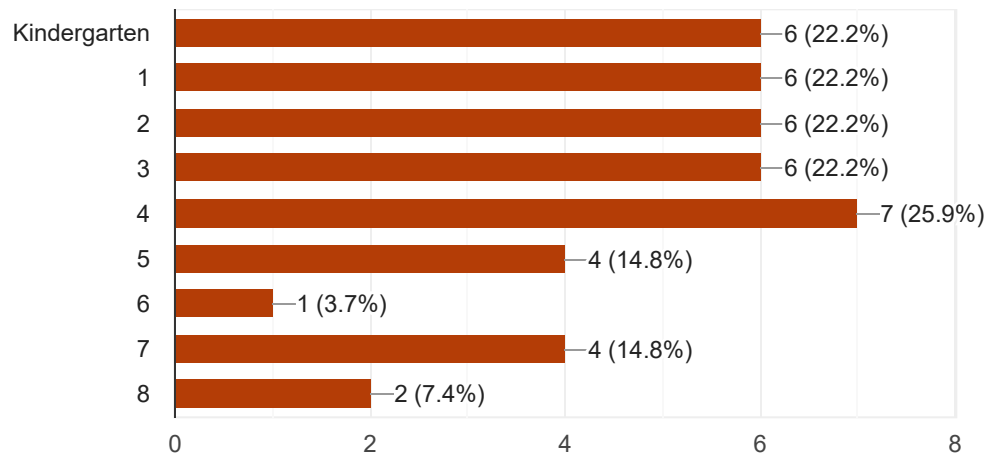


What grade(s) will your children be entering in the 2023-24 school year?



(Check all that apply)

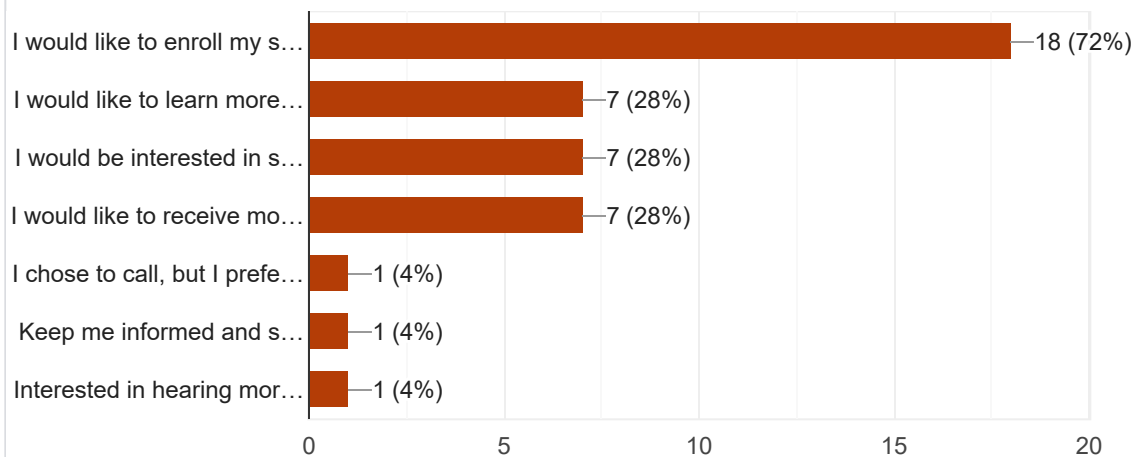
27 responses



Check all that apply:



25 responses



Optional Questions



What are your hopes and dreams for your child's future?

22 responses

Find success in school and find a purpose in life that doesn't relate exclusively to his career.

To learn everything possible

Well rounded, Christian gentleman

Successful education leadership and healthy independence

Doctor

Police

College enlightenment and good lunches

To become successful, independent individuals. Strive to constantly want to learn and be more in all aspects of life. Leaders and confident in who they are and what they have and have not yet accomplished.

What skills do you want your student and/or all students to have?

23 responses

Read, write, math

Interpersonal communication, math skills, critical thinking

Math

Good reading, math, speaking and social skills.

To conquer and achieve

Read and write and math

Reading, math and homework techniques

Academic confidence

Basic literacy and social emotional skills



What is most important to you when choosing a school for your child?

23 responses

Learn

Small teacher to student ratio with qualified teacher.

Attentive Teaching

Good adult supervision and zero tolerance for bullying.

Learning environment

Locations, and student to teacher ratio

Continuity in education, emotional and academic support

Star rating

Opportunity

What could schools be doing better?

22 responses

Manage behavior problems better not through restorative justice program but through logical consequences; give higher expectation for student achievement (bare minimum should not be enough), remove or greatly reduce cell phone dependency and usage during school hours (Somerset has done this well); better interventions for struggling students.

One on one

Preparing students for college and safety needs.

Teaching

Help them understand for can doing homework by himself. Parent dont know English

Focusing on student needs

Understand that environmental and behavioral backgrounds can impact educational outcomes. Truly supporting youth within the schools who have needs, Autism, IEPs, 504 plans.



What would you want from a school in your neighborhood?

20 responses

Skye Canyon Area

Great reputation

Care and safety of my student.

Better leadership

More consistency

Diversity, involvement, parental support, outreach

Community outreach programs

Education, tutoring, sports, art

Safety

What other questions or comments do you have?

15 responses

None

None.

None

Looking forward to a rewarding experience for my student.

Extracurricular activities to be offered

N/A

Looking for safe environment with qualified fun teachers

Teach them how to save money

a



Google Forms





Attachment 14: Incubation Planning Table



Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 22-23) to ensure that the school is ready for a successful launch in fall 2023. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for ‘Staffing.’ This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

2022-2023 Planning Year Milestones (SMART Goals) by Work Stream

Activity		Responsible Personnel	Milestone Date(s)
INSTRUCTION			
Curriculum Development	Finalize purchased curriculum selections and proposed contract to the board	Principal	Jan - May
	Arrange for purchase of textbooks, library books, curriculum software	Principal	Jan - May
TALENT			
Recruitment and Hiring	Develop recruiting and hiring strategy left (marketing, pipelines, events, smart goals right)	Principal	Sep - Nov
	Develop recruitment marketing materials	Principal	Sep - Nov
	Post job openings	Principal	December
	Recruit, interview, and hire operations manager	Principal	Dec - Feb
	Monitor pool development, all roles	Principal	Dec - Feb
	Review applications	Principal	Dec - Feb
	Conduct phone interviews	Principal	Dec - Feb
	Review applicant activities	Principal	Feb - Mar
	Conduct in- person interviews, arrange for live lesson observation (instructional staff only)	Principal	Feb - Mar
	Extend offers	Principal	Feb - Mar
	Conduct background checks	Principal	Mar - May
FACILITY			
	Arrange for purchase of furniture for classrooms, offices, multipurpose room	Ops Manager	Apr – Jun
TECHNOLOGY			
	Scope and purchase staff technology	Ops Manager	Apr – Jun
	Scope and purchase classroom technology	Ops Manager	Apr – Jun
	Scope and purchase student technology	Ops Manager	Apr – Jun
FINANCE			
Financial Management, Back-Officer Provider and Day to Day Finance Policies and Procedures	Approve fiscal controls, financial policies	Board	July
	Define policies for purchase orders, checks, receipts, approval	Board	July
	Set up bank account, school credit card	Principal	July
	Finalize cash flow plan, adjust as necessary	Principal	Jan - Feb
PARENT & COMMUNITY ENGAGEMENT			
	Attend community events	Principal	Ongoing



Community Partnerships	Build, maintain, and seek out additional community partner relationships	Principal	Ongoing
	Develop relationships with all elected officials (as final location is determined)	Principal	Jan - Dec
Family Communication and Outreach	Contract for translation services	Principal	Jul – Aug
	Host monthly family meetings	Principal	Jul – Jun
	Write and send monthly communications	Principal	Jul – Jun
	Maintain and update website	Principal / Ops Manager	Jul – Jun
STUDENT RECRUITMENT AND ENROLLMENT			
Recruitment	Draft recruitment plan, events calendar, and monthly targets	Principal	Thru authorization
	Design and implement recruitment tracking tools	Principal	Thru authorization
	Design Flyers, social media posts, ongoing public communications	Principal	Thru authorization
	Post Flyers and leaflets in community	Principal	Now thru FDOS
	Post information on website, social media	Principal	Now thru FDOS
	Identify and build relationships with community organizations to build recruitment base	Principal	Now thru FDOS
	Draft press release and distribute	Principal	Now thru FDOS
	Contract for ongoing translation services, written materials	Principal	Thru authorization
	Contract for ongoing translation services, events	Principal	Thru authorization
	Secure locations for information sessions, tabling events	Principal	Thru authorization
	Mobilize volunteers and lead events	Principal	Thru authorization
GOVERNANCE			
Hiring of the Principal	Approved job descriptions, performance measures for principal role	Board	Within 30 days of authorization
	Determine and approve annual process for evaluation of principal	Board	Within 30 days of authorization
	Determine and approve compensation and benefits for the principal	Board	Within 30 days of authorization
	Hire principal	Board	Within 30 days of authorization
	Conduct background check of principal	Board	Within 30 days of hiring
Development and Grants Planning	Create a fund-raising plan for the fiscal year with initiatives, owners, and targets	Board	August
	Create a plan for periodic review of available grants and authoring of proposals	Board	August



Attachment 15: Operational Execution Plan



The Proposed Mind Your Books Charter School Operations Plan

Overview

Operational efficiencies are important to the success of a school and affect the school culture by way of readiness to deliver on the vision and mission. We believe in clarity and transparency, organization, and efficiency. We align systems to meet requirements of the federal, state, and local government and the requirements of our authorizer. We believe in clear job descriptions and clearly define roles. It is important to establish these clear roles and responsibilities across jobs and functions through communication, accountability systems, training, and professional development. We believe in supporting staff, students, and families as we work together towards our ambitious mission to impact the future with academically sound and emotionally balanced citizens.

Operations Plan

Instructional Manual- Details will include, but are not limited to, curriculum, assessment, data analysis, classroom management, instructional methods, classroom details, homework and reading logs, daily schedules, intervention protocols including RTI, and communication with families.

- 1) Create a table of contents needs for draft instructional manual by September 1st, 2022
- 2) Conduct all research and access all trainings needed to inform Manual by October 1st, 2022
- 3) Draft instructional manual aligned to all school needs by November 1st, 2022
- 4) Vet draft instructional manual with local Nevada chapter leaders, CSMC, and the Proposed Mind Your Books Charter School Board
- 5) Finalize the instructional manual by January 1st, 2023
- 6) Review instructional manual monthly during remainder of planning and first operational year for refinement
- 7) Update instructional manual at midpoint of first year in annually thereafter

Culture Manual - Details will include, but are not limited to, core tenants, proactive management, discipline, rituals, language, and systems for referrals

1. Create table of contents needs for draft culture manual by September 1st, 2022 conduct all research and access all trainings needed to inform manual by October 1st, 2022
2. Draft culture manual online to all school needs by November 1st, 2022
3. Draft culture manual aligned to all school needs by November 1st, 2022
4. Vet draft culture manual with local Nevada charter leaders, CSMC, and the board
5. Finalize culture manual by January 1st, 2023



6. Review culture manual monthly during remainder of planning and first operational year for refinement

7. Update culture manual at midpoint of first year and annually thereafter

Operations Manual - Details will include, but are not limited to, technology, transportation, food service, facilities maintenance, school health and nursing, purchasing processes, safety and security, and human resources

1. Create table of contents needs for draft operations manual by September 1st, 2022

2. Conduct all research and access all trainings needed to inform manual by October 1st, 2022

3. Draft operational manual aligned to all school needs by November 1st 2022

4. Vet draft operations manual with local envy charter leaders, CSMC, and the board

5. Finalize operations manual by January 1st, 2023

6. Review operations manual monthly during remainder of planning and first operational year for refinement

7. Update operations manual at midpoint of first year and annually thereafter

Board Oversight

1. Finalize reporting templates from committees to full board by October 1st, 2022

2. finalize academic dashboard by November 1st, 2022

3. train board on use of academic dashboard for accountability by December 1st, 2022

4. access state trainings on accountability tools, processes, and requirements throughout the year as needed

5. Finalize board calendar details aligned to regulatory reporting and accountability requirements by November 1st, 2022

6. finalize financial dashboard by November 1st as part of back-office provider relationship through CSMC by December 1st, 2022 provide board training on fiscal oversight by January 1st 2023

7. Provide board training on fiscal oversight by January 1st, 2023

Back Office Financial Provider (This is you and I mentioned in the app that we have a contract with CSMC and so did Caroline. Should this be deleted?)

1. Create contract requirements and expectations for back-office provider by September 1st 2022



2. Interview back office providers by October 1st, 2022
3. Approve contract details and select back office provided by November 1st, 2022
4. Work with back-office provider to set up all financial tracking, reporting, and accountability systems by December 1st, 2022

Hire and Onboard Operations Manager

1. Recruit and hire operations manager by April 1st, 2023
2. Train operations manager by May 1st, 2023
3. Provide full access for operations manager and principal to state and other trainings throughout the year



Attachment 16: Facility Proof of Commitment

corcoran

GLOBAL LIVING
COMMERCIAL

1170 E. Sunset Rd, Suite 200
Henderson, NV 89011

April 25, 2022

Board of Directors
Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Re: Letter of Support and Intention to Lease Nellis Baptist Church

Dear Board of Directors:

Please accept this letter of intent from Cami Taiwo, Executive Director of Mind Your Books Charter School, to lease Nellis Baptist Church, located at 4300 Las Vegas Blvd., Las Vegas 89115, the subject property (the "*Property*,") on behalf of Mind Your Books Charter School (MYB.)

MYB is excited about the opportunity to work with Pastor Greg Fields and his Church Leaders and congregation to formalize a lease agreement mutually beneficial to each party. MYB would like to have a lease agreement with an option of a long-term lease. MYB is proposing to initially lease approximately 12,651 square feet.

Nellis Baptist Church supports MYB's application with the State of Nevada (SPCSA) State Public Charter School Authority to become an approved Charter School and will work with MYB to lease its facilities. Nellis Baptist Church looks forward to collaborating with MYB to bring new engagement and support to the community in alignment with MYB's mission "...to improve the academic achievement of at-risk students (by) encouraging the use of effective and innovative methods of teaching."

Nellis Baptist Church is excited about the prospects of MYB opening and operating a successful Charter School in their current facilities at 4300 Las Vegas Blvd., Las Vegas, NV 89115.

This letter of intent to lease space ("*LOI*") is intended, for both parties' benefit, to be entirely non-binding. It is a general outline and is not meant to be exhaustive. The detailed terms and conditions of any transaction would be included in a future Lease Agreement to be finalized and signed by the parties at a future time (together with any ancillary documents, the "*Lease Attachments*,") when a mutual agreement were to be reached. In signing this Letter of Support

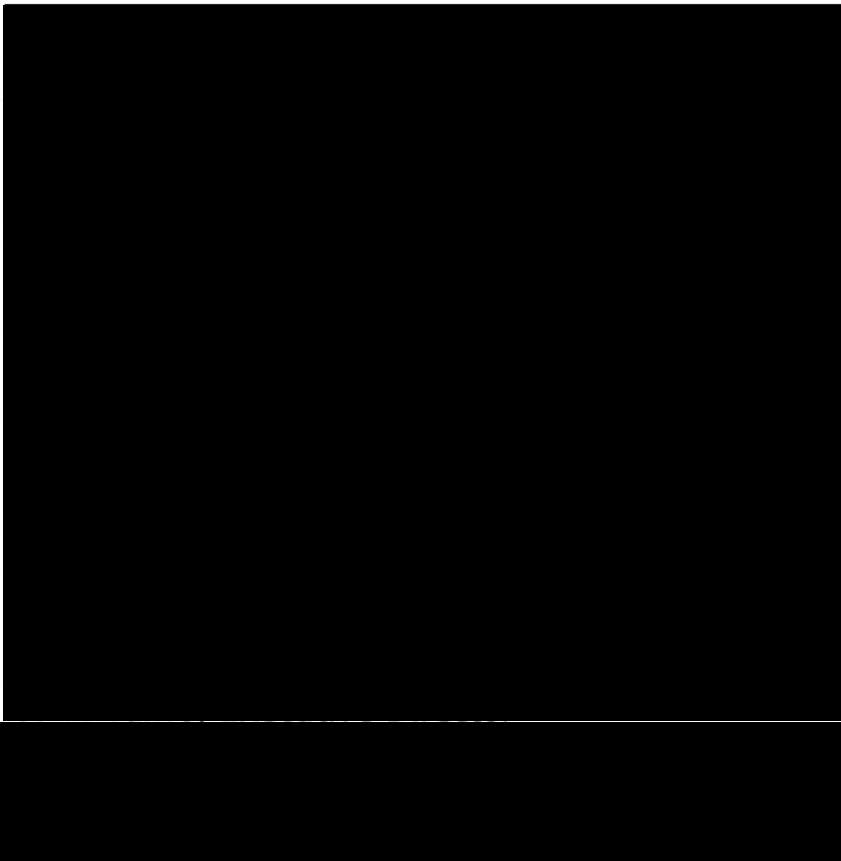
and Intent to Lease all parties expressly agree that this **does not** contain binding, enforceable duties and no party may sue the other for any alleged breach hereof.

This proposal is intended solely as a preliminary expression of general intentions and is to be used for discussion purposes only. The parties intend that neither shall have any contractual obligations to the other with respect to the matters referred herein unless and until a definitive lease agreement has been fully executed and delivered by the parties. The parties agree that this letter is not intended to create any agreement or obligation by either party to negotiate a definitive lease agreement and imposes no duty whatsoever on either party to continue negotiations, including without limitation any obligation to negotiate in good faith or in any way other than at arm's length.

MYB is represented by Broker Michael Hiltz and Associate Suzanne Lea, The Hiltz Group, Corcoran Global Living Commercial (CGL Commercial.) MYB has been introduced to Nellis Baptist Church by CGL Commercial. Please feel free to contact The Hiltz Group, CGL Commercial with any questions.

The Hiltz Group will work with both parties to finalize a lease agreement in the very near future.

Sincerely,

A large black rectangular redaction box covering the signature and name of the sender.



Attachment 17: Insurance Coverage



Charter Schools Practice
Edgewood Partners Insurance Center

Mind Your Books, NV

Estimated Insurance Program Cost

Coverage	Start-Up Y2023	SY2023/24	SY2024/25	SY2025/26	SY2026/27	SY2027/28
Commercial Property	TBD	TBD	TBD	TBD	TBD	TBD
Building or Tenant Improvements	\$0	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
Business Personal Property	\$10,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Business Income Incl Extra Exp	\$0	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Total Insured Values	\$10,000	\$950,000	\$950,000	\$950,000	\$950,000	\$950,000
Deductible Structure:						
All Other Perils	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Flood	N/A	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Earth Movement	N/A	TBD	TBD	TBD	TBD	TBD
Wind/Hail	N/A	N/A	N/A	N/A	N/A	N/A
Named Storm	N/A	N/A	N/A	N/A	N/A	N/A
BI Incl EE	N/A	72 Hrs Waiting Period	72 Hrs Waiting Period	72 Hrs Waiting Period	72 Hrs Waiting Period	72 Hrs Waiting Period
Rate per \$100 Values	\$0.20	\$0.25	\$0.29	\$0.32	\$0.35	\$0.38
Total Est. Annual Premium (Minimum)	\$750.00	\$2,375.00	\$2,731.25	\$3,004.38	\$3,304.81	\$3,635.29
Crime	TBD	TBD	TBD	TBD	TBD	TBD
Employee Theft	\$100,000	\$100,000	\$100,000	\$250,000	\$250,000	\$250,000
Deductible	\$2,500	\$2,500	\$2,500	\$5,000	\$5,000	\$5,000
Est. # of Employees						
Total Est. Annual Premium (Minimum)	\$500.00	\$2,500.00	\$2,500.00	\$3,500.00	\$4,500.00	\$5,000.00
General Liability	TBD	TBD	TBD	TBD	TBD	TBD
General Aggregate	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Each Occurrence	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Medical Expense (Excludes Students)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Employee Benefits Liab. - Aggregate	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Employee Benefits Liab. - Ea Claim	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Self Insured Retention	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Abuse/Molestation - Aggregate	N/A	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Abuse/Molestation - Ea Conduct	N/A	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Total Est. # of Students	Office Exposure Only	200	230	265	304	350
Rate per Student	N/A	12.00	13.20	13.86	14.55	15.28
Total Est. Annual Premium (Minimum)	\$750.00	\$2,400.00	\$3,036.00	\$3,665.97	\$4,426.66	\$5,345.19

Coverage	Start-Up Y2023	SY2023/24	SY2024/25	SY2025/26	SY2026/27	SY2027/28
Commercial Auto	TBD	TBD	TBD	TBD	TBD	TBD
Auto Liability Limit	N/A	N/A	N/A	N/A	N/A	N/A
Hired/Non-Owned Auto Liability	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Physical Damage (Owned Auto Only)						
Comp/Collision Deductible	N/A	N/A	N/A	N/A	N/A	N/A
# of Owned Units	0	0	0	0	0	0
Est. Rate per Unit (Owned Only)	\$3,500	\$3,500	\$3,850	\$4,235	\$4,659	\$5,124
Total Est. Annual Premium (Minimum)	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
Workers Compensation	TBD	TBD	TBD	TBD	TBD	TBD
Workers Compensation	State Statutory	State Statutory	State Statutory	State Statutory	State Statutory	State Statutory
Employers Liability	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Total Est. Payroll	\$700,000	\$1,200,000	\$1,380,000	\$1,587,000	\$1,825,050	\$2,098,808
Est. Rate per \$100 Payroll	\$0.65	\$0.65	\$0.65	\$0.60	\$0.60	\$0.55
Total Est. Annual Premium	\$4,550.00	\$7,800.00	\$8,970.00	\$9,522.00	\$10,950.00	\$11,543.00
Commercial Umbrella	TBD	TBD	TBD	TBD	TBD	TBD
Aggregate	N/A	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Each Occurrence	N/A	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Deductible	N/A	N/A	N/A	N/A	N/A	N/A
Underlying Policy	N/A	GL, Abuse, ELL, EPLI	GL, Abuse, ELL, EPLI	GL, Abuse, ELL, EPLI	GL, Abuse, ELL, EPLI	GL, Abuse, ELL, EPLI
Total Est. Annual Premium (Minimum)	N/A	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Management Liability	TBD	TBD	TBD	TBD	TBD	TBD
Aggregate - All Lines	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Educators Legal Liability	ELL - N/A; D&O \$1M	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Employment Practices Liability	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Fiduciary Liability	N/A	N/A	N/A	N/A	N/A	N/A
Est. Revenue	\$500,000	\$3,752,970	\$5,336,336	\$8,012,794	\$11,921,866	\$15,862,727
Est. # of Employees	10	30	50	50	60	75
Self Insured Retention Structure:						
ELL or D&O	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000	\$25,000
EPL	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000	\$25,000
Fiduciary	N/A	N/A	N/A	N/A	N/A	N/A
Total Est. Annual Premium (Minimum)	\$5,500.00	\$7,000.00	\$7,000.00	\$9,000.00	\$9,000.00	\$11,000.00

Coverage	Start-Up Y2023	SY2023/24	SY2024/25	SY2025/26	SY2026/27	SY2027/28
Cyber Liability	TBD	TBD	TBD	TBD	TBD	TBD
Aggregate - All Lines	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
First Party Coverage	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Extortion	Included	Included	Included	Included	Included	Included
Breach Response	Included	Included	Included	Included	Included	Included
Liability Coverage	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Regulations	Included	Included	Included	Included	Included	Included
Notifications	Included	Included	Included	Included	Included	Included
Cyber Crime	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Social Engineering	Included	Included	Included	Included	Included	Included
Funds Transfer Fraud	Included	Included	Included	Included	Included	Included
Deductible	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000	\$25,000
Total Est. Annual Premium (Minimum)	\$3,500.00	\$3,500.00	\$4,500.00	\$5,625.00	\$7,031.25	\$8,789.06
Student Accident - Base	TBD	TBD	TBD	TBD	TBD	TBD
Accident Medical	N/A	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Self Insured Retention	N/A	\$0	\$0	\$0	\$0	\$0
Rate per Student	N/A	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Total Est. Annual Premium	\$0.00	\$1,000.00	\$1,150.00	\$1,322.50	\$1,520.88	\$1,749.01
Student Accident - CAT	TBD	TBD	TBD	TBD	TBD	TBD
Accident Medical	N/A	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000
Self Insured Retention	N/A	BASE Limit	BASE Limit	BASE Limit	BASE Limit	BASE Limit
Rate per Student	N/A	Minimum Premium	Minimum Premium	Minimum Premium	\$1.00	\$1.00
Total Est. Annual Premium	\$0.00	\$950.00	\$950.00	\$950.00	\$304.18	\$349.80
TOTAL EST. PROGRAM PREMIUM	\$16,050.00	\$33,025.00	\$36,337.25	\$42,089.85	\$46,537.77	\$52,911.35



Attachment 18: Budget Narrative



POSITION	YEAR 1 SY 2022- 2023	YEAR 2 SY 2023- 2024	YEAR 3 SY 2024- 2025	YEAR 4 SY 2025- 2026	YEAR 5 SY 2026- 2027	YEAR 6 SY 2027-2028
Executive Director (Principal)	1	1	1	1	1	1
Vice Principal	0	1	1	1	1	1
Office/Operations Manager	1	1	1	1	1	1
Office/Operations Clerk	0	1	1	1	1	1
Data Analyst	0	1	1	1	1	1
Special Education Director	1	1	1	1	1	1
Special Education Teacher	0	1	1	1	1	1
SPED Specialist Assistant	0	1	1	1	1	1
ELL Teacher/Reading Specialist	1	1	2	2	2	2
Clinical Director/Mental Health Counselor	1	1	1	1	1	1
Mental Health Counselor/Therapist	0	0	0	1	1	1
First Aid and Safety Assistant	1	1	1	1	1	1
Kindergarten Teacher	2	2	2	2	2	2
Kindergarten Para- Professional	2	2	2	2	2	2
1st Grade Teacher	1	2	2	2	2	2
2nd Grade Teacher	1	1	2	2	2	2
3rd Grade Teacher	1	1	1	2	2	2
4th Grade Teacher	1	1	1	1	2	2



5th Grade Teacher	1	1	1	1	1	2
6th Grade Teacher	2	2	2	2	2	2
7th Grade Teacher	1	2	2	2	2	2
8th Grade Teacher	0	1	2	2	2	2
Specials/Electives Teacher	1	1	2	2	2	2
Campus Monitor	1.5	2	2.5	3	3.5	4

General Operating Expenses

1. Recruitment: Onboarding and Professional Development: MYBCS is estimating \$2,000 for staff recruitment in Year 1 - 6. Two proposed vendors will provide Professional Development: Nevada State Education or The National Education Association of Southern Nevada.
2. Instructional Expenses: MYBCS is estimating \$1,000 per instructional FTE for instructional supplies, \$10.00 per student for assessment costs, \$20 per student for student supplies, \$175 per student for educational software/curriculum, \$500 per student for textbooks and \$2,018 per classroom for classroom technology.
3. Student support/ resources expenditures: MYBCS is estimating \$20 per student for office supplies, average of \$45 per student for school uniforms, \$20 per student for health supplies, \$700 per grade level for enrichment field trips and \$5 per student for gifts and awards.
4. Contracted services: Annual audits are budgeted at \$20,000, increasing an estimated 5% each year. Legal funds are budgeted at \$10,000, increasing an estimated 5% each year. Accounting services contracted at \$60,000 per year includes the comprehensive back-office vendor referenced in this application which will provide accounting, payroll, HR support, financial reporting, compliance and annual audits. The finance firm will also manage a chart of accounts and create the school's financial policies and procedures. MYBCS will contract Psychologist support at \$7,020 per year, increasing an estimated 5% each year. Other contracted SPED services are estimated at \$1,000 per student annually.
5. Food Program: MYBCS is estimating \$1.45 per student per day for breakfast program, \$2.25 per student per day for lunch program. Rates are based on schools in the Clark County School District.

Facilities

MYBCS facility space is projected at 16,500 square feet for school year 2023-2024 with additional square footage on average of 2,640 each year, until school year 2026-2027 (full capacity) to account for additional classroom space to accommodate increased enrollment. Lease rate is calculated to \$10.08 per square foot per year. Facility cost rates in the financial workbook reflect market rate



estimates, however the City of Las Vegas intends to lease the facility space for a total of \$1.00 per year for the duration of the lease term (year 1- year 6).

Utilities are calculated at \$3.69 per sq ft and custodial at .70 per sq ft based on rates on existing City of Las Vegas facilities where MYBCS plans to incubate for Year 1, SY 2023-2024. CAM is included in the lease rate per sq ft.

Furniture, Equipment and Technology

Faculty Technology

Faculty technology costs are estimated to be \$450/laptop, \$2,018 for classroom technology to include smartboard, computer accessories and \$300/FTE for additional computer hardware. Each teacher will be provided with a laptop, programmed with Microsoft Office.

Student Technology

Student technology costs are estimated to be at \$380/device. Each student will be provided with a device (laptop or tablet, depending on age and need) and headset with microphones. Headsets and other student computer accessories are included in the classroom technology estimate of \$2,000.

Technology Services

Educational software/curriculum is estimated at \$68.75/student. Rates are based on HMH curriculum and Committee for Children SEL Curriculum. Technology support services are estimated at \$1,500/month and \$500/month for monthly internet and phone service.

Furniture

MYBCS is estimating furniture expenditures of \$400 per new FTE. Student furniture is also estimated at \$300/student.

Contingency Plan

MYBCS prepared a fiscally conservative budget resulting in surplus for Year 1- Year 6 to continue operating the school in case anticipated revenues are not received or lower than expected. Grant writing and securing additional funding sources will be a priority for governing Board and school leadership to be initiative-taking if state and local revenue and philanthropic projections are not met in advance of opening.

Title IA and IDEA Funding Information

The projected number of students applicable under Title IA and IDEA funding was determined by data from Nevada Report Card using student demographics of schools identified in the market portion of the financial workbook. All the schools listed are within a 2-mile radius of the proposed incubation sites of MYBCS and are part of the school's feeder pattern. The elementary schools are: Jacob Manch, Ann T. Lynch, Gwendolyn Woolley, Zel and Mary Lowman, Manuel J. Cortez, Jay W. Jeffers, Myrtle Tate, Clyde C. Cox. The middle schools are Mario C. and Joanne Monaco, and Ed Von Tobel.



MYBCS will ensure that federal funds are used in alignment with federal requirements by selecting an Executive Director that has experience in managing federal funds for special populations. The governing board will require documentation and reporting from executive director to ensure there is no supplanting of funds.

Governing board will also undergo training on responsible and ethical budget management. In case enrollment and funding is different from projections, MYBCS will adjust by securing additional funding through grants and private donations.



Attachment 19: Financial Plan Workbook
(Please see submitted workbook)