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2013 Call for Quality Charter Schools Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

Mater Academy of Nevada

Name of application Liaison (Must be a member of the Committee to Form the School)

Sheila Moulton

Mailing Address of Liaison

6519 American Beauty Ave
Las Vegas, NV 89142

Telephone for Liaison

702-431-8575 or 702-596-9977

Email Address for Liaison

moultfam@gmail.com

Educational Management Organization, Charter Management Organization, or other Educational Service Provider (if applicable)

Academica Nevada

Name of school or school model to be replicated (if applicable)

Mater Academy, Inc.

Physical Address of School (If Known)

Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element A.7.1)

The proposed school location will be in the Northeast Las Vegas community targeted for zip codes 89101, 89104, and 89110.

School District in Which the School Would Be Located

Clark County School District

Intended Opening Date (School year: e.g. fall of 20 - -)

Fall 2014

Proposed Sponsor

State Public Charter School Authority

School District

Public College or University

Indicate which District or College/University below:

Enrollment Projections

School Year 1

Grade Levels Served

K-5

Projected Enrollment per grade

50 per grade

Projected Net Change in Cash Balance (from Cash Flow Statement)

None

School Year 2

Grade Levels Served

K-7

Projected Enrollment per grade

50 per grade

Projected Net Change in Cash Balance (from Cash Flow Statement)

\$20,367.00

Ultimately, the school expects to serve a total of 1,000 pupils in grades K to 8.

Note: Per NAC 386.130 an application may be submitted only for the kind of school (elementary, middle, and high school) that will be operated during the first year of instruction. If, for example, a school wishes to offer in the first year grades K-8 (an elementary school) only, and expand in subsequent years to include 9-12 (a high school), mention in the appropriate Required Element the plan to expand to high school, but submit the curriculum, etc. for the elementary school (the kind of school that will operate in the first year), only. To add grades that change the kind of school, detailed curriculum and other information will need to be submitted as part of a request to amend the charter to add the desired grades.

Part 2: Program Overview Part 2 of 3

Program for at- risk pupils (NAC 386.150(9))

Is this school intended to serve primarily at-risk pupils? (See NRS 386.500)

Yes

No

If yes, address Required Element A.7.5.

Will the charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(4)(p))?

Yes

No

If yes, address Required Element A.7.6

Vocational education status (NAC 386.415)(NRS 386.590(1))

Is this an application for a NRS 386.590(1) vocational education charter school?

Yes

No

If yes, respond to A.10, Career Education

Distance education status

Does the proposed school intend to provide Distance Education (also known as Online, Virtual or Cyber Education)?

Yes

No

If yes, address B.3.2, Distance Education, and submit (an) appropriate distance education application(s) to the Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.

Private school closure/reopening as a charter school

Will the charter school result from a private school ceasing to operate as a private school and reopening as a charter school?

- Yes
 No

*If yes attach the Private School Conversion Assurances found at:
http://charterschools.nv.gov/OpenASchool/Application_Resources/*

Limiting Enrollment

Will the school limit enrollment to a certain number of pupils or ratio of teachers to pupils (NAC 386.353; NAC 386.180(7))?

- Yes
 No

If yes, what is that number or ratio?

If yes, state your plan in Required Element B3.9

Part 3: School Description (150-word maximum) Part 3 of 3

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

Mater Academy of Nevada is seeking to replicate the successful Mater Academy charter school network based in South Florida. Mater Academy of Nevada will be a K-8 school serving the 89101, 89104, and 89110 Clark County zip codes. Mater seeks to provide an innovative, challenging, multi-cultural curriculum, preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. The school strives to have the community to be actively involved in the learning of its students. The educational philosophy is anchored by the key areas of collaboration, communication, creativity and critical thinking. These four skills have been identified by Partnership for 21st Century Skills as "super skills" necessary to thrive in the future. The philosophy is further supported by Dr. TheodoreSizer's Coalition of Essential Schools Common Principles.

Application Certification

Signature of Liaison

Sheila R. Moulton

Date

8-21-2013

Printed Name

Sheila Moulton

A.1 Mission, Vision and Educational Philosophy

Narrative A.1.1

The purpose of Mater Academy of Nevada is to improve the academic achievement of pupils, specifically those who are at risk.

Narrative A.1.2

The mission of Mater Academy of Nevada is to provide an innovative, challenging, multi-cultural curriculum education, preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy of Nevada aspires to have students to obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Nevada community to be actively involved in the learning of its students.

By teaching students a multicultural education through Mater Academy's enrichment program, students will become cross-culturally competent. Further, developing students to be global citizens will invariably prepare them to be college and career ready. Moreover, each of the super skills (communication, collaboration, critical thinking, and creativity) addressed in the educational philosophy catalyze global citizenry and multiculturalism.

Quantitative data available to assist in determining accomplishing the mission are embedded in goals one through three in section A.2.1. Section A.2.3 details evidence used to measure those goals.

Narrative A.1.3

The vision of Mater Academy of Nevada is to develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross cultural competence.

Narrative A.1.4

The educational philosophy at Mater Academy of Nevada is anchored by the key areas of collaboration, communication, creativity and critical thinking. These four skills have been identified by

Partnership for 21st Century Skills as “super skills” necessary to thrive in the future. The educational philosophy is further supported by Dr. Theodore Sizer’s Coalition of Essential Schools Common Principles. To create the school climate needed to effectuate the mission and vision, the Common Principles and the 21st Century “super skills” will permeate every aspect of Mater Academy. Although the Common Principles are included in the educational philosophy, Mater Academy of Nevada does not intend to join the Coalition of Essential Schools at this time. A sampling of the integration of the Common Principles with the Partnership for 21st Century Skills is provided below in cluster format.

Collaboration

Collaboration is defined as “assumed shared responsibility for collaborative work, and value the individual contributions made by each team member” and to be able to “demonstrate ability to work effectively and respectfully with diverse teams (Partnership for 21st Century Skills).” Beyond teaching this critical skill to students, collaboration will permeate the philosophy and culture of the school.

One of Ted Sizer’s tenth Common Principles is “democracy and equity.” Democracy and equity can be reached through collaboration with the school and community, and within the school between faculty and administration. This democracy and collaboration will create the best possible environment to foster academic achievement. Mater Academy will demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all of the school’s stakeholders. Mater will honor diversity and build on the strength of the community, deliberately and explicitly challenging all forms of inequity to ensure social justice for its at-risk population.

To further nurture collaboration, teachers and principals will have a commitment to the entire school (principle eight). They will function as “generalists first (teachers and scholars in education) and specialists second (experts in a particular discipline)” allowing for all faculty to be highly qualified and have a commitment to the entire school. All staff should anticipate multiple responsibilities (teacher-counselor-manager) which inherently creates a sense of community in which every member is valuable to

the entire team.

Collaboration will also play a role in personalization (*principle four*). According to Sizer, “teaching and learning should be personalized to the maximum feasible extent.” In order to do this, teachers in collaboration with the principal should decide the details of the course of study, and the use of students’ and teachers’ time, the choice use of teaching materials and specific pedagogies to better effectively meet the needs of their students, and the commercially-available-standardized-assessment instruments utilized to progress monitor the same. This is especially true for at-risk children who have diverse learning needs. Because at-risk students traditionally have limited exposure to life experiences, personalizing the curriculum will enable the teacher to introduce concepts otherwise abstract to the students. Scaffolding limited experiences empowers students to thrive as global citizens.

Mater Academy will foster collaboration between the teacher and student, supported by Sizer’s *fifth* principle of “student as worker, teacher as coach.” The pedagogy will focus on coaching students to acquire skills to enhance their ability to learn. The Mater faculty’s role as a coach is to provoke students to learn, how to learn, and thus develop each student’s self-efficacy. In the formation of a teacher as coach and student as worker model, the teacher and students will form vital relationships. These relationships will give the teacher invaluable insight into each student’s life. These insights will provide opportunities for each teacher to draw relevant connections between the students’ life and the curriculum, thereby yielding more meaningful curricula.

Communication

Effective communication is defined as “the ability to articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills” and the ability to “listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions (Partnership for 21st Century Skills).”

In order to nourish an environment where communication can exist at its fullest extent, the school will explicitly establish a tone of un-anxious expectations, decency, and trust between the school

and community as well as within the school between faculty and students (principle seven). This will stress the values of decency which is fairness, acceptance, and kindness. This tone is especially vital because at-risk learners are self-conscious of their limited skill set. Improving each student's academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in every student's self-efficacy. ~~These are expressed with high expectations that are positively reinforced and supported (Sizer).~~ Parents will be key collaborators and vital members of the school community to reinforce this tone.

This kind of communication where decency and trust are established will better help communicate the high expectations that are set for all students, supported by Sizer's third principle that "goals should apply to all students." When these goals are set using positive communication in combination with establishing trust, students will rise to these high expectations. The goals of Mater Academy apply to all students. While goals for each individual student may vary, Mater will strive for each student to reach his or her fullest potential.

Creativity and Critical Thinking

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

thinkers. Students not demonstrating mastery or at appropriate levels of competence, such as at-risk students, will be provided with intervention and support to assist them in meeting grade level standards.

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

Furthermore, "using one's mind well" will be a key principle for teachers and administration. This principle will be the foundation for the teachers and administration to coalesce collaboration, communication, creativity, and critical thinking into the culture of Mater Academy of Nevada.

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

A.2 School-Specific Goals and Objectives

Narrative A.2.1

Goal 1 – Seventy-five (75) percent of students enrolled at the school for a three consecutive year period will achieve proficient on the state’s annual assessment. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the third through eighth grade.

Goal 2 – Seventy-five (75) percent of students who are current or exited English Language Learners enrolled at the school for a three consecutive year period will achieve proficient status on the state’s annual assessment. This goal is applicable to all current or exited ELL students who upon the third consecutive year of enrollment, are registered in the third through eighth grade. Exited ELL students will be included in this calculation upon the third consecutive year of enrollment (regardless of when the student exited ELL status) and will continue until the student is withdrawn.

Goal 3 – Seventy (70) percent of students will improve at least 1 year growth in reading and mathematics skills annually.

Mater Academy of Nevada intends to participate in the Nevada School Performance

Framework.

Narrative A.2.2

Goal 4 – The School will demonstrate a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school each academic year.

Goal 5 – The School will generate a minimum of five (5) percent fund surplus each school year.

Goal 6 – Each Governing Board member will participate in a minimum of four (4) hours of professional development every two years. Board governance professional development targets will include open government, conflicts of interest, ethics, and financial responsibilities.

Goal 7 – The licensed teacher retention rate will be at least eighty (80) percent each year, not including separations for health or family reasons.

Narrative A.2.3

For determination of attainment of goal 1, the Criterion Referenced Test (or other standardized assessment subsequently adopted by the Nevada Department of Education) results will provide evidence.

The Criterion Referenced Test (or other standardized assessment subsequently adopted by the Nevada Department of Education) will provide evidence for attainment of goal 2.

Commercially available, standardized instruments such as AIMSweb Curriculum-Based Measurement or Renaissance Learning’s STAR assessments, will provide evidence to determine attainment of goal 3. Both instruments can be administered for grades K-8. The Nevada Department of Education’s Criterion Referenced Test (or other standardized assessment subsequently adopted) may be utilized to evaluate fourth through eighth grade student’s progress (Growth Model of Achievement).

School climate surveys with a Likert scale will provide evidence toward the attainment of goal 4.

Annual financial records will provide evidence toward the attainment of goal 5.

Professional development attendance records of Board members will be kept to provide evidence toward the attainment of goal 6.

Personnel records will provide evidence toward the attainment of goal 7.

Narrative A.2.4

As evidenced in the mission, vision, and educational philosophy, Mater Academy is committed to providing an innovative and rigorous curriculum to prepare students to be college and career ready.

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

There are several elements necessary for successful replication. Mater Academy (Florida) subscribes to Theodore Sizer's principles as outlined in the educational philosophy, especially personalization/differentiated instruction. This is the primary reason Sizer's principles are incorporated in the educational philosophy (Mater Academy of Nevada). Mater Academy (Florida) requires parental involvement. Although Nevada law limits Mater Academy of Nevada to enforce this, ample opportunities for parental involvement will be provided as discussed in section A.6.6. Mater Academy (Florida) integrates a variety of best practices as described in A.3.12. As provided in the affiliation agreement, professional development on these instructional best practices will be provided onsite by Mater Academy (Florida) leadership as indicated in A.7.4. Further, the proposed elementary school programming (A.3) will academically prepare students to be successful in the Springboard curriculum which is proposed for the middle school (attachment 9). This is the basal text utilized for English language arts and mathematics in the Mater Academy (Florida) schools. Notwithstanding the Springboard curriculum, each of the 25 Mater (Florida) programs follow a standards-based curriculum that is molded to the community it serves. Since each Mater has a different curriculum that is responsive to its specific student needs, Mater Academy of Nevada has proposed suggested texts but has not finalized selection at this

time. All Mater Academy (Florida) schools maximize student learning by employing research-based instructional strategies in a technology-rich environment. Mater Academy of Nevada intends to have a technology-rich school and provide those instructional best practices as referenced above. Following the aforementioned effective practices with fidelity will eliminate the achievement gap at Mater Academy of Nevada as the Florida schools have been able to accomplish (as indicated at the beginning of this section). Evidence to determine the elimination of the achievement gap is the accomplishment of goal two in section A.2.1. Achievement gap data by subgroup will be provided by the Nevada School Performance Framework. Furthermore, Mater Academy (Florida) uses the behavioral philosophy of positive behavioral support to further personalize learning, teach appropriate behaviors, and build self-efficacy in their students. Mater Academy (Nevada) will be replicating this philosophy (A.6.2) and practice to meet the needs of the whole child social, emotional, and academic. An affiliation with Mater (Florida) will provide a wealth of resources and experience educating at-risk and ELL students with successful results that have narrowed or all together eliminated the achievement gap for the targeted subgroup.

Additional information on Mater is provided in B.3.1.1 and attachment 2.

A.3 Curriculum and Instruction

Narrative A.3.1

The school's English language arts, reading, and mathematics curriculum is aligned to ~~based on the Nevada English Language Arts and Mathematics Standards and the Common Core State Standards as established by the National Governors Association and the Council of Chief State School Officers. Teachers will concurrently teach both sets of standards until Nevada's assessment system is aligned to the Common Core Standards.~~

The Nevada Academic Content Standards will be used for other content areas such as science, social studies, music, visual arts, health, physical education, computer and technology, and Spanish. These standards provide a consistent, clear understanding of what students are expected to learn at each grade level. The framework is structured to prepare students for college, the workforce, and to be lifelong learners and responsible citizens. Mater Academy of Nevada's vision includes preparing students to be college and career ready. The current application is for a K-8 school. However, Mater Academy is hopeful to subsequently expand to include high school grades in the future. Notwithstanding, as indicated in A.1.4, Mater Academy will challenge students with a rigorous K-8 curriculum and provide enrichment curricula (identified below). This multifaceted preparation will build students' self-efficacy enabling them to enter high school prepared for success with the ultimate goal of college and career readiness. Quantitative data available to assist in determining accomplishing student success are embedded in goals one through three in section A.2.1. Section A.2.3 details evidence used to measure those goals.

Although Mater's mission has an emphasis on multi-cultural education, Spanish will be on the only world language considered to be offered at this time. Spanish is selected because of its worldwide influence. Numerous reports indicate Spanish as the second most spoken language in the world after Mandarin. It is an official language of both the United Nations and European Union and is the most

widely understood language in the Western Hemisphere. The United States Census Bureau reported that, "of the 60.6 million people who spoke a language other than English at home in 2011, almost two-thirds (37.6 million) spoke Spanish."

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

The faculty of the school will develop a scope and sequence or pacing guide for each course. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will largely be aligned to reference the basal texts and other auxiliary resources as necessary to adequately the standards and the needs of at-risk learners. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text (proposed texts are listed in attachment 9). The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to concurrently address the same standards. Both the scope and sequence and instructional focus calendars will be based on the Common Core State Standards and Nevada Academic Content Standards.

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

The Common Board Configuration is intended to provide a structured format of instructional activities to students and has no adverse bearing on the individual personalization of the student. For example, in the CBC components identified above, all students would be expected to follow the same agenda of instructional activities. However, through differentiated instruction, the students still receive the personalized education necessary to be successful. It is actually anticipated that the CBC will benefit the target population as many at-risk students lack structure.

Attachment A.3.2

Please see attachment 3.

Attachment A.3.3

Please see attachment 4.

Attachment A.3.4

Please see attachment 5.

Attachment A.3.5

Please see attachment 6.

Attachment A.3.6

Not applicable

Narrative A.3.7

Pupils must meet the promotion guidelines outlined in attachment 6.

Attachment A.3.8

Not applicable.

Narrative A.3.9

A copy of the proposed school's transcript can be found in attachment 7.

Attachment A.3.10

Please see attachment 8.

Attachment A.3.11

Please see attachment 9.

Narrative A.3.12

The curriculum will include researched based strategies that have proven effective for students at all levels especially students that are at-risk and ELL. It is expected that students will master reading, writing and verbal skills through continuous application of these strategies in all subject areas. For example, University of Kansas’ Strategic Instruction Model including The Paraphrasing Strategy, The Word Identification Strategy; The Frame as well as CORE Reading including Explicit Phonics; CORE Math are research based strategies that are effective for struggling learners. Pursuant to the educational philosophy of personalization (A.1.4), teachers in collaboration with the principal will determine the best research based instructional strategies to implement at Mater Academy (Nevada).

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

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

Additional strategies used in the writing curriculum will include:

- “ Oral language development - Brainstorming ideas through “Think, Pair, Share”, “Knee to Knee, Eye to Eye” and whole class discussion.
- “ Reading strategies - The Paraphrasing Strategy, The Word Identification Strategy, and The

Frame from the University of Kansas' Strategic Instruction Model as well as CORE Reading's explicit phonics.

- “ Modeled Writing - Teacher “think aloud” and using the pen to demonstrate writing strategies.
- “ Independent Writing - Students use the strategies taught to create their own writing piece.
- “ Mathematics Strategies- CORE Mathematics, Math Strategies from the University of Kansas' Strategic Instruction Model.

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

- Appropriate assessments for learning (screening, progress monitoring and diagnostic). A sampling of these is provided in A.2 (goal 3) and A.4.2.
- Data-driven differentiated instruction
- Supplemental programs for pupil advancement
- Pupil Intervention plans (further addressed in A.4)
- Monthly Structured Teacher planning time
- Grade level, staff meetings and ongoing professional development (see A.3.13)
- SuccessMaker K-5 Intervention Technology in Reading and Math

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

Narrative A.3.13

Professional development is key to the success of faculty and staff. It will be continuous and ongoing from the planning year forward. The school principal will survey the faculty and conduct a needs assessment to determine which onsite professional development activities will take priority.

Based on the school's student population as well as mission, vision, and philosophy, there are a range on professional development trainings that may need to take place. The survey will guide the

professional development scheduling and which training(s) will take priority as well as assess other professional development needs the faculty may have. Mater Academy of Nevada will provide onsite and offsite professional development ~~based on the identified needs.~~ In addition, there will be standardized professional development given to meet State and Federal requirements.

Onsite coaching will be provided for all teachers in instructional strategies including those for students of poverty, at-risk, and ELL.; Professional development on how to differentiate instruction include but are not limited to: teacher modeling, scaffolding, questioning, group practice, peer teaching, integration, practice and review. Positive behavioral support (PBS) professional development will be ongoing to ensure that the behavioral philosophy (A.6.2) of the school is effectively implemented. There are several community agencies that provide PBS training. The depth and frequency of the training will depend on formal observations and the staff's prior experience (or lack thereof) as determined in the teacher survey. Furthermore, Mater Academy of Nevada will pay for all teachers to become TESL endorsed over the course of two years. The endorsement process will enhance all teachers' ability to effectively instruct ELL students.; In addition, trainings on effective assessment practices; Common Core and Nevada Standards; development of pacing guides and instructional focus calendars; Common Board Configuration; data disaggregation/analysis; and first aid/CPR (C.4.2 and C.4.4) will be offered. Safety trainings, such as bloodborne pathogens, will be offered to meet Occupational Safety and Health Administration OSHA requirements. Understanding that professional learning communities may take years to effectively develop, monthly planning time will foster professional learning communities (PLCs) which enables educators to join forces to promote ongoing growth and development (Barton & Stepanek, 2012). Vescio, Ross, & Adams (as cited in Barton & Stepanek), further indicate that for PLCs to be most effective "[they] must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning." Accordingly, this planning time will also be utilized to evaluate school data (A.4.4) and develop intervention strategies. This deliberate effort to

review data to improve and exploit effective instructional practices will reduce the achievement gap disparity at Mater Academy. Selected staff will be Crisis Prevention Institute (CPI) trained. Mentorship opportunities will be provided for all new teachers. School-wide professional development will occur onsite on designated professional development days. Teachers will be encouraged to seek out other professional development opportunities based upon school-based and self-identified needs. Through its affiliation agreement, Mater Academy (Florida) will provide onsite professional development based on identified needs especially researched based instructional strategies, personalized learning /differentiated instruction, Positive Behavioral Support, working with students of poverty, etc . As funds may be available, grade level lead teachers will be provided with opportunities to attend professional conferences.

Professional development will include activities related to the school's mission and educational philosophy. This will ensure that multi-cultural curriculum education and 21st century skills are effectively implemented. Teachers and staff will have formal and informal opportunities to provide feedback on the effectiveness of their professional development activities. The instruments utilized in this process will seek to determine if the needs of the participants were fulfilled and yielded meaningful growth and development. This information in conjunction with the aforementioned self-identified needs will guide the framework for subsequent professional development. Activities which are consistently identified by faculty to strengthen the school's mission and educational philosophy will be refined and repeated.

A.4 Assessment and Accountability

Attachment A.4.1

Please see attachment 10.

Narrative A.4.2

The philosophy of assessment and examination of data is that the results from the assessment instruments will be used to identify improvement needs and demonstrate benchmark mastery. Modeled after Mater Academy (Florida), frequent data collection, particularly for students performing below grade level is fundamental to improvement. Utilizing the varied data, the results from these ongoing assessments will be used to drive instruction. In the classroom, teachers will differentiate instruction based on the needs of students. School-wide results will be utilized to target faculty professional development and foster professional learning communities (A.3.13) and revise, as may be necessary, the instructional focus calendar (A.3.1). Data use and management is further discussed in A.4.4 below.

Inherent to the vision statement of the school is the elimination of the achievement gap. Implementation of regular assessments as described in attachment 10, will ensure that no student is overlooked and identified with ample time for remediation. Teachers will differentiate instruction and intervention programs will be developed for these students to ensure appropriate remediation. Students identified at risk, will have an intervention plan created by their teacher. This plan will follow Response to Intervention which has become a national best practice to improve pupil achievement and close achievement gaps of all groups of students. Tier 1 will include research based instruction in the general education classroom with core instructional interventions. Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations. Tier 3 students will have accommodations and/or modifications as established in an individual education plan. Additional RtI

information is discussed in attachment 17.

Narrative A.4.3

Longitudinal data analysis will be reported annually to measure success and will consist of:

1. A pupil baseline developed during the first year using testing results.
2. A comparison of annual results with the baseline scores to assess progress.
3. Grade-level and school composite scores.
4. A graph of annual results showing year-to-year change.
5. A graph of school scores relative to state and national averages.
6. Sub-analysis of a variety of variables to identify areas for improvement.

Narrative A.4.4

In Accordance with NRS 386.650, the School will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (State Public Charter School Authority) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the State Public Charter School Authority will use PowerSchool or Infinite Campus or other SIS that may be required. The school administrator will monitor the mainframe to ensure that data is appropriately maintained and entered in a timely fashion. Parents will be provided with login credentials to monitor their child's progress in school. Monthly teacher planning time (A.3.13) will be provided for collaboration and sharing of successful differentiated instruction. This planning time will also be utilized to evaluate data and provide a forum for intervention strategies. For example, a third grade teacher who has a pupil reading at first grade level, can discuss best practices with a first grade teacher to ensure appropriate and targeted intervention and remediation. Pupil records and their maintenance are addressed in A.9.

A.5 Tentative School Calendar and Daily Schedule

Attachment A.5.1

Please see attachment 11.

Narrative A.5.2

The proposed date of enrollment is May 1, 2014.

Attachment A.5.3

Not applicable.

A.6 School Climate and Discipline

Narrative A.6.1

The School's policies will continue to be developed with the goal of providing a learning environment that is safe and conducive to learning. An authorizing condition of Miami-Dade County Public Schools is that applicant charter schools adopt the discipline plan (Code of Student Conduct) of the authorizer. Since the Code of Student Conduct, which Mater Academy (Florida) is required to use, is designed for compliance with Florida Statutes, Florida Administrative Code, and Miami-Dade County Public School Board policies, it is inappropriate to incorporate the discipline policies of Mater Academy (Florida). Mater Academy's (Nevada) discipline policy will adhere to regulations set forth by the Nevada Revised Statutes and the Nevada Administrative Code. Notwithstanding, the Mater Academy (Florida) discipline philosophy of positive behavior/reinforcement is a significant component of effective disciplinary practices for students. Mater Academy has enjoyed this successful approach to discipline with its at-risk student population. As detailed in section A.6.2, Mater Academy (Nevada) will adopt this discipline philosophy. Through the affiliation agreement, Mater (Florida) leaders will provide professional development to the Mater (Nevada) leadership to ensure successful replication of these practices. The focus of the learning environment will be positive reinforcement (see A.6.2) which is non-punitive to at-risk students. This type of learning environment will allow the School to

attain the educational goals (A.2.1) it seeks to achieve. Pursuant to the personalization concept discussed in the educational philosophy (A.1.4), upon the establishment of the School, the principal and teachers will further refine the discipline policy. The policy will provide for the progressive discipline of students and on-site review of disciplinary decisions. The policy will be developed with input and participation from the teachers, parents, and other school stakeholders. It shall be consistent with the rules of behavior prescribed in accordance with NRS 392.463; include provisions designed to address the specific disciplinary needs and concerns of the school; and provide for the temporary removal of a pupil from the classroom. Pursuant to NRS 392.4644, the principal will collaborate with the faculty and other school stakeholder's to annually revise the policy.

Narrative A.6.2

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

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

In the implementation of a Positive Behavioral Support program, it is important to collaborate with parents, staff, and faculty. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, to work together, and support each other as a community of learners. As indicated in A.3.13, professional development will be provided to implement PBS.

Attachment A.6.3

Please see attachment 12.

Attachment A.6.4

Please see attachment 13.

Attachment A.6.5

Please see attachment 14.

Narrative A.6.6

The school and the governing body of the school commit to establish relationships with local community organizations (further detailed in attachment 16) in order to have community support and engagement in school matters. The school will promote an environment that allows parents, teachers, and other community members to be actively engaged in the school. Examples of parent involvement include:

- “ Regular parent/teacher conferences – these conferences are held afterschool or in the evening and provide parents with opportunities to discuss educational progress with their child’s teacher;
- “ Open houses, career fairs, family picnic – these events are held annually to maintain communication and active involvement in the school;
- “ School website, school newsletter, events calendar – updated monthly to disseminate information and maintain open lines in the community; and
- “ PTO – Parent Teacher Organization provides invaluable support to the school.

- “ Parents will be active partners in the performance planning of relevant goals identified in A.2. For example, beyond providing input on the school climate survey (A.2.2), Mater Academy will seek parental feedback to improve lackluster results on the same. As stated in the Bylaws, there will be parent representative on the Board and on the Board’s Academic Committee. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, especially parents, are notified of Board meetings and may be active participants at the Board meeting by providing public comment and bringing relevant matters to the Board’s attention.*
- “ Parental workshops in partnership with community organizations, such as the Urban League which provides a literacy workshop series which teaches parents about the developmental stages of literacy as well as improving the parent’s own literacy which enables them to better teach their own children.*

Parent satisfaction is critical to the success of the school, as will be determined by goal 4 in A.2.2.

A.7 Targeted Population

Narrative A.7.1

Although the School is open to all Nevada students, the proposed target population are those who will be attending grades K-8 and living in the Las Vegas, Northeast community. A facility has not yet been identified but is targeted for zip codes 89101, 89104, and 89110.

Narrative A.7.2

The School is intended to serve primarily at-risk students. The proposed charter school will enroll students who are at-risk students before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580.

Within the aforementioned zip codes, there are twenty traditional public elementary schools and four middle schools. Collectively, the elementary and middle schools respectively served 13,475 and 4,829 students. Although there are four private school options Mountain View Christian, Spring Meadows (Pre-K), St. Anne's Catholic School, and First Good Shepard Lutheran, there is only one charter school in the region. The charter school in the region is Innovations International Charter School of Nevada which is also designated as "In Need of Improvement."

The need for school choice is self-evident. Sixteen of the twenty elementary schools and all four of the middle schools were designated as "In Need of Improvement" for the 2011-2012 school year (see attachment 15). Only one elementary school was designated as "High Achieving- Growth." This school is Walter Bracken Elementary Magnet School for Math and Science, which is a school of choice. The data indicates far too many students performing below grade level achievement standards in reading, writing, mathematics, and science.

Only three schools had 100% of its faculty highly qualified, and one school had 25.7% of its teachers not highly qualified. School size is another concern. The average enrollment of the elementary and middle schools is 709 and 1,207 respectively. In the middle schools, there were a

collectively reported 283 violent incidents. This data is lackluster. The families and children of this community are underserved and deserve quality public choice options. More information is available in attachment 15.

Attachment A.7.3

Please see attachment 15.

Narrative A.7.4

The school expects to have a pupil population that is reflective of the community it will serve. The school's educational process relies on the partnership among the school, family and community. The stakeholders of the school are committed meet the needs of the target population by hiring staff that will mirror the diverse characteristics of the community it will serve and incorporate multiple perspectives in school development. Mater Academy of Nevada is replicating the successful South Florida Mater Academy charter school network. Additional relevant information on the Florida Mater Academy network can be found in A.2.4, B.3.1.1, and attachment 2. The Mater Academy charter schools have implemented the educational philosophy herein and have proven to reduce the achievement gap. The Mater Academy affiliation will also provide opportunities for their leadership and faculty to provide onsite Mater Academy best practices professional development.

Attachment A.7.5

Please see attachment 16.

Narrative A.7.6

Although Mater Academy is seeking to serve at-risk students, there will be high expectations for all students as indicated in the educational philosophy (A.1.4) and educational goals (A.2.1). Each student will be expected to maximize his or her potential with the support of the faculty and staff. Notwithstanding, the educational goals other examples of evidence to measure success will include: parental satisfaction, an attendance rate at or above the neighboring schools, a reduction of formal

disciplinary actions, and a reduced rate of suspensions in comparison to the nearby schools.

Narrative A.7.7

The proposed enrollment process is detailed in B.3.7. The process for favoring at-risk pupils will be the inclusion of questions in the school application. Mater Academy will provide priority enrollment to members of economically disadvantaged families and pupils who are limited English proficient. Determination of 'at risk' status will be determined in the student's enrollment application by obtaining information regarding the student's qualifications for "free and reduced lunch" under the National School Lunch Program, the student's qualification for English Language Learner status in a public school, or (for students who have not previously been enrolled in a Public School which tests for English Language proficiency) the completion of a home language survey.

A.8 Special Student Populations

Narrative A.8.1

Schools are required to identify the primary language of students upon enrollment. A Home Language Survey (HLS) is included in the application. Based on the answers provided to these questions, a student may be assessed for English proficiency and may qualify for ELL services.

Attachment 21, details the policies and procedures to be followed for English language learners.

Since Mater Academy of Nevada intends to recruit and enroll English language learners, it will comply with the Federal and State laws outlined in attachment 21. Succinctly, all newly-enrolled students are provided an HLS. Based upon the answers to the HLS, students are administered the WIDA ACCESS screener. Eligible students are provided services based upon their needs through differentiated instruction and other best practices. Pursuant to the educational philosophy, identifying and providing for individual student needs is a necessary component for the personalization process.

Services and programs to students with disabilities will be implemented in accordance with the Code of Federal Regulations (CFR), Nevada Revised Statutes (NRS), and Nevada Administrative Code (NAC) as enumerated in Attachment 20. Attachments 18 and 19, respectively Special Education Continuum of Service and Special Education Policies and Procedures Manual, detail additional information regarding the special education program. The special education program is focused on six principles:

- “ Free appropriate public education. Children with disabilities eligible for special education will be provided educational services at no cost to the family. Child find services identify children in need of special education.
- “ Appropriate evaluation. Evaluation must include relevant information from a variety of sources such as parents, teachers, classroom observations and formal assessments. The evaluator(s) will use a variety of assessment tools and strategies to gather relevant functional,

developmental and academic information.

- “ Individualized Education Program (IEP). The IEP details the services the student will receive – general education, special education, and related services. The IEP must be reviewed at least once a year.
- “ Least Restrictive Environment (LRE). Students with disabilities will be with the non-disabled peers to the greatest extent possible in educational settings and during extracurricular and nonacademic activities.
- “ Parent and Student Participation in Decision Making. Parents are equal participants in all aspects of their child’s special education program. When appropriate, the student is also part of the team.
- “ Procedural Safeguards. These are provided to parents to enforce their child’s right to a free appropriate public education. Procedural safeguards are provided to parents at least on an annual basis.

Students with disabilities or perceived disabilities who are not eligible for special education may qualify for extra help and accommodations under Section 504. Students qualifying for Section 504 services may receive specialized instruction, related services, classroom accommodations, or adaptations to the educational environment.

When a student is having difficulty learning in a regular education classroom, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RtI) is the mechanism teachers will utilize to provide a variety of providing scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. Detailed information about RtI is found in attachment 17, Response to Intervention

Procedures Manual.

Programs for special populations will be regularly and routinely monitored through the school principal to ensure that individual learning plans are being met. All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The School may employ such personnel as necessary dependent on student need determined from actual enrollment. If necessary personnel are not employed at the school, the school will contract with an approved public agency to provide these services. Special education staffing will be aligned pursuant to the requirements of the law.

The School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the State Public Charter School Authority (SPCSA).

If the governing body determines the school is unable to provide an appropriate special education program and related services for a particular disability of a student who is enrolled at the school, the governing body may request that the school district of residence of the student transfer the student to an appropriate school. The governing body would request that the student be transferred pursuant to subsection 4 of NRS 386.580. The following would be undertaken: (1) the governing body shall submit the request to the district within 10 days after the governing body determines that the school is unable to provide an appropriate special education program and related services for the student; (2) the request to the district will be accompanied by an explanation of the facts and circumstances that led the governing board to determine that the school is unable to provide the appropriate special education program and related services for the student; and (3) a person employed by the governing body will be designated to verify to the district that the information submitted to the school district pursuant to NAC 386.605 is gathered in a format required

by the school district.

Students who are gifted/talented will be challenged with a more rigorous curriculum than offered to the traditional student through differentiated instruction within the classroom. Parental requests for identification screening will follow those procedures of special education. Teachers may also refer students for identification screening.

All students will be regularly assessed to ensure that at-risk students are identified in a timely manner (A.3.12; A.4.2, A.4.3). Teachers will implement an intervention plan (A.4.5) utilizing RtI interventions for students not making appropriate academic or behavioral progress (attachment 17). The parent or guardian of a student at risk for retention, will be notified in a timely manner to provide opportunities for intervention and remediation (attachment 6).

Selected staff will be Crisis Prevention Institute (CPI) trained (A.3.13).

Narrative A.8.2

See previous section and attachment 17.

Narrative A.8.3

For special education budget see budget attachments 34-35, Schedules Code 100 under Special Education teachers and form #4, 200 special programs for years 2014-2015 and 2015-2016.

Narrative A.8.4

The school shall provide a continuum of alternative placements to meet the needs of any student with a disability. The school will provide out-of-class, in-class, and specialized placement services consistent with attachment 18.

Attachment A.8.5

Please see attachment 20.

Attachment A.8.6

Please see attachment 17. The Response to Intervention Procedures Manual suggests

guidelines for committee membership, which may not be complete in the first year of operation. The term activity teacher may include any specials teacher such as art, music, physical education. These faculty have been accounted for in the budget.

Attachment A.8.7

Please see attachment 18.

A.9 Records

Narrative A.9.1

The governing board will delegate authority to the principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all State of Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 386.650, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use PowerSchool that is hosted as an ASP (Application Service Provider) by the Department of Education.

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

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

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

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

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

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

Attachment A.9.2

Please see attachment 22.

B.1 Governing Body

Attachment B.1.1

Please see attachment 23.

Attachment B.1.2

Please see attachment 24.

Attachment B.1.3

Please see ~~notations within attachment 25. in bold print at the end of each relevant section.~~

~~With regard to *Stipulation 1*, “contain no reference to incorporation of the charter school or the school’s governing body,” the proposed bylaws acknowledge that the School is not currently incorporated. However, the provision does not prohibit incorporation at a future time due to the recent change in Nevada law which allows a charter school to incorporate.~~

Narrative B.1.4

The Mater Academy of Nevada Board of Directors will focus on governing the school, not managing the school’s operations. The Board will achieve this by developing a strong partnership between the Board and the School leader, which is built on mutual trust and respect. The Board will not allow meetings to consist of just reporting data. Board meetings will focus on strategic questions, planning, and directing all decisions toward the fulfillment of the School’s mission, vision and purpose.

Narrative B.1.5

Pursuant to the terms in the attached Bylaws, the first governing body will consist of the members of the Committee to Form Mater Academy of Nevada. As set forth in Section B.2, the Committee to Form Mater Academy includes experienced teachers and administrators, a former Clark County School District Board member, and local business leaders. This diverse knowledge base will allow the future Board to provide the educational, financial and operational vision and governance which will lead to operational success by the School leader. The Board members individual strengths

and areas of expertise will be considered in assigning Board member placements on Financial, Educational and Governance Committees.

The performance of the School, ~~and of the School leader, Mater Academy, Inc., and Academica Nevada~~ will be evaluated by the Board at least annually. The Board will consider parent and student surveys and other instruments identified in the goals of the school in Section A.2. As stated in the school goals, the Board will consider evaluating based on both educational performance goals and objectives (A.2.1) as well as organizational/management goals (A.2.2) as assessed and measured by the methods described in (A.2.3)

Narrative B.1.6

As identified in Goal 6 in Section A.2.2, the Board plans to increase its capacity by receiving at least four hours of training and orientation every two years in topics such as open government, conflicts of interest, ethics and financial responsibilities. Board Members will also have the opportunity to participate in annual state and national charter school conferences.

Narrative B.1.7

Board members will solicit from parents, professional educators, and the community to fill vacancies as they may arise on the Board. The Board of Directors must seek candidates which adhere to the statutory requirements of NRS 386.549.

To assist in identifying the best qualified candidates, the Board shall develop a written job description and advertise all vacancies by posting the description on the school's website and through direct (email, letter, text, or phone, etc.) communication to the parents of all enrolled students. Individual board members will also circulate the notice within the professional communities. These notifications of a board vacancy must contain a description of the qualifications a candidate must possess to maintain compliance with NRS 386.549 and instructions on how information regarding qualified candidates can be submitted to the Board of Directors for consideration. The Board of

Directors may not rely upon the school administrator or any EMO contracted by the school to identify candidates for the Board of Directors.

B.2 Composition of the Committee to Form the School

Attachment B.2.1

Please see attachment 26. In addition, the names addresses, and applicable categories of NRS 386.520 are identified in the following table.

Committee Member	Address	Affiliation	NRS 386.520 Membership
Robert Anderson	2924 E. Saint Louis Ave Las Vegas, NV 89014	NO	Knowledge/Expertise in Finance and Accounting
Renee Y. Fairless	943 Armillaria St. Henderson, NV, 89011	NO	Licensed Administrator
Ricardo Jasso	2944 Ne Dell Amore Henderson, NV 89052	NO	
Sheila Moulton	6519 American Beauty Ave Las Vegas, Nevada 89142	NO	Knowledge/Expertise in Human Resources*
Adalberto Ronquillo	4310 Bluecrest Rd. Las Vegas, NV 89121	NO	Licensed Teacher
Maricela Solis	1828 Ingraham St. N. Las Vegas, NV, 89030	NO	Parent of Enrolled Student

*Sheila Moulton’s degree is in Political Science. However, she has served for more than a decade on both the Clark County School Board and the Las Vegas Clark County Library District Board, giving her extensive experience and expertise in the financial and human resources issues affecting a charter school.

Attachment B.2.2

Please see attachment 27.

Narative B.2.3

None of the members of the Committee to Form will have any ownership interest in the facility the school will lease. Furthermore, none of the members of the committee to form have had any association or affiliation with any other charter school in this state or in another state.

Attachment B.2.4

Please see Attachment 28.

B.3 Management and Operation

Narrative B.3.1

It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary parameters set by the governing board. The principal will maintain the day-to-day operations of the school and serve as the instructional leader of the school, selecting teaching personnel and identifying and special staffing needs. As such, the Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters.

Narrative B.3.2

The school's on-site administration consists of the principal and/or administrative support staff that is responsible for the curriculum development, working with the teaching staff, and addressing student- related issues. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of an Educational Management Organization. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The Principal will also be the person authorized to draw purchase orders for payment of the school's money.

At the time the school would need to consider a new candidate for the principal position, the school's governing board will implement a plan to identify qualified candidates for the administrative positions at the school. Using job placement ads in national industry publications and local advertising/marketing such as Education Week and, if possible, the Clark County School

District's Human Resources Division website, the school's governing body will develop a database of highly qualified candidates meeting all state and local school district standards and qualifications.

Applicants will be screened by a team of professionals, including the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

At minimum, the governing board will seek an individual who has: extensive administrative (preferably in a school setting) and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of diverse student population; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills.

Attachment B.3.3

Please see attachment 29.

Narrative B.3.4

It is the responsibility of the Board of Directors to carry out the provisions of NRS 386.500 to 386.610. It shall be the responsibility of the Board of Directors to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Chair of the Board of Directors will assure that the training and orientation set forth in the Bylaws of Mater Academy of Nevada will focus on preparing the Board of Directors to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt. *The Board's legal counsel will not be an employee or Board Member of Academica Nevada or Mater Academy, Inc.*

Narrative B.3.5

In the event a dispute arises between a charter school sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the Authority is final.

Narrative B.3.6

The school intends to operate as an elementary school in which work is not given above that included in eighth grade, according to the regularly adopted course of study.

Attachment B.3.7

Please see Attachment 30.

Narrative B.3.8

The application was prepared with assistance from David Calvo (Academica California), Ryan Reeves, Rebecca Fitzgerald and Robert Howell of Academica Nevada. Their resumes are

attached as Attachment 49. Academica Nevada is a management organization presently contracted with Somerset Academy of Las Vegas, Pinecrest Academy of Nevada, and Doral Academy of Nevada.

Narrative B.3.9

School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility and to designate the number of students per grade (which will be determined by the board based upon considerations such as staffing and demand for enrollment).

B.3.1 Educational Management Organizations (EMO)

Attachment B.3.1.1

Please see attachments 31 and 32.

Attachment B.3.1.2

Please see attachment 33.

Attachment B.3.1.3

Please see attachment 34.

Attachment B.3.1.4

Please see attachment 35 and 36.

Attachment B.3.1.5

Please see attachments 37.

Attachment B.3.1.6

Please see attachments 38.

Attachment B.3.1.7

Please see attachments 39 and 40.

B.4 Staffing and Human Resources

Narrative B.4.1

In the first year of operation, the school anticipates an initial enrollment of 300 students. To staff for this enrollment, the school anticipates hiring a principal, one administrative office manager, fourteen teachers, and three teachers' aides. This staffing level provides for 12 classroom teachers with a student ratio of 25 to 1, three specialists teaching courses such as art, physical education, technology, and one special education teacher. This staffing structure is sufficient for accomplishing the educational programs planned for the school.

Teacher aides will assist in providing differentiated instruction in break-out groups and administering regular, individual assessments to track student progress.

The 25:1 target average is for students to licensed teachers. However, as the budget indicates, teacher assistants will be employed to assist the teachers with smaller group activities. Further, Mater Academy will encourage parents to volunteer at the school and assist the teachers. Thus, the actual adult to student ratio will be smaller than 25:1. Notwithstanding the above, numerous studies have yielded inconsistent results to the controversial class size debate. "A great deal of empirical data have been collected. However, they have so far been less than convincing and not consistent enough to justify the expense of the additional classrooms and teachers that would be required...Targeted remedial programs are generally less costly and easier to deploy (Finn)." Moreover, a growing body of research indicates that teacher expertise is the most important factor in student achievement (What Matters Most: Teaching for America's Future). "Even after controlling for prior achievement, student demographics, and geographic location, teacher quality at the school level is associated with student achievement (Fuller)." Since "the single largest factor in improving the educational outcome of a student is the effectiveness of that student's teacher...the priority in a school should be to create a culture of effective teachers (Wong)." These studies have no doubt influenced policymaking at the federal level. The Effective

Teaching and Leading Act, introduced in 2013, finds that “teacher quality is the single most important in-school factor influencing student learning and achievement (US Senate Bill 1063).” Research also indicates that the one of the greatest factors a central office, or in this particular case the governing board, can contribute is to maintain a singular focus on improving instruction (Marzano and Waters). Thus, as indicated throughout the application, Mater Academy will focus on providing quality teachers and instruction. This foci has yielded successful results in the Mater Academy (Florida) network.

The second year, the school anticipates an increase in enrollment to a total of 400 students. The increased enrollment will require one additional office-staff person, five additional teachers and one additional part-time aide. This maintains a teacher student ratio of 25 to 1 and enables the school to continue the same specialist class and teacher’s aide schedule.

In subsequent years, the school hopes to continue to increase enrollment until it reaches the capacity of the school facility. As the school facility has not yet been located, additional increases in enrollment are difficult to predict. However, staffing increases will be proportionate to the increase in enrollment as set forth in the year two figures listed above.

In order to recruit highly qualified and successful teachers, the school will:

- Recruit teachers through the Nevada Department of Education and (if possible) Clark County School District websites;
- Seek to partner with community organizations (as described in Attachment 16- A.7.5) to recruit teachers that are familiar with at-risk student populations;
- Seek to partner with Teach for America for the provision of a limited number of licensed staff (recognizing that Teach for America staff are on a short term commitment to the profession, the number of staff sought through this program will most likely be limited to avoid constant turnover);
- Join with Mater Academy, Inc.’s Florida schools in recruiting qualified licensed staff

through the Spanish Consulate's Visiting Teachers Program, which provides highly skilled bilingual instructors;

- Place ads in local publications; and
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a means to train and recruit potential future staff).

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Teacher retention will be a focus and responsibility of both the board and the school administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to ensure their retention and employment satisfaction. The Benefits program will include features replicated from current Mater Academy, Inc. (Florida) schools, including Buy-Back of Paid Time Off, Tuition Reimbursement, payments for TESL certification, and retention bonuses to returning staff.

Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by the school will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The school will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Narrative B.4.2

Mater Academy of Nevada will comply with NRS 386.595 in the negotiation of all contracts for

employment with the school. A standard employment agreement will be developed with the assistance of legal counsel and utilized for the employment of licensed personnel. Individual variances in employment term or salary will be negotiated by the hiring authority, typically the school administrator, remaining within the budgetary parameters set by the board of directors.

Narrative B.4.3

The school will ensure that persons who provide instruction at the school comply with Nevada licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be “highly qualified.” To become “highly qualified”, a teacher must hold a Nevada teaching license in the appropriate area. The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state.

All employees at the school will undergo screening and background checks in accordance with state and local school district laws and regulations. The school will seek candidates who demonstrate, at minimum, the following qualifications:

- Educational background: Bachelor’s degree or higher in field;
- State certification for the required position;
- Excellent presentation and interpersonal skills;
- Satisfactory recommendation and/or evaluations from previous employer;
- Personal characteristics, knowledge, and belief in the school’s mission;
- An ability and motivation to work as part of a team in a small-school setting with parental involvement; and
- Positive references/letters of recommendation

** Experience working with at-risk student populations will be a plus.*

A screening committee comprised of school administrators, teachers and lead staff will

interview potential employees. Initial screening interviews will be held, credentials will be verified and official recommendations to hire will be made to the principal, who will make the final hiring decision for faculty and support staff.

Narrative B.4.4

Teachers at the school will be regularly evaluated both formatively and summatively. The teacher evaluation practices and procedures will comply with NRS 391.3125. The primary purpose of an evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criterion, must be used in the dismissal process.

A conference and a written evaluation for a probationary employee must be concluded not later than ninety days after employment.

An administrator charged with the evaluation of a probationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 45 consecutive minutes.

The evaluation of a probationary teacher or a post probationary teacher must include, without limitation: (a) an evaluation of the classroom management skills of the teacher; (b) a review of the lesson plans and the work log or grade book of students prepared by the teacher; (c) an evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grade level taught by the teacher; (d) An evaluation of whether the teacher is appropriately addressing the needs of the students in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, the needs of students enrolled in advanced courses of study and the needs of students who are limited English proficient; (e) If necessary, recommendations for improvements in the performance of the teacher; (f) A description of the action that will be taken to assist the teacher in

correcting any deficiencies reported in the evaluation; and (g) A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

The teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation of the teacher for which the teacher requests assistance.

The school's governing board shall not discriminate on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices.

Narrative B.4.5

An administrator has not yet been selected to lead Mater Academy of Nevada. Immediately following the completion of the application process, the Committee to Form/Board of Directors will commence a formal candidate search with the goal of selecting a candidate within no more than 60-days (no later than March 1, 2014 in preparation for an August 2014 opening).

Narrative B.4.6

The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. The principal will maintain the day-to-day operations of the School and serve as the instructional leader of the school.

The school's principal and/or administrative support staff is responsible for the curriculum development, working with the teaching staff, completing all teacher evaluations, oversight of all state mandated testing, and addressing student-related issues. The administrative staff, as

instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school.

The Principal will be evaluated at least annually by the Board of Directors. The Board of Directors evaluation will include input from students, parents and staff and focus on the School's progress towards achieving the goals set forth in Section A.2.1 and A.2.2.

Narrative B.4.7

At the time the school would need to consider a candidate for the principal position, the school's governing board will implement a plan to identify qualified candidates for the administrative positions at the school. Using job placement ads in national industry publications and local advertising/marketing such as Education Week and, if possible, the Clark County School District's Human Resources Division website, the school's governing body will develop a database of highly qualified candidates meeting all state and local school district standards and qualifications.

Applicants will be screened by a team of professionals, including the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

At minimum, the governing board will seek an individual who has: extensive administrative (preferably in a school setting) and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of diverse student population; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills.

In the event of a vacancy in an administrator position, the school will utilize the database used during the initial recruitment process to identify a suitable individual to fill the vacant position. In addition, the school will consider potential candidates who already work at the school.

The board interviews and hires the school principal and will ensure that all administrators are

highly qualified and match the needs of the school and its students. The principal will be an employee of the school, not an employee of the Educational Management Organization.

Narrative B.4.8

The school will ensure that faculty members are highly-qualified, licensed and/or certified as applicable and appropriate within Nevada state laws and match the learning needs of its students. The school administrator will be primarily responsible for interviewing teacher candidates. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that the school will serve. Also see B.4.1 above.

Narrative B.4.9

Currently the board has not selected any licensed or non-licensed staff members.

C.1 Budget

Attachment C.1.1

Please see attachments 41 and 42.

Attachment C.1.2

Please see attachments 43 and 44.

Attachment C.1.3

Please see attachments 41 and 42.

Narrative C.1.4

The school will use the Nevada Chart of Accounts.

Attachment C.1.5

Please see attachment 45.

Narrative C.1.6

The fiscal year is from July 1 to June 30. All money received by the School will be deposited in a Nevada financial institution. The committee believes the school will need a minimum of 125-200 students in the first year of operation to start the school. ~~Should there be cash flow challenges, instructional personnel would be reduced and instructional assistants would be eliminated. The average teacher salary would be reduced from \$43,500 to \$37,500 annually. The EMO would reduce their fee to \$200 per student. The rented space would be reduced from 15,000 square feet to 5,000 square feet. Insofar as is practical, all purchases and contracts will be reduced — from texts to technology to furniture. By reducing most costs to reflect a true enrollment number, the school would be able to maintain a small surplus at the end of the year.~~

Please see attachment 50 for a break even budget for required minimum enrollment.

C.2 Financial Management

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

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

In the absence of other specific guidance, the charter holder will follow generally accepted accounting principles. A charter school management company will be the liaison and work with entities selected by the governing board to ensure completion of the annual audit of the financial and programmatic operations of the school. In preparing budgets for grant application, particular

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

The primary aim of this collaborative work will be to ensure that generally accepted accounting principles and standards are adhered to. The governing board will use the information received from the annual audit to assess the performance of the school, the principal, and all other parties involved in providing services to the school. They will also use such information to ensure that such reporting is in compliance with generally accepted accounting principles and generally accepted standards of fiscal management. The audit will be presented no later than four months after the school's fiscal year-end.

Narrative C.2.1

Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica Nevada will be responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school (to be determined) will supervise the day to day cash collections at the school.

Narrative C.2.2

The governing body of the school will comply with NAC 386.335 and NRS 386.536 upon closure of the charter school. The following procedures will be handled as follows:

1. The governing body of the School will appoint and administrator subject to the approval of the SPCSA to act as a trustee during the process of closure and for one year after the date of closure.
2. Not less than 30 days before the closure of the charter school the governing body of the charter school will submit written notice of closure to the SPCSA and the employees of the charter

school. The notice will include reason for the closure, date of said closure and date of the meeting of the governing body on which the determination was made to close the charter school. It will include the name of school administrator along with contact information.

3. Not less than 30 days before closure of the charter school; the governing body of the school will instruct the registrar of the charter school to complete the following:

a. Contact by regular mail the parent or legal guardian of each pupil enrolled in the charter school.

The notice to parents will include information on how the pupil may transfer to another public school and the manner in which records of that pupil will be transferred;

b. Contact the board of trustees of each school district in which a pupil in the charter school resides. This correspondence will include written notice of the closure of the charter school and notification that the school district may receive students for enrollment upon the closure.

c. The charter school registrar will ensure that all information required by NRS 386.650 for inclusion in the automated system of accountability information of Nevada is current to the date of the closure.

4. Not less than 30 days before the closure of the charter school, the governing body will submit to the

sponsor of the charter school the following:

a. All records of indebtedness of the charter school, if any and any property of the charter school that is encumbered;

b. Return any remaining restricted assets to their source, such as grant money and money contained in restricted categorical funds;

c. Create a current and projected payroll and payroll benefits commitment, listing each

employee, each employment position and the amount of money required to satisfy existing contracts;

- d. Report of the income tax documentation for the employees of the charter school;
 - e. Ensure that outstanding obligations of the charter school are settled after closure of the charter school, including without limitation, unemployment compensation, employee benefits, and resolution of the lease agreement for the charter school, if applicable, and final balances for utilities and other costs.
5. Not later than 6 months after closure the charter school governing body will provide an independent audit, including, without limitation, the net assets and net liabilities of the charter school; and the annual report of budget required by NRS 386.600.
 6. The governing body of the charter school shall ensure that all money received by the charter school from the state of Nevada that is unencumbered is returned to the Department and placed in an escrow account for the purpose of satisfying any outstanding obligations of the charter school. One year after the establishment of the escrow account, the Department will transfer the balance remaining in that account to the State Distributive School Account created pursuant to NRS 387.030.
 7. The sponsor shall conduct a physical inspection upon closure of the charter school to confirm that all equipment, supplies and textbooks identified in the inventory of the charter school maintained pursuant to NAC 386.342 are on the premises of the charter school. A current copy of the written inventory is to be provided to the sponsor of the charter school. The inventory will identify the source of money used to purchase each item, the name of the entity that donated the item and/or the owner of the item, as applicable.
 8. Upon closure of the charter school, the governing body will ensure that if the charter school used money received from the sponsor of the charter school, the State of Nevada or the federal

government to purchase equipment or supplies, the equipment and supplies will remain on the premises of the charter school, unless the charter school is directed otherwise by the sponsor of the charter school, the State or the federal government, as applicable. Such equipment and supplies may only be removed by the charter school sponsor, the State or the federal government.

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

Narrative C.2.3

The anticipated audit firm will be: L.L. Bradford & Company, CPAs, 8880 W. Sunset Road, Las Vegas, NV 89148, 702-735-5030.

Narrative C.2.4

The anticipated local Nevada bank will be: Nevada State Bank, 750 E. Warm Springs Road, Las Vegas, NV 89119, 702-855-4612.

Narrative C.2.5

There will not be any tuition fees charged to students attending the school. Should the governing board determine to offer summer school, all day kindergarten, or other after school programs not funded by the state then an appropriate fee will be charged for the same.

Narrative C.2.6

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is to be determined by the governing body. It is contemplated

that such person will be the principal. As a principal is yet to be named, the name and qualifications of the person designated to draw all orders for payment is not yet available. It is the intent of the school to engage Academica Nevada to help handle the school's financial liabilities. The school also intends to hire as part of the office staff, an individual with business experience who would interface with the EMO. The school has not yet contracted with an auditor but anticipates to do so with the firm listed above. The EMO, school-site person, and accounting firm will work at the direction of the board to handle the financial liabilities.

Narrative C.2.7

The absolute minimum number of students the school needs to operate is ~~125~~200. *Please see Attachment 50.*

C.3 Facilities

Narrative C.3.1

The committee has not yet obtained a suitable facility and, as such, is currently seeking a Subsection 7 Charter. The following information is provided pursuant to NAC 386.140(4):

(a) Given the state of the real estate market in Las Vegas it is difficult to find existing facilities that are zoned and school ready. Most existing facility owners are not willing to expend funds to build out and properly zone a facility for a start-up charter school. The committee members are currently working to identify a suitable location for the school. It is contemplated that the school will obtain a facility at the time it receives approval of its application.

(b) The school has currently engaged a leasing agent and is looking for a suitable building to lease. There is no affiliation between the broker and any members of the formation committee. The board will require a clause in the lease and the management contract that one is not contingent upon the other. The market analysis the school considers to find a facility is four fold: first, the school will designate a specific area for the facility; second, a certain amount of acreage and square footage for the facility; third, the property has to be properly zoned and permitted; fourth, the lease rate has to fit the budget. This approach allows the school to quickly identify buildings and properties that work within the parameters set and provide a point of comparison to assess proper market values.

1. The committee is currently considering many different sites but will select the appropriate site based upon size and affordability.
2. The committee intends to identify the school location by May 1, 2014. All permits and inspections would be obtained by July 15, 2014. The equipment for

the facility would be obtained by August 1, 2014 to furnish the school. The personnel to run the school would be selected by June 1, 2014 with a start date in August 2014.

- (c) The school plans to open in August 2014.
- (d) The equipment at the school will be typical of an elementary school. The school will have an administrative area with desks, phones and computers. Each class will have whiteboards, computers, desks for each student and teacher. The cafeteria will have a warming room to serve lunch and the facility will retain space for storage of supplies.
- (e) A written estimate by an authorized insurer is included herein as attachment 39.
- (f) Any leases will be conditioned on the approval of the school's application.

The CTF has identified a possible site at 2525 Emerson Ave, Las Vegas, NV. Please see C.1.2

Attachment 43 and 44 object code 400.

Attachment C.3.2

Please see attachment 46.

C.4 Transportation and Health Services and Emergency Services

Narrative C.4.1

The school will not provide transportation for the students to and from school. The school will work with the parents and guardians of students to facilitate parents interested in creating carpooling groups enabling other means of transportation to and from the school.

Narrative C.4.2

The school will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained (A.3.13). A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in Kindergarten, third grade, and sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in fourth and seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

Narrative C.4.3

The school registrar will be responsible for reviewing, verifying, and maintaining immunization records. He/she will also be responsible for contacting the parents/guardians of students who are not in compliance with state regulations regarding immunizations and for informing school administrators of students who are not in compliance with state law. The principal will schedule parent conferences with students who are still not in compliance with state immunization laws after the first month of school. A student will be excluded from school until he/she has the proper immunizations, if the student has not provided the school with proof of immunization by the end of October. Immunization records will be kept in a secured cabinet in the school office along with the other student records. The records will be kept for five years after a student leaves the school. The registrar will participate in the DHHS immunization survey. Additional maintenance of student records is addressed in section A.9.

Attachment C.4.4

Please see attachment.

Attachment C.4.5

Please see attachment.

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Attachment 2

County/ID #

Miami-Dade

13-0100	Mater Academy
13-0312	Mater Gardens Academy
13-1017	Mater Academy of International Studies
13-3100	Mater Academy East Charter
13-5045	Mater Grove Academy
13-5046	Mater Brickell Preparatory Academy
13-5047	Mater Academy Miami Beach
13-5054	Mater Academy at Mount Sinai
13-5384	iMater Academy
13-6009	Mater East Academy Middle School
13-6012	Mater Academy Charter Middle
13-6014	iMater Academy Middle School
13-6033	Mater Academy Lakes Middle School
13-6042	Mater Gardens Academy Middle School
13-6047	Mater Academy Middle School of International Studies
13-6997	Mater Virtual Academy Charter Middle/High School
13-7014	Mater Performing Arts & Entertainment Academy
13-7018	Mater Academy Lakes High School
13-7024	Mater Academy High School of International Studies
13-7025	Mater Brickell Preparatory Academy High School
13-7037	Mater Academy East Charter High School
13-7090	iMater Preparatory Academy High School
13-7160	Mater Academy Charter High

Mater Academy, Inc. Schools

Founded	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
PK-5	A	A	A	A	A	A	A	A	A	A	A	B		
2006 PK-5	A	A	A	A	A	A	B							
2008 K-5	D	C	C	B	NG									
PK-5	A	A	A	A	A	A	A	A	A	C				
2011 1-6	B	NG												
2011 K-6	C													
2010 K-8	B	A	B											
2012 K-3	NG													
2013 K-8														
2005 6-8	C	C	C	B	C	A	A	A						
6-8	I	A	A	A	A	A	B	A	A	C				
2013 6-8														
2006 6-8	A	A	B	A	A	B	C							
2006 6-8	A	A	B	A	A	C	NG							
2008 6-8	A	A	A	A	NG									
2013 6-12														
2005 9-12	A	A	A	B	A	A	D	B						
2006 9-12	NYR	B	B	B	B	C	D							
2008 9-12	A	A	NG	C	NG									
2011 9-12	NG	NG												
2007 9-12	NYR	B	A	B	C	B								
2013 9-12														
9-12	NYR	A	A	A	A	A	C	B	B	C				

Key - NG (Not Graded due to size), NYR (Not Yet Reported)

Analysis of the Mater Academy Inc. family of schools shows that 64% of Mater Academy students attend “A” rated schools, 20% attend “B” rated schools, 5% attend “C” rated schools, 6% attend “D” rated schools and 5% attend schools too small or new to be graded. Mater Academy System contains 10,113 students out of which there are 8,511 students that attend an “A/B” rated schools.* (Attachment 32-B.3.1.1) Mater Academy Inc. has shown dramatic growth over the last three years. This growth has come from the demand of multiple communities wanting to see an improvement in education for at risk and ELL students.

* This analysis was used by taking the school’s most recent testing results. There are several schools that have yet to receive their 2013 testing scores. For those schools we used their 2012 testing results.

Attachment 3
Attachment A.3.2

Pursuant to NRS 389.018 and NAC 389.195, the school will offer the following courses of study for each grade level: reading, language, social studies, mathematics, science, art, music, health, physical education, and computers. In addition to the aforementioned, pupils will receive instruction in introduction to technology in either sixth, seventh, or eighth grade. Pupils will also receive instruction in academic achievement, career exploration, and personal and social development in seventh or eighth grade. Pupils may be provided instruction in Spanish language in grades K-8. Other middle school course elective options are listed below.

Grade Level	Schedule of Courses
Kindergarten	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
First	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
Second	Reading English/Language Arts Mathematics Science Social Studies

	Physical Education Health Music Visual Arts Computer and Technology Spanish
Third	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
Fourth	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
Fifth	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
Sixth	Core Courses Reading English/Language Arts Mathematics Science Social Studies Elective Courses Health Music – Instrumental

	<p>Music - Vocal Visual Arts Computer and Technology* Spanish</p>
Seventh	<p>Core Courses Reading English/Language Arts Mathematics Science Social Studies</p> <p>Elective Courses Career and Decision-Making Skills* Health Music – Instrumental Music – Vocal Visual Arts Computer and Technology* Spanish</p>
Eighth	<p>Core Courses Reading English/Language Arts Mathematics Science Social Studies</p> <p>Elective Courses Career and Decision-Making Skills* Health Music – Instrumental Music – Vocal Visual Arts Computer and Technology* Spanish</p>

*Required elective to be completed once.

Attachment 4
Attachment A.3.3

Schedule of Courses	Grade Level	Course Description	Nevada State Standards and Benchmarks
Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language - Spanish	Kindergarten	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language - Spanish	First	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language - Spanish	Second	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language – Spanish	Third	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.

Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language - Spanish	Fourth	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language - Spanish	Fifth	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
<u>Core Courses</u> Reading English/Language Arts Mathematics Science Social Studies <u>Elective Courses</u> Health Music – Instrumental Music - Vocal Visual Arts Computer and Technology World Language - Spanish	Sixth	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
<u>Core Courses</u> Reading English/Language Arts Mathematics Science Social Studies <u>Elective Courses</u> Career and Decision-Making Skills Health Music – Instrumental Music – Vocal Visual Arts Computer and Technology World Language - Spanish	Seventh	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.

<u>Core Courses</u> Reading English/Language Arts Mathematics Science Social Studies <u>Elective Courses</u> Career and Decision-Making Skills Health Music – Instrumental Music – Vocal Visual Arts Computer and Technology World Language - Spanish	Eighth	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
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Reading – Grade K

The purpose of this course is for pupils to begin the reading process as they develop phonological and phonemic awareness. Environmental print, sight words, and letter-sound relationships are used to read text. While listening to and discussing a variety of grade-appropriate text, pupils are introduced to reading strategies. They listen to comprehend text and build vocabulary.

English/Language Arts – Grade K

The purpose of this course is for pupils to begin the writing process by drawing and/or dictating basic text which they share with others. They participate in group discussions using turn taking to develop listening and speaking skills

Mathematics – Grade K

The purpose of this course is for pupils to recognize, read, write, and count numbers to twenty and use one-to-one correspondence. They create and model addition and subtraction using concrete objects. Pupils compare, order, and describe objects by size, value, or attributes as

they are introduced to algebraic reasoning. Geometry at this level includes recognizing and identifying two-dimensional figures in their environment regardless of their orientation. An understanding of data develops through collecting, organizing, and recording information using objects and pictures.

Science – Grade K

The purpose of this course is for pupils to learn various scientific concepts. For the nature of science unifying concept, pupils will learn that: science is an active process of systematically examining the natural world; and many people contribute to science. For the life science unifying concept, they will learn that: offspring resemble their parents; living things have identifiable characteristics; live in different places; and there are many different kinds of living things on Earth. For the physical science unifying concept, pupils will learn that: matter has observable properties; position and motion of objects can be described; and heat, light, and sound can be produced. For the earth and space science unifying concept, they will learn that: changes in weather often involve water changing from one state to another; objects in the sky display patterns; and Earth materials include rocks, soil, and water.

Social Studies – Grade K

The purpose of this course is for pupils to learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. These stories of ordinary and extraordinary people will help describe the range and continuity of the human experience. Emphasis is placed on helping pupils become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping pupils describe their location at school and at home.

Physical Education - Grade K

The purpose of this course is for pupils to learn about physical education and demonstrate appropriate form. They will identify the physiological signs of moderate physical activity. Pupils will demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination. They will demonstrate locomotor movements in varying directions. They will perform various locomotor and non-locomotor movements to a steady beat with or without a prop. They will identify health-related fitness components addressed in selected exercises. They will engage in daily moderate to vigorous structured physical activity. They will perform various structured exercises in a safe manner.

Health – Grade K

The purpose of this course is for pupils to learn about health and well-being. Pupils will identify health behaviors that impact personal health. They will learn about basic anatomy. They will identify helpful and harmful substances. They will recognize ways to prevent common injuries and hazardous situations. They will identify common elements of the environment that affect personal health including germs causing disease. They will identify sources that influence health behaviors. They will identify trusted individuals who can help promote health. They will learn how to express needs, wants, and feelings. They will identify how to respond in an unwanted, threatening, or dangerous situation. They will define short and long term health goals. They will develop personal health goals to practice daily health habits. They will identify basic safety measures and how to promote personal and family health.

Music – Grade K

The purpose of this course is for pupils to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry.

Visual Arts – Grade K

The purpose of this course is for pupils to learn about the visual arts. They will use different media, techniques, and processes to produce works of art. They will use elements and principles of design to create works of art. They will create artwork that demonstrates choice of subject matter and symbols to communicate meaning. They will discuss possible meanings of art.

Computer and Technology – Grade K

The purpose of this course is to orient pupils into the usage of computers and technology. They will work create and publish digital products. They will communicate information and ideas to peers and parents using digital text and illustrations. They will work in a team to solve problems using digital tools. They will list potential dangers in digital environments and how to report potentially unsafe situations. They will describe how technology can enhance learning.

World Language – Spanish – Grade K

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to sing songs, follow simple directions, name familiar objects and use appropriate expressions in the Spanish language. They will comprehend brief oral directions, commands, and information. They will identify how people in the culture celebrate important traditions, holidays, and events.

Reading – Grade 1

The purpose of this course is for pupils to demonstrate phonological awareness and phonemic awareness. They demonstrate the ability to decode words. While listening to and discussing a variety of grade-appropriate text, pupils begin to use reading strategies. They begin to read with fluency and to comprehend text.

English/Language Arts – Grade 1

The purpose of this course is for pupils to compose simple sentences and begin to edit their writing. They continue to develop writing skills and share their work with others. Pupils participate in large and small group discussions to develop listening and speaking skills.

Mathematics – Grade 1

The purpose of this course is for pupils to learn basic addition facts through sums to ten and the corresponding subtraction facts. They use skip counting, begin to identify place value, and develop an understanding of equal parts of a whole. The foundation for algebraic reasoning is built through sorting and patterning. Measurement concepts are introduced as pupils compare the length and weight of objects using non-standard units of measurement, determine time to the nearest hour, and determine the value of a given set of coins. Geometric concepts are extended as pupils identify, name, sort, and sketch two- and three-dimensional objects in their environment. Further understanding of data analysis includes using tallies, tables, pictographs, and bar graphs.

Science – Grade 1

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science is an active process of

systematically examining the natural world; and many people contribute to science. For the life science unifying concept, they will learn that: offspring resemble their parents; living things have identifiable characteristics; live in different places; and there are many different kinds of living things on Earth. For the physical science unifying concept, pupils will learn that: matter has observable properties; position and motion of objects can be described; and heat, light, and sound can be produced. For the earth and space science unifying concept, they will learn that: changes in weather often involve water changing from one state to another; objects in the sky display patterns; and Earth materials include rocks, soil, and water.

Social Studies – Grade 1

The purpose of this course is for pupils to continue to generalize and develop concepts and skills as they learn about their neighborhood and community. Pupils learn about their roles as members of a family and community and begin to recognize symbols, icons, and songs that reflect a common heritage. Pupils build their awareness of government and the role it plays in their daily lives. They explore the economic concept of choice and its consequences. Pupils also begin to locate places on maps and learn how maps serve as representations of physical and human features.

Physical Education - Grades 1

The purpose of this course is for pupils to learn about physical education and demonstrate appropriate form. They will identify the physiological signs of moderate physical activity. Pupils will demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination. They will perform a variety of basic level manipulative skills in isolation. They will identify health-related fitness components addressed in selected exercises. They will engage in

daily moderate to vigorous structured physical activity. They will perform various structured exercises in a safe manner.

Health – Grade 1

The purpose of this course is for pupils to learn about health and well-being. Pupils will identify health behaviors that impact personal health. They will learn about basic anatomy. They will identify helpful and harmful substances. They will recognize ways to prevent common injuries and hazardous situations. They will identify trusted individuals who can help promote health. They will learn how to express needs, wants, and feelings. They will identify how to respond in an unwanted, threatening, or dangerous situation. They will define short and long term health goals. They will develop personal health goals to practice daily health habits. They will identify basic safety measures and how to promote personal and family health.

Music – Grade 1

The purpose of this course is for pupils to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry.

Visual Arts – Grade 1

The purpose of this course is for pupils to learn about the visual arts. They will use different media, techniques, and processes to produce works of art. They will use elements and principles of design to create works of art. They will create artwork that demonstrates choice of subject matter and symbols to communicate meaning. They will discuss possible meanings of art.

Computer and Technology – Grade 1

The purpose of this course is to orient pupils into the usage of computers and technology. Pupils will use digital tools to brainstorm and organize new ideas. They will communicate information and ideas to peers and parents using digital text and illustrations. They will work in a team to solve problems using digital tools. They will recognize that different information sources and digital tools are appropriate for different tasks. They will list potential dangers in digital environments and how to report potentially unsafe situations. They will describe how technology can enhance learning.

World Language – Spanish – Grade 1

The purpose of this course is to develop communicative competence in the Spanish language. They will comprehend brief oral directions, commands, and information. They will read numbers, dates, words related to the family and weather and other thematic vocabulary. They will explore verbal and nonverbal communication of the culture including gesture, body language, dance, art, and music. They will explore and recognize the contributions of the Spanish cultures studied.

Reading – Grade 2

The purpose of this course is for pupils to decode unfamiliar words using structural analysis. While listening to, reading, and discussing a variety of grade-appropriate text, pupils expand their use of reading strategies. They read fluently and comprehend text. Pupils compose a variety of text and edit their written work.

English/Language Arts – Grade 2

The purpose of this course is for pupils to continue to develop writing skills and publish their work. Pupils begin to formulate and answer research questions and record information. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Mathematics – Grade 2

The purpose of this course is for pupils to expand their understanding of number sense and place value through the hundreds. They use two-digit addition and subtraction and identify halves and fourths of a whole. Algebraic reasoning continues to develop as pupils describe, extend, and use patterns to solve problems. Pupils represent mathematical situations using numbers, symbols, and words. Measurement concepts include temperature, time to the nearest quarter hour, decimals to show money amounts, and standard units of measurement. Geometric concepts expand as pupils compare and describe two- and three-dimensional geometric figures, identify lines of symmetry, and sort objects by attributes. Data is collected and represented using tables, pictographs, and bar graphs. Pupils make predictions using informal concepts of probability.

Science – Grade 2

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science is an active process of systematically examining the natural world; and many people contribute to science. For the life science unifying concept, they will learn that: offspring resemble their parents; living things have identifiable characteristics; live in different places; and there are many different kinds of living things on Earth. For the physical science unifying concept, pupils will learn that: matter

has observable properties; position and motion of objects can be described; and heat, light, and sound can be produced. For the earth and space science unifying concept, they will learn that: changes in weather often involve water changing from one state to another; objects in the sky display patterns; and Earth materials include rocks, soil, and water.

Social Studies – Grade 2

The purpose of this course is for pupils to begin building a global perspective by looking at communities in their immediate area, and around the country and world. Pupils study a variety of neighborhoods and the various roles of individuals and families to determine what makes the United States unique. Additionally, pupils explore different patriotic traditions around the world. Pupils are introduced to the economic concepts of consumption and production, the uses of money, and the purpose of financial institutions. Pupils use geographic skills to determine how different communities are influenced by geographic and environmental factors.

Physical Education - Grades 2

The purpose of this course is for pupils to learn about physical education and demonstrate appropriate form. They will identify the physiological signs of moderate physical activity. Pupils will demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination. They will demonstrate a combination of 2 simple weight transfers and balance movements. They will demonstrate locomotor movements in varying directions. They will identify health-related fitness components addressed in selected exercises. They will engage in daily moderate to vigorous structured physical activity. They will perform various structured exercises in a safe manner.

Health – Grade 2

The purpose of this course is for pupils to learn about health and well-being. Pupils will identify health behaviors that impact personal health. They will learn about basic anatomy. They will identify helpful and harmful substances. They will recognize ways to prevent common injuries and hazardous situations. They will identify common elements of the environment that affect personal health including germs causing disease. They will learn how to express needs, wants, and feelings. They will identify how to respond in an unwanted, threatening, or dangerous situation. They will define short and long term health goals. They will develop personal health goals to practice daily health habits. They will identify basic safety measures and how to promote personal and family health.

Music – Grade 2

The purpose of this course is for pupils to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry. They will identify several styles of music from various cultures.

Visual Arts – Grade 2

The purpose of this course is for pupils to learn about the visual arts. They will use different media, techniques, and processes to produce works of art. They will use elements and principles of design to create works of art. They will create artwork that demonstrates choice of subject matter and symbols to communicate meaning. They will identify works of art as belonging to particular cultures, times, or places. They will discuss possible meanings of art.

Computer and Technology – Grade 2

The purpose of this course is to orient pupils into the usage of computers and technology. Pupils will use digital tools to brainstorm and organize new ideas. They will identify patterns and predict possibilities with classroom data using digital tools. They will communicate information and ideas to peers and parents using digital text and illustrations. They will work in a team to solve problems using digital tools. They will recognize that different information sources and digital tools are appropriate for different tasks. They will list potential dangers in digital environments and how to report potentially unsafe situations.

World Language – Spanish – Grade 2

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to count and perform simple arithmetic problems, participate in brief guided conversations, and make simple requests in the Spanish language. They will comprehend brief oral directions, commands, and information. They will present information, concepts and ideas to an audience in Spanish by performing skits, puppet shows or dialogues with limited vocabulary. They will explore verbal and nonverbal communication of the culture including gesture, body language, dance, art, and music. They will explore and recognize the contributions of the Spanish cultures studied.

Reading – Grade 3

The purpose of this course is for pupils to determine the meaning of unfamiliar words in text using their knowledge of structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and various resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills.

English/Language Arts – Grade 3

The purpose of this course is for pupils to generate their own ideas to compose paragraphs using the writing process. They edit their written work. They continue to develop writing skills and may publish their work. Pupils formulate a topic, conduct research, and record information. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Mathematics – Grade 3

The purpose of this course is for pupils to continue to develop their understanding of the number system and place value. Pupils demonstrate immediate recall of addition, subtraction, and multiplication facts and identify, read, and write simple fractions. Pupils model, generate, and solve two-step addition and subtraction problems and one-step multiplication problems. Algebraic reasoning is developed as pupils record and describe how patterns are extended. Variables and open sentences are used to express algebraic relationships. Measurement concepts include appropriate units of measure to the nearest half unit, money notation, time to the nearest minute, and elapsed time to the nearest half hour. In geometry, pupils describe, sketch, and compare plane figures and lines and demonstrate transformational motions. Data is collected and represented graphically through number lines and frequency tables. Informal concepts of probability are expanded.

Science – Grade 3

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science involves asking and answering questions and comparing the answers to what scientist know about the world; and many people, from all cultures and levels of ability, contribute to the fields of science and technology.

For the life science unifying concept, they will learn that: some characteristics are inherited and some are not; living things have specialized structures that perform a variety of functions; there is a variety of ecosystems on Earth and that organisms interact within their ecosystem; and living things can be classified according to physical characteristics, behaviors and habitats. For the physical science unifying concept, pupils will learn that: objects and materials have properties; forces can change the position and motion of an object; and energy exists in different forms. For the earth and space science unifying concept, they will learn about: the water cycle's relationship to weather; the many components of the solar system, including Earth; and that features on Earth's surface are constantly changing by a combination of slow and rapid processes.

Social Studies – Grade 3

The purpose of this course is for pupils to study people who have leadership qualities and who contribute to making change in their community and the world. Pupils learn about the diversity of the world's peoples and cultures and how diversity is reflected. Pupils discuss how entrepreneurs make a difference and learn the economic concepts of income, savings, and interest. Additionally, pupils study the relationships between people and geography; and how geography is applied to real life situations.

Physical Education - Grade 3

The purpose of this course is for pupils to continue learning about physical education. They will utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities. They will apply basic elements to improve personal performance and know how to monitor the physiological changes occurring during moderate physical activity. They will

combine manipulative skills in simple combinations and sequence combinations of more complex weight transfer and balance movements. They will sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness and identify proper warm-up, conditioning, and cool-down techniques and the reason for using them. They will learn about class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.

Health - Grade 3

The purpose of this course is for pupils to continue learning about health and well-being. Pupils will describe the relationship between health behaviors and personal behaviors. They will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will describe ways to prevent common childhood injuries and differentiate between contagious and noncontagious illness/diseases. They will locate resources from home, school, and community that provide reliable health information. They will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will predict how decisions about substance use and abuse have consequences for self and others. They will set a personal health goal and track progress toward its achievement. They will demonstrate behaviors that avoid or reduce health risks.

Music - Grade 3

The purpose of this course is for pupils to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories,

rhymes, and poetry. They will read quarter notes, quarter rests and eighth notes in duple meter
Identify simple elements of music. They will use criteria to evaluate performances and
compositions. They will identify several styles of music from various cultures.

Visual Arts – Grade 3

The purpose of this course is for pupils to learn about the visual arts. They will use different
media, techniques, and processes to produce works of art. They will use elements and
principles of design to create works of art. They will create artwork that demonstrates choice of
subject matter and symbols to communicate meaning. They will identify works of art as
belonging to particular cultures, times, or places. They will discuss possible meanings of art.

Computer and Technology – Grade 3

The purpose of this course is to further develop the pupil's ability of computer and technology
usage. Pupils will create an original, digital work as a form of personal or group expression with
minimal teacher support. They will communicate information and ideas using digital text,
images, and sound. They will describe appropriate media and formats for specific audiences.
They will describe codes of conduct for using technology at the school and the consequences
for breaking those rules.

World Language – Spanish – Grade 3

The purpose of this course is to develop communicative competence in the Spanish language.
Pupils will be able to count and perform simple arithmetic problems, participate in brief guided
conversations, and make simple requests in the Spanish language. They will comprehend brief
oral directions, commands, and information. They will present information, concepts and ideas

to an audience in Spanish by performing skits, puppet shows or dialogues with limited vocabulary. They will explore and recognize the contributions of the Spanish cultures studied.

Reading – Grade 4

The purpose of this course is for pupils to determine the meaning of unfamiliar words while reading text using their knowledge of structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and various resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills.

English/Language Arts – Grade 4

The purpose of this course is for pupil to use the writing process to compose essays and compositions with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph papers to inform or persuade. Pupils also write summaries. Pupils may publish their work. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Mathematics – Grade 4

The purpose of this course is for pupils to read, write, compare, and order whole numbers and fractions, identify and use place value, and recall and use facts. Pupils use estimation as they generate and solve problems. Patterns and relationships are identified, described, and represented numerically and algebraically. Algebraic concepts are expanded to include modeling, explaining, and solving open number sentences. Measurement concepts include area and perimeter, money notation, and elapsed time to the nearest quarter hour. Geometric

concepts are expanded to include symmetry, congruence, and coordinate geometry. Models are used to identify, describe, and classify figures by relevant properties. Data analysis includes collecting and representing information through frequency tables and line plots. Pupils model measures of central tendency for mode and median. Probability experiments are conducted using concrete materials and the results are represented using fractions to make predictions.

Science – Grade 4

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science involves asking and answering questions and comparing the answers to what scientist know about the world; and many people, from all cultures and levels of ability, contribute to the fields of science and technology. For the life science unifying concept, they will learn that: some characteristics are inherited and some are not; living things have specialized structures that perform a variety of functions; there is a variety of ecosystems on Earth and that organisms interact within their ecosystem; and living things can be classified according to physical characteristics, behaviors and habitats. For the physical science unifying concept, pupils will learn that: objects and materials have properties; forces can change the position and motion of an object; and energy exists in different forms. For the earth and space science unifying concept, they will learn about: the water cycle's relationship to weather; the many components of the solar system, including Earth; and that features on Earth's surface are constantly changing by a combination of slow and rapid processes.

Social Studies – Grade 4

The purpose of this course is for pupils continue to build upon their understanding of families, schools, and communities, with an emphasis on Nevada. Pupils learn the story of Nevada and discuss the motivations for coming to and settling here. Additionally, pupils study the crucial relationship between the pioneers and the indigenous peoples of the area. Pupils investigate the past and present political traditions of state and local governments. Pupils identify entrepreneurial activities of Nevadans and discuss their impact on the growth of the state. Pupils study the geographic relationship between humans and the physical environment in Nevada.

Physical Education – Grades 4

The purpose of this course is for pupils to continue learning about physical education and demonstrating age appropriate form. They will utilize vocabulary to differentiate between more complex gamelike strategies. They will apply simple strategies to game like situations. They will perform more technically complex folk, and/or social, dances and identifying the cultural and historical contexts. They will create personal goals related to fitness assessment and identify the health-related components of fitness in various activities. They will utilize proper warm-up, conditioning, and cool-down techniques. They will demonstrate positive responses to challenges, successes and failures in physical activity. They will manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.

Health - Grade 4

The purpose of this course is for pupils to continue learning about health and well-being. They will explain the basic structure, function, and developmental processes of human body systems.

They will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will describe ways to prevent common childhood injuries and differentiate between contagious and noncontagious illness/diseases. They will identify how various sources affect thoughts, feelings and health behaviors and describe ways that technology can influence health and disease. They will locate resources from home, school, and community that provide reliable health information. They will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will develop coping behaviors in response and describe basic first aid procedures and responses to common emergencies.

Music - Grade 4

The purpose of this course is for pupils to continue learning about music. They will sing independently and expressively. They will sing more complex patriotic songs, folk songs, and multicultural selections. They will play rhythmic, melodic, and chordal patterns. Improvise melodic and rhythmic patterns within the context of a musical phrase. They will create music to interpret readings or dramatizations. They will compare and contrast simple elements of music when presented aurally. They will identify by style aural examples from various historical periods, American musical history, and world cultures.

Visual Arts - Grade 4

The purpose of this course is for pupils to continue learning about the visual arts. They will examine how different media, techniques, and processes cause different responses. They will identify and describe possible purposes and/or functions of art. They will create artwork that

demonstrates choice of subject matter and symbols to communicate meaning. They will state preferences for characteristics, merits, and meanings in art.

Computer and Technology – Grade 4

The purpose of this course is to further develop the pupil's ability of computer and technology usage. Pupils will create an original, digital work as a form of personal or group expression with minimal teacher support. They will identify and represent trends and make predictions using classroom data. They will communicate information and ideas using digital text, images, and sound. They will describe appropriate media and formats for specific audiences. They will use digital tools to plan a timeline and track progress for a research project. They will discern between facts and opinions in digital content. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

World Language – Spanish – Grade 4

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to identify common objects after listening to an oral description, tell time, and use the calendar in the Spanish language. They will read combinations of familiar words in short sentences. They will comprehend brief oral directions, commands, and information. They will write familiar words or phrases, including colors, dates, numbers, lyrics of songs and words related to the family and weather. They will learn about important people, holidays, geography, and history of Latin American. They will develop an awareness of cultural diversity.

Reading – Grade 5

The purpose of this course is for pupils to determine the meaning of unfamiliar words in text using structural analysis. Pupils expand their vocabulary and knowledge of words through

context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts – Grade 5

The purpose of this course is for pupil to use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques.

Mathematics – Grade 5

The purpose of this course is for pupils to develop proficiency in using whole number, fractions, and decimals to solve problems. Algebraic reasoning develops as pupils identify, describe, and represent patterns and relationships in the number system and complete number sentences using words and symbols. Measurement is developed as pupils estimate and measure within customary and metric systems, show understanding of perimeter and area, identify equivalent periods of time, and solve problems involving monetary amounts. Spatial sense and geometric concepts are extended as pupils develop an understanding of the relationship between and among two- and three- dimensional figures and represent geometric shapes on a coordinate plane. In data analysis, pupils design surveys to collect, display, and analyze data to make predictions and draw conclusions

Science – Grade 5

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science involves asking and answering questions and comparing the answers to what scientist know about the world; and many people, from all cultures and levels of ability, contribute to the fields of science and technology. For the life science unifying concept, they will learn that: some characteristics are inherited and some are not; living things have specialized structures that perform a variety of functions; there is a variety of ecosystems on Earth and that organisms interact within their ecosystem; and living things can be classified according to physical characteristics, behaviors and habitats. For the physical science unifying concept, pupils will learn that: objects and materials have properties; forces can change the position and motion of an object; and energy exists in different forms. For the earth and space science unifying concept, they will learn about: the water cycle's relationship to weather; the many components of the solar system, including Earth; and that features on Earth's surface are constantly changing by a combination of slow and rapid processes.

Social Studies – Grade 5

The purpose of this course is for pupils to study the development of the nation through Westward Expansion. The focus of study begins with the native inhabitants of the Americas, through the building and expansion of our nation. Pupils examine the impact of Constitutional issues on American society by studying the ideas, documents, and events that were critical to the building of our nation and the foundations of American democracy. Pupils explain how different regions of the United States offer specific resources and income opportunities for

people. Pupils study the diversity of the geographic regions of the United States using a variety of geographic tools and resources.

Physical Education – Grade 5

The purpose of this course is for pupils to continue learning about physical education and demonstrating age appropriate form. They will utilize vocabulary to differentiate between more complex gamelike strategies. They will apply simple strategies to game like situations. They will explain the physiological factors affecting individual differences in physical fitness levels. They will utilize locomotor and nonlocomotor movements in physical activities. They will create and perform sequence, alone or with a group, that combines weight transfer and balance movements. They will demonstrate movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement.

Health - Grade 5

The purpose of these progressively difficult courses is for pupils to continue learning about health and well-being. They will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will identify how various sources affect thoughts, feelings and health behaviors and describe ways that technology can influence health and disease. They will locate resources from home, school, and community that provide reliable health information. They will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will develop coping behaviors in response and describe basic first aid procedures and responses to common emergencies.

Music - Grade 5

The purpose of this course is for pupils to continue learning about music. They will sing independently and expressively. They will sing more complex patriotic songs, folk songs, and multicultural selections. They will play rhythmic, melodic, and chordal patterns. Improvise melodic and rhythmic patterns within the context of a musical phrase. They will create music to interpret readings or dramatizations. They will read whole, half, dotted half, quarter and eighth notes and rests in duple and triple meter. They will compare and contrast simple elements of music when presented aurally. They will construct criteria using standard music vocabulary. They will identify by style aural examples from various historical periods, American musical history, and world cultures.

Visual Arts - Grade 5

The purpose of this course is for pupils to continue learning about the visual arts. They will determine differences between media, techniques or processes in works of art. They will examine how different media, techniques, and processes cause different responses. They will identify and describe possible purposes and/or functions of art. They will create artwork that demonstrates choice of subject matter and symbols to communicate meaning. They will associate a variety of artworks with cultures, times, and places. They will state preferences for characteristics, merits, and meanings in art.

Computer and Technology – Grade 5

The purpose of this course is to further develop the pupil's ability of computer and technology usage. Pupils will create an original, digital work as a form of personal or group expression with minimal teacher support. They will identify and represent trends and make predictions using classroom data. They will communicate information and ideas using digital text, images, and

sound. They will describe appropriate media and formats for specific audiences. They will use digital tools to plan a timeline and track progress for a research project. They will discern between facts and opinions in digital content. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

World Language – Spanish – Grade 5

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to identify common objects after listening to an oral description, tell time, and use the calendar in the Spanish language. They will read combinations of familiar words in short sentences. They will comprehend brief oral directions, commands, and information. They will write familiar words or phrases, including colors, dates, numbers, lyrics of songs and words related to the family and weather. They will learn about important people, holidays, geography, and history of Latin American. They will develop an awareness of cultural diversity.

Reading – Grade 6

The purpose of this course is for pupils to expand reading comprehension skills using structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts – Grade 6

The purpose of this course is for pupils to use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may

publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques

Mathematics – Grade 6

The purpose of this course is for pupils to continue their development of number theory to include fractions, decimals, percents, prime and composite numbers, factors, and rules of divisibility to solve problems. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. Measurement concepts expand to include the use of formulas and ratios to measure circumference, compare unit costs, and determine equivalent periods of time. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event.

Science – Grade 6

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the

physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes.

Social Studies - World History – Grade 6

The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

Physical Education – Grades 6

The purpose of this course is for pupils to continue learning about physical education and refining age appropriate form and skills. They will refine locomotor and non-locomotor movements in a sport setting and refine previously learned manipulative skills. They will accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic. They will identify and demonstrate basic dance steps, positions and patterns from two different theatrical styles and/or traditional styles of dance. They will compare safe and unsafe exercises and demonstrate safe exercise alternatives. They will analyze potential consequences when confronted with a behavior choice. They will work cooperatively within a group to achieve goals in cooperative or competitive situations. They will demonstrate a multicultural physical activity to others.

Reading – Grade 7

The purpose of this course is for pupils to continue expanding reading comprehension skills using structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts – Grade 7

The purpose of this course is for pupils to use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques

Mathematics – Grade 7

The purpose of this course is for pupils to continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Measurement skills include conversions between the customary and metric measurement systems with respect to area and capacity. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations.

Science – Grade 7

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes.

Social Studies - US History – Grade 7

The purpose of this course is to learn about the events leading up to the American Revolution through World War II. Pupils will also briefly review colonial America. Through a thematic approach, pupils identify the relationships among historical eras in the building of a new nation. They explore and evaluate the challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions.

Social Studies - Nevada History – Grade 7

The purpose of this course is for pupils to explore the growth of Nevada from statehood to present day. Pupils will examine the processes of government, regions of the state, and analyze the influence of the availability of natural and human resources on the development of Nevada.

Physical Education – Grades 7

The purpose of this course is for pupils to continue learning about physical education and refining age appropriate form and skills. Pupils will be able to utilize appropriate sport vocabulary and evaluate movement forms for skill improvement. Pupils will recognize physiological benefits of exercise during and after physical activity. They will accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic. They will identify and demonstrate basic dance steps, positions and patterns from two different theatrical styles and/or traditional styles of dance. They will design a personal health-related fitness program based on an accurately assessed fitness profile. They will understand and apply principles of training/ conditioning to regular fitness activities.

Reading – Grade 8

The purpose of this course is for pupils to continue expanding reading comprehension skills using structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts – Grade 8

The purpose of this course is for pupils to use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic,

and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques

Mathematics – Grade 8

The purpose of this course is for pupils to become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Pupils solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Pupils refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Pupils begin to evaluate statistical arguments based on accuracy and validity. Pupils synthesize, generalize, and apply knowledge and strategies to new situations.

Science – Grade 8

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a

variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes.

Social Studies - Geography – Grade 8

The purpose of this course is for pupils to continue to investigate the world using knowledge and skills learned in previous grades. The pupils have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. The pupils will spend time learning more about cultures, history, regions, and the geographic features of the world.

Physical Education – Grades 8

The purpose of this course is for pupils to continue learning about physical education and refining age appropriate form and skills. Pupils will be able to utilize appropriate sport vocabulary and evaluate movement forms for skill improvement. They will understand and apply principles of training/ conditioning to regular fitness activities. They will identify and/or participate in a variety of health related fitness activities in both school and community. They will compare safe and unsafe exercises and demonstrate safe exercise alternatives. They will analyze potential consequences when confronted with a behavior choice. They will work

cooperatively within a group to achieve goals in cooperative or competitive situations. They will demonstrate a multicultural physical activity to others.

Health - Grade 6-8

The purpose of this course is for pupils to learn about health and well-being. Pupils will analyze the relationship between health behaviors and personal health. They will explain the interrelationships of emotional, intellectual, physical, and social health in adolescence. They will learn how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention. They will identify laws and regulations made to protect community health. They will explain how the perceptions of norms influence healthy and risky behaviors. They will examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances. They will explain how local school and public health policies can influence health promotion and disease prevention. They will defend healthy alternatives over unhealthy alternatives when making a decision. They will apply a decision-making process to a significant health issue or problem. They will apply time management strategies and skills needed to attain a personal long-term health goal.

Music – Vocal – Grades 6-8

The purpose of this course is for pupils to refine their vocal music abilities. They will sing with technical accuracy and good breath control throughout their singing ranges. They will sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control. They will sing choral literature written in two and three parts with and without accompaniment. They will sing music representing diverse genres and styles. They will improvise simple melodies and harmonies and compose short pieces using the elements of

music. They will read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. They will develop musical criteria for evaluating the quality and effectiveness of performances and compositions. They will compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.

Music – Instrumental – Grades 6-8

The purpose of this course is for pupils to refine their instrumental music abilities. They will play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument. They will play in large ensembles demonstrating appropriate ensemble technique while following a conductor. They will perform multiple-part ensemble literature. They will play a varied repertoire of instrumental literature representing diverse genres and styles. Improvise simple melodies and harmonies. They will compose short pieces using the elements of music. They will read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. They will develop musical criteria for evaluating the quality and effectiveness of performances and compositions. They will compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.

Visual Arts – Grades 6-8

The purpose of this course is for pupils to refine their visual arts abilities. They will compare and contrast the use of media, techniques, and processes in works of art. They will analyze one's own selection and use of media, techniques, and processes to elicit intended responses. They will discuss why visual characteristics, purposes, and/or functions may be effective in works of

art. They will plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning. They will describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places. They will analyze and generate new meaning of their artwork and the work of others. They will explain how the basic principles of art are similar to principles of other disciplines.

Computer and Technology – Grades 6-8

The purpose of this course is to refine the pupil's ability of computer and technology usage. Pupils will apply existing knowledge to independently generate new ideas, products, or processes with digital tools. They will use digital models and simulations to answer questions or to solve problems. They will use technology to track trends and predict possibilities using evidence, experiments, and collaboration to justify their predictions. They will communicate with digital text, images, sound, and video. They will create digital products in formats appropriately targeted to specific audiences or purposes. They will use digital tools to plan and organize research-based inquiry. They will use digital tools to plan a timeline, track progress, and cite sources for a research project. They will evaluate and compare facts and opinions in digital content sources and describe points of view. They will use multiple digital tools to collect and process data to test theories and hypothesis. They will model legal and ethical behaviors when using information and technology including properly selecting, acquiring, and citing sources. They will explain the value of existing and emerging technologies.

World Language – Spanish – Grades 6-8

The purpose of this course is to develop communicative competence in the Spanish language.

Pupils will be able to talk and write about activities of daily life, give and follow simple oral and written instructions and commands, recognize commonly used verbs and phrases, and participate in structured conversations in a variety of topics. Pupils will be able to tell and write a simple narrative about a personal experience or event. They will be able to recognize the standard rules of usage and grammar. They will demonstrate occasional creativity in the production of language. They will comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. They will read and comprehend phrases, short sentences, written directions and narratives. They will identify important people, holidays, geography, and history of Latin America. They will analyze and compare the writing systems of both the English and Spanish language. They will learn about the cultural differences between the pupil's culture and that of Latin America.

Career and Decision-Making Skills – Grades 7-8

The purpose of this course is to enable pupils to explore careers/career clusters, learn about the decision-making process and study skills. Activities will enable pupils to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Pupils will learn about their interests, values, skills, learning styles and personal and social development.

Attachment 5
Attachment A.3.4

Kindergarten Schedule Rationale:

The kindergarten schedule is designed to prepare students to transition into first grade. Thus blocks of time to focus on specific content areas will be broken down into smaller chunks of learning which incorporate multiple modalities of learning. The Full-day Kindergarten will provide extended opportunities for students to acclimate to the full day schedule of first grade and beyond.

<u>Half-day Kindergarten AM</u>	<u>Beginning</u>	<u>End</u>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading/ Language Arts	8:35 am	9:55 am
Recess	9:55 am	10:10 am
Mathematics	10:10 am	11:10 am
Science/Health/Social Studies (M,W)	11:10 am	11:40 am
Music/Art/PE/Computers/ <u>Spanish</u> (T, TH, F)	11:10 am	11:40 am
End of School		11:40 am
<u>Half-day Kindergarten PM</u>	<u>Beginning</u>	<u>End</u>
Start of school/attendance/announcements	12:05 pm	12:10 pm
Reading/ Language Arts	12:10 pm	1:30 pm
Mathematics	1:30 pm	2:30 pm
Recess	2:30 pm	2:45 pm
Science/Health/Social Studies (M,W)	2:45 pm	3:15 pm
Music/Art/PE/Computers/ <u>Spanish</u> (T, TH, F)	2:45 pm	3:15 pm
End of School		3:15 pm
<u>Full day Kindergarten</u>	<u>Beginning</u>	<u>End</u>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	9:55 am
Recess	9:55 am	10:10 am
Reading	10:10 am	11:10 am
Mathematics	11:10 am	12:10 pm
Lunch	12:10 pm	12:40 pm
Science/Health/Social Studies	12:40 pm	1:15 pm
Language Arts	1:15 pm	2:25 pm
Music/Art/PE/Computers/ <u>Spanish</u>	2:25 pm	3:15 pm
End of school		3:15 pm
<u>First Grade</u>	<u>Beginning</u>	<u>End</u>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading/Language Arts	8:35 am	10:35 am
Science/Health	10:35 am	11:10 am
Recess/Lunch	11:10 am	11:40 am
Mathematics Calendar/Skills	11:40 am	12:00 pm

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

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

Attachment 6

Attachment A.3.5/A.3.7

To foster the academically rigorous environment emphasized in the school's mission, the promotion requirements for the school will exceed the NRS prescribed promotion guidelines. Pupils must meet specific levels of performance in order to be promoted as outlined below. For each pupil who is not meeting grade level performance levels and is at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the pupil's data will be reviewed in conjunction with the parent/guardian and a determination of grade level retention will be made.

- Pupils in grades kindergarten through fifth grade must successfully annually pass the following courses for promotion to the subsequent grade: reading, English language arts, social studies, mathematics, and science.
- Pupils in sixth through eighth grade must successfully annually complete one unit of credit of the following courses for promotion to the subsequent grade: reading, English language arts, mathematics, science, and social studies.

Attachment 7
Attachment A.3.9

OFFICIAL TRANSCRIPT

Mater Academy of Nevada
 A NWAC Accredited Institution
 1234 Some Street
 Las Vegas, NV 890##
 000-000-0000

Student Name: Jane Doe
 Grade: 7 Birthdate: 08/31/1999

	SEM 1	SEM 2	SUMMER	
13-14 Mater Academy				
Reading	A			
English	A			
Science	A			
Mathematics	A			
Physical Education	B			
Computer Literacy	A			
Spanish 1	B			
Beginning Art	B			
13-14 Mater Academy				
Reading		A		
English		A		
Science		A		
Mathematics		A		
Physical Education		B		
Computer Literacy		A		
Spanish 1		B		
Beginning Art		B		
				A - 4.00 CRT
				B - 3.00 Reading
				C - 2.00 Math
				D - 1.00
				F - 0.00
				P - Pass
				WF - With/Fail
				NC - No Credit

Total Units Earned
 Cumulative GPA: 3.89
 Rank: Not Ranked
 Graduated Date:

Signature _____ Date _____

This transcript is only valid when the Mater school seal is placed upon this document.

Attachment 8
Attachment A.3.10

The school will transfer successfully completed student credits to another school, whenever a pupil transfers to another school and/or upon the request of the Clark County School District or another school district. A transfer of credits to another school in or out of Nevada is applicable since the School will deliver a standards based curriculum that is aligned to the Common Core and Nevada State Standards by grade level.

Attachment 9
Attachment A.3.11

As stated in Mater Academy’s Educational Philosophy (A.1.4), “teaching and learning should be personalized to the maximum feasible extent.’ In order to do this, teachers in collaboration with the principal should decide the details of the course of study, and the choice of specific materials and pedagogies to effectively meet the needs of their student.”

In addition, textbooks may not adequately provide the intended curriculum. For example, several Nevada schools adopted McGraw-Hill’s Lead 21 textbooks (2011), and subsequently discovered that the phonics was grossly lacking. Accordingly, many school’s transitioned into McGraw-Hill’s Wonders textbooks (2013). The principal and faculty need to have the discretion to choose their textbooks to select the best curriculum for specific student needs.

The textbooks will be chosen at the discretion of the principal and faculty to allow for the flexibility of keeping the textbooks current. Texts will be aligned to Common Core and Nevada State Standards.

Texts to be used may include but are not limited to the following:

Kindergarten			
Math	Investigations	Pearson Prentice Hall	2012
Reading/ELA	Reading Wonders	McGraw Hill	2014
Science	Interactive Science	Pearson Prentice Hall	2012
Social Studies	Our World Now and Long Ago	Houghton Mifflin	2011
First Grade			
Math	Investigations	Pearson Prentice Hall	2012
Reading/ELA	Reading Wonders	McGraw Hill	2014
Science	Interactive Science	Pearson Prentice Hall	2012
Social Studies	A Child’s View	Houghton Mifflin	2011
Second Grade			
Math	Investigations	Pearson Prentice Hall	2012
Reading/ELA	Reading Wonders	McGraw Hill	2014
Science	Interactive Science	Pearson Prentice Hall	2012
Social Studies	People We Know	Houghton Mifflin	2011
Third Grade			
Math	Investigations	Pearson Prentice Hall	2012
Reading/ELA	Reading Wonders	McGraw Hill	2014
Science	Interactive Science	Pearson Prentice Hall	2012
Social Studies	Our Communities	Houghton Mifflin	2011
Fourth Grade			
Math	Investigations	Pearson Prentice Hall	2012
Reading/ELA	Reading Wonders	McGraw Hill	2014
Science	Interactive Science	Pearson Prentice Hall	2012
Social Studies	States and Regions	Houghton Mifflin	2011
Fifth Grade			
Math	Investigations	Pearson Prentice Hall	2012
	Springboard Math 1	College Board	2011
Reading/ELA	Reading Wonders	McGraw Hill	2014

Science	Interactive Science	Pearson Prentice Hall	2012
Social Studies	The United States	Houghton Mifflin	2011
Sixth Grade			
Reading	Literature-Language and Literacy	Pearson Prentice Hall	2010
English	Springboard ELA 1	College Board	2011
Science	Integrated ;Science Course 1	McGraw-Hill	2012
Math	Springboard Math 1	College Board	2011
World History	Discovering Our Past: A History of the World	McGraw-Hill	2011
Health	Health and Wellness	McGraw-Hill	2005
Spanish I	Realidades A	Pearson Prentice Hall	2011
Seventh Grade			
Reading	Literature-Language and Literacy	Pearson Prentice Hall	2010
English	Springboard ELA 2	College Board	2011
Science	Integrated ;Science Course 2	McGraw-Hill	2012
Math	Springboard Math 2 Springboard Math 3	College Board	2011
US History/ Nevada History	The American Journey/ Nevada, A Journey of Discovery	McGraw-Hill/ Gibbs-Smith Education	2012 2005
Health	Health and Wellness	McGraw-Hill	<u>2005</u>
Spanish I Spanish II	Realidades A Realidades B	Pearson Prentice Hall	2011
Eighth Grade			
Reading	Literature-Language and Literacy	Pearson Prentice Hall	2010
English	Springboard ELA 3	College Board	2011
Math	Springboard Math 3 Springboard Algebra	College Board	2011
Geography	Exploring Our World	McGraw Hill	2010
Science	Integrated ;Science Course 3	McGraw-Hill	2012
Health	Health and Wellness	McGraw-Hill	2005
Spanish I Spanish II Spanish III	Realidades A Realidades B Realidades 2	Pearson Prentice Hall	2011

Attachment 10
Attachment A.4.1

In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. Other of forms of assessment and data collection will include the State standardized assessment. At this time, it is expected that the assessment will be provided by the Smarter Balanced Assessment Consortium. However, this is contingent upon funding and the Governor of Nevada's willingness to remain in the Smarter Balanced Assessment Consortium. Mater Academy of Nevada will administer whichever assessment is identified to be utilized within the State's accountability system.

Teachers will provide a variety of assessments to determine student growth and progress monitoring. School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes;
- Unit assessments and chapter tests;
- Class projects and/or investigations based on focus lessons; and/or
- Class participation rubrics.

The school will select a commercially available standardized instrument, such as AIMSweb Curriculum-Based Measurement or Renaissance Learning's STAR Assessment to regularly monitor students. *(According to Mater Academy of Nevada's Education Philosophy, the principal and faculty will select the commercially available assessment that best fits the needs of their students. Examples of such assessments are included herein.)* Should the school select AIMSweb, all students will be assessed three times per year for universal screening (early identification) and general education progress monitoring using the online computer program AIMSweb. This program will allow the school to monitor at-risk students monthly, evaluate the effectiveness of instructional strategies, write individualized pupil goals and provide a system to report results to students, parents, teachers

and administrators. Should the school select Renaissance Learning’s STAR Assessment; all students will be initially evaluated. Students who are performing above grade level will be subsequently assessed on a monthly basis. Students performing at grade level will be subsequently assessed every two weeks. Students performing below grade level will be subsequently assessed weekly. Both AIMSweb Curriculum-Based Measurement and Renaissance Learning’s STAR Assessment track students over time and thus are appropriate instruments for the School to monitor its third goal listed in A.2.1.

In addition, the school will comply with all required state assessments and administration dates will be aligned with schedules provided by the Nevada Department of Education, and any other authority as may be applicable.

Nevada Testing Calendar for the Year 2014-2015 TBD

Program	Grades	Testing Windows/Dates
CRT*/<u>SBAC</u>	3-8	150 th day of instruction, +/-10days
CRT: Science	5 and 8	
NAA: Reading and Math	3-8	February 4 - April 3
NAA: Science and Writing	3-8	
ACCESS	K-8	March 4 - May 17
NAEP	4 and 8	January 24 - March 4

Beginning in its inaugural year, educators will be professionally developed to receive tools and resources to ensure their ability to begin to instruct and monitor student achievement in the Nevada Standards and Common Core Standards (A.3.13)
*In the school year 2013-2014, Common Assessments aligned to the CCSS will be field-tested across the SMARTER Balanced Assessment Consortium member states, if funded.
*In the school year 2014-2015, the SBAC Common Assessments will be operational and included in Nevada’s system of accountability, if funded.

Additional assessment information regarding the implementation of non-mandated assessments and the school’s approach to assessments is respectively found in sections A.4.2 and A.4.3.

Attachment 11
Attachment A.5.1

Start Date: 08/25/14
End Date: 06/04/15

	Mon	Tue	Wed	Thu	Fri	School Days	Accumulated School Days
August 2014			20 Teacher Return	21 Teacher Workday	22 Teacher Workday		
	25 Classes Begin	26	27	28	29	5	
						5	5
Sept 2014	1 DH	2	3	4	5	4	
	8	9	10	11	12	5	
	15	16	17	18	19	5	
	22	23	24	25	26	5	
	29	30				2	
						21	26
Oct 2014			1	2	3	3	
	6	7	8	9	10	5	
	13	14	15	16	17	5	
	22	21	22	23	24	5	
	27	28	29	30 PD	31 DH	3	
						21	47
Nov 2014	3	4	5	6	7	5	
	10 DH	11 DH	12	13	14	3	
	17	18	19	20	21	5	
	24	25	26	27 DH	28 DH	3	
					16	63	
Dec 2014	1	2	3	4	5	5	
	8	9	10	11	12	5	
	15	16	17	18	19	5	
	22 WB	23 WB	24 WB	26 WB	27 WB		
	29 WB	30 WB	31 WB				
						15	78

	Mon	Tues	Wed	Thurs	Fri		Accumulated School Days
Jan 2015				1 WB	2 WB		
	5	6	7	8	8	5	
	12	13	14	15	16	5	
	19 DH	20 PD	21	22	23	3	
	26	27	28	29	30	5	
						18	96
Feb 2015	2	3	4	5	6	5	
	9	10	11	12	13	5	
	16 DH	18	19	20	21	4	
	23	24	25	26	27	5	
					19	115	
Mar 2015	2	3	4	5	6	5	
	9	10	11	12	13	5	
	16	17	18	19	20	5	
	23	24	25	26	27 PD	4	
	30 SB	31 SB					
					19	134	
April 2015			1 SB	2 SB	3 SB		
	6	7	8	9	10	5	
	13	14	15	16	17	5	
	20	21	22	23	24	5	
	27	28	29	30		4	
						19	153
May 2015					1	1	
	4	5	6	7	8	5	
	11	12	13	14	15	5	
	18	19	20	21	22	5	
	25 DH	26	27	28	29	4	
						20	173
June 2014	1	2	3	4	5	5	
	8	9 Last Day	10 CD	11 CD	12 CD	2	
						7	180

Key**PD**-Professional Development**WB**-Winter Break**SB**-Spring Break**CD**-Contingency Day**DH**-District Holiday**School Holidays**

Labor Day 09/01/14

Nevada Day 10/31/14

Veterans Day 11/10-11/11/14

Thanksgiving Day and Family Day 11/27-11/28/14

Winter Break 12/22/14-01/02/15

Martin Luther King Jr. Day 1/19/15

Presidents' Day 2/16/15

Spring Break 03/30-04/3/15

Memorial Day 5/25/15

Notable Days

Start of school year: 08/25/14

End of first grading period: 10/24/14 (44 days)

End of second grading period: 1/16/15 (45 days)

End of first semester: 01/16/15 (89 days)

End of third grading period: 03/27/15 (48 days)

End of fourth grading period: 06/09/15 (43 days)

End of school year 06/09/15 (180 days)

Attachment 12

Attachment A.6.3

Pursuant to the Educational Philosophy, Sizer's 7th principal is that the school will "establish a tone of un-anxious expectations, decency, and trust." The school's discipline policy aims to establish that culture which enables students to improve their academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in every student's self-efficacy.

Students are expected to show respect for themselves and others. Each classroom has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together. Students must foster a mutual respect for one another.

The rules, regulations and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. Methods of positive reinforcement/rewards and/or loss of privileges will be utilized as described in our discipline philosophy (A.6.2). Administration will make the final decision on disciplinary actions.

The school will adopt the Nevada Code of Honor which provides a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

Expectations of behavior apply to every student:

1. who is on the school property
2. who is in attendance at school or any school-sponsored activity
3. whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in school.

Types of Disciplinary Action:

1. Verbal reprimand;
2. Teacher or counselor and student conference
3. Written reprimand/referral
4. Administrator and student conference
5. Contact with parent
6. Loss of privileges
7. Detention - student will be issued a morning or afternoon detention to be served in school
8. Work Duty on Campus - student is assigned to a designated staff member to engage in active work such as cleaning, picking up, and organizing.
9. In-School Suspension - removal from class
10. Out of School Suspension - absence from school - student is not allowed on school grounds or at any school-related function.
11. Expulsion - student removed from school for the remainder of the school year.

Mater Academy 's (Nevada) disciplinary philosophy is one of Positive Behavioral Support. The goal of Positive Behavioral Support is to encourage appropriate behaviors through the use of positive reinforcement techniques in order to reduce further disciplinary consequences. Students that are struggling with appropriate behavior will be monitored frequently through the use of individual behavior plan/contract. Since inappropriate behavior is a reflection of a multitude of variables from life at home to school, it is important to understand all aspects contributing to the inappropriate behavior.

Since each child has different social and emotional needs, it is vital that the behavior plan be unique to those needs. The overarching goal of utilizing a positive behavioral support philosophy is to reduce the number of expulsions and suspensions that often serve as a gateway to the justice system.

However, there are circumstances which necessitate further consequences and disciplinary response. Determination of disciplinary actions will be made by the administration after careful review of specific incidents. Disciplinary referrals will be issued at the discretion of the administration. The decision regarding the consequence will be based on circumstances unique to each individual incident of inappropriate behavior. Factors such as the cause and severity of the offense, the pupil's attitude, length of time since the last incident, and the pupil's past behavior records may influence the disciplinary action to be taken. A good record of behavior can result in the administration of minimal disciplinary actions while the student who is more frequently involved in problem behavior can expect more severe consequences. A single incident of severe inappropriate behavior may require the application of a more severe consequence. Crimes such as arson, assault/battery on a school employee, possession of drugs/alcohol, immoral conduct, and possession of a weapon are grounds for expulsion.

When a student receives a consequence of suspension (either in-school or outdoor) or recommendation for expulsion, the parent(s) or guardian(s) will be provided in writing such notice. The student will be afforded an opportunity to his explain his or her conduct. The parent(s) or guardian(s) will have an opportunity to appeal said decision with the school administrator. No student will be suspended, expelled, or otherwise removed from the school without the parent's consent, except for reasons for expulsion and suspension stated in Nevada public school law. Students cannot be removed from the school against the parent's wishes for offenses that fail to meet the standard for expulsion or suspension identified in Nevada law.

When inappropriate behavior violates law, school officials will take appropriate disciplinary action as well as make a referral to law enforcement and Clark County Juvenile Justice Services

authorities for criminal misconduct. Any action law enforcement authorities might take such as a citation or arrest is separate from any action taken by the school. If the student is arrested, law enforcement officials may transport the student to the Clark County Juvenile Detention Center. In accordance with juvenile court practices, the parent is notified by the Clark County Juvenile Justice Services personnel when a child is detained.

Items Permitted/Not Permitted in School

Students are expected to bring school supplies listed on the official school supply list, homework, lunch money or lunch from home and any other items requested by the teacher. Students are not permitted to bring toys, games or other items not of value to the learning process.

The school will not be responsible for any lost or stolen items brought to school or that may have been taken away by school personnel. Students who violate this policy may be issued a disciplinary referral. In addition, electronic devices used in violation of the Code of Student Conduct will be confiscated and will remain in the office until the end of the following day after which a parent or guardian must come to the office to retrieve it. The school is not responsible for any inconvenience this may cause.

Wireless Communication Devices

Wireless communication devices include two-way communication devices, including cellular phones, mobile phones, beepers, pagers, portable computers, personal organizers, and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student should not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device. The following rules must be followed regarding the possession, use, and display of wireless communication devices:

- ◆ Students may possess, display and use wireless communication devices before or after the instructional day.

- ◆ Students shall avoid classroom disruptions, by not displaying, using, or activating wireless communication devices during the instructional day, unless such use is deemed educational and authorized by the teacher. This includes during class, in the library, during lunch breaks, during class changes and during any other structured activity.
- ◆ Students must ensure that devices are turned off during the instructional day.
- ◆ Students shall not use wireless communication devices while being transported on a school bus.
- ◆ Students must conceal wireless communication devices in a backpack, pocket, purse or other container during the instructional day.
- ◆ The school is not responsible if a student's wireless communication device is lost or stolen.

Attachment 13
Attachment A.6.4

When an absence is considered truancy?

When a pupil is absent from school without a valid excuse, did not secure prior permission for the absence or did not make-up the class work for an excused absence, the absence is unexcused. In addition, failure to provide an excuse within three (3) school days will result in an unexcused absence. In accordance with NRS 392.130, an unexcused absence is deemed truancy.

What happens if a pupil continues to be truant?

Pursuant to NRS 392.140, when a pupil exceeds ~~three (3)~~ ~~two (2)~~ unexcused absences (truancies), the pupil is declared a habitual truant ~~and the school must report the pupil to the local law enforcement agency to file an educational neglect complaint (Child Protective Services) for elementary pupils or the issuance of a truancy citation for secondary pupils.~~ Typically, declaring a student habitually truant will allow the school to focus more attention to the individual student's attendance pattern. Mater Academy (Nevada) intends to provide interventions with the family to reduce unexcused absences. After the student's first unexcused absence, a parent conference will be held to determine what types of interventions the family may need. After a student is declared habitually truant, the school will determine what additional interventions the family may need. The family may be referred to outside resources such as social services. An intervention plan will be developed with the family with the goal of reducing truancy. For example, parents may be referred to a Reset Your Life, an organization that provides counseling and mentoring services for families.

In addition, if a student continues to be habitually truant and accumulates more than 20 unexcused absences the student may be retained. However, it is the goal of Mater Academy (Nevada) to work with the families to reduce unexcused absences so that students will be successful.

What are the consequences for being cited as a habitual truant?

Elementary school truancy violations will be referred to the Child Protective Services (CPS) for investigation. The possible consequences that may be imposed for secondary pupil violators are as follows: first offense supervision by a probation officer or warning; second offense court appearance, eight to sixteen hours of community service at the school of attendance, suspension of the pupil's driver's license for 30 days-6 months or a delay of 30 days from the date a pupil can apply for a first-time license and a \$100 fine. The consequences for a secondary school pupil who is issued a misdemeanor truancy citation cannot be appealed through the school.

What happens if the habitually truant pupil is cited again for truancy?

Another misdemeanor citation may be issued to the secondary school pupil. The consequences for subsequent citations – assigned additional hours of community service, court assigned curfew and/or house arrest, 60 days—1 year suspension of driving privileges, suspension of work permit and \$200 fine. In addition, if the parent/guardian, to whom notice of the habitual truancy has been given, fails to prevent the child's subsequent truancy within that school year, the parent/guardian is guilty of a misdemeanor.

Parents/guardians of habitually truant elementary pupils who do not attempt to ensure their children's regular attendance at school will be referred to Child Protective Services for investigation or educational neglect or to law enforcement for possible issuance of a misdemeanor citation.

Attachment 14
Attachment A.6.5

Regular attendance at school is a necessity if pupils are to achieve to their fullest potential. Parents/Guardians are urged to work with school personnel to resolve issues that may interfere with their child's school attendance.

Who must attend school?

Pursuant to Nevada revised Statute (NRS) 392.040, pupils between the ages of 7 and 17 years of age must enroll and attend school for the entire time the school is in session. Pupils who are 6 years of age must attend school, if enrolled, for the entire time the class in which they are enrolled is in session. Enrolled pupils who are 17 years of age are subject to the state truancy laws until they reach their eighteenth birthday. All pupils enrolled must follow the rules of the school including those relating to school attendance.

What is the procedure that should be followed after an absence?

Pupils who have been absent must provide notice from the parent/guardian to the school explaining the reason for the absence within three (3) school days after their return from the absence.

Parent/Guardian explanations should include the following information:

1. The first and last name of the pupil;
2. The date(s) the pupil was absent
3. The reason the pupil was physically or mentally unable to attend, how the absence was related to the pupil's disability, or the nature of the emergency. This must be in e-mail or written form.

The principal/designee will determine whether the absence is classified as excused or unexcused. Pupils or parents/guardians are allowed three school days after the return from a pupil's absence to request homework. Schools must provide at least three school days for the assignment to be completed and submitted.

What happens if notification regarding the absence is not provided to the school within three (3) school days?

If an acceptable explanation of the absence is not provided within three school days, the absence is unexcused and, in accordance with NRS 392.130, is deemed a truancy.

How do parents/guardians arrange an absence?

Parents/guardians must submit a written request to the school prior to the absence(s). The maximum number of pre-arranged absences is 10 per school year. Forms to request a pre-arranged absence are available at the school.

What happens if a pupil is late to school or class?

Pupils who are late are marked tardy. Secondary pupils who miss more than 30 minutes of any class period are counted absent for that period only.

What is the limitation of absences?

The limitation of absences for elementary pupils is twenty (20) unexcused total absences per year. The limitation of absences for secondary pupil is ten (10) unexcused total absences per semester. Pre-arranged absences in excess of 10 during the school year and any pre-arranged absences for which the makeup work was not completed and submitted, as required by the teacher, count toward the limitation of absences.

What are the consequences for exceeding the limitation of absences?

Elementary pupils may be retained in the current grade. Secondary pupils will not receive credit for any course in which the limitation of absences has been exceeded. For secondary pupils, the school is required to provide written documentation to pupils and parents/guardians regarding options for making up deficient credits.

Is there an appeal process to address possible retention and denial of credit?

The school is required to provide a written copy of the appeal process procedures to parents/guardians. If a parent/guardian believes that extenuating circumstances, issues that may have led to the excessive absence and/or mistakes in the record have been made, the parent may appeal to the principal/designee.

Attachment 15
Attachment A.7.3

School Name	Grade Level	Zip	Students Enrolled	%LEP	%IEP	%FRL	violent incidents	%Student Trancienc	% of teachers	Classification	Designation	Reading PL1+PL2	Writing PL1+PL2	Math PL1+PL2	Science PL1+PL2	
Adams	ES	89110	568	24.6	14.4	58.3	2	21.7	4	Did Not Make Adequate Yearly Progress	Watch	32%	76%	28%	36%	
Bracken	ES	89101	504	33.3	5.6	57.6	2	8.8	0	Made Adequate Yearly Progress	High Achieving-Growth	13%	32%	5%	7%	Magnet for Math and Science
Brookman	ES	89030	689	29.5		52.7	0	19.6	6.1	Demonstrated Adequate Yearly Progress	In Need of Improvement (Year 3-Hold)	35%	42%	28%	44%	
Cahlan	ES	89101	845	69.5	4.7	99.8	0	30.5	5.1	Demonstrated Adequate Yearly Progress	In Need of Improvement (Year 1-Hold)	49%	73%	27%	60%	
Cambeiro, Arturo	ES	89101	593	63.9	11.1	98.5	1	36.3	0	Did Not Make Adequate Yearly Progress	In Need of Improvement (Year 2-Hold)	62%	75%	58%	83%	
Crestwood	ES	89104	721	59.1	9.6	84.3	2	31.3	8.6	Did Not Make Adequate Yearly Progress	In Need Of Improvement (Year2)	44%	75%	28%	64%	
Diaz, Ruben	ES	89110	721	57.7	11.7	98.3	0	33.1	0	Did Not Make Adequate Yearly Progress	In Need Of Improvemenet (Year 2)	55%	69%	38%	72%	
Earl, Ira	ES	89110	852	56.6	10.3	99.8	1	33.2	6.8	Did Not Make Adequate Yearly Progress	In Need of Improvement (Year 6)	55%	64%	47%	60%	
Edwards	ES	89110	607	59.6	7.7	100	0	32.4	3.1	Did Not Make Adequate Yearly Progress	In Need Of Improvement (Year4-Hold)	55%	56%	38%	54%	
Gragson	ES	89110	820	55	7.7	83.2	1	29.1	2.4	Demonstrated Adequate Yearly Progress	In Need of Improvement (Year 2- Hold)	32%	61%	24%	43%	
Heweston	ES	89101	938	61.6	7	100	6	28.9	0	Demonstrated Adequate Yearly Progress	Adequate	25%	49%	12%	44%	
Hollingsworth	ES	89101	681	52.6	10.4	97.2	1	48.6	5.6	Demonstrated Adequate Yearly Progress	In Need of Improvement (Year 6-Hold)	60%	56%	38%	37%	
Keller	ES	89110	765	42.4	6.7	83.3	2	31.6	2.7	Did Not Make Adequate Yearly Progress	Watch	43%	52%	30%	48%	
Long	ES	89104	762	51	11.3	80.3	0	35.2	2.6	Demonstrated Adequate Yearly Progress	In Need of Improvement (Year 5-Hold)	44%	58%	33%	61%	
Lunt	ES	89101	671	64.4	13.6	99.1	1	29.5	8.8	Did Not Make Adequate Yearly Progress	In Need of Improvement (Year 4)	65%	71%	51%	64%	
Moore	ES	89110	670	54.9	13.9	85.2	2	34.6	8.6	Demonstrated Adequate Yearly Progress	In Need of Improvement (Year 5-Hold)	49%	66%	44%	61%	

Attachment 15
Attachment A.7.3

Park	ES	89104	818	51.5	8.3	85.1	0	40.7	4.8	Demonstrated Adequate Yearly Progress	In Need of Improvement (Year 1-Hold)	36%	85%	23%	42%
Rundle	ES	89110	699	41.1	11.4	81.3	1	40	5	Did Not Make Adequate Yearly Progress	In Need of Improvement (Year 8)	34%	72%	42%	61%
Stanford	ES	89110	551	32.3	17.1	73.7	3	27.1	10.7	Did Not Make Adequate Yearly Progress	In Need of Improvement (Year 7)	29%	40%	16%	45%
13475															
Fremont	MS	89104	941	28.9	11.8	89.5	61	21	10/4.5	Demonstrated AYP	In Need of Improvement (Year 6-Hold)	62%	67%	49%	68%
Keller	MS	89110	1287	34.7	9.9	69.9	97	28.1	23.8/17/20/5.9	Did Not Make Adequate Yearly Progress	In Need of Improvement (Year 8-Hold)	55%	56%	37%	56%
O'Callaghan	MS	89110	1458	14.4	9.3	75.7	93	26	5.9/5	Demonstrated AYP	In Need of Improvement (Year 8-Hold)	53%	56%	40%	59%
Robinson	MS	89110	1143	27.7	8.8	92.2	69	32	25.7/14.8	Did Not Make Adequate Yearly Progress	In Need of Improvement (Year 9)	57%	60%	45%	61%
4829															
18304															

Attachment 16
Attachment A.7.5

The school will market via multiple modes to ensure that families of at-risk students and ~~Limited English Proficient~~ English Language Learners students are informed of their educational options. A grassroots recruitment campaign is especially important for at-risk students because it may be more difficult for their families to be aware of their educational options. A grassroots marketing campaign includes: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media, building relationships with community groups, and a “door to door” approach.

Materials like flyers, mailer, advertisements, etc will be produced in Spanish and English. In addition, Mater’s Committee to Form (CTF) will build relationships with community groups for example the Latin Chamber of Commerce, Urban League, community centers, among others. In partnership with community organizations,-informational events at open forums such as community centers, parks, and libraries will be held to inform the public and key to successful recruitment.

In addition, the grassroots marketing campaign will use a “door to door” type of approach. The Mater Committee to Form has several board members that are invested in the community and improving educational options. The parent representative on the CTF, Maricela Solis is a parent of school age children that lives in the target community. Both her and her neighbors are unhappy with the public schools that their children attend. Ricardo Jasso, grew up in the community, and also sees a need for change and choice. In addition, the remaining have lived or worked in the community and have a vested interested in improving the public education available to the community. The CTF members understand the culture of the community, and what is needed to educate the community on school choice. One target strategy to recruit families to Mater Academy of Nevada is living room chats and small meetings. These small group meetings and living room chats will be used to educate and recruit students by providing information on what a charter school is and use pictures, information, and data from the Mater system in Florida to show the success of the school with at-risk students.



Mater Academy of Nevada

Response to Intervention Procedures Manual

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Overview of Response to Intervention

Response to Intervention (RtI) is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991).

In addition, The National Association of State Directors of Special Education in 2005 defined RtI as the practice of:

- (1) providing **high-quality instruction/intervention** matched to student needs and
- (2) using **learning rate** over time and level of performance
- (3) to make **important educational decisions** to guide instruction.

RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. It is “data-based decision making” applied to education.

The essential components of RtI include:

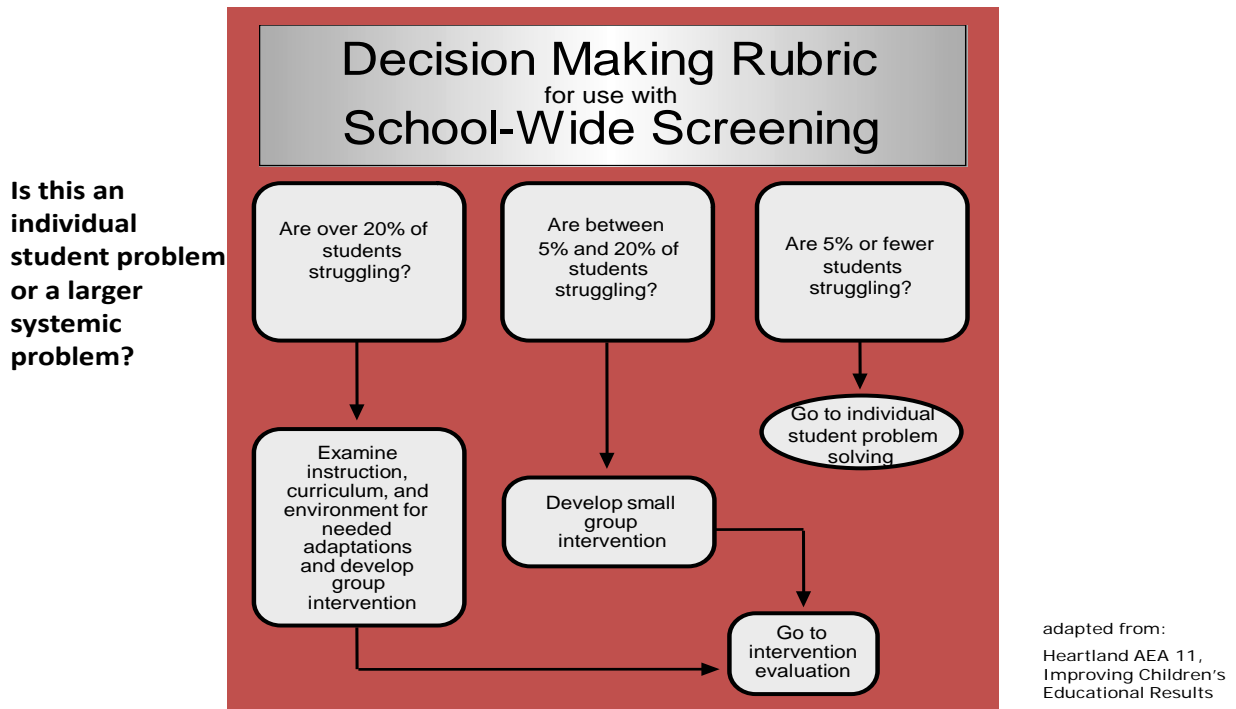
- Multiple tiers of evidence-based instruction service delivery
- A problem-solving method designed to inform the development of interventions
- An integrated data collection/assessment system to inform decisions at each tier of service delivery

RtI Academics and Core Principles

RtI is comprised of core principles that represent recommended RtI practices (Mellard, 2003). These core principles represent systems that must be in place to ensure effective implementation of RtI systems and to establish a framework to guide and define the practice. The following are Response to Intervention core principles.

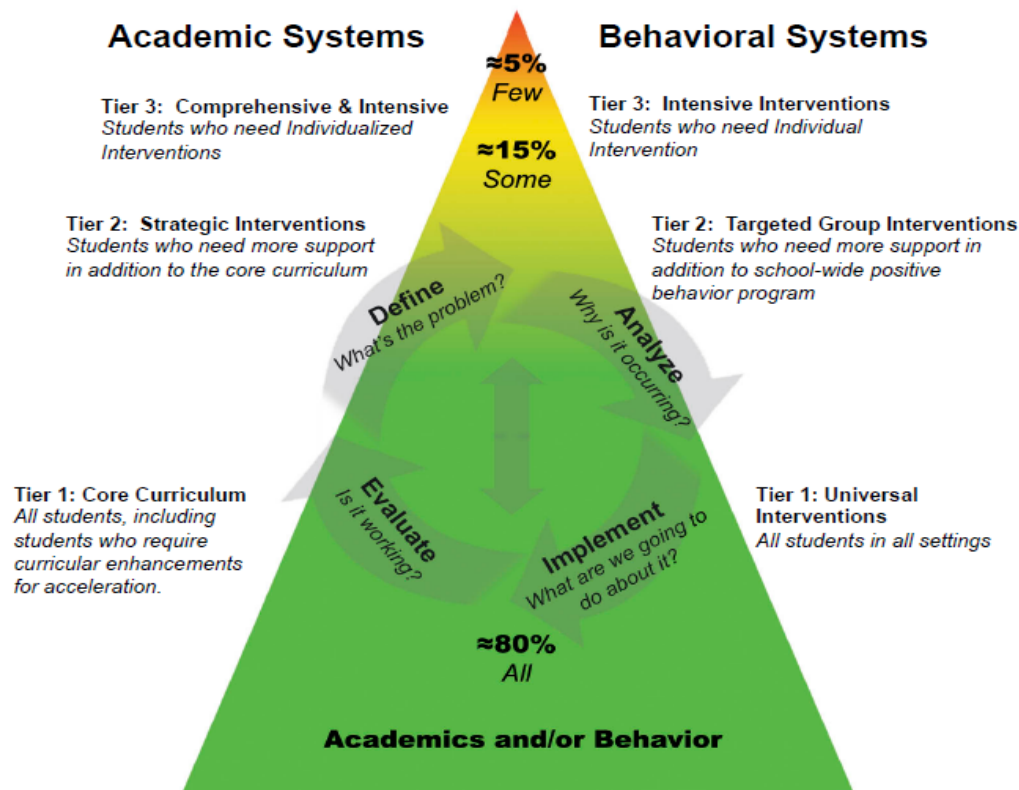
- 1. Use scientific, research-based interventions/instruction.** The critical element of RtI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.
- 2. Monitor core curriculum classroom performance.** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or other standardized assessments.
- 3. Conduct universal screening/benchmarking.** School staff will conduct universal screening in core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within an RtI system and helps educators and parents identify students early who might be "at-risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk."

Problem Identification: What is the problem?



4. **Use a multi-tier model of service delivery.** The RtI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. MaterAcademy of Nevada has adopted a three-tier approach.

In the RtI system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tier 1. Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier.



5. Monitor intervention progress frequently. In order to determine if the intervention is working for a student, the RtI Teams must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the RtI Teams whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.

6. Implement all instruction with fidelity. Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful RtI systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., Principal's Walk Through and observation data).

The Problem Solving Process

Problem Solving is a data-based decision making process that is used to identify needed interventions for students in Tiers 1, 2, and 3. Decisions are made by different RtI Teams that are composed of individuals who are qualified to make important educational decisions and to determine the allocation of resources. As a general rule, the composition of an RtI Team changes by adding specialists' expertise as services are delivered from tier to tier. Whether the team is the school leadership team, teacher team, or multidisciplinary (individual) problem solving team, the problem solving process is applied in a systematic process in order to analyze the data. The Problem Solving Method is simply an organized way for the team to make decisions using available data.

- ▶ The School-based Leadership Team uses the Problem Solving Process to inform decisions concerning school wide implementation of all areas of Response to Intervention, including changes to instruction, curriculum, and environment.
- ▶ The Teacher Data Team uses the Problem Solving Process to inform decisions about grade level and classroom level progress in the core curriculum (tier 1 progress), as well as intervention grouping. The Problem Solving Process helps the team use their time efficiently and increases the probability that the right instructional or intervention decision will be made the first time.
- ▶ The Individual Problem Solving Team (IPST) uses the Problem Solving Process to inform decisions about individual student academic and/or behavioral deficits.

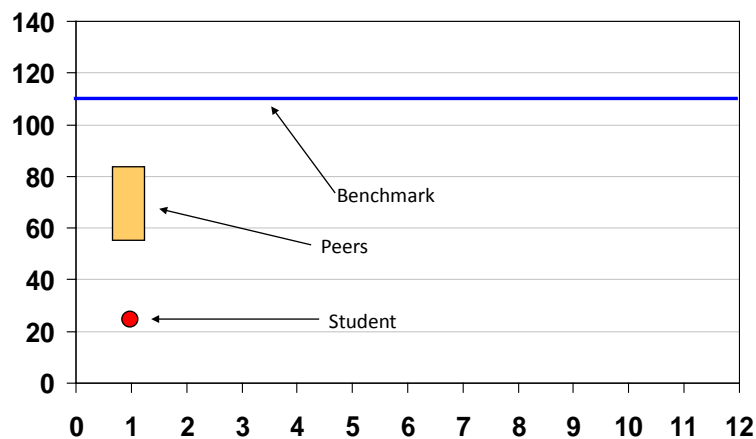
The following four steps can be applied to any type of RtI meeting and documented:



1. Define the Problem

- ▶ The problem should be stated in objective measurable terms.
- ▶ The defined problem must focus on teachable skills.
- ▶ A problem is defined by the difference between what was measured and what was expected.
- ▶ To determine the extent of the problem, the expected benchmark for the assessment must be known.
- ▶ Once the benchmark is known, a comparison is made between the grade level, class average, and possible individual student average. This information will determine if the problem should be addressed as a Tier 1, Tier 2, or Tier 3 concern.

Problem ID Review Individual Student Data



(Ex: This problem needs to be addressed for both an individual student and an entire grade level.)

2. Analyze the Problem

- ▶ Ask “Why is the problem occurring?”
- ▶ What are all of the relevant hypotheses?
- ▶ Use all available information to confirm your hypothesis. This includes looking at the whole picture of **ICEL**, a process for considering the interaction between the **I**nstruction, **C**urriculum, **E**nvironment, and **L**earner domains. It is possible that more data might be needed in one or more domains to support hypothesis generation.

Domains for Hypotheses

HYPOTHESIS DOMAINS	Examples
I Instruction	Frequency of interaction, Reinforcement, Presentation Style
C Curriculum	Difficulty, Presentation, Length, Format, Relevance
E Environment	Peers (Expectations, Reinforcement, Values, Support), Classroom (Rules, Distractions, Seating, Schedule, Physical Plant), Home/Family Support
L Learner	Skills, Motivation, Health

ICEL Domains (examples)

INSTRUCTION

- instructional decision-making regarding selection and use of materials, placement of students in materials
- differentiation according to student needs
- frequency of interaction/reinforcement
- clarity of instructions
- communication of expectations and criteria for success (behavioral and academic)
- direct instruction with explanations and criteria for success (behavioral and academic)
- sequencing of lessons designs to promote success
- variety of practice activities (behavioral and academic)

CURRICULUM

- long range direction for instruction
- instructional materials
- arrangement of the content/instruction
- pace of the steps leading to the outcomes
- stated outcomes for the course of study
- general learner criteria as identified in the school improvement plan and state benchmarks (behavioral and academic)

ENVIRONMENT

- positive learning climate
- physical arrangement of the room
- furniture/equipment – floor plan design matches instructional focus
- clear classroom expectations and classroom management plans
- peer interaction, expectations, reinforcement, support
- schedule
- task pressure
- home/family/community support in the classroom

LEARNER

- skills
- motivation
- health
- prior knowledge

Problem Solving Plan for Student Success ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION Domain:

1. Is effective instruction being provided in all critical areas related to this concern?
2. Is enough instructional time being allocated to ensure student success?
3. Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

CURRICULUM: Questions to consider when evaluating the CURRICULUM Domain:

1. Are the curriculum and/or intervention research based and validated?
2. Do the curriculum and/or intervention address all critical areas related to the current concern?
3. Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

1. Is there a positive climate for learning?
2. Is the problem more prevalent in a certain area of the school or classroom?
3. Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

1. How might the traits/skills of the student be contributing to the problem?
2. What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

3. Develop a Plan

A good instructional/intervention plan:

- ▶ Explicitly defines the skills to be taught
- ▶ Focuses on measurable objectives
- ▶ Defines the who, what, when, where, and how of the intervention
- ▶ Describes how the instruction/intervention will be progress monitored.
- ▶ Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement helps to identify the necessary gain a student needs to make to close the gap.
- ▶ Begin by subtracting the student's current performance (or group average of current performance) from the expected benchmark in the next benchmark period. This number will tell you how big the gap is.
- ▶ Determine what progress is realistic for the student. If the gap is extremely large you may have to adjust what growth is expected between benchmarks. Divide the necessary gain by the number of weeks for intervention. This calculation will help the team determine the level of intensity necessary to achieve the goal. At this point the Aim Line can be set.



4. Evaluate the Response to Instruction/Intervention

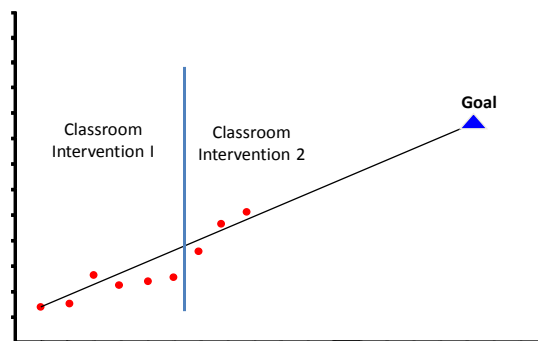
- ▶ Answer the question, “Is it working?”
- ▶ Make sure that the growth rate is sufficient and that the gap is not getting larger when compared to peer data
- ▶ Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.

Step 4- Is it working?

Progress Monitoring

Making [instructional decisions](#) based on the review and analysis of student data

Progress monitoring always includes graphing

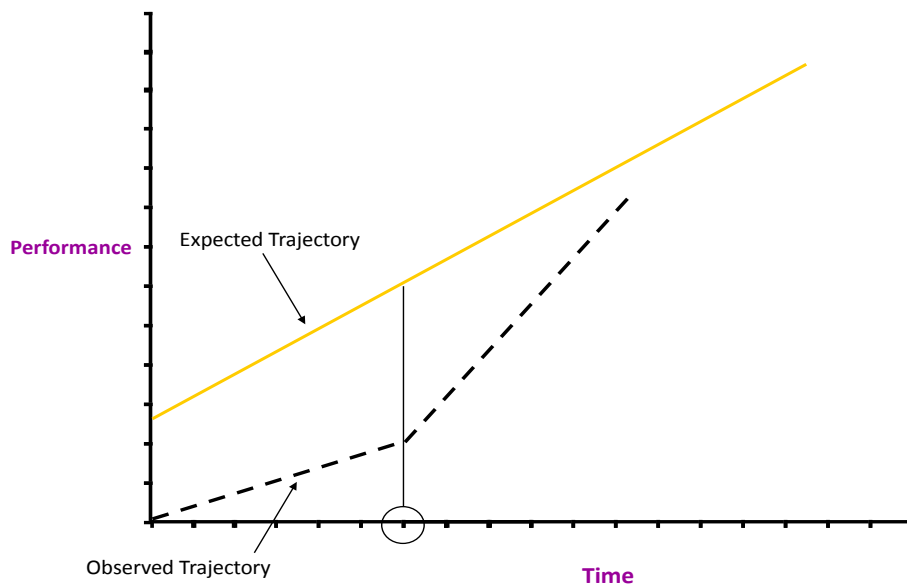


- ▶ Modify Plan based on Progress Monitoring data by determining the response.

Positive Response

- Gap is closing
- Can extrapolate the point at which the target student will “come in range” of peers-- even if this is long range.

Positive Response to Intervention



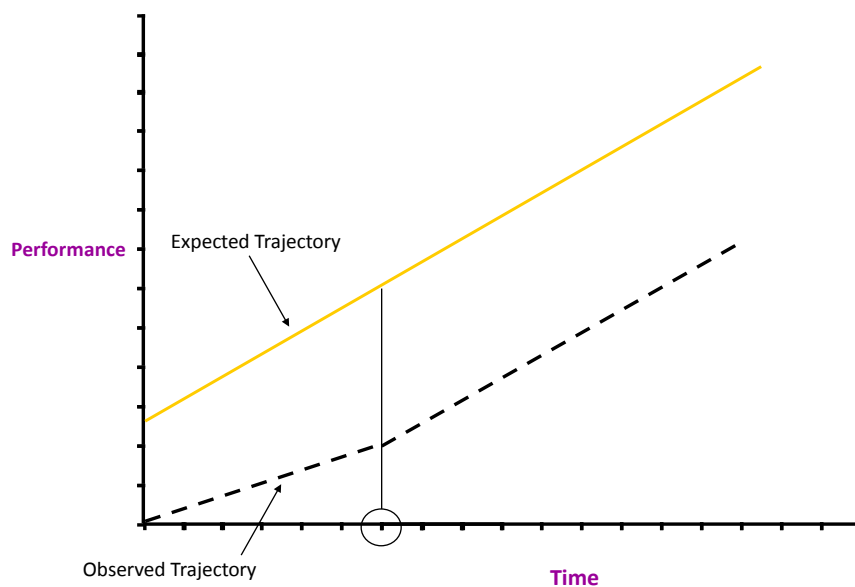
What do I do if the response is positive?

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

Questionable Response

- A questionable response is one in which the *rate* at which gap is widening slows considerably, but gap is still widening or one in which the gap stops widening but closure does not occur.

Questionable Response to Intervention



What do I do if the response is questionable?

- Was the intervention implemented as intended? (Fidelity).

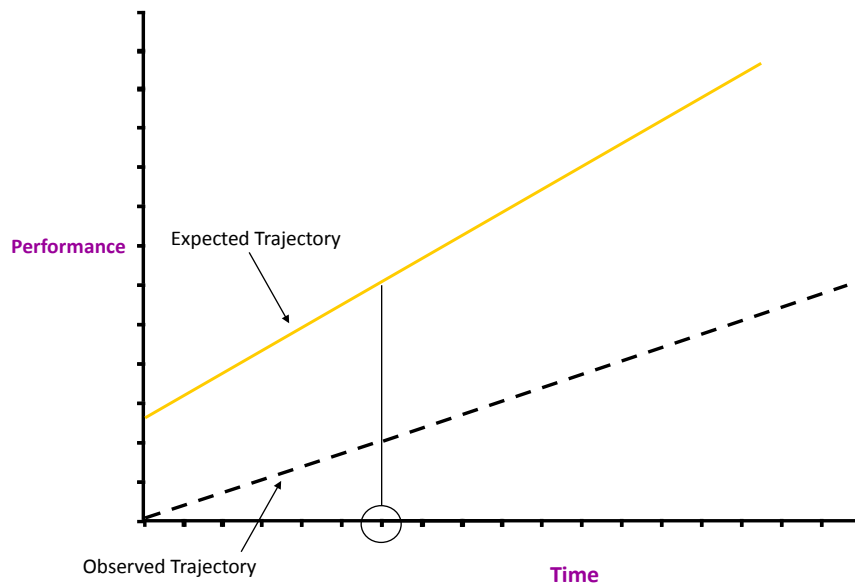
If no, employ strategies to increase implementation integrity of the intervention.

If yes, increase intensity of current intervention for a short period of time and assess the impact. If the rate improves, continue this course of instruction and monitor progress. If the rate does not improve, return to problem solving.

Poor Response

- Gap continues to widen with no change in the learning rate (as identified by progress monitoring points).

Poor Response to Intervention



What do I do if the response is poor?

- Consider the question, “Was the intervention implemented as intended?” (Fidelity)

If no - employ strategies in increase implementation integrity of the intervention.

If yes - Is intervention aligned with the verified hypothesis? (Intervention Design)

Are there other hypotheses to consider? (Problem Analysis)

Was the problem identified correctly? (Problem Identification)

RTI TEAM Process

1. School Leadership Team
2. Teacher Data Teams
3. Individual Problem Solving Team

SCREENING – ALL STUDENTS
 All students enter differentiated core instruction and Tier 1 data collection (3 to 4 times a year).

YES

1) School Leadership Team: (meets monthly)
 Uses Tier 1 Data to track school-wide trends, student progress, monitor curriculum articulation, map existing resources, determine staff development needs, etc.
 Monitors fidelity of instruction and interventions, as well as length of time students need

2) Teacher Data Teams
 Use Tier 1 Data to determine core instructional and curricular effectiveness; monitors changes across assessment windows.
 Uses Tier 2 data to determine intervention effectiveness, progress of individual students in interventions, monitors fidelity of interventions.

DECISION RULE:
 Did the student score above the predetermined benchmark score?

NO

STEP 1 Historical Data
 At the onset of a concern, teacher gathers historical data on student.

STEP 2 Parent Communication
 Teacher documents parent communication and professional collaboration.

INTERVENTION (TIER 2)
 Intervention instruction based on K-12 Plan, problem solving. Decision Trees, and diagnostic assessment data. Continue until Tier 1 Data is sufficient.

DECISION RULE:
 TIER 2 Intervention Data shows sufficient student growth

YES

3) Individual Problem Solving Team (IPST)
 Use Tier 1 and Tier 2 Data for gap analysis, apply problem solving process, develop hypothesis, goals statement and Tier 3 Intervention.
 Assess Tier 3 intervention fidelity and progress

NO

STEP 3A Current Data
 Interventions are continuing, but student is showing slower rate of growth compared to peers in intervention as well as Tier 1 gap. Teacher refers to IPST with Steps 1 and 2 (above) complete.

STEP 3B: IPST reviews and confirms:

- ❖ Gap in Tier 1 data from student to peers.
- ❖ Gap in learning rate in intervention data
- ❖ Collects behavior data if necessary
- ❖ Reviews Tier 2 Interventions
- ❖ Gathers more data if needed

IPST applies Problem Solving Process:

- ❖ Generates Hypothesis and Goal Statement based on data and needs

STEP 4: INTERVENTION (TIER 3)
 Intervention – instruction based IPST design from goal statement.

STEP 5 DECISION RULE:
 Analyze Tier 3 Intervention data to determine the next course of action

The Problem Solving Process Within Three School-based Teams

Leadership Teams: Use the problem solving process to inform decisions concerning school-wide implementation of RtI (academic and behavior) and changes to instruction, curriculum, environment, and resources.

Teacher Data Teams: Use the problem solving process to inform decisions about grade level data and instruction, intervention instruction, and grouping. The problem solving process helps this team use their time efficiently and increases the probability that accurate instructional or intervention decisions will be made the first time.

Individual Problem Solving Team (IPST): Uses the problem solving process to inform decisions about individual student academic or behavioral situations.

Steps in Problem Solving

1. Define the Problem
2. Analyze the Problem
3. Develop a Plan
4. Evaluate the Response to Instruction/Intervention

School Leadership Team

MEMBERS

- Administrator (facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(es)
- Classroom teachers, Department representatives, ESE teacher, activity teachers

FUNCTION

- Provides the vision for the leadership for the school in terms of academic and behavioral success in the RtI Process (building and maintaining consensus, infrastructure, and implementation of RtI)
- Plans, implements, and monitors the progress of school improvement
- Implements Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building

PROCESS

The process of Problem Solving at the Leadership Team level includes meeting monthly to assess implementation of RtI in each Tier.

Consensus:

- Integrate RtI Principles and beliefs with school values, mission, and vision
- Provide information, training, and resources to school staff continually to establish a rationale and provide leadership for implementing RtI in the building

Infrastructure and Implementation:

- Establish and maintain school leadership team, action plan, and monitor timeline for implementation of RtI
- Develop school-wide system for collecting, organizing, summarizing, and displaying data (Tier 1 universal screening data and Tier 2 intervention progress monitoring data)
- Using Tier 1 data, apply the Problem Solving Process to the entire school as well as specific grade levels and/or departments to determine effectiveness of core instruction
- Review available assessments, curriculum and standards, and instruction – check for alignment
- Map existing and potential curriculum and personnel resources using the data (trends and patterns)

- Review Universal Assessment Data and Tier 1 Walk through data to make collaborative decisions in both academic and behavioral areas
- Monitor the process of supplemental interventions throughout the school
- Determine Professional Development needs, addressing new staff hires as well as continual development for all staff
- Examine the fidelity of the supplemental intervention (Tier 2 data) using Principal Walk Through and observation data
- Examine Progress Monitoring data to determine the effectiveness of interventions at each tier
- Examine effectiveness of all tier instruction by tracking students in each tier

School Leadership Team	
Use this type of data	To discuss ...
Tier 1 Screening data (3-4 times per year).	Analyze data to determine if core instruction is effective at each grade/department level <i>Guideline – 80% students meeting proficiency</i>
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)	Analyze Data to determine if Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade/department level. <i>Guideline – At least 70% of students should be making progress in the intervention</i>
Tier 1 and Tier 2 Data by subgroups, classes, grade levels, departments, content areas, MESH teams, etc.	Prioritize the needs of the students, sub groups, grade levels, etc., and match the core curriculum and supplemental interventions to these needs
Survey Data: Ex: Staff Needs Survey or Beliefs Survey	Analyze data to determine professional development that may be needed for teachers for core instruction needs and intervention instruction needs
Using the school data (time of year will determine what data is analyzed): - CRT as a summative one time measure - TIER 1 (3-4 times a year screening data) - TIER 2 (Intervention data) - ongoing, every 2/3 weeks) - TIER 3 (Intervention data) – weekly - TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly	Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school). Discuss movement within and among the levels of tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3).
Referral Data, Behavioral Documentation	Analyze effectiveness of school-wide positive behavior support

School Leadership Team Guiding Questions

Consensus:

- Do our RtI processes match our school's mission, vision, values, and long-term goals?
- Are we making sure we model, teach, and expect a climate of collegiality among our staff?
- Have teachers received adequate training in implementing core and intervention curriculum they are asked to deliver?
- Do we have a plan to communicate the RtI Process to our parents/families?

Infrastructure and Implementation:

- Have we analyzed the weaknesses in the core curriculum, supplemental intervention curriculums, and school wide positive behavior programs? (based on data)
- Where can we summarize and display our data so it is readily available to teams for making decisions, without compromising privacy?
- Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?
- Looking at Tier 1 Broad Screening Data, what types of instruction and intervention do our students need? School level? Grade levels? Classroom levels? Sub group levels?
 - Based on the instructional needs of our students, where do we need to focus professional development for our staff?
- What kinds of professional development do we need to offer for teachers to increase knowledge of the characteristics of our student learners (ELL needs, ESE student needs, SES student needs, ADHD learners, etc.)
- Where should we 'spend' or place our resources (money and personnel)?
- Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?
- What skills and strategies can we learn about in professional development to enhance our instruction and intervention?
- For which students is the core instruction sufficient or not sufficient? Why or why not?
- What specific supplemental and intensive instruction is needed at each level? How will these be delivered?
- How will we measure the effectiveness of core instruction? Supplemental intervention? Intensive instruction?
- How will we monitor fidelity of core, supplemental, and intensive instruction?
- How will we determine which students need to receive a different level of instruction? How will we monitor this?
- When will we meet to analyze data and monitor implementation of RtI?
- How will we celebrate success with staff, parents, and students?

School-Based Leadership Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Guidance Counselor/Service Professional</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary/Intermediate Teacher (s)</p> <p>Middle/High School Teacher (s)</p> <p>Exceptional Education Teacher(s)</p> <p>Activity Teacher(s)</p> <p style="text-align: center;">Team Function</p> <p>Plan, implement and monitor the progress of school improvement</p> <p>Implement Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students</p> <p>Provides the vision for the leadership for the school in terms of both academic and behavioral success in the RtI Process</p> <p>Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Needs survey at the teacher level</p> <p>Using the school data (time of year will determine what data is analyzed):</p> <p style="padding-left: 20px;">CRT as a summative one time measure</p> <p style="padding-left: 20px;">- TIER 1 (3 to 4 times a year screening data, all subjects as available)</p> <p style="padding-left: 20px;">- TIER 2 (Intervention data, ongoing every 2 weeks or so)</p> <p style="padding-left: 20px;">- TIER 3 (Intervention data) – ongoing every 1 week or so)</p> <p style="padding-left: 20px;">- TIER movement report</p> <p style="padding-left: 20px;">Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If no to any of the above, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Have we established our school’s mission, vision, values, and long-term goals? And are we making sure RtI is matching these?</p> <p>Are we making sure we model, teach, and expect a climate of collegiality among our staff?</p> <p>Have our teachers received adequate training in implementing the core and supplemental instruction?</p> <p>Do we have a plan to communicate the RtI Process to our families/parents?</p> <p>Have we analyzed the weaknesses in the core and supplement the core as needed?</p> <p>Looking at Tier 1 Screening Data, what type of instruction and intervention do our students need?</p> <p>Based on data, where do we see the need for staff development in the school? In a grade level? In a classroom?</p> <p>Based on data, where should we ‘spend’ or place our resources (money and personnel?)</p> <p>What skills and strategies can we learn about in professional development that will enhance our instruction and intervention?</p> <p>Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?</p> <p>Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?</p>

Teacher Data Team

MEMBERS

- Administrator (recommended facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(es)
- Elementary: Grade Level Teachers
- Middle School: MESH Teachers
- High School: Departments and/or Grade Level Teachers
- ESE teachers and others as needed

FUNCTION

- Utilize the problem solving process to meet academic and behavioral needs of students
- Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department
- Monitor fidelity of core Tier 1 instruction
- Monitor fidelity of supplemental (Tier 2) instruction
- Brainstorm needs, curriculum, resources, effective schedules, etc.
- Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement

PROCESS

Throughout each year, the Teacher Data Team will use the Problem Solving Method to complete each one of the following tasks. Problem Solving Steps are utilized as the vehicle or process for accomplishing the team tasks. These tasks are part of a continuous improvement cycle and should be revisited in an on-going dialogue.

- Evaluate universal assessment data within specific grade levels/departments and classrooms
- Determine instructional, curricular, and environmental changes that may need to occur in order to increase the achievement of all students
- Discuss Tier 1 Core instruction effectiveness (academic and behavioral) in terms of meeting standards as well as shorter term objectives
- Monitor the progress of the Tier 1 changes using data to determine effectiveness
- Continually reevaluate Best Practices as new data is collected
- Examine both universal assessment data and specific student diagnostic data to place students in appropriate Tier 2 intervention based on their needs.
- Discuss student needs and potential hypothesis for why students are struggling when forming groups

- Determine group membership for interventions. (This may require gathering additional diagnostic information to make sure students are placed in an intervention group which specifically addresses their deficit area.)
- Monitor the progress of intervention data to determine which students have an adequate growth rate and which students need their intervention adjusted or changed.
- Groups should be fluid as the Teacher Data Team adjusts intervention based on data.
- Assess Tier 2 effectiveness by reviewing progress monitoring data for adequate growth rates. If growth is not sufficient the team evaluates the intervention instruction, curriculum, environment and fidelity.

Teacher Data Team	
Use this type of data	To discuss ...
Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).	Analyze data to determine if core instruction is effective at your grade/department level <i>Guideline – 80% students meeting proficiency</i>
Tier 1 Classroom common assessment data – assessments that every student receives (classroom unit tests, weekly tests, classroom management logs, etc.)	Analyze data to determine Tier 1 Core instruction effectiveness (academic and behavioral) in terms of meeting standards and shorter term objectives. <i>Guideline – 80% students meeting proficiency.</i>
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental interventions provided to <i>some</i> students.	Analyze data to determine Tier 2 intervention (instruction) effectiveness. <i>Guideline – 70% intervention students making progress.</i> Consider: Students groups, alignment of intervention to core, intensity, number of students in each intervention, movement into and out of interventions, articulation of scope and sequence of skills between grade levels, etc.
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental interventions provided to <i>some</i> students.	Analyze data to determine if the intervention is accurately measuring, is aligned to, and is <u>targeted</u> to a specific skill or area; such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill, etc.

Tier 1 and Tier 2 Individual student data	Analyze individual student data in tier 1 and tier 2 data points to determine student growth rates and response to instruction and intervention.
Tier 1 and Tier 2 Data by subgroups, classes, grade levels, departments, content areas, MESH teams, etc.	Analyze individual student data in tier 1 and tier 2 data points to determine student growth rates and response to instruction and intervention within these subgroups.
Referral Data, Behavioral Documentation	Analyze effectiveness of classroom management within School-wide Positive Behavior Support system and trends in students, classes, times of day, etc.

Teacher Team Guiding Questions

Tier 1:

- Are 75-80% of the students meeting proficiency based on the screening data or the common assessment (core curriculum) data?
- Is the core curriculum meeting the needs of most (75-80%) of my class? The grade level? What curriculum is successful with our students? What is not successful?
- Are the core instructional methods meeting the needs of most (75-80%) of the class? The grade level? What instructional methods are successful with our students? What methods are not successful?
- Is the classroom environment effective so that 75-80% of students respond to the classroom rules, procedures, and routines?
- Looking at Tier 1 Broad Screening Data, what types of instruction and intervention do our students need?
- At the school level and the classroom levels, where do we see the need for professional development and support?
- What do we need to do/address as a grade level for our inclusion classes?
- How is the data from the classes within our grade level similar?
 - How is the data different?

Tier 2:

- According to our Tier 2 Ongoing Progress Monitoring (OPM) data, are about 70% of the students showing growth (positive response – see problem solving steps, pages 22-24)
- According to our Tier 2 Ongoing Progress Monitoring data, if students do not show a positive response, why? Should we move the students to another intervention? Smaller group?
- Is our Tier 2 supplemental material meeting the needs of our students?
- How are the intervention teachers communicating with the classroom teachers?

Teacher Data Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data ...	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary Teacher (s) on grade level</p> <p>Middle/High School Teacher (s) MESH or Department</p> <p>Exceptional Education Teacher(s) associated with grade level or dept.</p> <p>Guidance Counselor/Service Provider , School Psychologists, etc., as needed</p> <p style="text-align: center;"><u>Function</u></p> <p>Utilize the problem solving process to meet academic and behavioral needs of students</p> <p>Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department</p> <p>Monitor fidelity of core Tier 1 instruction</p> <p>Monitor fidelity of supplemental (Tier 2) instruction</p> <p>Brainstorm needs, curriculum, resources, effective schedules, etc.</p> <p>Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Data at all levels</p> <p>Individual student data</p> <p>TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If Tier 1 and Tier 2 data are showing need, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>To move students within Tier 2 interventions</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Based on the tier 1 data, are 75-80% of the students meeting proficiency?</p> <p>Is the core curriculum meeting the needs of 75-80% of my student in my class? The grade level?</p> <p>Are the core instructional methods meeting the needs of 75-80% of my students in the class? Grade level?</p> <p>Is the classroom environment effective so that 75-80% of the students respond to the classroom rules, procedures, and routines?</p> <p>What do we need to do/address as a grade level for our inclusion classes?</p> <p>According to the data, how are our classes within our grade level / MESH team / departments alike? Different?</p> <p>According to Tier 2 data, are about 70% of the students making progress in the intervention?</p> <p>Do we see any students not responding to the tier 2 ongoing progress monitoring data?</p> <p>Do we need to look at different supplemental material to meet the needs of our students?</p> <p>How are the intervention teachers communicating with the classroom teachers?</p> <p>Are the ongoing progress monitoring assessments aligned to the targeted skill needed for intervention?</p>

IPST Individual Problem Solving Team

MEMBERS

- Administrator
- Guidance Counselor (recommended facilitator)
Or Guidance Service Professional
- Teacher(s)
- School Psychologist
- ESE teachers and others as needed
- Parent/Guardian

Other members as needed:

Speech/Language Pathologist
Staffing Specialist
Instructional Staff (coaches)
Gifted Teacher
Behavioral Analyst
Occupational Therapist
Physical Therapist, Social Worker

FUNCTION

Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process. This team should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level. A student should not be referred to Individual Problem Solving Team if the problem is a systemic instructional, curricular, or environmental problem. The IPST therefore functions best when specialists are able to collaborate on learner centered problems.

PROCESS

The Individual Problem Solving Team revisits each step of the Problem Solving Method to determine why the learner has not yet responded to the instruction and intervention. This step is critical since the children referred to IPST are students who already have data that confirms they are not responding to intervention.

- Step 1: Review historical data (Gathered by the teacher teams)
- Step 2: Review parent contacts and professional collaboration (teacher teams)
- Step 3: Current data – review and collect:
 - Academic enablers
 - Academic behavior and performance
 - Peer/Benchmark Comparisons
 - Develop Hypothesis and Goal Statement
- Step 4: Intervention Design and Monitoring
- Step 5: Check the data, monitor the intervention progress and decide the next steps to take

(See the IPST User's Guide in this implementation manual Appendix for Gap Analysis Steps and detailed problem solving process at this level).

PROBLEM SOLVING PROCESS

1. Define the Problem

- The problem should be stated in objective measurable terms.
- The defined problem must focus on teachable skills.
- A problem is defined by the difference between what was measured and what was expected.

2. Analyze the Problem

- Ask “Why is the problem occurring?”
- Think of all relevant hypotheses using data available

3. Develop a Plan

- A good instructional/intervention plan:
- Explicitly defines the skills to be taught
- Focuses on measurable objectives
- Defines the who, what, when, where, and how of the intervention
- Describes how the instruction/intervention will be progress monitored.
- Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process.

4. Answer the question, “Is it working?”

- Modify Plan based on Progress Monitoring data:
 - **Continue** on if the growth rate is adequate
 - **Increase** intensity, frequency, or duration if growth rate is improving, but not significantly enough.
 - **Change** the intervention if the response is poor.

Individual Problem Solving Team Guiding Questions

In Teacher Data Meetings a general hypothesis will have been discussed for the purpose of grouping students in appropriate interventions. However, at this stage, the IPST should ask questions that dig deeper into the reason the student is not performing such as:

- Was the problem identified at the most foundational cause (Problem Analysis)?
- Is there enough diagnostic assessment data to be sure the intervention was correctly aligned and targeted to the specific problem?
- Is there a need to do observations or other assessments to gather more information before suggesting a different Tier 3 intervention?
- Did the student have enough Academic Engaged Time (AET) in the intervention?
- Considering the growth rate of the intervention data, how does this student compare to the peers in the same interventions?
- What is it about the interaction of the instruction, curriculum, environment, and learner that could help the team develop an individualized intervention? Does the team need more information about any of these?

(See the IPST User’s Guide in this implementation manual Appendix for Gap Analysis Steps and detailed problem solving process at this level).

Individual Problem Solving Team (IPST) Quick Reference

Members	Function	Tasks	
		Uses this type of data	To discuss ...
Administrator (s) Guidance Counselor/Service Provider (recommended facilitator) School Psychologist Classroom Teacher(s) Parents ESE contact/teacher Interventionalist/Title 1 Teacher Additional Members as needed: Speech/Language Pathologist Staffing Specialist Instructional Staff (coaches) Gifted Teacher Behavioral Analyst Occupational Therapist Physical Therapist Social Worker Activity or Specials teachers	<p>Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process.</p> <p>The IPST fully engages in the Problem Solving Method at each stage.</p> <p>The IPST should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level.</p> <p>A student should not be referred to Individual Problem Solving Team if the problem is instructional, curricular, or environmental in nature.</p> <p>The criteria for a child to be referred from the Teacher Data Team to the Individual Problem Solving Team is that data must show a <u>significant discrepancy</u> between the student and the benchmark, a significant discrepancy between the student and their peers, and an <u>insufficient learning growth rate</u> from previous Tier 2 interventions.</p> <p>The reason students should not be referred to the Individual Problem Solving Team without meeting the discrepancy or growth rate criteria is because the IPST only handles individual learner-centered problems.</p>	<p>Gap Analysis: Divide the expected benchmark score by the current student performance. This is your benchmark comparison. Ex: $70\% \div 35\% = 2.0$</p> <p>Divide the average peer performance by the student performance on the grade level. This is your peer grade level comparison. Ex: $81\% \div 35\% = 2.3$</p> <p>Divide the average performance score of a selected subgroup (such as SES) by the student performance. This is your Subgroup Peer Comparison. Ex: $65\% \div 35\% = 1.8$</p> <p>Determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period. Ex: $90\text{ wpm} - 56\text{wpm} = 34\text{wpm}$</p> <p>Now evaluate the students growth as evidenced in progress monitoring data in comparison to the growth needed to close the gap. Determine what progress was realistic for the student. Assess the growth rate. Ex: If the expected growth rate for second grade students is 5 words per minute per week on oral reading fluency, then set your expected growth rate in accordance with that rate.</p> <p>Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.</p>	<p>1). Define the Problem</p> <p>The problem should be stated in objective measurable terms. The defined problem must focus on teachable skills. A problem is defined by the difference between what was measured and what was expected.</p> <p>2). Analyze the Problem</p> <p>Ask "Why is the problem occurring?" Think of all relevant hypotheses</p> <p>3). Develop a Plan</p> <p>A good instructional/intervention plan: Explicitly defines the skills to be taught</p> <p>Focuses on measurable objectives</p> <p>Defines the who, what, when, where, and how of the intervention</p> <p>Describes how the instruction/intervention will be progress monitored.</p> <p>Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process.</p> <p>Answer the question, "Is it working?" Modify Plan based on Progress Monitoring data:</p> <p>4). Evaluate the Plan: Continue on if the growth rate is adequate Increase intensity, frequency, or duration if growth rate is improving, but not significantly enough. Change the intervention if the response is poor.</p>

Appendix

School Leadership Team Resources

School-Based Leadership Team – Quick Reference
RtI Quick Reference Guide
Self Assessment of Problem Solving Implementation (SAPSI) – PS/RtI
Tier I and II Critical Components Checklist - PS/RtI
Tiers I & II Observation Checklist (Initial) - PS/RtI
Problem Solving Team Checklist (Initial Version) - PS/RtI
Problem Solving Team Checklist (Follow-Up Version) - PS/RtI

Teacher Data Team Resources

Teacher Data Team Quick Reference
Example: Meeting Record
Problem Solving for Success Worksheet (ICEL)- PS/RtI

Individual Problem Solving Team Resources

Individual Problem Solving Team Quick Reference
Individual Problem Solving Team User's Guide and Forms

School Leadership Team Resources

Resources

- School-Based Leadership Team – Quick Reference
- RtI Quick Reference Guide
- Self Assessment of Problem Solving Implementation (SAPSI) – PS/RtI
- Tier I and II Critical Components Checklist - PS/RtI
- Tiers I & II Observation Checklist (Initial) - PS/RtI
- Problem Solving Team Checklist (Initial Version) - PS/RtI
- Problem Solving Team Checklist (Follow-Up Version) - PS/RtI

School-Based Leadership Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Guidance Counselor/Service Professional</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary/Intermediate Teacher (s)</p> <p>Middle/High School Teacher (s)</p> <p>Exceptional Education Teacher(s)</p> <p>Activity Teacher(s)</p> <p style="text-align: center;">Team Function</p> <p>Plan, implement and monitor the progress of school improvement</p> <p>Implement Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students</p> <p>Provides the vision for the leadership for the school in terms of both academic and behavioral success in the RtI Process</p> <p>Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Needs survey at the teacher level</p> <p>Using the school data (time of year will determine what data is analyzed): CRT as a summative one time measure - TIER 1 (3 to 4 times a year screening data, all subjects as available) - TIER 2 (Intervention data, ongoing every 2 weeks or so) - TIER 3 (Intervention data) – ongoing every 1 week or so) - TIER movement report Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If no to any of the above, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Have we established our school's mission, vision, values, and long-term goals? And are we making sure RtI is matching these?</p> <p>Are we making sure we model, teach, and expect a climate of collegiality among our staff?</p> <p>Have our teachers received adequate training in implementing the core and supplemental instruction?</p> <p>Do we have a plan to communicate the RtI Process to our families/parents?</p> <p>Have we analyzed the weaknesses in the core and supplement the core as needed?</p> <p>Looking at Tier 1 Screening Data, what type of instruction and intervention do our students need?</p> <p>Based on data, where do we see the need for staff development in the school? In a grade level? In a classroom?</p> <p>Based on data, where should we 'spend' or place our resources (money and personnel?)</p> <p>What skills and strategies can we learn about in professional development that will enhance our instruction and intervention?</p> <p>Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?</p> <p>Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?</p>

RtI

Response to Intervention Quick Reference Guide

Self-Assessment of Problem Solving Implementation (SAPSI)*

PS/RtI Implementation Assessment

Directions:

In responding to each item below, please use the following response scale:

Not Started (N) — (The activity occurs less than 24% of the time)

In Progress (I) — (The activity occurs approximately 25% to 74% of the time)

Achieved (A) — (The activity occurs approximately 75% to 100% of the time)

Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

For each item below, please write the letter of the option (N, I, A, M) that best represents your School-Based Leadership Team’s response in the column labeled “Status”. In the column labeled “Comments/Evidence”, please write any comments, explanations and/or evidence that are relevant to your team’s response. When completing the items on the SAPSI, the team should base its responses on the grade levels being targeted for implementation by the school.

<u>Consensus: Comprehensive Commitment and Support</u>	Status	Comments/Evidence
1. Board level leadership provides active commitment and support (e.g., meets to review data and issues at least twice each year).		
2. The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings).		
3. Faculty/staff support and are actively involved with problem solving/RtI (e.g., one of top 3 goals of the School Improvement Plan, 80% of faculty document support, 3-year timeline for implementation available).		
4. A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)		
5. Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of PS/RtI on faculty/staff.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
Center for School Evaluation, Intervention and Training (CSEIT)
Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
 In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
 Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
 Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: Data Collection and Team Structure	Status	Comments/Evidence
6. School-wide data (e.g., AIMSweb, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.		
7. Statewide and other databases (e.g., SAIN) are used to make data-based decisions.		
8. School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).		
9. School-wide data are used to evaluate the effectiveness of core academic programs.		
10. School-wide data are used to evaluate the effectiveness of core behavior programs.		
11. Curriculum-Based Measurement (e.g., AIMSweb) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics.		
12. Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior.		
13. Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs.		
14. Individual student data are utilized to determine response to Tier 3 interventions.		
15. Special Education Eligibility determination is made using the RtI model for the following ESE programs: a. Emotional/Behavioral Disabilities (EBD) b. Specific Learning Disabilities (SLD)		

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 Center for School Evaluation, Intervention and Training (CSEIT)
 Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
 In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
 Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
 Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: Data Collection and Team Structure	Status	Comments/Evidence
16. The school staff has a process to select evidence-based practices.		
a. Tier 1		
b. Tier 2		
c. Tier 3		
17. The School-Based Leadership Team has a regular meeting schedule for problem-solving activities.		
18. The School-Based Leadership Team evaluates target student's/students' RtI at regular meeting.		
19. The School-Based Leadership Team involves parents.		
20. The School-Based Leadership Team has regularly scheduled data day meetings to evaluate Tier 1 and 2 data.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
 Center for School Evaluation, Intervention and Training (CSEIT)
 Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Implementation: Three-Tiered Intervention System and Problem-Solving Process	Status	Comment/Evidence
21. The school has established a three-tiered system of service.		
a. Tier I Academic Core Instruction clearly identified.		
b. Tier I Behavioral Core Instruction clearly identified.		
c. Tier 2 Academic Supplemental Instruction/Programs clearly identified.		
d. Tier 2 Behavioral Supplemental Instruction/Programs clearly identified.		
e. Tier 3 Academic Intensive Strategies/Programs are evidence-based		
f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based.		
22. Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:		
a. Problem is defined as a data-based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data.)		
b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined.		
c. Problem analysis is conducted using available data and evidence-based hypotheses.		
d. Intervention plans include evidence-based (e.g., research-based, data-based) strategies.		
e. Intervention support personnel are identified and scheduled for all interventions.		

Center for School Evaluation, Intervention and Training (CSEIT)

Loyola University Chicago 1

PS/Rtl Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
 In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
 Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
 Maintaining (M) — (The activity was rated as achieved last time and continues to occur
 approximately 75% to 100% of the time)

Implementation: Monitoring and Action Planning	Status	Comments/Evidence
23. A strategic plan (implementation plan) exists and is used by the School-Based Leadership Team to guide implementation of PS/Rtl.		
24. The School-Based Leadership Team meets at least twice each year to review data and implementation issues.		
25. The School-Based Leadership Team meets at least twice each year with the Board Leadership Team to review data and implementation issues.		
26. Changes are made to the implementation plan as a result of school and board leadership team data-based decisions.		
27. Feedback on the outcomes of the PS/Rtl Project is provided to school-based faculty and staff at least yearly.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
 Center for School Evaluation, Intervention and Training (CSEIT)
 Loyola University Chicago 1

Tiers I and II Critical Components Checklist

School: _____ Target Area: Reading Math Behavior

Window: 1 2 3

Grade Level (if applicable): _____

Directions: For each selected target area and grade-level, please use the scale provided to indicate the degree to which each critical component of a Problem-Solving/Response to Intervention (PS/Rtl) model is present in paperwork (i.e., permanent products) derived from data meetings (i.e., meetings in which the PS/Rtl model is used to examine Tier I and/or II instruction). See the attached rubric for the criteria for determining the degree to which each critical component is present in the paperwork.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
Problem Identification		
1. Data were used to determine the effectiveness of core instruction	0 1 2	
2. Decisions were made to modify core instruction or to develop supplemental (Tier II) Interventions	0 1 2	
3. Universal screening (e.g., AIMSweb) or other data sources (e.g., AIMSweb assessments) were used to identify groups of students in need of supplemental intervention	0 1 2	
Problem Analysis		
4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks	0 1 2 N/A	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2 N/A	
6. Modifications were made to core instruction		
a. A plan for implementation of modifications to core instruction was documented	0 1 2 N/A	
b. Support for implementation of modifications to core instruction was documented	0 1 2 N/A	
c. Documentation of implementation of modifications to core instruction was provided	0 1 2 N/A	

Tiers I and II Critical Components Checklist, continued.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
7. Supplemental (Tier II) instruction was developed or modified		
a. A plan for implementation of supplemental instruction was documented	0 1 2 N/A	
b. Support for implementation of supplemental instruction was documented	0 1 2 N/A	
c. Documentation of implementation of supplemental instruction was provided	0 1 2 N/A	
Program Evaluation/Rtl		
8. Criteria for positive response to intervention were defined	0 1 2 N/A	
9. Progress monitoring and/or universal screening data were collected/scheduled	0 1 2 N/A	
10. A decision regarding student Rtl was documented	0 1 2 N/A	
11. A plan for continuing, modifying, or terminating the intervention plan was provided	0 1 2 N/A	

Additional Comments:

Tiers I & II Observation Checklist

School Name: _____ Target Area: Reading Math Behavior

Date: _____ Grade Level: _____

Directions: Prior to the Problem-Solving Team/Data meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-20, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team/Data meeting. This form should only be used for problem solving/data meetings focusing on Tier I and/or II issues.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder (i.e., Notetaker)			
9. Timekeeper			
Problem Identification			
10. Data were used to determine the effectiveness of core instruction			
11. Decisions were made to modify core instruction and/or to develop supplemental (Tier II) interventions			
12. Universal screening (e.g., AIMSweb) or other data sources were used to identify groups of students in need of supplemental intervention			
Problem Analysis			
13. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks			
14. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks			
Intervention Development/Support			
15. Modifications were made to core instruction (Note: Circle N/A under the Evidence/Notes column for a-c if defensible decision was made to NOT modify core instruction)			
Critical Component			
a. A plan for implementation of modifications to core instruction was documented			N/A
b. Support for implementation of medications to core instruction was documented			N/A
c. Documentation of implementation of medications to core instruction was provided			N/A

Tiers I & II Observation Checklist, continued

16. Supplemental (Tier II) instruction was developed or modified (Note: Circle N/A under the Evidence/Notes column for a-c if a defensible decision was made to NOT modify supplemental instruction)			
17.			
a.	A plan for implementation of supplemental instruction was documented		
b.	Support for implementation of supplemental instruction was documented		
c.	Documentation of implementation of supplemental instruction was provided		
Program Evaluation/Rtl			
18.	Criteria for positive response to intervention were defined		
19.	Progress monitoring and/or universal screening data were collected/scheduled		
20.	A decision regarding student Rtl was documented		
21.	A Plan for continuing, modifying, or terminating the intervention plan was provided		

Additional Comments:

Problem-Solving Team Checklist – Initial Version

School Name: _____ Student ID: _____

Date: _____ Concerns: Reading Math Behavior

Grade Level: _____

Directions: Prior to the Problem-Solving Team meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-26, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team meeting. This form should only be used for initial individual student focused problem-solving sessions.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder			
9. Timekeeper			
Problem Identification			
10. Replacement			
11. Data were collected to determine the current level of performance for the replacement behavior			
12. Data were obtained for benchmark (i.e., expected) level(s) of performance			
13. Data were collected on the current level of peer performance or the data collected adequately represents average peer performance			
14. A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance (or adequate representation of peer performance) and the benchmark was conducted			
Problem Analysis			
15. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed			
Critical Component			
16. Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit			
17. Data were available or identified for collection to verify/nullify hypotheses			
18. At least one hypothesis was verified with data available at the meeting			

Intervention Development/Support			
19. Goals were clearly selected and related directly to benchmarks			
20. Interventions were developed in areas for which data were available and hypotheses were verified			
21. At least some discussion occurred about the use of evidence-based interventions			
22. A plan for assessing intervention integrity was agreed upon			
23. Frequency, focus and dates of progress monitoring were agreed upon			
24. Criteria for positive response to intervention were agreed upon			
25. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)			
26. A follow-up meeting was scheduled			

Additional Comments:

Problem-Solving Team Checklist-Follow-Up Version

School Name: _____ Student ID: _____

Date: _____

Directions: Prior to the Problem-Solving Team meeting, please indicate whether the personnel identified in items 1-9 were present or absent at the meeting. For items 10-15, please indicate whether the critical components of problem-solving/Response to Intervention identified was present or absent during the meeting. This form should only be used for individual student focused follow-up problem-solving sessions.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder			
9. Timekeeper			
Problem Evaluation			
10. Progress monitoring data were presented graphically			
11. Documentation of implementation of the intervention plan was presented			
12. A decision regarding good, questionable, or poor Rtl was made			
13. A decision to continue, modify, or terminate the intervention support plan was made			
14. A decision to continue, modify, or terminate the intervention support plan was made			
15. A follow-up meeting was scheduled			

Additional Comments:

Teacher Data Team Resources

Resources

- Teacher Data Team Quick Reference
- Example: Meeting Record
- Problem Solving for Success Worksheet (ICEL)- PS/RtI

Teacher Data Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data ...	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary Teacher (s) on grade level</p> <p>Middle/High School Teacher (s) MESH or Department</p> <p>Exceptional Education Teacher(s) associated with grade level or dept.</p> <p>Guidance Counselor/Service Provider , School Psychologists, etc., as needed</p> <p style="text-align: center;"><u>Function</u></p> <p>Utilize the problem solving process to meet academic and behavioral needs of students</p> <p>Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department</p> <p>Monitor fidelity of core Tier 1 instruction</p> <p>Monitor fidelity of supplemental (Tier 2) instruction</p> <p>Brainstorm needs, curriculum, resources, effective schedules, etc.</p> <p>Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Data at all levels</p> <p>Individual student data</p> <p>TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If Tier 1 and Tier 2 data are showing need, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>To move students within Tier 2 interventions</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Based on the tier 1 data, are 75-80% of the students meeting proficiency?</p> <p>Is the core curriculum meeting the needs of 75-80% of my student in my class? The grade level?</p> <p>Are the core instructional methods meeting the needs of 75-80% of my students in the class? Grade level?</p> <p>Is the classroom environment effective so that 75-80% of the students respond to the classroom rules, procedures, and routines?</p> <p>What do we need to do/address as a grade level for our inclusion classes?</p> <p>According to the data, how are our classes within our grade level / MESH team / departments alike? Different?</p> <p>According to Tier 2 data, are about 70% of the students making progress in the intervention?</p> <p>Do we see any students not responding to the tier 2 ongoing progress monitoring data?</p> <p>Do we need to look at different supplemental material to meet the needs of our students?</p> <p>How are the intervention teachers communicating with the classroom teachers?</p> <p>Are the ongoing progress monitoring assessments aligned to the targeted skill needed for intervention?</p>

Student Data Meetings

Name _____ Grade Level _____ Teacher _____

Meeting # _____ Date: _____	Meeting # _____ Date: _____	Meeting # _____ Date: _____
Student Strengths: Academic/Behavioral Concern:	Updates: Additional personnel invited to next meeting: ___ Guidance ___ Language ___ Other:	Updates:
Data to Support Concern: Please attach the following: <ul style="list-style-type: none"> • Student Membership Record (SAR card) • Running Record Data (K-3/4-6 as needed) • "Compare" Graphs • PASI/PSI data (K-3/4-6 as needed) • Classroom Assessment Data • Work Samples • PMP • Most current Report Card/Interim Report • Other 	Data to Support Concern: Please attach the following: <ul style="list-style-type: none"> • Student Membership Record (SAR card) • Running Record Data (K-3/4-6 as needed) • "Compare" Graphs • PASI/PSI data (K-3/4-6 as needed) • Classroom Assessment Data • Work Samples • PMP • Most current Report Card/Interim Report • Other 	Data to Support Concern: Please attach the following: <ul style="list-style-type: none"> • Student Membership Record (SAR card) • Running Record Data (K-3/4-6 as needed) • "Compare" Graphs • PASI/PSI data (K-3/4-6 as needed) • Classroom Assessment Data • Work Samples • PMP • Most current Report Card/Interim Report • Other
Team Suggestions:	Team Suggestions:	Team Suggestions:
Chosen Intervention: Status of Intervention: ___ Successful ___ Ongoing ___ Insufficient ___ Continue with Intervention ___ New Intervention **Attach INTERVENTION LOG and PROGRESS MONITORING DATA (i.e. Voyager charts, PASI etc.)	Intervention Progress/Progress Monitoring Data: Status of Intervention: ___ Successful ___ Ongoing ___ Insufficient ___ Continue with Intervention ___ New Intervention **Attach INTERVENTION LOG and PROGRESS MONITORING DATA (i.e. Voyager charts, PASI etc.)	Intervention Progress/Progress Monitoring Data: Status of Intervention: ___ Successful ___ Ongoing ___ Insufficient ___ Continue with Intervention ___ New Intervention **Attach INTERVENTION LOG and PROGRESS MONITORING DATA (i.e. Voyager charts, PASI etc.)
Chosen Method of Progress Monitoring:	Chosen Method of Progress Monitoring:	Chosen Method of Progress Monitoring:
Follow Up: In ___ weeks Date:	Follow Up: In ___ weeks Date:	Follow Up: In ___ weeks Date:

After 3 data meetings:

Problem Solving Plan for Student Success ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION Domain:

1. Is effective instruction being provided in all critical areas related to this concern?
2. Is enough instructional time being allocated to ensure student success?
3. Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

CURRICULUM: Questions to consider when evaluating the CURRICULUM Domain:

1. Are the curriculum and/or intervention research based and validated?
2. Do the curriculum and/or intervention address all critical areas related to the current concern?
3. Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

1. Is there a positive climate for learning?
2. Is the problem more prevalent in a certain area of the school or classroom?
3. Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

1. How might the traits/skills of the student be contributing to the problem?
2. What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

Individual Problem Solving Team (IPST) Resources

Resources:

- Individual Problem Solving Team Quick Reference
- Individual Problem Solving Team User's Guide and Forms

Individual Problem Solving Team (IPST) Quick Reference

Members	Function	Tasks	
		Uses this type of data	To discuss ...
<p>Administrator (s) Guidance Counselor/Service Provider (recommended facilitator) School Psychologist Classroom Teacher(s) Parents ESE contact/teacher Interventionalist/Title 1 Teacher</p> <p>Additional Members as needed: Speech/Language Pathologist Staffing Specialist Instructional Staff (coaches) Gifted Teacher Behavioral Analyst Occupational Therapist Physical Therapist Social Worker Activity or Specials teachers</p>	<p>Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process.</p> <p>The IPST fully engages in the Problem Solving Method at each stage.</p> <p>The IPST should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level.</p> <p>A student should not be referred to Individual Problem Solving Team if the problem is instructional, curricular, or environmental in nature.</p> <p>The criteria for a child to be referred from the Teacher Data Team to the Individual Problem Solving Team is that data must show a <u>significant discrepancy</u> between the student and the benchmark, a significant discrepancy between the student and their peers, and an <u>insufficient learning growth rate</u> from previous Tier 2 interventions.</p> <p>The reason students should not be referred to the Individual Problem Solving Team without meeting the discrepancy or growth rate criteria is because the IPST only handles individual learner-centered problems.</p>	<p>Gap Analysis: Divide the expected benchmark score by the current student performance. This is your benchmark comparison. Ex: $70\% \div 35\% = 2.0$</p> <p>Divide the average peer performance by the student performance on the grade level. This is your peer grade level comparison. Ex: $81\% \div 35\% = 2.3$</p> <p>Divide the average performance score of a selected subgroup (such as SES) by the student performance. This is your Subgroup Peer Comparison. Ex: $65\% \div 35\% = 1.8$</p> <p>Determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period. Ex: $90 \text{ wpm} - 56 \text{ wpm} = 34 \text{ wpm}$</p> <p>Now evaluate the students growth as evidenced in progress monitoring data in comparison to the growth needed to close the gap. Determine what progress was realistic for the student. Assess the growth rate. Ex: If the expected growth rate for second grade students is 5 words per minute per week on oral reading fluency, then set your expected growth rate in accordance with that rate.</p> <p>Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.</p>	<p>1). Define the Problem</p> <p>The problem should be stated in objective measurable terms. The defined problem must focus on teachable skills. A problem is defined by the difference between what was measured and what was expected.</p> <p>2). Analyze the Problem</p> <p>Ask "Why is the problem occurring?" Think of all relevant hypotheses</p> <p>3). Develop a Plan A good instructional/intervention plan: Explicitly defines the skills to be taught</p> <p>Focuses on measurable objectives</p> <p>Defines the who, what, when, where, and how of the intervention</p> <p>Describes how the instruction/intervention will be progress monitored.</p> <p>Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process.</p> <p>Answer the question, "Is it working?" Modify Plan based on Progress Monitoring data:</p> <p>4). Evaluate the Plan: Continue on if the growth rate is adequate Increase intensity, frequency, or duration if growth rate is improving, but not significantly enough. Change the intervention if the response is poor.</p>

Individual Problem Solving Team (IPST) USER'S GUIDE

Mater Academy of Nevada

Individual Problem Solving Team (IPST)

In the Response to Intervention/Instruction model, the three tiers are levels of services of instruction and support for students. The tiers of services are not placements for students, but represent a continuum of increasing levels of support that students may receive and have access to.

Tier 1 services are core instruction in any content area that all students receive. In addition to the core instruction, some students may require additional supplemental instruction (Tier 2) or intensive and target instruction (Tier 3).

The Response to Instruction/Intervention model uses data to answer questions about the effectiveness of all Tiers and levels of instruction, beginning with Tier 1. Before teams look at individual students for problem solving, which takes place in the Individual Problem Solving Team (IPST), schools should have two other teams in place analyzing and considering student data.

- The School Leadership Team uses school wide data, grade level/department data, and classroom data to determine the effectiveness of the core Tier 1 instruction monthly as new data is collected.
- Teacher Data Teams use individual, classroom, grade level, and department wide data to determine effectiveness of core Tier 1 instruction, with a specific focus on data trends indicating student need and the need for differentiated instruction.

In order to individually problem solve one student's situation, the Response to Instruction/Intervention model requires schools to determine how many other students are in the same situation. If more than 20% of a class or of a group of students are experiencing a similar problem, the way to address this problem is addressing Tier 1 instruction since Tier 1 instruction should be effective for 80% of students. If 5% - 20% of students in the class or group are experiencing a similar problem, the way to address this problem is through Tier 2 supplemental instruction. If less than 5% of students are experiencing a similar problem, then it is prudent to individually problem solve this situation.

In summary, the identification of the problem and how to approach it is:

How many students have this problem?	Problem Identification and possible action	Teams needed to take action	What to use to monitor
≥ 20% of class/subgroup/grade level	Tier 1 – address instruction that everyone is receiving	Teacher Data Teams and School Leadership Team	Tier 1 data
Between 5% - 20% of class/subgroup/grade level	Tier 2 - develop small group Intervention and support	Teacher Data Teams and School Leadership Team	Biweekly or tri-weekly progress monitoring data
≤ 5% of class/subgroup/grade level	Individual Student – develop intensive, targeted intervention	IPST	Weekly ongoing progress monitoring data

This IPST USER GUIDE is to be used as a reference for IPST (Individual Problem Solving Teams) as needed when seeking to problem solve an individual student situation.

To be clear, this team looks at individual problem solving when $\leq 5\%$ of the class/subgroup or grade level is experiencing the same problem and the other two school based teams (School Leadership and Teacher Data teams) have evaluated at Tier 1 Differentiation and Tier 2 Supplemental Instruction.

In order to proceed to the IPST, it is assumed that the student is receiving Effective Differentiated Core Instruction at Tier 1 and Effective Supplemental Instruction at Tier 2 and is still showing a need in comparison to the peers in the class and grade level / department.

A summary of the forms and five steps are below:

STEP 1: IPST FORM 1: *Historic and Cumulative Review.*

This form is the basic review of the student's history. At the onset of teacher concern in academic and/or behavior areas, the teacher gathers historical data on the student. This history helps create a full picture of the student and helps provide information of historic trends, student strengths, and student needs. This may be taken from the cum folder or an electronic source.

STEP 2: IPST FORM 2: *Parent Contact and Staff Consultations.*

At the onset of a teacher concern, it is best practice to always inform the parent/guardians of the concern. This form documents when and how this notification of concern occurred. Additionally, the Rtl process encourages professional collaboration, and this form also documents a teacher's collaborative effort to inform instruction and address student needs through professional collaboration.

STEP 3A: IPST FORM 3A: *Academic Data Collection*

At this step in the process, current student data is collected and the problem identification phase is confirmed. There may be a need to gather more data, however, but once sufficient data is gathered and the problem is confirmed (Tier 1, Tier 2, Tier 3), the data is analyzed.

STEP 3B: IPST FORM 3B: *Problem Identification, Gap Analysis, Hypothesis, Goal Statement*

This form collects essential information regarding a student's level of performance compared to benchmarks and peers. In addition, this data on this form identifies enablers and inhibitors to academic and/or behavioral success. Successful identification of enablers and inhibitors will better guide teams to develop effective interventions. In order to complete a GAP analysis, the student data, class data, grade level, and benchmark data on the same measure should be collected. This will help determine the magnitude of a gap from individual student to the benchmark or peers. Based on this data, a hypothesis and goal statement is generated to inform intervention.

STEP 3C: IPST FORM 3C: *Behavior Data Collection*

If the problem does not consist of entirely academic concerns or behavior is a concern as well, this form is one example of a data collection tool that gathers information about student behavior to determine trends or patterns. In order to develop a meaningful intervention plan, it is important to identify the function (pay-off) of the interfering behavior and the environmental condition in which the behavior is most likely to occur. By having the teacher(s) provide this type of information before or during the IPST meeting, the team is more likely to generate targeted and useful interventions linked to the specific problem area

STEP 4: IPST FORM 4: *Individual Student Intervention Design and Evaluation*

The individual student intervention design should be completed by the IPST team. The classroom teacher, intervention teacher, or person providing targeted intervention to the student will provide input and documentation regarding the data points and progress monitoring. A fidelity log may also be attached for evaluation purposes by the IPST. The intervention teacher provides documentation as to the intervention itself (absences, frequency, etc.) and the ongoing progress monitoring data (OPM). The IPST team evaluates the effectiveness of the intervention and makes decision accordingly. Step 4 is to document individual interventions attempted and the student's response. Data will indicate if the research-based intervention should be continued, modified or if other intervention(s) may be more effective. See form directions for specific instructions.

Step 5: IPST FORM 5: *Analysis of Interventions and Recommendations*

This form will be completed by the IPST Chair with input from the team. Consideration is given to data collected throughout the problem solving process, and the IPST team determines educational needs based on the student's response to interventions. Data drives the problem solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, or referring to alternate programs or for a social history and/or psychoeducational evaluation.

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Individual Problem Solving Team (IPST)

Team Process Steps 1 – 5

Note: The following documents represent a framework and process to document the Response to Instruction/Intervention process. The five step process is as follows:

Step 1: At the onset of teacher concern in academic and/or behavior areas, the teacher gathers historical data on the student. (Teacher fills out this form).

Hard Copy: Use IPST *FORM 1: Historic and Cumulative Review*.

Step 2: The teacher notifies parent/guardian of the concern, continues instruction, and seeks professional collaboration as necessary. (Teacher fills out this form).Hard Copy:

Use IPST *FORM 2: Parent Contact and Staff Consultations*.

Generally, Rtl Steps 1 and 2 are before any IPST meetings and are part of the Rtl referral process when moving to IPST from the teacher data team meetings. Steps 3-5 are facilitated by the IPST team chair and the multidisciplinary team provides input. Teachers are not to complete Rtl steps 3-5 on their own.

Step 3: Current data is collected and the Problem Identification phase begins. Problem Identification may include the need to gather more data. Once sufficient data is gathered, data is analyzed and the problem is identified. Based on this information, a hypothesis and a goal statement are generated. Hard Copy: Use: Documentation form:

IPST FORM 3A = Academic Data Collection

IPST FORM 3B = Problem Identification, Gap Analysis, Hypothesis, Goal Statement

IPST FORM 3C = Behavior Data Collection

Step 4: Intervention design. The IPST team will design an intervention to address the goal.

Hard Copy: *IPST FORM 4: Individual Intervention Design and Evaluation*.

Step 5: Evaluation of steps 1 – 4 to determine next course of action.

Hard copy: Use *IPST FORM 5 Analysis of Interventions and Recommendations*.

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Individual Problem Solving Team (IPST)

Documentation Process – Quick Reference

Form	Title	Who/When	What
IPST FORM 1	<i>Historic and Cumulative Review</i>	Classroom teachers complete this prior to any IPST team data meetings. Usually teachers begin to collect this when concerns begin to develop.	When a teacher has a concern about a student academically or behaviorally that warrants further investigation, this form serves to collect this information.
IPST FORM 2	<i>Parent Contact and Staff Consultations</i>	Classroom teachers complete this prior to any individual problem solving team data meetings.	This form documents parent and professional contact for academic and behavioral concerns.
IPST FORM 3A	<i>Academic Data Collection</i>	IPST Team is responsible for this form. Classroom teachers complete the individual student and classroom peer data. Grade level, school, and district data provided by guidance and/or school psychologist.	This form documents the student level of performance compared to benchmarks and peers (Beginning of Gap Analysis).
IPST FORM 3B	<i>Problem Identification, Gap Analysis, Hypothesis, and Goal Statement</i>	IPST Team is responsible for this form. School Psychologist should be responsible for both academic and behavioral gap. Behavior analyst should also be involved if available.	This form documents the student level of performance compared to benchmarks and peers in terms of magnitude. Additionally, this form documents observation of instruction, curriculum, environment and learner information..
IPST FORM 3C	<i>Behavior Data Collection</i>	IPST Team is responsible for this form. Depending on the issue, it may involve the School Psychologist, Behavior Analyst, and/or Social Worker.	This form is for situations which include behavior concerns and the information is used to determine cause and function of behavior.
IPST FORM 4	<i>Individual Intervention Design and Evaluation</i>	The IPST Team and classroom teachers design Tier 3 interventions. The classroom teacher is responsible for monitoring progress and reporting on this form for next IPST review.	This form documents the fidelity and progress monitoring during intervention, including attendance, etc.
IPST FORM 5	<i>Analysis of Interventions and Recommendations</i>	IPST Team is responsible for this form. However, School Psychologist and Staffing Specialist must attend. Eligibility may be determined at this time.	This form documents the determination of response to interventions during entire process; analysis of fidelity of interventions, and recommendations based on the analysis.

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IPST FORM 1

Individual Problem Solving Team (IPST)

History and Cumulative Review

Student:

DOB:

ID:

Grade:

Teacher:

	YES	NO	COMMENTS
Attendance Concerns			
Multiple School Enrollment History			
Vision Concerns			
Hearing Concerns			
Speech/Language Concerns			
Medical, mental health or health concerns			
Academic Concerns			
Behavior Concerns			
Previous Screenings (KBIT, KTEA, etc.)			
Previous Psychological and/or Social History Written report			
Retentions If yes, indicate grade level(s) retained			
PMP, CST, or Problem Solving Team History			
IEP History			
504 Plan			
ESOL / LEP			
Other Concerns:			

Completed by: _____ Title: _____

Date: _____ School: _____

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IPST FORM 1

Individual Problem Solving Team (IPST)

History and Cumulative Review

Directions

WHO: Step 1 is to be completed by the classroom teacher or other staff as appropriate (e.g., guidance counselor, school psychologist, school social worker).

WHAT: Step 1 is a review of the cumulative record (may be electronic) to address areas of attendance, enrollment history, academic history, retentions, previous psycho-educational testing, etc.

WHEN: The form is to be completed when a teacher has concerns about a student academically or behaviorally that warrants further investigation of the problem. This is the first information to **be gathered before collaborative meetings** (grade level meetings, department meetings, before any problem solving meetings).

WHERE: The cumulative record and IPST file are resources for obtaining the requested information.

WHY: A cumulative review can assist with identifying why a student is having academic or behavioral problems. Information that is obtained through the cumulative record can help identify areas that may be impacting performance (e.g., history of attendance problems, high mobility, sensory concerns, a 504 plan, etc.).

HOW: Teachers can fill out RtI Step 1 with information from the cumulative record. When available, an electronic print out can be attached to relieve the teacher from re-copying information. When completing RtI Step 1, simply attach the print-out and complete other areas specified on RtI Step 1 that are not contained within the printed information. **Add comments if needed when the response to any item is "yes."**

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IPST FORM 2

Individual Problem Solving Team (IPST)

Parent and Staff Consultations

Student: _____ DOB: _____ ID: _____ Grade: ____

Teacher: _____ School: _____

Parent/Guardian Consultation(s): _____

At least one parent contact must be recorded before moving to Individual Problem Solving.

	Date(s)	Plan/Outcome
<p>1st Contact</p> <p>Phone _____</p> <p>In person _____</p> <p>Email _____</p> <p>Name of Parent/Guardian: _____</p>		<p>Signature of parent if in person: _____</p>
<p>2nd Contact</p> <p>Phone _____</p> <p>In person _____</p> <p>Email _____</p> <p>Name of Parent/Guardian: _____</p>		<p>Signature of parent if in person: _____</p>

School Staff Consultations:

	Date(s)	Plan/Outcome
PLC or other teacher collaboration		
Content Area Contact and/or Specialist (reading coach, Title 1, ESE teacher, specify content area)		
Building Supports: Guidance (Suggested for behavioral concerns), Speech/Language Path., Administration		
Other County Supports: School Psychologist, Social Worker, etc.		

Individual Problem Solving Team (IPST)

Parent and Staff Consultations

WHO: Step 2 is completed by the classroom teacher.

WHAT: Step 2 Documents parent/guardian and staff consultations. In addition, the form documents plan of action and outcomes of consultations.

WHEN: Step 2 should be initiated when a teacher identifies an academic or behavioral problem that may benefit from communication with the parent. The staff consultations section is accessed when the teacher needs support or assistance from other professionals within the school community. BOTH PARENT CONTACTS DO NOT NEED TO BE MADE BEFORE BRINGING TO TEAM. One parent contact should be initiated when concerns arise and it is always best practice. Usually this is when a PMP is initiated, but can be sooner as well.

WHERE: When consultations with itinerant professionals may be needed, simply e-mail the school psychologist, school social worker, or other professional to request a consultation or leave a note in their mailbox at the school. For consultations with staff at the school, simply arrange a meeting. The teacher can document parent contact via a parent conference, phone call, email, etc.

WHY: The purpose of Step 2 is to document that the parent is notified and current with their child's progress. In addition, this form allows for flexibility and precision in consultation with colleagues and relieves the teacher of scheduling a large group meeting when problems first arise. ~~Furthermore, if the student is eventually referred to the IPST team and an evaluation is requested, State Board Rules indicate that at least two parent conferences must be held with the parent prior to considering eligibility for exceptional student education.~~ This form easily documents these contacts with parents.

HOW: Indicate date of contacts/consultations with parents and staff. For the "plan/outcome" section of the Parent/Guardian contacts, indicate what the teacher and parent agree to do to address the student's issue. For follow-up parent contacts, indicate the outcome of the prior plan.

If the previous teacher is on-site, consulting to determine if the student had similar problems in the past can be helpful. If so, determine if the previous teacher had a plan to help the student be successful and utilize a similar plan if appropriate.

For the "plan/outcome" section of the Staff Consultations, indicate what the teacher and staff agree to implement in order to address the student's issue. Provide outcome anecdotal information and data as appropriate.

Mater Academy of Nevada

IPST FORM 3A

Individual Problem Solving Team (IPST)

Academic Data Collection

Directions

WHO: Step 3A should be completed by the IPST Team and classroom teacher for elementary students. At IPST meeting, the team may request that another teacher/professional provide input who currently works with the student. For middle and high school students, at least 2 teachers currently working with the student within an area of concern should provide input.

A second IPST observation form is required by federal statutes and State Board Rules if the student is referred for a comprehensive evaluation. Statutes further specify that the second observer must be a member of the multi-disciplinary team.

WHAT: Step 3A provides essential information regarding a student's level of performance compared to benchmarks and peers. In addition, this form identifies enablers and inhibitors to academic and/or behavioral success.

WHEN: Step 3A is used when a teacher considers developing group or (more intensive) individual interventions for students and wants to isolate factors that may lead to successful problem identification and analysis.

WHERE: Step 3A should be accomplished through direct observation of the student within the classroom regarding work habits and by reviewing sources of class-wide data and grade level data. In addition, formative assessments provide information regarding academic performance compared to benchmarks and peers.

WHY: Successful identification of enablers and inhibitors will better guide teachers to develop effective interventions. In order to complete a GAP analysis, the student data, class data, grade level, and benchmark data on the same measure must be collected. This will help determine the magnitude of a gap from individual student to the benchmark or peers. Additionally, questions 3 and 4 will help determine how many other students are experiencing the same gap or situation.

HOW: For item 1, simply place a check mark by the section indicating how the student is performing compared to expectancy. Utilize data from Tier 1 Core assessments such as FAIR, District assessments, common assessments in the school or district within the curriculum, etc., and formative assessments to determine the student's academic performance level. For items 3 and 4, determine what percentage of the class has similar problems. Do not make subjective judgments about the percentage of students having similar problems; rather use your class-wide data and/or grade level data to make this determination.

Student: _____ **DOB:** _____ **School:** _____

5). Problem Identification: WHAT is the problem in terms of the gap? (use information on form CST/IPST STEP 3B)

Specify the area of concern: _____

➤ **Benchmark Comparison – Gap Analysis (Part 1):**

- Accurately define the problem in measureable terms from the benchmark. (How large is the gap?)
 - $\text{Benchmark} \div \text{student performance} = \text{GAP}$. _____ \div _____ = _____ (GAP)
 - Is the gap above significant? Yes / No (Circle)

➤ **Peer Comparison – Gap Analysis (Part 2):**

- Accurately define the problem in measureable terms from the peer group (class or grade level or sub group). (How large is the gap?)
 - $\text{Peer Average} \div \text{student performance} = \text{GAP}$. _____ \div _____ = _____ (GAP)
 - Is the gap above significant? Yes / No (Circle)

6). Problem Analysis: WHY is the problem happening? Focus on the cause of the problem.

Attach observation/review documents. (Use **ICEL worksheet in appendix**)

ICEL	Instruction	Curriculum	Environment	Learner
Review				
Interview				
Observe				
Test				

7). Intervention Design: Determine the gains the student needs to make

➤ **Gap Analysis (Part 3):** Accurately define the necessary growth for the student.

- Next Expected Benchmark – current student performance = Growth needed
 - _____ - _____ = _____ (Growth Needed)

➤ **Gap Analysis (Part 4):** Accurately define what time period is realistic for the growth needed as determined in Part 3 above. Growth Needed _____ can happen across _____ weeks.

8). Hypothesis: What is the most likely reason the problem is occurring? (Tip: utilize the Problem Analysis worksheet to guide formation of a hypothesis):

The problem is occurring because _____.

9. Goal statement: (Write a specific attainable goal in observable and measureable terms related to the problem).

By (Date), (Student name) will (what) as evidenced by % on (Progress monitoring tool).

By _____, _____ will _____ as evidenced by _____ on _____.

Signature: _____ Date: _____

Mater Academy of Nevada

IPST FORM 3B

Individual Problem Solving Team (IPST)

Problem Analysis, Gap Analysis, Hypothesis, Goal Statement Directions

WHO: Completed **by the TEAM** at an individual IPST team meeting. The team may request that another teacher/professional provide input who currently works with the student.

WHAT: Provides essential information regarding a student's level of performance and rate of progress compared to benchmarks and peers in terms of magnitude.

WHEN: When a team is considering developing Tier 3 or more intensive interventions for individual students and wants to begin isolating factors that may lead to successful problem identification and analysis.

WHERE: By direct observation of the student within the classroom regarding work habits and by reviewing sources of class-wide data. In addition, observing the environment and instruction will provide information to develop the goal statement.

WHY: Using STEP 3A, STEP 3B and/or STEP 3C, successful identification of enablers and inhibitors will better guide teachers to develop effective interventions. Furthermore, if the student is eventually referred and an evaluation is requested, federal regulation and State Board Rules indicate that at least two observations of the student must be completed by educators prior to considering eligibility for exceptional student education. This form easily documents those observations.

HOW: For item 5, determine the Gap. The Gap is the answer found when dividing the expected benchmark score by the current student performance. (This would be a discrepancy between the individual student and the benchmark on a certain test or criteria, or between the individual student and peers on certain measures). For example, to determine Tier 1 effectiveness, divide the expected benchmark score by the average of student performance on the grade level instead of one student score. For individual student gaps, divide the expected benchmark score by the individual student score. The score reflects the gap the student needs to close to be on grade level. Determine if the Gap is significant. A Gap above 2.0 is *usually considered statistically significant*, however guidelines will be determined by the district as interpretation of the state statute continues.

For item 6, utilize the directions for the RIOT by ICEL form and the worksheet and attach. Other observation forms of the instructional practices, curriculum, environment, and learner may be attached in place of RIOT by ICEL as long as the areas are all considered (not just the learner).

For item 7, determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance (or group average of current performance) from the expected benchmark in the next benchmark period. The Team determines what progress is realistic for the student. Divide the necessary gain by the realistic progress to determine the number of weeks for intervention. This calculation will help the team determine the level of intensity necessary to achieve the goal. At this point the Aim Line can be set. Ex: 30 words per minute / 3 words per week expected growth = 10 weeks for the intervention. Given the current student performance of 30 words per minute, and growth of 3 words per minute per week, ten weeks from intervention implementation would set the aim line.

For item 8, write a hypothesis statement to indicate likely causes of why the problem is occurring (i.e., is the problem likely to be related to instruction, curriculum, environment, or learner domains).

For item 9, write a specific goal statement linked to the specific area of concern identified. Write the goal in observable and measurable terms and always include a timeframe. It is important to remember that the goal is not necessarily the benchmark where the student should be performing at that time. You want to ensure that the student is given a goal that is ambitious yet attainable. For more information on developing the hypothesis and the goal statement, consult with your school psychologist.

Goal Statement Template:

By *(Date)*, *(Student name)* will *(what)* as evidenced by *%* on *(Progress monitoring tool)*.

"In 10 weeks or by 11/28/2009, student will correctly read consonant blends in word list and target words in sentences as evidenced by 90% correct on the Phonics Screener for Intervention (PSI) Form B, Skill 3."

"By 11/28/2009, secondary student will correctly apply the reading strategy of making connections as evidenced by 90% (or 5/6) on Weekly Mini Assessments."

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IPST FORM 3C

Individual Problem Solving Team (IPST)

Behavior Data Collection

Student: _____ DOB: _____ ID: _____ Grade: _____

Teacher: _____ School: _____ Date: _____

Person(s) completing form: _____

Describe the SPECIFIC BEHAVIOR that interferes with the student's learning and/or the learning of his/her peers.

Environmental Conditions:

WHEN is the interfering behavior most likely to occur?

<input type="checkbox"/> Before/After School	<input type="checkbox"/> Lunch/Recess	<input type="checkbox"/> Subject/Class Changes
<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Missed Medications(s)
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

WHERE is the interfering behavior most likely to occur?

<input type="checkbox"/> Bus/Walking to or from school	<input type="checkbox"/> Cafeteria/Lunch	<input type="checkbox"/> Hallways/changing classes
<input type="checkbox"/> Regular Education class(es)	<input type="checkbox"/> Special Education classes	<input type="checkbox"/> Playground/Common areas
<input type="checkbox"/> Other (specify)		

During what SUBJECT/ACTIVITY is the interfering behavior most likely to occur?

<input type="checkbox"/> Academic SUBJECTS (specify)		
<input type="checkbox"/> Oral Instruction by Teacher	<input type="checkbox"/> Task/Assignment Directions	<input type="checkbox"/> Starting Assigned Work
<input type="checkbox"/> Individual Seat Work	<input type="checkbox"/> Group Work	<input type="checkbox"/> Transition
<input type="checkbox"/> Unstructured Time	<input type="checkbox"/> Other (specify)	<input type="checkbox"/>

What INTERACTIONS/PEOPLE are most likely to be present, or contribute to, the interfering behavior?

<input type="checkbox"/> Teacher	<input type="checkbox"/> Classmates	<input type="checkbox"/> Other Peers
<input type="checkbox"/> Staff	<input type="checkbox"/> Other (specify)	

WHERE is the interfering behavior most likely to occur?

<input type="checkbox"/> Bus/Walking to or from school	<input type="checkbox"/> Cafeteria/Lunch	<input type="checkbox"/> Hallways/changing classes
<input type="checkbox"/> Regular Education class(es)	<input type="checkbox"/> Special Education classes	<input type="checkbox"/> Playground/Common areas
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

OTHER Contributing Factors?

<input type="checkbox"/> Adult Requests/Directives	<input type="checkbox"/> Changes to the Routine/Schedule
<input type="checkbox"/> Teasing from Other Students	<input type="checkbox"/> Limit Setting/Imposing Consequences
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>

Is there a documentation of a medical concern that explain the behavior? ___Y ___N

If yes, what is the documented medical concern? _____

Hypothesizing the Function of the Interfering Behavior: _____ is occurring because _____.

If _____ would occur, the current problem would be reduced.

What possible purpose might the interfering behavior serve the student? What is the "pay off" for continuing to use the interfering behavior?

SEEKING:

<input type="checkbox"/> Teacher/Adult Attention	<input type="checkbox"/> Peer Attention	<input type="checkbox"/> Social Status
<input type="checkbox"/> Freedom/Fun	<input type="checkbox"/> Empowerment/Choice	<input type="checkbox"/> Desired Activity
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

AVOIDANCE, ESCAPE, PROTEST:

<input type="checkbox"/> Sensory Overload	<input type="checkbox"/> Teacher Interaction	<input type="checkbox"/> Peer Interaction(s)
<input type="checkbox"/> specific Subject/Activity	<input type="checkbox"/> Class Work	<input type="checkbox"/> Environment of Failure
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

WHO: This form (or one like it) is to be completed by the team with input of classroom teacher, school psychologist, guidance counselor, or school social worker. If completed by a professional other than the classroom teacher, the teacher must provide input.

WHAT: Step 3C includes information to determine cause and function of behavior (functional behavioral assessment).

WHEN: Step 3C should be used when a student is exhibiting behavioral difficulties that are not responding to Tier 1 and Tier 2 behavior interventions. In addition, it is recommended that Rtl Step 3C is completed prior to completing Rtl Step 3b, as the information will be useful in developing goal statements.

WHERE: Behavioral concerns may be manifested in multiple settings. Rtl Step 3C readily captures the settings and activities in which these behaviors are most likely to occur.

WHY: In order to develop a meaningful behavioral intervention plan, it is important to identify the function (pay-off) of the interfering behavior and the environmental condition in which the behavior is most likely to occur. By having the teacher orally respond during the IPST meeting to the questions embedded in this form, the team is more likely to generate interventions linked to the specific problem area.

HOW: At the IPST meeting, the IPST Chair will ask the teacher the questions designated on Rtl Step 3C. The chair will fill in 3C based on the teachers' and other responses to the data.

Mater Academy of Nevada

IPST FORM 4

Individual Problem Solving Team (IPST) Individual Intervention Design and Evaluation

Student Name:	Student #:	Birth Date:
Current School:	Grade:	Date:

Intervention #: _____ **Setting of intervention:** Classroom: _____ Other (specify) _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: _____ x per month **Who will monitor progress?** _____

Start Date: _____ **Specific intervention:** _____ **Progress Monitoring Tool:** _____

Group size: Individual:	Frequency	Duration	Intervention Provider
_____ 2-3	_____ 1 x/wk	_____ 15 min	_____ Gen Ed Teacher
_____ 4-8	_____ 2 x/wk	_____ 20 min	_____ ESE Teacher
_____ >8 but no whole class	_____ 3 x/wk	_____ 30 min	_____ Counselor
_____ Whole class	_____ 4 x/wk	_____ 45 min	_____ Title One Teacher
	_____ Daily	_____ 60 min	_____ Other (Specify)

End date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data: (baseline and include a minimum of 5 data points and attach graph):

Data/baseline point: _____ **Data/baseline point:** _____ **Data/baseline point:** _____

Data/baseline point: _____ **Data/baseline point:** _____ **Data/baseline point:** _____

Data/baseline point: _____ **Data/baseline point:** _____ **Data/baseline point:** _____

Based on attached data from the intervention, the problem.... _____ stayed the same _____ increased _____ decreased
(circle one)

Are you continuing this intervention: _____ yes _____ no

If no, what did not work? _____

Intervention #: _____ **Setting of intervention:** Classroom: _____ Other (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: _____ x per month **Who will monitor progress?** _____

Start Date: _____ **Specific intervention:** _____ **Progress Monitoring Tool:** _____

Group size: Individual:	Frequency	Duration	Intervention Provider
_____ 2-3	_____ 1 x/wk	_____ 15 min	_____ Gen Ed Teacher
_____ 4-8	_____ 2 x/wk	_____ 20 min	_____ ESE Teacher
_____ >8 but no whole class	_____ 3 x/wk	_____ 30 min	_____ Counselor
_____ Whole class	_____ 4 x/wk	_____ 45 min	_____ Title One Teacher
	_____ Daily	_____ 60 min	_____ Other (Specify)

End date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data: (baseline and include a minimum of 5 data points and attach graph):

Data/baseline point: _____ **Data/baseline point:** _____ **Data/baseline point:** _____

Data/baseline point: _____ **Data/baseline point:** _____ **Data/baseline point:** _____

Data/baseline point: _____ **Data/baseline point:** _____ **Data/baseline point:** _____

Mater Academy of Nevada
Individual Problem Solving Team (IPST)
Individual Intervention Design and Evaluation
Directions

IPST FORM 4

WHO: The Intervention Design and Evaluation Form will be completed by the team. The classroom teacher, intervention teacher, or person providing targeted intervention to the student will provide input regarding the data points and progress monitoring. A fidelity log may also be attached for evaluation purposes. The intervention teacher provides documentation as to the intervention itself (absences, frequency, etc.), the TEAM evaluates the effectiveness of the intervention and makes decision (in the middle of the page).

WHAT: Step 4 includes information to identify the specific intervention(s) being implemented as well as the provider of the intervention, the group size, the frequency of the intervention, the duration of session (time), the begin/end date of intervention, the baseline data, and progress data toward goal.

WHEN: Step 4 will be used when intervention is started. Only include interventions during current school year. In addition to the identified intervention, teachers may be utilizing another intervention. In other cases, teachers may be implementing a second intervention because of poor response to the initial intervention.

WHERE: The person directly providing the intervention will have the information to complete this form.

WHY: Step 4 is used to document interventions attempted and the student's response. Data will indicate if the research-based intervention should be continued or if other intervention(s) may be more effective.

HOW: Indicate the specific intervention that has been utilized, the beginning and ending date, and the length of the intervention when meeting (e.g., 15 minutes, 30 minutes, etc). Indicate group size, how often (frequency) the intervention group meets, the intervention provider, and the actual performance in the form of a data point. Indicate how often intervention will be progress monitored and who will progress monitor. When graphing progress, make sure that data points are entered on a pre-determined regular basis (e.g., every Wednesday) and ensure that the time between the data points is equidistant. Remember that interventions need time to work so after establishing baseline, it is recommended that at least 5 data points over a 5 week intervention period are collected. However, frequent progress monitoring allows for more frequent modifications of interventions and analysis of rate of progress. If during the first 5 weeks you are finding that the intervention is not working, the intervention should be modified accordingly.

See your school psychologist or RtI Coach for more information on graphing and for help in determining if your student is making progress toward the goal.

Mater Academy of Nevada
Individual Problem Solving Team (IPST)
Analysis of Interventions and Recommendations

IPST FORM 5

Student Name: _____ ID: _____

Birth Date: _____ Teacher: _____ Grade: _____

Today's Date: _____ Initial Meeting: _____ Follow-up Meeting _____

Summary of Concerns:

Student's current level of support: _____ Tier 1 _____ Tier 2 _____ Tier 3

Was attendance during the intervention sessions as issue? Yes/No (circle one)

Were the interventions aligned to the problem/concern? Yes/No (circle one)

Is there documentation that the intervention was implemented with fidelity? Yes/No (circle one)

Based on attached data from the interventions, did the problem... _____ stay the same? _____ increase? ___ decrease?

Which interventions worked? _____

Which interventions did not work? (If any) _____

Team Decision(s):

- ___ Discontinue intervention(s) goal achieved
- ___ Continue current intervention(s) Follow-up Meeting: _____
- ___ Modify current intervention(s) Follow-up Meeting: _____
- ___ Place in alternative programs: _____
- ___ Complete further Psycho-educational Assessment
- ___ Develop 504 Plan (if student meets eligibility criteria)
- ___ Refer to school social worker for Social/Developmental History
- ___ Refer to Certified Behavioral Analyst
- ___ Perform Additional Assessment _____
- ___ Other: _____

Team Member Signatures:

IPST Chair: _____ Date: _____

Administrator: _____ Date: _____

Teacher: _____ Date: _____

Parent/Guardian: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

Mater Academy of Nevada

IPST FORM 5

Individual Problem Solving Team (IPST)
Analysis of Interventions and Recommendations

WHO: Step 5 is completed by the IPST Chair with input from the teacher/ intervention provider and other team members.

WHAT: Based on data collected throughout the problem solving process, the team determines educational needs based on the student's response to interventions.

WHEN: RtI updates and recommendations are made when the data is sufficient to indicate a response. IPST 5 occurs as the final stage of the IPST meeting.

WHERE: The necessary data is documented throughout the entire process and specifically is identified on the *Intervention Design and Evaluation Plan* (IPST FORM 4).

WHY: Data drives the problem solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, or referring to alternate programs or for a social history and/or psychoeducational evaluation.

HOW: The IPST Chair will guide the team through this phase of the process by asking guiding questions. The data that is collected throughout Step 4 will be used to determine if the problem has decreased, stayed the same, or increased.

All attendees at the meeting will sign on the bottom of Step 5 on the designated lines. It is important for the IPST Chair to determine at the meeting the date/time of the next meeting (if applicable) to discuss response to intervention (RtI). The parent should be provided with a copy of Step 5 when completed as it will provide them with the team decision(s) and the date/time of the follow-up RtI meeting (if needed).

The IPST Chair should maintain an on-going log of the dates/outcomes of the IPST meetings. The log should include the name of the student, teacher, dates, and type of problem (e.g., reading, behavior, etc.). Recording the number on a log that corresponds to the "Team Decision(s)" section of Step 5 is an easy method to track the team based decisions at a school building.

Mater Academy of Nevada
Individual Problem Solving Team (IPST) User's Guide
Appendix

IPST User's Guide Appendix Forms

The appendix forms may be utilized to gather data before or during the IPST process.

APPENDIX 1: Group Intervention Form Weekly Progress Monitoring Form	79
(May be used for group intervention documentation)	
APPENDIX 2: Group Intervention Form Two Week Progress Monitoring Form	80
(May be used for group intervention documentation)	
APPENDIX 3: Group Intervention Form Tri-Weekly Progress Monitoring Form	81
(May be used for group intervention documentation)	
APPENDIX 4: ICEL Worksheet	82
(Use with Form IPST Step 3B and Step 3B)	
APPENDIX 5: Tier 1 Observation Form (Classroom Observation)	83
(May use the ICEL in Step 3B in addition to other times)	
APPENDIX 6: Tier 2 Intervention Observation Form	84
(May be used to check fidelity of Tier 2 Implementation and verify student placement in intervention)	

Group Intervention Forms may be useful for collecting data during RtI Tier 1 and Tier 2 targeted intervention process. These forms document student attendance as well as ongoing progress monitoring data (OPM) in a targeted, small group intervention. This data is useful to the IPST process when comparing individual student response to peer response within targeted, small group interventions. Data analysis of individual response compared to peer response will reveal information about if the intervention is working for the peers (is it effective?) and will also give information about the learning rate of individual students and peers in the intervention.

Mater Academy of Nevada

Group Intervention Form- Student Data Collection
Ongoing Progress Monitoring (OPM) Weekly

Intervention # _____ Setting of intervention: (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: Weekly Who will monitor progress? _____

Start Date: _____ Specific intervention: _____

Group Size: Individual:

- _____ 2-3
- _____ 4-8
- _____ > 8 but not whole class
- _____ Whole class

Frequency

- _____ 1 x/Wk
- _____ 2 x/Wk
- _____ 3 x/Wk
- _____ 4 x/Wk
- _____ Daily

Duration

- _____ 15 min
- _____ 20 min
- _____ 30 min
- _____ 45 min
- _____ 60 min

Intervention Provider

- _____ Gen Ed Teacher
- _____ ESE Teacher
- _____ Counselor
- _____ Title 1 Teacher
- _____ Other (Specify)

End Date/Cycle/Anticipated Duration: _____ Progress Monitoring Tool/Assessment: _____

ATTENDANCE and OPM Every Week

	ATTENDANCE and OPM Every Week																	
	Baseline	Week 1			Week 2			Week 3			Week 4			Week 5			Week 6	
		OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM	OPM
Date																		
STUDENT NAME																		

Mater Academy of Nevada

Group Intervention Form- Student Data Collection
Two Week Ongoing Progress Monitoring (OPM)

Intervention # _____ Setting of intervention: (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: Every 2 Weeks Who will monitor progress? _____

Start Date: _____ Specific intervention: _____

<u>Group Size: Individual:</u>	<u>Frequency</u>	<u>Duration</u>	<u>Intervention Provider</u>
_____ 2-3	_____ 1 x/Wk	_____ 15 min	_____ Gen Ed Teacher
_____ 4-8	_____ 2 x/Wk	_____ 20 min	_____ ESE Teacher
_____ > 8 but not whole class	_____ 3 x/Wk	_____ 30 min	_____ Counselor
_____ Whole class	_____ 4 x/Wk	_____ 45 min	_____ Title 1 Teacher
	_____ Daily	_____ 60 min	_____ Other (Specify)

End Date/Cycle/Anticipated Duration: _____ Progress Monitoring Tool/Assessment: _____

		ATTENDANCE and OPM Every 2 Weeks											
	Baseline	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
Date													
STUDENT NAME													

Mater Academy of Nevada

Group Intervention Form- Student Data Collection
Ongoing Progress Monitoring (OPM) – Every 3 Weeks

Intervention # _____ Setting of intervention: (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: Every 3 Weeks Who will monitor progress? _____

Start Date: _____ Specific intervention: _____

<u>Group Size: Individual:</u>	<u>Frequency</u>	<u>Duration</u>	<u>Intervention Provider</u>
_____ 2-3	_____ 1 x/Wk	_____ 15 min	_____ Gen Ed Teacher
_____ 4-8	_____ 2 x/Wk	_____ 20 min	_____ ESE Teacher
_____ > 8 but not whole class	_____ 3 x/Wk	_____ 30 min	_____ Counselor
_____ Whole class	_____ 4 x/Wk	_____ 45 min	_____ Title 1 Teacher
	_____ Daily	_____ 60 min	_____ Other (Specify)

End Date/Cycle/Anticipated Duration: _____ Progress Monitoring Tool (Assessment): _____

		Attendance and OPM every 3 Weeks																				
	Baseline	Week 1			Week 2			Week 3			OPM	Week 4			Week 5			Week 6			OPM	
Date																						
STUDENT NAME																						

Mater Academy of Nevada

ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION Domain:

Is effective instruction being provided in all critical areas related to this concern?
 Is enough instructional time being allocated to ensure student success?
 Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?	What doesn't work?
4.	1.
5.	2.
6.	3.

CURRICULUM: Questions to consider when evaluating the CURRICULUM Domain:

Are the curriculum and/or intervention research based and validated?
 Do the curriculum and/or intervention address all critical areas related to the current concern?
 Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

Is there a positive climate for learning?
 Is the problem more prevalent in a certain area of the school or classroom?
 Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

How might the traits/skills of the student be contributing to the problem?
 What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.

Mater Academy of Nevada

Tier 1 Classroom Self-Assessment/Observation Form

Student Name:	Student #:	Time of day:
Observer's Name:	Grade:	Date:

Reason for Observation (List academic areas or behavior concerns: _____)

COMPARISON OF PERFORMANCE:

Compare this student's performance with that of the majority of other students in the classroom – check for each category

How the student:	More slowly	More quickly	About the same
Focus and attention span			
Activity level of the student			
Language Skill			
Demonstration of interest/engagement			
Difficulty/frustration with content			
Emotional/social maturity			
Other: (specify)			

STYLE OF LEARNING

Which style of learning seems to benefit the student? (check all that apply)

visual auditory large group small group peer tutoring Other : _____
 Conceptual Content: concrete abstract both
 Behavior Reinforcement: positive negative ignored other: _____

IN THIS CLASSROOM:

How much movement/activity is allowed: a great deal some minimal none
 How much talking/noise is tolerated? a great deal some minimal none

STUDENT BEHAVIOR:

This student: (please answer every question)	(CHECK)	Yes	No	Not observed
Performs with the group				
Voluntarily participates in activities				
Follows written instructions				
Follows oral instructions				
Is responsive to other students				
Interacts with peers appropriately				
Appears prepared and organized				
Starts and stays on task				
Finishes what is started				
Responds appropriately to correction				
Shows independence				
Seems alert				

Based on this observation, check area(s) of concern:

Behavior Academic level environment Developmental concerns
 motor skills emotional development psychological concerns giftedness
 family focus health/medical issues
 other (describe): _____

STUDENT STRENGTHS: (What strengths observed in this student could be used in designing interventions?)

Mater Academy of Nevada

Tier 2 Classroom Observation Form

Student Name:	Student #:	Time of Day:
Subject Area:	Grade:	Date:
Learning Situation (please check all that apply)		
<input type="checkbox"/> Regular classroom	<input type="checkbox"/> Single teacher	<input type="checkbox"/> Self-contained classroom
<input type="checkbox"/> Homeroom grouping	<input type="checkbox"/> Direct instruction (<i>lecture</i>)	<input type="checkbox"/> Ability grouping
<input type="checkbox"/> Whole class	<input type="checkbox"/> Independent work	<input type="checkbox"/> Small group
<input type="checkbox"/> Multiple teachers in room		
<input type="checkbox"/> Cooperative learning (<i>group</i>)		
<input type="checkbox"/> One-on-one tutor/assistance		
Student Behaviors Observed (please check all that apply)		
<input type="checkbox"/> Aggressive toward children	<input type="checkbox"/> Controls discussions	<input type="checkbox"/> Easily distracted
<input type="checkbox"/> Asks for help	<input type="checkbox"/> Daydreams	<input type="checkbox"/> Easily frustrated
<input type="checkbox"/> Attentive	<input type="checkbox"/> Demands excessive attention	<input type="checkbox"/> Friendly
<input type="checkbox"/> Avoids eye contact	<input type="checkbox"/> Difficulty copying from board	<input type="checkbox"/> Immature behavior
<input type="checkbox"/> Avoids groups	<input type="checkbox"/> Disorganized work habits	<input type="checkbox"/> Neat appearance
<input type="checkbox"/> Careless mistakes	<input type="checkbox"/> Displays leadership ability	<input type="checkbox"/> Obscene/inappropriate speech
<input type="checkbox"/> Completes work on time	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Overactive, restless
<input type="checkbox"/> Constantly out of seat	<input type="checkbox"/> Does not complete tasks	<input type="checkbox"/> Perseverates/repeats behavior
<input type="checkbox"/> Contributes to class discussion	<input type="checkbox"/> Does not follow directions	<input type="checkbox"/> Short attention span
		<input type="checkbox"/> Sits quietly
		<input type="checkbox"/> Speech problems
		<input type="checkbox"/> Talks excessively
		<input type="checkbox"/> Talks out of turn
		<input type="checkbox"/> Trouble finding place
		<input type="checkbox"/> Unusual language
		<input type="checkbox"/> Withdrawn
		<input type="checkbox"/> Works well by self
		<input type="checkbox"/> Works well with others

Learning Environment (please check only one description for each environmental factor)			
<input type="checkbox"/> Classroom design:	<input type="checkbox"/> Traditional four-wall & door	<input type="checkbox"/> Open/pod design	<input type="checkbox"/> Other
<input type="checkbox"/> Classroom lighting:	<input type="checkbox"/> Bright	<input type="checkbox"/> Moderate	<input type="checkbox"/> Inadequate
<input type="checkbox"/> Seating arrangement:	<input type="checkbox"/> Rows facing front	<input type="checkbox"/> Desk groupings	<input type="checkbox"/> U-shaped facing front
<input type="checkbox"/> Student placement:	<input type="checkbox"/> Back / middle of room	<input type="checkbox"/> Front of room	<input type="checkbox"/> Near teacher's desk
<input type="checkbox"/> Temperature:	<input type="checkbox"/> Hot / stuffy	<input type="checkbox"/> Comfortable	<input type="checkbox"/> Chilly
<input type="checkbox"/> Noise levels:	<input type="checkbox"/> Quiet	<input type="checkbox"/> Moderate	<input type="checkbox"/> Noisy
Were there hallway noises or other distractions? <input type="checkbox"/> yes <input type="checkbox"/> no	Did visitors interrupt the lesson? <input type="checkbox"/> yes <input type="checkbox"/> no		

Student Responses to Teacher and Peers (all that apply)		Student Communication with Teacher (all that apply)	
<input type="checkbox"/> Fast	<input type="checkbox"/> Well organized	<input type="checkbox"/> Frequently	<input type="checkbox"/> Infrequently
<input type="checkbox"/> Moderate	<input type="checkbox"/> Clear and understandable	<input type="checkbox"/> Voluntary	<input type="checkbox"/> Teacher-initiated
<input type="checkbox"/> Slow	<input type="checkbox"/> Difficulty expressing self	<input type="checkbox"/> Interrupts teacher	<input type="checkbox"/> Interrupts peers
<input type="checkbox"/> With prompting	<input type="checkbox"/> Spoke softly	<input type="checkbox"/> Ignores teacher	<input type="checkbox"/> Ignores peers
<input type="checkbox"/> Blurted out-of-turn	<input type="checkbox"/> Off the subject of discussion	<input type="checkbox"/> Attention-seeking	<input type="checkbox"/> Enjoys argument/goading

_____ Y/N I have observed this interventionist during at least one intervention session.	_____ Y/N The intervention is being delivered according to the intervention plan determined by the team.
_____ Y/N The materials have been provided to this interventionist in order to perform the intervention.	_____ Y/N The teacher is actively monitoring the engagement of each student in the intervention.
_____ Y/N The management of behavior of each child is satisfactory for the group.	_____ Y/N The attendance of the student in the intervention is satisfactory.

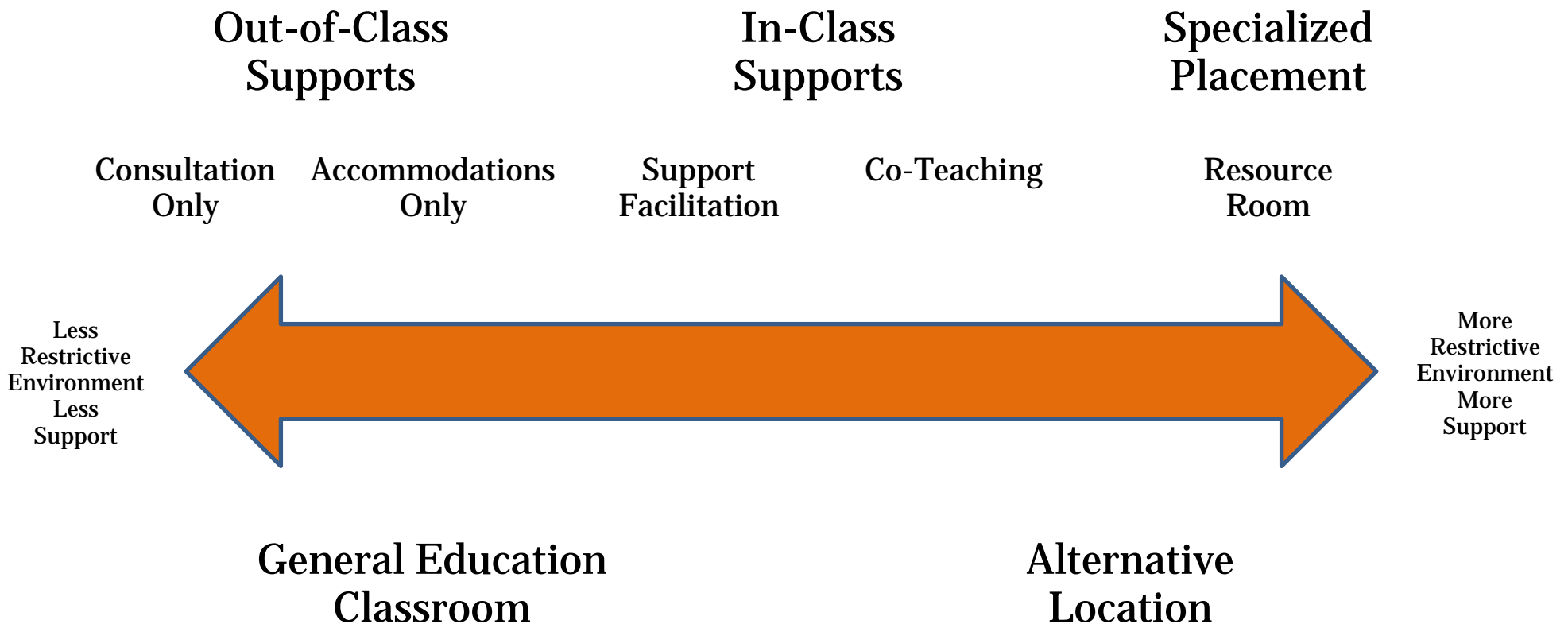
Signature of person completing this integrity check

Title/Position

Date



Mater Academy of Nevada Continuum of Service Delivery





Mater Academy of Nevada

Special Education Policies and Procedures Manual

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Web-Based Resources

- Accommodations Form for Students Participating in Special Education Programs
http://www.doe.nv.gov/SpecialEdResources/IEP_Accommodations_Form.doc
- Due Process Timelines and Procedures
http://www.doe.nv.gov/SpecialEdResources/2010-06_updated_Timelines-IDEA_2004.pdf
- Due Process Model Form
http://www.doe.nv.gov/SpecialEdResources/model_DP_requestform.pdf
- Due Process Model Form (Spanish)
http://www.doe.nv.gov/SpecialEdResources/Model_Due_Process_Spanish.pdf
- Highly Qualified Special Education Teachers in Nevada http://nde.doe.nv.gov/SpecialEdResources/HQ_SpEd_TA.pdf
- IEP Guidelines http://www.doe.nv.gov/SpecialEdResources/IEP_Guidelines.pdf
- IEP http://www.doe.nv.gov/SpecialEdResources/IEP_Form.pdf
- Modifications, Accommodations, and Supports <http://www.doe.nv.gov/SpecialEdResources/iepformmodifications.pdf>
- NAA Participation Guidelines http://nde.doe.nv.gov/Assessment/NAA/NAA_ParticipationGuidelines.pdf
- Nevada Department of Education Special Education Resources
http://www.doe.nv.gov/SpecialEducation_Resources.htm
- Nevada State-Sponsored Charter Schools and the Education of Students with Disabilities <http://www.doe.nv.gov/SchoolsDistricts/Charter/CharterSchoolManual.pdf>
- Section 504 Accommodations Form http://www.doe.nv.gov/SpecialEdResources/504_Accommodations_Form.doc
- Special Education Rights of Parents and Children/Procedural Safeguards
<http://www.doe.nv.gov/SpecialEdResources/Rightsrev2009.pdf>
- Special Education Rights of Parents and Children/Procedural Safeguards (Spanish)
http://www.doe.nv.gov/SpecialEdResources/2009_Spanish_Rights.pdf

CONFIDENTIALITY

The confidentiality of personally identifiable information about students with disabilities is protected through the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Nevada Administrative Code (NAC). Except under limited circumstances, confidential information contained in education records cannot be accessed or disclosed without the consent of the parent or the student, if not a minor. Confidentiality is critical to the special education process and must be strictly observed. This policy is not intended to inhibit professional communication, but rather to ensure that confidential information about students and their families is treated appropriately.

Definitions

1. **Directory information.** Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may be released to agencies, institutions, the military or businesses for the purpose of providing students with yearbooks, class rings, graduation announcements, athletic apparel, school pictures, scholarship opportunities, or other purposes that benefit the student and/or school. Directory information will not be released when the purpose is primarily for commercial or sectarian use.
2. **Disclosure.** To permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.
3. **Education records.** Records that are directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution. The term does not include records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; certain law enforcement unit records; certain employment records; certain records on a student 18 years of age or older; certain records created or received by an educational agency after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and grades on peer-graded papers before they are collected and recorded by a teacher.

The following types of documents represent common information of this nature:

- a. Written assessment and diagnostic findings and other documentation (medical, sociological, psychological, or academic) that is used for determining eligibility for special education or for determining an appropriate program. This includes test protocols utilized during the assessment process.
- b. Official correspondence that includes information about the student or the student's family.
- c. Confidential documents provided by other agencies or programs that were provided through a written release of information by the parents or specifically identified as confidential information.
- d. Written information provided by the parents that is included in the student's confidential special education records at the request of the parents.

*This is not an exclusive list, and there are other types of information that may qualify as confidential information.

4. **Eligible student.** A student who has reached 18 years of age or is attending an institution of post-secondary education.
5. **Personally identifiable information.** Includes but is not limited to the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier such as the student's social security number, student number, or biometric record; other indirect

identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency reasonably believes knows the identity of the student to whom the education record relates.

6. Record. Any information recorded in any way, including but not limited to, hand writing, print, computer media, video or audio tape, film, microfilm, and microfiche.

Maintenance of Records

The records custodian must ensure that all educational records are maintained in a secure location. File cabinets and other storage containers that are used to store such records and documents must be locked and remain locked except for access by authorized personnel. The school principal is responsible for security of special education records and management of confidential information at the school site; however, he/she may designate a staff person to assist with this responsibility. Files may be kept in a central location or in more than one location in the school as long as security is maintained. Confidential special education files must not be mixed with other types of records on the student (e.g., cumulative school records, files maintained by teachers of students' school work).

Directory Information

The school may disclose directory information without written consent if a notice has been given to parents or eligible students regarding the types of information that will be disclosed, as well as notification of their right to refuse disclosure of any or all information that the school considers directory information.

Although directory information may be disclosed without consent, great care should be taken as to the method of disclosure. For example, identifying special education students as such in a list posted in school hallways, the faculty lounge, or in school bulletins would violate FERPA.

Parents may prohibit the disclosure of directory information by providing a written request to this effect.

Inspection and Review of Educational Records

1. Timelines for access. Parents have the opportunity to inspect and review any educational records relating to their child which are collected, maintained or used by the school. The school must comply with a request to inspect and review without unnecessary delay and in any event before any meeting regarding an IEP or a due process hearing relating to identification, evaluation, educational placement, or the provision of a free appropriate public education, and not later than 45 days after the request has been made. It is the policy of the school to respond to a request to inspect and review records within ten (10) working days after the request has been made.
2. Interpretations and explanations. Parents have the right to obtain reasonable interpretations and explanations of the information contained in the educational records. The parents may make reasonable requests for the school to explain and interpret the records, and to have their representative inspect and review the records.
3. Copies of records. The parents may request that the school provide them with copies of the records, if, without the copies, any meaningful review of the records is impractical. The school may charge a reasonable fee for photocopying records.
4. Authority of parent. The school may presume that the parent has the authority to inspect and review records relating to the student unless the school has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation or divorce. The school will require a copy of any such legal document prior to denying a parent access to the records.

5. Record of access. The school shall keep a record of the persons other than parents and authorized employees given access to educational records. The record must include the person's name, date of access, and purpose for which the person is authorized to use the records.
6. Records on more than one student. If any educational record contains information on more than one student, the parents may inspect and review only the information relating to their child or be informed of that specific information.
7. List of types and locations of records. Upon request, the school shall maintain and provide to parents a list of the types and locations of educational records it collects, maintains or uses relating to students.
8. Fees. If the school charges a fee for copies of records made for parents, the amount of the fee cannot effectively prevent the parents from exercising the right to inspect and review those records. No fee may be charged for the search or retrieval of the information.

Generally, the school will provide copies of special education records on request. In most instances, the school will not charge a fee for duplication of special education records provided to the parent or guardian; exceptions may be made in appropriate circumstances.

Amendment of Educational Records

1. A parent who believes that information in educational records is inaccurate, misleading or violates the privacy or other rights of the student may request an amendment of that information. The school shall determine whether to amend the information within a reasonable period of time after receipt of the request. If the decision is to refuse to amend the information, the school shall inform the parent of the refusal in writing, including the reason for the refusal and the right to a hearing.
2. Upon request, the school shall provide an opportunity for a hearing to challenge information in educational records.
3. If, as a result of the hearing, it is decided that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the school shall amend the information accordingly and inform the parents in writing.
4. If it is decided that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the parent may place in the records a statement commenting on the information or setting forth any reasons for disagreeing with the decision.

The school shall notify the parent that the parent has a right to include such a statement in the record.

The school shall retain any such explanation placed in the records as part of the records as long as the record or contested portion is maintained. If the records are disclosed to any person, the explanation must also be disclosed.

5. Any hearing held regarding the amendment of records must be conducted in accordance with FERPA and other applicable procedures.

Safeguards

The school shall not disclose personally identifiable information except as authorized by law.

Each principal/designee must ensure that all school staff that collect or use personally identifiable information receive training to ensure the confidentiality of such information. The school shall:

1. Protect the confidentiality of personally identifiable information at its collection, storage, disclosure and destruction;

2. Appoint one official to assume responsibility for ensuring the confidentiality of any personally identifiable information;
3. Train or instruct all persons collecting or using personally identifiable information regarding confidentiality procedures; and
4. Maintain a current listing for public inspection of the names and positions of those employees within the school who may have access to personally identifiable information.

Storage of Inactive Confidential Records

Inactive special education records and all confidential information maintained on students must be maintained in a secure location. Files of students who have left the school site will be kept for storage until requested by another school.

Destruction of information

The school shall also:

1. Inform parents when the personally identifiable information is no longer needed to provide educational services to the student;
2. Maintain a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grades completed and the year completed; and
3. Upon the request of the parent, destroy any personally identifiable information except the information listed in (2), which is no longer necessary to provide educational services.

When destroying personally identifiable information, the school will confer and/or coordinate with the school principal or Special Education Designee. The notice and destruction process will be conducted in accordance with the record retention schedules established in state law.

Consent Required for Access to Records

Parental consent will be obtained before personally identifiable information is disclosed to anyone other than authorized individuals or agencies; or used for any purpose other than meeting a requirement under IDEA. The school will not release information from education records to participating agencies without parental consent unless authorized to do so under FERPA (see *EXCHANGE OF CONFIDENTIAL INFORMATION*).

Who May Access Records Without Consent

There are several situations where the school may disclose education records of a student without written consent of the parent or eligible student. The most common situations affecting special education students are explained below:

1. To school officials with a legitimate educational interest, including any administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); student teachers and related service interns; a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The principal or Special Education designee is the school official in charge of educational records and shall determine whether a school official is seeking information to carry out his/her official duties and whether the specific information sought is necessary in carrying out those duties.

2. To comply with a judicial order or lawfully issued subpoena. If the education records of a student are subpoenaed, the school needs to make a reasonable effort to notify the parent or student (if 18 years of age or older) before complying with the subpoena. This is intended to allow the parent/student the opportunity to quash or challenge the subpoena.
3. To authorized representatives of federal or state agencies who are engaged in audit or compliance activities. In such a case, the representatives must sign a record of access stating the purpose of their need to access the education record.
4. The school may disclose personally identifiable information about a student from confidential records in an emergency if the information is necessary for the health or safety of the student or other individuals.
5. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
6. To other entities specified in FERPA, 34 CFR Part 99, §99.31.

PROCEDURAL SAFEGUARDS

Procedural safeguards are specific rights and guarantees given to parents and students through state and federal laws to protect them in matters related to identification, evaluation, educational placement, and the provision of a free appropriate public education. Collectively, these rights and guarantees are referred to as procedural safeguards, and are described for parents in a document disseminated by the Nevada Department of Education entitled "Special Education Rights of Parents and Children."

The IDEA requires that parents be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement, and provision of a free appropriate public education for students with disabilities. A meeting does not include informal or unscheduled conversations involving school personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

Definitions

1. Consent. Parents must give informed written consent, which means that they have been fully informed of all information relevant to the activity for which consent is sought, in their native language or other mode of communication. Parents must understand and agree in writing to the carrying out of the activity for which their consent is sought. The request for consent must describe the activity and list the records (if any) which will be released and to whom. Parents must also be informed and understand that the granting of consent is voluntary on their part and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the school is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.
2. Evaluation. Evaluation procedures are used to determine if a student has a disability and the nature and extent of special education and related services that are needed by that student. The term refers to procedures that are individually administered and used selectively with a student and does not include basic tests or procedures used with all students in school (e.g., group achievement tests, general screenings of all students).
3. Notice. The school must provide the parents with prior written notice (see *PARENTAL PRIOR WRITTEN NOTICE*) a reasonable time before proposals or refusals to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to a student. The notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the school must translate the notice orally so that the parent understands the content of the notice and maintain written evidence that these steps were taken.

The notice must contain the following information:

- a. A description of the action proposed or refused by the school;
- b. An explanation of why the school proposes or refuses to take the action;
- c. A description of other options the school considered and the reasons why those options were rejected;
- d. A description of each evaluation procedure, assessment, record, or report used by the school as the basis for the proposed or refused action;
- e. A description of the factors that are relevant to the school's proposal or refusal;
- f. A statement that the parents of a child with a disability have protection under the procedural safeguards of IDEA and, if the notice is not an initial referral for an evaluation, the means by which a copy of the description of the procedural safeguards can be obtained; and

- g. Contact sources for parents to obtain assistance in understanding the provisions of special education law.
4. Procedural safeguards. A copy of procedural safeguards (the "rights" document) must be provided to parents **AT LEAST ONCE PER YEAR** and at the following junctures:
- a. Initial referral for evaluation or upon parent request for an evaluation
 - b. Upon the first request for a due process hearing in a school year
 - c. Upon the first request for a complaint investigation in a school year (the Nevada Department of Education provides this copy to the parent)
 - d. Upon request by the parent
 - e. On the date a decision is made to make a removal that constitutes a disciplinary change of placement
5. Parent. As used in this section, the term **parent** refers to biological or adoptive parents, a foster parent, a guardian generally authorized to act as the child's parent (but not the state if the child is a ward of the state), an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, or a person identified through judicial decree or order to act as the "parent" of a child or to make educational decisions on behalf of a child, or the student, if he or she has reached the age of 18. A non-custodial divorced parent also has the right to participate in special education proceedings regarding his or her children. All of the rights that are afforded to parents transfer to the student when he or she is age 18, unless the student has been adjudged incompetent by a court of competent jurisdiction and a guardian has been appointed.

Unless a judicial decree or order has identified a person to act as the parent, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified to act as a parent, is presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

6. Surrogate parent. A surrogate parent is a person appointed by the school to represent the interests of a student when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. A surrogate parent has all the special education rights and authority ordinarily afforded to other parents. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements described below. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents.

Informed Written Consent

1. Reasonable steps to obtain consent. The school must take and document reasonable steps to obtain parent consent when consent must be obtained before the school can proceed with its evaluation and service provision responsibilities. Reasonable steps which must be taken and carefully documented include:
- o Detailed records of telephone calls made or attempted and the results of those calls
 - o Copies of correspondence sent and responses received
 - o Detailed records of visits to home or place of employment and results
2. Consent requirements. Informed written consent from a student's parents is required in the following instances:
- o When the school initially proposes to evaluate a student to determine his or her eligibility for special education and related services (see *CONSENT FOR EVALUATION*)
 - ! If the parent refuses to consent to an initial evaluation, or fails to respond to a request to obtain consent, the school may but is not required to pursue the evaluation through

mediation and/or due process. If the school does not initiate mediation or due process proceedings, the school will not be found to have violated its obligations for child find/identification or evaluation, and the school will not be deemed to have knowledge the student was a student with a disability for discipline purposes.

- When the school proposes the initial provision of special education and related services for the first time (see *PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES*)
 - ! If the parent refuses to consent, or fails to respond to a request to obtain consent for the initial provision of special education and related services, the school MAY NOT use mediation and/or due process in order to obtain agreement or a ruling that the services may be provided to the student. The school will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with the special education and related services for which the parent refuses to or fails to provide consent, and the school will not be deemed to have knowledge the student was a student with a disability for discipline purposes. The school is also not required to convene an IEP committee meeting or develop an IEP, although the school may choose to do so for the purpose of making clear its offer of FAPE to the parent.
 - ! If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services (see *PARENTAL PRIOR WRITTEN NOTICE*); MAY NOT use mediation and/or due process procedures to obtain agreement or a ruling that the services may be provided to the child; will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and is not required to convene an IEP committee meeting or develop an IEP for the child for further provision of special education and related services.
- When the school conducts a reevaluation that requires assessment(s) in addition to information already available to the team (see *CONSENT FOR EVALUATION*)
 - ! If the parent refuses to consent, the school may but is not required to pursue the reevaluation through mediation and/or due process. If the school does not initiate mediation or use process proceedings, the school will not be found to have violated its obligations for child find/identification or evaluation, and the school will not be deemed to have knowledge the student was a student with a disability for discipline purposes. If the parent has not responded to a request for consent for reevaluation, the school may proceed with the reevaluation if the school can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.

CONTACT THE PRINCIPAL OR SPECIAL EDUCATION DESIGNEE IN ALL INSTANCES WHERE PARENTS REFUSE TO CONSENT OR FAIL TO RESPOND TO REQUESTS TO OBTAIN CONSENT.

3. Additional information: Consent for initial provision of special education services. Informed written consent for initial provision of special education services must be obtained from parents before a student may receive services. Consent is obtained using the *PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* form.

In most circumstances, parents sign this form when they attend the student's initial IEP meeting. However, in instances where the parents refuse or do not attend after reasonable attempts are made to involve them in the initial IEP meeting, the school must take reasonable steps to attempt to obtain written consent for initial provision of services through other means. This might include telephone calls, correspondence, and sending the proposed IEP and consent form to the parents through the mail with a pre-addressed and postage paid envelope enclosed. When possible, school staff may also take the form to the parent's home

or place of employment. Each of these attempts must be carefully documented. If the parent withholds consent for the initial provision of special education and related services, IEP services CANNOT be provided.

Although federal law does not require that the school prepare an IEP prior to obtaining consent for the initial provision of special education and related services, the school will draft a proposed IEP if parents will not participate in the IEP development, and send the proposed IEP to the parent along with the consent form and a *PARENTAL PRIOR WRITTEN NOTICE* proposing development and implementation of IEP services as described in the attached IEP.

The school is only required to obtain *CONSENT FOR THE INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* once, before the student is initially placed in a program of special education. Thereafter, the procedures regarding notice and IEP development, review, and revision apply.

4. Reevaluations requiring additional data. Parent consent is not required before reviewing existing data as part of an evaluation or reevaluation, or before administering a test that is administered to all children unless consent is required of all parents. If the IEP Committee and eligibility team need additional data before completing a reevaluation, consent must be obtained.
5. Withdrawing consent. Consent for evaluation, reevaluation, or the initial provision of special education services may be revoked at any time. However, revocations are not retroactive. A revocation will not negate an action that has occurred after the consent was given and before the consent was revoked. For example, if a parent wishes to revoke consent for an initial evaluation, and the evaluation has already been completed, the revocation is ineffective.

If, at any time subsequent to the initial provision of special education and related services, the parent of a student revokes consent in writing for the continued provision of special education and related services, the school may not continue to provide special education and related services to the student, but must provide prior written notice before ceasing the provision of special education and related services. The school may not use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the student. The school will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services. Finally, the school is not required to convene an IEP meeting or develop an IEP for the student for further provision of special education of the student.

If a parent who revoked consent for special education and related services later requests that his or her child be re-enrolled in special education, the school must treat this request as a request for an initial evaluation, rather than as a reevaluation. IF A PARENT WHO REVOKED CONSENT REQUESTS RE-ENROLMENT IN SPECIAL EDUCATION, CONTACT THE SCHOOL PRINCIPAL OR SPECIAL EDUCATION DESIGNEE.

6. Subsequent to the initial evaluation and the initial provision of special education and related services, the school must use written notice to ensure that parents understand any action the school proposes or refuses. This might include the need for assessments determined necessary by the student's IEP Committee in order to provide appropriate services, or completion of a functional behavioral assessment at a time not consistent with the three-year reevaluation juncture.
7. Consent is also required in certain circumstances before the school discloses personally identifiable information. See Confidentiality section for further information.

Prior Written Notice and Notification Regarding ET/IEP Meetings

1. Prior Written Notice. In general, prior written notice is required whenever the school proposes or refuses to take an action related to the identification, evaluation, educational placement, or provision of a free appropriate public education for a student (see *PARENTAL PRIOR WRITTEN NOTICE*).

The following list identifies common situations where the school is required to provide parents with prior written notice:

- The school proposes to evaluate or reevaluate the student
- The school proposes to develop the student's initial or annual IEP and has specific proposals for content
- The school proposes to implement an IEP
- The school proposes to conduct an initial evaluation or reevaluation without obtaining additional data
- The school proposes to change the student's special education placement or IEP services
- The school proposes to terminate special education services (including termination of eligibility through a reevaluation process, or graduation from high school)
- The school proposes to cease special education and related services after receiving a written request by the parent revoking consent for continued provision of special education and related services
- The school proposes to change or terminate a student's related services (e.g., speech therapy, occupational or physical therapy, counseling)
- The school proposes a suspension or expulsion of a special education student which will constitute a change in placement

2. Notification regarding the student's IEP meeting. Since the IEP meeting is the most important mechanism for involving parents in educational decision-making, parents must receive written notification of this meeting. The importance of parental involvement at the IEP meeting is so significant, in fact, that the case manager must take specific action to notify the parents and make reasonable attempts to assure their participation, even when they cannot be present for the meeting in person. It should be noted that the school must proceed with the IEP development without the parents if they refuse or do not attend after reasonable attempts to involve the parents have been made. See *NOTIFICATION OF MEETING*.
3. Notice regarding evaluation and reevaluation. The school is required to send *PARENTAL PRIOR WRITTEN NOTICE* when it proposes an initial evaluation of the student's eligibility for special education and related services. Also, the school is required to reevaluate each eligible student at least every three years unless the school and parent agree otherwise. Parent notice of reevaluation is provided by sending the *PARENTAL PRIOR WRITTEN NOTICE*. Parents are also requested (by letter, telephone, or in person) to provide input as to the need for, and scope of, any additional assessments that may be needed. IDEA regulations permit the IEP Committee members and eligibility team members to review the existing evaluation data to determine whether additional assessments are needed, without a team meeting required. If additional assessments are needed, the school must ask the parent to provide written consent for any additional assessments that have been determined to be necessary in order to complete the reevaluation. If no additional assessments are needed, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to conduct a reevaluation without obtaining additional data is sent to the parents, notifying them of their right to request further assessments.
4. Notice regarding proposed changes to IEP or placement. Since the IEP Committee must make all decisions affecting a student's special education services or placement, the *PARENTAL PRIOR WRITTEN NOTICE* sent to the parents must explain the proposed changes. Again, the school must make reasonable efforts to involve the parents in the IEP process. When parents do not respond to requests to attend IEP meetings, the school must seek to include them through other means (e.g., via telephone). Parents must receive a copy of

the amended IEP developed by the IEP Committee. When parents are not in attendance, parents will be provided with *PARENTAL PRIOR WRITTEN NOTICE* of the school's proposal to implement the IEP.

A change in placement to a more or less restrictive setting is considered a "change in placement." Such changes in a special education student's program or placement require prior written notice and will only occur through the IEP process (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*).

5. Notice regarding termination of eligibility/services. If the student's services are being terminated because the student is no longer eligible for services, the following procedure must be followed:
 - a. The eligibility team must conduct a reevaluation and determine whether the student is no longer eligible for special education services. See Reevaluation section for all reevaluation procedures, which must be strictly followed.
 - b. If the eligibility team finds the student no longer eligible, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to discontinue services based upon ineligibility must be provided to parents.

If the student's services are being terminated because the parent has revoked consent in writing for the continued provision of special education and related services, the school must provide prior written notice of its proposal to discontinue special education and related services based on receipt of the written revocation of consent. Within a reasonable time after providing prior written notice, the school must discontinue all special education and related services to the student.

6. Notice regarding proposals to change or terminate a student's related services. Prior written notice must be provided of the school's proposals or refusals to initiate, change, or terminate a student's related services. Related services (e.g., speech therapy, occupational and physical therapy, counseling) are an important part of a student's IEP. Without these services, many students would not benefit from the special education program provided. For this reason, any decision to initiate, change, or terminate related services must be made by the IEP Committee. If at all possible, it is advisable to have the related service provider participate as a member of the IEP Committee. However, when this is not possible, he or she must supply the rationale for initiating, changing, or discontinuing the services. The IEP Committee determines a student's need for related services.
7. Notice requirements for parental requests. Parents are encouraged to present any requests for changes in eligibility, IEP services or placement in writing. For example, parents may request that the school pay for an independent educational evaluation. They may also request that the school provide additional services for their child. Whether the parents' requests are made in writing or not, parents must be given *PARENTAL PRIOR WRITTEN NOTICE* of the school's decisions in response to such requests by parents. CONTACT THE PRINCIPAL OR SPECIAL EDUCATION DESIGNEE FOR ASSISTANCE IN RESPONDING TO PARENTAL REQUESTS.
8. Notice regarding suspension/expulsion. There are specific procedures that must be followed when a special education student is suspended or expelled for more than ten (10) days from school. The basic procedures that must be followed regarding notice are outlined below:
 - a. On the date a decision is made to implement a disciplinary removal that will result in a change of placement, the school must provide *PARENTAL PRIOR WRITTEN NOTICE* of this decision and of the intent to conduct a manifestation determination prior to implementing the removal.
 - b. If the IEP Committee determines that the behavior is not a manifestation of the student's disability, the school must provide *PARENTAL PRIOR WRITTEN NOTICE* to the parents of the IEP Committee's decision and the school's intent regarding further disciplinary action.

- c. If the IEP Committee determines that the behavior is a manifestation of the student's disability, the student generally remains in the placement identified in the student's IEP (unless the student is placed in a 45-school-day interim alternative educational setting for conduct involving weapons, drugs/controlled substances, or infliction of serious bodily injury). The school provides *PARENTAL PRIOR WRITTEN NOTICE* of its intention to conduct a functional behavioral assessment (unless one has already been done) and to develop a behavior intervention plan (or review/revise an already existing plan).

Appointment of Surrogate Parents

1. Requirement to appoint surrogate parent. A surrogate parent be appointed by the school district when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements described below.

A student who is eligible for special education at the school and meets any of these conditions will be appointed a surrogate parent to represent him or her in all matters related to special education.

2. Qualifications for serving as a student's surrogate parent. A surrogate parent cannot be an employee of the Nevada Department of Education, the school district, the school, or of any other agency involved in the education or care of the student. The surrogate must have no personal or professional interest that conflicts with the interest of the student, and the surrogate must have knowledge and skills that ensure adequate representation of the student. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to whether those staff are employees of agencies involved in the care of the student, until a surrogate parent can be appointed that meets all of the requirements outlined above.
3. Rights and privileges of surrogate parents. Surrogate parents have all the same rights and privileges of biological parents pertaining to the identification, evaluation, educational placement, and the provision of a free appropriate public education for the student he or she represents. As such, surrogate parents must give consent before initial evaluation, initial provision of special education and related services, and reevaluation of the student if the reevaluation requires additional assessments. They must also be given prior written notice for any proposed or refused action by the school as described in this section. Surrogate parents have all the due process rights of natural parents in a dispute with the school regarding the student's special education program.

Independent Educational Evaluation

A parent has the right to request an independent educational evaluation (IEE) at public expense if the parent disagrees with an evaluation obtained by the school. However, the school may initiate a hearing to show that its evaluation is appropriate. If the final decision is that the school's evaluation is appropriate, the parent still has the right to an IEE, but not at the public expense. Information regarding where an IEE may be obtained will be provided to the parent upon request for an IEE, along with the school's criteria for conducting such an evaluation. Whenever an IEE is conducted at the school's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, will be the same as the criteria the school uses when it initiates an evaluation. Whether or not the school pays for an IEE, the IEE must be considered in decisions regarding the student's special education program.

An IEE is an evaluation conducted by an examiner who is not employed by the school or the school district, but possesses qualifications similar to those of examiners employed by the school district. Parents should be encouraged but are not required to notify the school before they obtain an IEE. All parent requests for an IEE should be forwarded to the principal or Special Education designee for review. He/she will tell the parents where an IEE may be obtained and will provide notice of the school's decision regarding their request for an IEE.

When an IEE has been requested, the school must without unnecessary delay either provide (pay for) the IEE, or request a due process hearing to establish that its evaluation is appropriate. If the hearing officer determines that the school's evaluation is appropriate, the parent may still obtain an IEE, but at the parent's personal expense. A parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees.

Mediation

Mediation is a process where an impartial person participates in a meeting between parents and representatives of the school in an attempt to resolve issues of disagreement about the student's special education program. Most often mediation is used as an informal method of conflict resolution when parents have filed a request for an impartial due process hearing. Mediation may not be used in place of a hearing nor can it delay the parent's right to a hearing. When disagreements between parents and school personnel over special education issues rise to the level of an impasse, the principal or Special Education Designee should be involved. At his/her discretion, mediation may be requested, although other methods of resolution will probably be used prior to taking this step. Mediation usually produces at least some agreement between the parties. Even when parents proceed to a hearing, mediation often reduces or clarifies the issues to be heard.

The Nevada Department of Education has established a mediation system, maintains a pool of trained mediators, and will pay for the costs incurred by the mediation. Either party (the school or the parents) can request mediation although both parties must agree to participate. Each session of mediation must be scheduled in a timely manner and must be held at a location that is convenient for the parties to the dispute. If the parties reach an agreement, the agreement must be set forth in writing and the agreement is enforceable in court.

Impartial Due Process Hearings

Although a due process hearing may be necessary to resolve a disagreement between parents and the school, there are often other effective methods of resolution (e.g., informal negotiation or mediation). Parents and the school should pursue alternatives to due process whenever possible as a way of reaching an agreement about the student's special education program.

1. **Impartial due process hearing.** Due process is a formal means provided in the law for resolving disputes between the school and parents. Either the school or a parent may initiate a request for a hearing on issues related to identification, evaluation, educational placement or the provision of a free appropriate public education (FAPE) for a student with disabilities (although the school may not request a hearing to dispute a parent's refusal to consent to the initial provision of special education and related services). When a due process hearing is requested, an impartial hearing officer is appointed by the State Superintendent of Public Instruction to hear the case and render a decision. In Nevada, either party may appeal the hearing officer's decision to a state-level review officer. If the matter is not resolved at either of these levels, either party may appeal the case to a state court of competent jurisdiction or a U.S. district court.
2. **Requesting an impartial due process hearing.** Parents may request an impartial due process hearing by writing a letter to the school principal or Special Education Designee. A model form is available to assist parents in requesting a due process hearing (see *MODEL DUE PROCESS HEARING REQUEST*). Within five days of receiving the request, the school must transmit the letter to the State Superintendent of Public Instruction with a request that the Superintendent appoint a hearing officer.

Response to request.

- Within 10 days of receipt of the request for the hearing, if the school DID NOT already send a prior written notice to the parent regarding the subject matter of the hearing request, the school shall send notice that includes:
 - explanation of why the school proposed/refused action
 - description of other options the IEP team considered and why rejected
 - description of each evaluation procedure, assessment, record or report used as a basis for proposed/refused action
 - description of the factors relevant to school's proposal or refusal
- Within 10 days of receipt, if the school DID already send prior written notice, the school shall send the parent a response that specifically addresses the issues raised in the request for a hearing. A response by the school does not preclude the school from asserting that the parent's due process complaint was insufficient.

If the school files the hearing request, the parent must send the school a response that specifically addresses the issues raised in the request for a hearing within 10 days of receipt of request for hearing.

Sufficiency challenge.

- Within 15 days of receipt, the nonfiling party may notify the Hearing Officer and the filing party that the receiving party believes the notice has not met content requirements
- Within 5 days of receipt of notification of insufficiency, the Hearing Officer makes determination based on the face of the request for hearing and immediately notifies parties in writing
- If insufficient, the filing party must refile and the request is treated like a new request

Resolution meetings.

- Within 15 days of receiving notice of the parents' request for a hearing, the school must convene a resolution session UNLESS the school and the parents agree in writing to waive the session, or agree to use mediation process
- Resolution session participants:
 - Parents and relevant member(s) of IEP Committee (parent and school determine relevant members to attend meeting) who have specific knowledge of the facts identified in the hearing request
 - ! Includes representative of the school with decision making authority
 - ! May not include attorney of district unless parent is accompanied by attorney
- Parents discuss request for hearing and the facts that form the basis of the complaint, and the school is provided the opportunity to resolve

If a resolution agreement is reached, the parties execute a legally binding agreement that is signed by the parent and a representative of the school who has authority to bind the school. The resolution agreement is enforceable in any state court of competent jurisdiction or in a U.S. district court. A party may void the executed agreement within 3 business days of the agreement's execution.

Resolution period.

- If the school has not resolved the complaint to the satisfaction of the parents within 30 days of the receipt of the complaint, the due process hearing may occur
- The timeline for issuing a final decision begins at the expiration of this 30-day period
- Except where the parties have jointly agreed to waive the resolution process or to use mediation, the failure of the parent filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held
- If the school is unable to obtain the participation of the parent in the resolution session after reasonable efforts have been made and documented, the school may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent's due process complaint
- If the school fails to hold the resolution session within 15 days of receiving notice of a parent's due process complaint or fails to participate in the resolution meeting, the parent may seek the intervention of a hearing officer to begin the due process hearing timeline

Adjustments to 30-day resolution period. The 45-day timeline for the due process hearing starts the day after one of the following events:

- Both parties agree in writing to waive the resolution meeting
- After either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible
- If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or school withdraws from the mediation process

4. Stay put.

As required by state and federal law, under most circumstances when a due process hearing has been requested, the student “stays put” in the last agreed-upon placement until the issue is resolved, unless the parents and the school agree on an alternative placement. In limited circumstances (e.g., students who exhibit behavior that is harmful or dangerous to self or others), the school may seek a court injunction to bar the student’s attendance at school and maintain an alternative placement until the dispute is resolved through the hearing process. An Interim Alternative Educational Setting (IAES) may become the “stay put” placement for a student who has engaged in behavior involving weapons, drugs, controlled substances, or infliction of serious bodily injury. Also, in cases where a review officer agrees with the parents of the pupil that a particular change in the current placement is appropriate, the change in placement must be treated as an agreement between the school and the parents, for purposes of “stay put” through any continuing litigation.

5. Procedures for a due process hearing.

- a. The parent shall submit in writing to the principal or Special Education Designee any request for fair and impartial due process hearing in accordance with IDEA, stating the name of the student, the residence address of the student, in the case of a homeless child or youth, available contact information for the child the name of the school the student is attending, a description of the nature of the problem including relevant facts, and a proposed resolution of the problem to the extent known and available to the parents at the time. A copy of the request for a hearing must also be submitted by the parent to the Nevada Department of Education.
- b. The school principal or Special Education Designee, within five working days of the receipt of a hearing request from the parent, shall ask the State Superintendent of Public Instruction to appoint an impartial hearing officer.
- c. The State Superintendent of Public Instruction will officially appoint the impartial hearing officer and notify the parties in writing of the appointment. The hearing officer must not have a conflict of interest or be an employee of any public agency involved in the education or care of the student. A person is not an employee of a public agency solely because the public agency compensates the person for the person’s services as a hearing officer.
- d. The school must also take the following additional actions upon receipt of a request for a hearing:
 1. The parent shall be notified by certified mail of the time and place of the hearing.
 2. The parent shall be informed of any free or inexpensive legal services and other relevant services in the area.
 3. The parent shall be informed of the right to request a resolution of the dispute through a mediation process.
 4. The parent shall be informed of all procedural safeguards, including the rights listed below:
 - a. At the hearing, a party to the hearing may:
 - (1) Be represented by counsel;
 - (2) Be accompanied by and advised by persons who have special knowledge of or training regarding the problems of students with disabilities;
 - (3) Present evidence;
 - (4) Call, examine and compel the attendance of witnesses; and
 - (5) Cross-examine witnesses.
 - b. At the hearing, the parent has the right to:
 - (1) Have the pupil present;
 - (2) Have the hearing open to the general public; and

- (3) Have the record of the hearing and findings of fact provided at no cost to the parent.
- c. The parent may examine all pertinent school records before the hearing.
- d. A party to the hearing may object to the introduction of evidence or evaluations, including recommendations based upon evaluations that have not been disclosed to the opposing party at least five business days before the hearing. The hearing officer may bar the introduction of such evidence without the consent of the other party.
- e. The school shall make a verbatim record of the hearing either in writing or, at the option of the parent, by electronic means. The record must be made available to any party to the hearing.
- f. The school shall take whatever action is necessary to ensure that the parent understands the written notice and the proceedings at the hearing, including arranging for an interpreter for a parent who is deaf or whose native language is not English.
- g. The hearing must be held at a time and place reasonably convenient to the parent and student involved.
- h. The hearing officer shall base the decision solely on the evidence presented at the hearing. In addition:
- A hearing officer's determination of whether a child received FAPE must be based on substantive grounds
 - In matters alleging a procedural violation, a hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies:
 - Impeded the child's right to a FAPE;
 - Significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or
 - Caused a deprivation of educational benefit
 - A hearing officer may order a school to comply with procedural requirements
 - A parent may file a separate due process complaint on an issue separate from a due process complaint already filed
- i. The hearing officer shall render the findings of fact and decision in writing and mail a copy of the decision to the parties within 45 days after commencement of the hearing timeline. A hearing officer may extend the time for rendering a decision for a specific number of days upon the request of either party, except for expedited hearings. The written findings of fact and decision must be made available to any party to the hearing. At the option of a parent, findings of fact and decision must be made available to the parent by electronic means.
- j. The school shall pay the expenses of the hearing officer and any other expenses of the hearing.
- k. At a minimum, the Hearing Officer:
- must not be an employee of the NDE or the school that is involved in the education or care of the child; or a person having a personal or professional interest that conflicts with the person's objectivity in the hearing

- must possess knowledge of, and the ability to understand, the provisions of the IDEA, federal and state regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and state courts;
- must possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and
- must possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice

A person who otherwise qualifies is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer.

- l. The decision of a hearing officer is final unless the decision is appealed.
- m. In regard to due process hearings, "business day" means Monday through Friday, excluding federal and state holidays.

Appeal from decision of hearing officer

The parent and the school have the right to appeal the decision of the hearing officer to the State Superintendent of Public Instruction. The appeal must be made within 30 days after receiving the hearing officer's decision; a party to the hearing may file a cross appeal within ten (10) days after receiving notice of the initial appeal. If there is an appeal, a state review officer appointed by the State Superintendent of Public Instruction shall conduct an impartial review of the hearing.

The review officer shall:

1. Examine the entire record of the hearing;
2. Ensure that the procedures of the hearing were consistent with the requirements of due process;
3. Seek any additional evidence necessary and, if a hearing is held to receive additional evidence, afford the parties the rights set forth in NAC 388.310;
4. Afford the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing officer;
5. Schedule any oral arguments at a time and place which is reasonably convenient to the parent and student involved;
6. Make an independent decision on the completion of the review; and
7. Mail copies of the written findings and decision to the parties within 30 days after receipt of a written request for review. The review officer may extend the time for rendering a decision for a specific number of days upon the request of either party. At the option of the parent, the findings of fact and decision must be made available to the parent by electronic means.

The decision of a review officer is final unless a party brings a civil action.

Civil action. A party may appeal from the decision of the review officer by initiating a civil action in a court of competent jurisdiction within 90 days after receipt of the decision of the review officer.

Expedited hearings. A parent's request for a hearing is expedited under the following disciplinary situations:

- a. Disagreement with the manifestation determination (the decision regarding the relationship of misconduct to the student's disability); and

- b. Disagreement with the decision regarding the placement of a student with a disability who violates a code of student conduct.

The school may request an expedited hearing to change the placement of a student to an appropriate interim alternative educational setting based upon substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or to others. This process may be repeated as necessary.

An expedited hearing must be conducted within 20 school days of the date the hearing is requested and the determination must be made within 10 school days after the hearing. The resolution session must be held within 7 days and the resolution period is 15 days.

Transfer of Rights at Age 18

In general, the school shall assure that all rights of the parent shall transfer to the student upon reaching majority, at age 18. The exceptions are in the cases where such children are legally determined to be incompetent to make related decisions. In these instances, the legally established guardian will continue to maintain the rights outlined in this document.

On or before the date when the student turns 17 (during the annual IEP meeting when the student is 16), the student's IEP must include a statement that the student has been informed of the rights that will transfer at age 18.

Application for Parents to Represent Educational Interests of NAA Students

The 2007 Nevada State Legislature passed a state statute to allow parents of students with significant cognitive impairments who participate in NAA (the state's alternative assessment) to submit an application to the school district seeking authority to represent the student's special education interests after the student turns 18 (see *NOTICE OF APPLICATION, APPLICATION, NOTICE OF DETERMINATION*). This is the **ONLY APPLICATION** which may be used for this purpose in the school. This process applies **ONLY** to the parents of students with significant cognitive impairments who participate in NAA. **Do not** provide this application to the parents of any other students.

Process

State and federal law require that at least one year prior to the student's 18th birthday, parents and students must be notified that the parent's special education rights will transfer to the student at age 18. This step is accomplished the school by explaining that rights will transfer during the annual IEP meeting held when the student is age 16.

For NAA students ONLY:

1. Explain that state law allows parents of NAA students to apply to represent the student's special education interests after the student turns 18.
2. Provide the parent with the NOTICE OF APPLICATION form.
3. Retain a copy of the NOTICE OF APPLICATION and note the "Date NOTICE OF APPLICATION was provided to parent and student (prior to 18th birthday)" – see second line from bottom.
4. Explain that if the parent wishes to represent the student's special education interests, the application **MUST BE SUBMITTED no later than 90 days before the student's 18th birthday**.
5. The parent must complete the middle APPLICATION section of the document AND provide a copy of the student's IEP reflecting participation in NAA.
6. Within 30 days after receiving the APPLICATION, the school must review the application and determine whether to approve or deny the application. A decision to approve or deny must be made in consultation with the school principal or Special Education Designee. If the application is complete and the student fits within the specific criteria (**students with significant cognitive impairments who participate in NAA**) the application should be approved.

7. Immediately after decision to approve or deny, return a copy of the APPLICATION which was submitted by the parent to the parent and the student with the bottom box completed. **RETAIN A COMPLETED COPY IN THE STUDENT'S SPECIAL EDUCATION FILE.**

Unless the parents have been appointed by the school to represent the educational interests of the pupil, or a court has adjudicated the student incompetent to make decisions, the school must notify the student and parent that a transfer of rights has occurred when the student reaches ages 18. Whether the student's educational rights have transferred to the student or remain with the parents, the school shall provide any required notice thereafter to the student and the student's parents.

IDENTIFICATION

Identifying students with disabilities is the first step in providing appropriate educational services to students who are eligible for special education and related services.

Child Find

The school's "Child Find" program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services.

The school works in cooperation with other agencies in Clark County to:

1. Locate all children and youth with disabilities from the ages of birth through 21 in Clark County.
2. Identify and refer individuals suspected of having a disability for evaluations.
3. Provide information to the community about the Child Find project and increase awareness about the educational rights of individuals with disabilities and their parents, through the following methods:
 - a. Newspaper articles and other media
 - b. Correspondence with community members
 - c. Annual screenings in schools and in the community
 - d. Teacher training on identifying potential disabilities
4. Maintain a child identification log indicating which children 3-21 years of age are receiving special education and related services and which children were found to be not eligible for service. The log contains the following information, if applicable, on all children referred for evaluation:
 - a. Student Name
 - b. Age
 - c. Date Referred
 - d. Date Evaluated
 - e. Date Service Initiated
 - f. Disability Category
 - g. Reason for Not Serving
5. Coordinate with other agencies providing services to children. The principal or Special Education Designee will make at least two contacts per school year with local agencies to find out if they may have knowledge of children with disabilities who are not being served, explain the referral process, and request that they refer students under the age of 22 to the school district.

Before Making a Referral

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom.

The Individuals with Disabilities Education Act (IDEA) requires that children with disabilities be educated as much as possible with their nondisabled peers. By modifying what takes place in the classroom to meet a child's needs, we are addressing the spirit of the law. Frequently, such modifications are effective and may eliminate or diminish the need for special education services.

General Education Interventions

If a student is experiencing an educational or behavioral difficulty but is not suspected of having a disability by the school, the school may attempt to remediate such difficulty through providing scientific, research-based interventions in general education environments.

The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

1. Develop an intervention plan for the student, to include:
 - a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
 - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning;
 - c. The data to be collected to measure the student's level of performance and rate of learning;
 - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
2. Provide a copy of the intervention plan to the student's parents.
3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the child's RESPONSE TO INTERVENTION, provide the "NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT – RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION" document to the student's parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES will be determined based upon the discrepancy analysis model.
4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the school must:
 - a. Conduct the initial evaluation if the school that the student is suspected of having a disability; or
 - b. Provide *PARENTAL PRIOR WRITTEN NOTICE* of its refusal to conduct the initial evaluation (if the school does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with the principal or Special Education Designee

If the school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the school may refer the student for an initial evaluation.

REFERRAL

A student qualifies for all the rights and benefits of IDEA once he or she is determined to be a child with a disability as defined in the Nevada Administrative Code (NAC). Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the school's "child find" or general education intervention activities, school personnel recommend an evaluation.

If the school proposes to conduct an initial evaluation of a student, parents must be provided with prior written notice of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin. See PROCEDURAL SAFEGUARDS section.

In conducting the evaluation, the school must use a variety of assessment tools and strategies to gather relevant functional and developmental information on the child, including information supplied by the child's parents. Further, the information gathered should relate to enabling the child to be involved in and progress in the general curriculum. If appropriate, because there are existing evaluation data (e.g., a student who moved to the school from out of state and evaluation information from the other state was available in a timely manner, or a student making the transition from infant/toddler early intervention services at age three), the school must review existing evaluation data and determine what, if any, additional assessments are necessary. See *EVALUATION/REEVALUATION REPORT*. On the basis of this review, the school must identify and gather the additional data needed to determine:

1. Whether the child has a disability.
2. The child's present levels of performance and educational needs.
3. Whether the child needs special education and related services.

The initial referral process is as follows:

1. Identify the student's problem and initiate the special education referral process.
 - a. Complete the Special Education *REFERRAL FORM* and include the following:
 - Copy of emergency card front and back
 - Vision and hearing results (must be a pass)
 - Developmental history completed
 - Student observation form completed
 - Attendance information
 - Copy of educational intervention(s) and modification(s)
 - Academic results, sample of classroom work, test scores, etc.
 - b. Provide prior written notice of the proposal to evaluate the student (*PARENTAL PRIOR WRITTEN NOTICE*) with a copy of Parent Rights
 - c. Obtain parent consent to evaluate the student (*CONSENT FOR EVALUATION*)
 - Academic results
 - Behavior assessment
 - d. Principal's signature on referral form authorizing the initial referral process.
2. Review referral packet for appropriateness and completeness.
 - a. Parent has been given written notice of the school's proposal to evaluate the student.
 - b. Parent has provided consent to evaluate prior to any individually administered assessments given on the basis of the suspicion of disability.
 - c. Parent has been given a copy of Parent Rights, and rights have been explained in their primary language (e.g., Spanish)
 - d. Student has passed the vision and hearing tests,
 - or has been treated by a physician to correct problem area.
 - or a copy of the "passed" or "normal" results are provided.
 - e. Copies of data are legible and included.

- f. Principal has signed referral.
 - g. Assign designee or case manager for referral.
3. Process referral packet.
- a. Send copies to the school principal or Special Education Designee who will forward to psychologist or other evaluation coordinator (e.g., speech therapist) to initiate the evaluation.
 - b. Collect further data if needed.
 - c. Send copies of referral page, copy of consent for evaluation, and relevant information to related service provider if assessment is needed and is indicated on referral form (speech therapist, occupational therapist, or physical therapist).
4. If applicable, a psychologist will complete the evaluation, write the report, and forward copies to the case manager. If a speech therapist has been the evaluation coordinator, the therapist also serves as the case manager. *See Evaluation section of this Manual for further information.*
5. Schedule a meeting to determine eligibility (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*). See Eligibility section of this Manual for further information.
- a. Meeting must include required Eligibility Team members, including, for example:
 - LEA representative
 - Special education teacher (for student with speech/language impairment, speech therapist is the special education teacher)
 - Regular education teacher
 - Parent(s) and/or guardian(s)
 - School psychologist if applicable
 - b. Meeting could also include:
 - Speech therapist
 - Occupational therapist
 - Physical therapist
 - School nurse
6. Once eligibility is determined and if student is found eligible, an IEP must be written. The IEP Committee may include, and is not limited to:
- a. Parent(s)*
 - b. Regular education teacher*
 - c. Special education teacher*
 - d. LEA representative*
 - e. School psychologist
 - f. Related service provider (speech therapist, occupational therapist, physical therapist, assistive technology representative, transportation representative, school nurse, etc.)

*Required members, in addition to a person who can interpret the instructional implications of the evaluation.

7. Transfer students:

Transfers within Nevada. Students with disabilities transferring into the school from another school district in Nevada remain eligible for special education, related services, and supplementary aids and services. Documentation of previous evaluation(s) and eligibility determination(s) must be obtained from the previous school district. If such documentation cannot be obtained, school staff should contact the Director of Special Services at the district. When the parents register their child for school and indicate the student was receiving special education services at his/her previous school in Nevada, a form indicating the name and location of the previous school will be completed and faxed to the school secretary. Records will be requested and sent to the special education office. Attempts to locate/obtain records will be documented.

Records received will be provided to the evaluation coordinator. A copy of the IEP will be sent to the case manager.

If the student's previous IEP is available, the school must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, for a period no longer than 30 calendar days, until the school adopts the previous IEP, or develops a new IEP.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. Upon the expiration of 30 days after the development of the interim IEP, a complete IEP must be developed. Because the student is already eligible in Nevada, a reevaluation is usually not needed.

Transfers from Out-of-State. Students with disabilities transferring into the school from another state must be evaluated to determine whether they meet Nevada's eligibility requirements. The school principal or Special Education Designee is responsible for coordinating the process needed to ensure that Nevada eligibility is confirmed, whether under the 30-day interim IEP timeline (in circumstances when no IEP is available from the previous district), or under the 45-school day timeline when the school is providing services comparable to the services provided under the student's out-of-state IEP.

Parental consent must be obtained using the *CONSENT FOR EVALUATION* form. If evaluation information is available, the combined members of the eligibility team and IEP Committee must complete the *EVALUATION/REEVALUATION REPORT* form. If no additional data are needed, provide *PARENTAL PRIOR WRITTEN NOTICE* of this decision. The eligibility team must meet to determine eligibility within 45 school days of obtaining the parent's written consent.

If the student's previous IEP is available, the school must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, until eligibility in Nevada has been determined and until the school develops a new IEP, if appropriate.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. If a 30-day interim IEP has been developed, the student's eligibility must be confirmed and a complete IEP must be developed prior to the expiration of the 30 days. During the 30-day period, the student should be receiving services either under an interim IEP.

Obtaining/Reviewing Records

1. The case manager is responsible for obtaining all IDEA records relative to a student
2. If the case manager has difficulty obtaining a student's IDEA records, the case manager will forward a records release to the school secretary asking for assistance in obtaining the records.
3. Once the IDEA records have been obtained, the case manager will:
 - a. Initiate a records review referral by completing the top portion of the Psychologist Report/Review of Records form
 - b. Copy records for psychologist
 - c. Maintain copies for IDEA file
 - d. Send review of records form attached to psychologist's copies to Special Services
4. The case manager will:
 - a. Date stamp the records review referral attached to the students' records.
 - b. Log the referral date into the computer database.
5. The case manager will forward the referral packet to the school psychologist via mail.
6. The school psychologist will complete the Psychologist Report/Review of Records form which will address issues of:
 - a. Eligibility, including date of an existing Eligibility Statement
 - b. Current psychologist report, including an existing date of evaluation
 - c. Provide further instructions to the case manager
 - d. Forward copies to the school, parent, and the school secretary
7. The school secretary will log any existing and acceptable dates into database which may include:
 - a. Eligibility determination date
 - b. Evaluation report date (e.g., school psychologist report, speech language therapist report)
 - c. IEP date (if applicable)

EVALUATION

Definitions

1. Eligibility team (ET). A team of professional staff, including the parents who plan the assessment for a student, collect the appropriate information through formal and informal assessment methods, and make a determination of eligibility based on the criteria set forth in state regulations (Nevada Administrative Code [NAC] §388.330-440).
2. Academic achievement. The possession of basic reading skills and skills relating to oral expression, listening comprehension, written expression, reading fluency, reading comprehension, mathematics calculation, and mathematics reasoning. For students ages three to five years, this term includes academic readiness and mastery of language concepts (NAC §388.005).
3. Adaptive skills. Communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work (NAC §388.015).
4. Assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability (NAC §388.023). Cochlear implants are not considered assistive technology devices.
5. Assistive technology service. Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device (i.e., piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a student). This includes the evaluation of the need for such devices and services; providing for the acquisition of devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services; and training or technical assistance for students, families, professionals, employers, or others (NAC §388.024).
6. Scientific, research-based intervention. The modification of the classroom environment, curriculum or delivery of instruction in general education settings, which is based upon an examination of characteristics of the student as a learner, the instruction being provided and the curricular tasks to be accomplished, and targeted toward improving the student's level of performance and rate of learning. The modification of the classroom environment, curriculum or delivery of instruction is demonstrated through scientifically based research and practice to have a positive impact on a pupil's academic achievement or behavior.
7. Intervention. Strategies developed on the basis of individual need which are designed to have a remedial effect upon any academic or behavioral problems of a student. This does not ordinarily include general disciplinary procedures unless these have a demonstrated superior effect over individually designed strategies (NAC §388.085).
8. Social and emotional condition. The present thoughts, feelings, and interactive behavior of the student (NAC §388.111).
9. Eligibility Determination. A determination by an eligibility team that the student qualifies for special education, related services, and/or supplementary aids and services in the school environment in accordance with the eligibility criteria established in NAC §388.330-440.

10. Evaluation procedures.

Assessments/evaluation materials must be:

- selected and administered so as not to be discriminatory on a racial or cultural basis;
- provided and administered in the child's native language or other mode of communication, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so
- used for the purposes for which the assessments are valid and reliable
- administered by trained and knowledgeable personnel
- administered in accordance with any instructions provided by the producer of the assessments

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with limited sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

The child must be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Assessments of children who transfer from one district to another in the same school year must be coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

The evaluation must be sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

11. Primary diagnostician. A diagnostic professional who is assigned to lead the eligibility team (ET) in planning and conducting the evaluation and interpreting the results. Most often this will be the member of the ET who is most responsible for the evaluation (e.g., school psychologist, speech/language therapist).

Purpose

The purpose of gathering diagnostic data pertaining to the special student is to accomplish the following:

1. Determine whether the student has a particular category of disability, or in the case of a reevaluation whether the student continues to have such a disability;
2. Identify the present levels of academic achievement and related developmental needs of the student;
3. Determine whether the student needs special education and related services, or in the case of a reevaluation whether the student continues to need special education and related services;
4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum; and
5. Formulate possible courses of action.

Principles

Throughout the evaluation process, the following principles should be emphasized:

1. Multidisciplinary team approach.
2. Confidentiality.
3. Nondiscriminatory testing.
4. Adherence to all procedural safeguards.

Process

Students who may be referred for special education services are those whose learning and/or behavior problems appear to be beyond the scope of the general educational setting or whose problems have previously not been solved through general education interventions.

Students at the school	1) Students enrolled at the school are processed through interschool channels according to the referral procedures outlined in sections: Intervention, Referral, and Evaluations.
Students From Other Counties or States	2) Students having received special education services in another school district in Nevada or outside of the state of Nevada are processed according to procedures outlined under "Transfer Students" in the Referral section.

Consultation with Parents

After determining that the student will be referred for a special education evaluation, the principal/designee meets with parents to discuss the school's proposal for evaluation, as described below.

Meet With Parents	Holds a meeting with the parent/guardian to discuss in detail the student's educational difficulties.
Provide Notice of Proposed Evaluation	Completes <i>PARENTAL PRIOR WRITTEN NOTICE</i> to advise parents of the proposed evaluation of the student.
Advise Parents of Rights	Advises the parent of special education rights and provides a copy of Parent Rights document.
Explain Evaluation Procedures	Explains evaluation procedures.
Obtain Signatures on Consent for Evaluation	Obtains parent/guardian signature on <i>CONSENT FOR EVALUATION</i> form.
If Parent Refuses to Authorize	If the parent/guardian refuses to authorize an evaluation, contacts Special Services for assistance
Obtain Signatures for Exchange	Obtains signature on the <i>EXCHANGE OF CONFIDENTIAL INFORMATION</i> , if appropriate.

The Principal or his/her designee is responsible for collecting all forms required in the referral process as follows:

1. The principal/designee should have received documentation of interventions relative to meeting the educational needs in the general curriculum.
2. If the student cannot meet the demands of the general curriculum and is suspected of having a disability, the process of completing the entire referral packet will commence.
3. All necessary referral forms (e.g., Referral Form, Consent for Evaluation, Vision and Hearing, Student Observation Report, Attendance Data, Confidential Developmental History, and Exchange of Information/Records) must be completed and forwarded to the Special Services Office.

The completed referral packet is then submitted to the Special Services Office.

Eligibility Team Members – Roles in Evaluation

An eligibility team (ET) must be based upon the required membership for the suspected disability. (See Table 4 for a summary of ET members, per disability category.) The ET reviews all available referral information and gathers additional data, as necessary, to determine which assessment instruments and methods will be utilized. Following this determination, the ET will assign specific responsibilities to team members for each part of the evaluation. Assessment planning is conducted so as to avoid duplication, to ensure that the evaluation is complete and comprehensive, and to get multiple perspectives relative to the needs of the student.

The appropriate ET members conduct assessments and gather other information according to the established plan. If it appears to any member of the team that additional assessments are necessary, (e.g. to determine the student’s need for related services or to explore other student characteristics) he/she should share these observations with other team members and obtain consensus on the need for additional assessments. Use *REQUEST FOR ADDITIONAL ASSESSMENT* to obtain additional assessment data and consider consent requirements. Roles and expectations of team members in the evaluation are as follows:

<p>Special Education Teacher</p>	<p>The special education teacher must provide specific evaluative information regarding oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, math calculation and math reasoning.</p>
<p>School Psychologist</p>	<p>The school psychologist assesses:</p> <ol style="list-style-type: none"> 1) The academic potential of the student by utilizing tests that are administered individually with a wide variety of tasks presented with the resultant expectation that an adequate sampling of important intellectual functions will be covered. The measures used are global measures of intelligence. The psychologist makes a determination as to what tests are to be used based upon the child’s needs. 2) The achievement of the student is measured by using tests that are designed to measure the effects of a specific program of instruction or training. The emphasis is placed upon what the individual can do at the time. It provides an analysis of individual accomplishment. 3) The social maturity and/or adaptive behavior of the student is measured by utilizing scales designed for assessing the individual’s ability to look after his/her practical needs and for taking responsibility, as well as assessing the effectiveness of the individual in coping with natural and social demands in his/her environment. 4) The development of sensory of information skills using instruments assessing visual, perceptual and motor development.
<p>School Nurse</p>	<p>The school nurse must screen the student for vision, hearing, and health difficulties. It is recommended that additional information be provided regarding recent physicals, medications, and evaluations relative to possible attention deficit disorders, or neurological screenings. Whenever significant alcohol or drug treatment information is available, the nurse should obtain from the parent an Authorization for Use or Release of Information with all appropriate health providers.</p>
<p>Other Professionals</p>	<p>Other professionals (the speech/language specialist, Adaptive PE teacher, Occupational Therapist, Physical Therapist, Vision Specialist, etc.) complete assessments as requested or required under NAC 388. These results will be presented at the Eligibility Team meeting.</p>

Case Manager	The case manager may need to collect other information as appropriate: Parent-furnished data; behavioral or social checklists, pre-vocational/vocational, perceptual-motor, etc. This information is to be included as part of the Eligibility Team meeting.
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Evaluation Steps

A timetable for completing the evaluation is established that includes the anticipated date of the ET meeting where assessment information regarding the student will be reviewed and eligibility will be determined. The assessment must be completed and eligibility determined within forty-five (45) school days from the date that the parent signs the *CONSENT FOR EVALUATION*. This date may be extended only upon written permission from the parent.

Gathering the diagnostic data is an integral part of the process leading to provision of special education services. The purpose of this data is to define current student performance levels, identify strengths and weaknesses, establish cause-related factors that affect an individual’s performance, and to make recommendations for courses of action. Confidentiality and adherence to procedural safeguards are imperative throughout the process.

1. Designate school psychologist (or other primary diagnostician)
 - a. When appropriate, student is assigned to school psychologist to complete a psycho-social-educational evaluation.
 - b. Whenever an individual intelligence test is administered, the psychologist must be the primary diagnostician.

2. Gather evaluation data
 - a. Gather initial data
 1. Review all available information.
 - a. Confidential folder.
 - b. Cumulative file.
 - c. Personal interviews with appropriate staff relating to referred individuals.
 - d. Additional information from parent (see *CONFIDENTIAL DEVELOPMENTAL HISTORY*)
 2. If appropriate in instances where there is evaluation information available (e.g., out-of-state transfers, or infant/toddlers transitioning to school services at age three), determine whether additional data are needed by meeting with or contacting combined members of ET and IEP Committee (see *EVALUATION/ REEVALUATION REPORT*). Parents are contacted by letter, telephone, or in person to review existing data and ascertain whether they believe additional data are needed. Members are not required to sign the form; if the special education teacher contacts them by telephone he or she can simply note the name of the person, the date contacted, and whether or not that person thinks additional data are needed. Consensus is not required. If any one member of the evaluation team believes additional data are required, the issue must be addressed by the team in designing the scope of the evaluation.
 - b. Collect new information
 1. Obtain *CONSENT FOR EVALUATION*.

2. If needed, conduct a classroom observation (or utilize observation data previously collected) to include:
 - a. A description of the relevant behavior noted during the observation of the student.
 - b. A statement of the relationship of that behavior to the academic functioning of the student.
 - c. Record observation on the *STUDENT OBSERVATION REPORT*.
- c. Administer tests as appropriate to disability category
 1. Appropriate achievement tests
 2. Behavior rating scales
 3. Other measures as needed
- d. Formal data may include standardized assessment in the following areas of functioning

The evaluation provided by the school psychologist will be combined with the diagnostic information gathered previously at the school to constitute the educational evaluation. Eligibility for special education services will be determined in accordance with the Nevada Administrative Code using all data gathered regarding a particular student. No single test or piece of information shall be used to determine eligibility. The school psychologist assesses:

1. The academic potential of the student.
2. The achievement of the student.
3. The social-emotional and/or adaptive behavior of the student.
4. The development of sensory information skills.

ELIGIBILITY

The purpose of convening the Eligibility Team meeting is to determine whether the student is eligible for special education and related services, and to ensure that all sources of information are considered when determining a student's eligibility.

As the final step in the evaluation process, the case manager schedules a meeting to examine the results of assessments and other information regarding the student in relationship to eligibility criteria. This meeting is chaired by the case manager, unless it is agreed that another member will chair. Minimum membership must include the persons specified in the NAC for each disability category (See Table 4).

Eligibility Team (ET) meetings are to be held separate from IEP Committee meeting(s), although one meeting may immediately follow the other if parents have been properly noticed and participants that are required by NAC for both ET and IEP meetings are present.

At the ET meeting, the group may:

- 1) Determine if students are eligible for special education services under the disability criteria for which he/she was evaluated based upon the suspicion of disability;
- 2) Determine if students are eligible for special education under disability criteria other than that for which he/she was assessed (this may require additional assessments);
- 3) Determine if the students are not eligible according to established criteria for special education (NAC 388.387-430). If the students are not eligible, the team may still wish to develop recommendations for the students' teachers to promote student success. The parents must be informed of their rights should they desire to contest this decision or to have a due process hearing to determine eligibility for services. *PARENTAL PRIOR WRITTEN NOTICE* is provided to the parent if the ET determines that the student is not eligible for special education.

Eligibility Statements will be completed by ET members. This statement will serve to document the eligibility for service for each student and will be completed at the ET meeting.

It is important that all team members understand that eligibility decisions are a team responsibility and not the duty of any one member. As such, all members must sign the Eligibility Statement and indicate their agreement or disagreement with the decision reached by the majority of the team.

Disagreement Among the Team

Eligibility is determined by the opinion of a majority of Eligibility Team members. If a single member or a minority of the team members disagree about the decision of the majority, a written minority report must be prepared that provides the following information (a minority report must be prepared in an LD eligibility decision and may be prepared for other disability categories):

Basis	1) The basis of disagreement with the majority opinion;
Evidence	2) Evidence from assessment information, observations, or other sources that support the dissenting opinion; an
Alternatives	3) Alternative recommendations, if any, pertaining to the student's eligibility or educational program.

The minority report must be attached to each copy of the ET Eligibility Statement and a copy included in the student's confidential special education file. A copy of both the ET Eligibility Statement and the minority report must be sent to the principal or Special Education Designee within five (5) working days of the ET meeting.

Eligibility Decision-Making Steps

1. Eligibility decision-making

a. Prepare evaluation report

1. Psychologist (or other primary diagnostician) gathers all pertinent data and summarizes it in a written report. Included in the report should be statements regarding developmental history and social/emotional development. For students evaluated for Learning Disabilities, specific content is required in the evaluation report (including the scores from the computerized LDDA formula if discrepancy analysis has been used in the determination of eligibility). For students in other disability categories, the report must summarize the assessments conducted and their results, the instructional implications of the assessment results, and any other relevant information.
2. A copy of the evaluation report must be given to the parent either during or shortly after the eligibility meeting.

b. Determine eligibility for special education

A determination of eligibility must be made within 45 school days from the date the parent signed the consent for evaluation.

1. Parent is notified of the eligibility team meeting (may be combined with an IEP meeting) (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*).
2. During the meeting, team members share and discuss all information.
3. Parent presents any additional information.
4. Eligibility or non-eligibility is determined during the eligibility team meeting.
5. Appropriate Eligibility Statement is completed consistent with eligibility team's decision. A copy of the Eligibility Statement must be given to the parent. A second copy should be sent to the psychologist's or primary diagnostician's office for placement in the student's file.
6. If student is eligible for special student services, the special educator (as IEP Committee chair) shall convene a meeting of the IEP Committee including the parent of the student to determine the appropriate educational program for that student based on identified educational needs. This meeting may be held immediately following the meeting of the eligibility team, so long as all required IEP Committee members are present and the parent was given notice of the IEP meeting.

Once a student for the first time has been determined eligible for special education, an IEP meeting must be held within thirty (30) calendar days from the date of eligibility determination.

c. Eligibility criteria

Eligibility criteria for each disability category are defined in applicable provisions of the Nevada Administrative Code, Chapter 388.

NOTE: In making a determination of eligibility, a student may not be determined to be a student with a disability if the controlling factor for such a determination is the student's lack of appropriate instruction in reading or math or limited proficiency in English.

REEVALUATION

In accordance with state and federal regulations, each student receiving special education services will be reevaluated if conditions warrant, or if the student's parent or teacher requests a reevaluation, but at least once every three years ("triennial" evaluation) unless the school and the parent agree that a reevaluation is unnecessary. Principal or Special Education Designee must be consulted before any such agreement is made.

Purposes

Reevaluations of previously identified students with disabilities will be conducted for one or more of the following purposes:

1. Determine whether the student continues to have a disability;
2. Identify the present levels of academic achievement and related developmental needs of the student;
3. Determine whether the student continues to need special education and related services; and
4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum.

Reevaluation Process

1. *PARENTAL PRIOR WRITTEN NOTICE* must be given of the school's proposal to reevaluate the student's eligibility special education services.
2. Reevaluations must be addressed by the triennial anniversary date. For example, a child found eligible on June 6, 2010, must be reevaluated and the student's eligibility must be reconfirmed on or before June 6, 2013.
3. The combined members of the Eligibility Team and IEP Committee **must** be contacted by letter, telephone, or in person to ascertain whether they believe additional data or assessments are needed to determine continued eligibility. In general, a meeting of these individuals is used for the purpose of reviewing existing data. Use *EVALUATION/REEVALUATION REPORT* to document the review of existing data against the NAC assessment requirements and the determination of whether additional data are needed to address those requirements. If no additional data are needed, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of this decision and the reasons for it, including the parent's right to request additional assessments.

See Table 1 for the Combined Members of the Eligibility Team and IEP Committee, per disability category, and Table 2 for the NAC assessments required in an evaluation, per disability category.

A new referral must be completed and *CONSENT FOR EVALUATION* must be obtained before any new assessments can be conducted. If the parent does not respond to a request for consent, the school may proceed with the reevaluation if the school can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.

- a. Detailed records of telephone calls made or attempted and the results of those calls.
 - b. Copies of correspondence sent to the parents and any responses received.
 - c. Detailed records of visits made to parent's home or place of employment and the results of those visits.
4. Follow EVALUATION AND ELIGIBILITY procedures previously outlined.

Documentation

Upon the completion of the reevaluation and based on the reevaluation results, the eligibility team shall record in writing whether the student meets the continuing eligibility requirements for his/her present disability category. In making such determinations, the eligibility team shall document in a written Evaluation Report the basis for such determination, including any relevant data or assessment process used for the determination of continuing eligibility. An Eligibility Statement shall also be completed.

TABLE 1
REQUIRED MEMBERSHIP FOR COMBINED IEP & ELIGIBILITY TEAMS

DISABILITY CATEGORY	PERSONS RESPONSIBLE FOR SCOPE OF EVALUATION
AUTISM <u>AUTISM SPECTRUM DISORDER</u>	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech/Language Specialist; One or more persons who have sufficient knowledge of the student to interpret information related to the student's social, emotional, developmental and familial condition.
HEARING IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of hearing impairment; not fewer than three persons with expertise in one or more of the following areas: (1) audiology or the interpretation of an audiological report, (2) hearing impairment, (3) the interpretation of an assessment of health, communication skills and disorders, and/or academic achievement.
VISUAL IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of vision impairment; not fewer than three persons with expertise in one or more of the following areas: (1) vision, (2) vision impairment, (3) the interpretation of an assessment of health or academic achievement.
ORTHOPEDIC IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Nurse or other person qualified to interpret an assessment of health; One of the following: (1) physical therapist; (2) occupational therapist; (3) Any other specialist whose presence is deemed appropriate; One or more persons having personal knowledge of the student.
HEALTH IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; School Nurse or other person qualified to interpret an assessment of health; One or more persons with sufficient knowledge of the student to interpret information relating to the student's social, emotional, developmental and familial condition.
SPEECH AND LANGUAGE IMPAIRMENT	LEA Representative; Regular Education Teacher; Parent; Speech and Language Specialist; Person having personal knowledge of the student.
TRAUMATIC BRAIN INJURY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; School Nurse or other person qualified to assess the health of the student; One or more persons with sufficient knowledge of the student to interpret information relating to the social, emotional, developmental and familial condition of the pupil.
MENTAL RETARDATION <u>INTELLECTUAL DISABILITY</u>	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; One or more persons qualified because of personal knowledge of the student to interpret assessments of health and adaptive skills of the student and information relating to the family of the student.
EMOTIONAL DISTURBANCE	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the health, development, family, and social and emotional condition of the student.
SPECIFIC LEARNING DISABILITIES	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional condition.
DEVELOPMENTAL DELAY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional condition.
MULTIPLE IMPAIRMENTS	See requirements for MENTAL RETARDATION plus any other condition OTHER THAN specific learning disabilities, developmental delay, or speech and language impairment.

TABLE 2
REQUIRED ASSESSMENTS PER DISABILITY CATEGORY

DISABILITY CATEGORY	MINIMUM ASSESSMENT COMPONENTS
Autism Spectrum Disorder	Health and medical status; developmental history, including rate and sequence of development and a clear statement of strengths and weaknesses; cognitive abilities; social and emotional condition in multiple settings; academic achievement; adaptive skills; and speech, language and other communication skills. Team must also consider: sensory regulation; self-help and independent living skills; behavior problems; symbolic and imaginative play; activities and special interests; and motor skills.
Hearing Impairment	Comprehensive audiological examination, including pure tone and speech discrimination tests, performed by an audiologist; assessment of health, which must include a comprehensive examination of vision academic achievement, and speech and language.
Visual Impairment	Comprehensive examination of vision, performed by an eye specialist; assessment of health and academic achievement.
Orthopedic Impairment	Health assessment, including physical examination; student's functional limitations in relation to the demands of a regular classroom.
Health Impairment	Health assessment; analysis of the ability of the pupil to perform in a regular classroom.
Speech and Language Impairment	Performance relating to language, articulation, fluency or voice, as relevant to the impairment; health assessment; if relevant, cognitive abilities, academic achievement, and social and emotional condition.
Traumatic Brain Injury	Required considerations: medical documentation of injury; student's educational performance relative to a normative population; student's strengths and weaknesses; if possible, student's educational performance before and after injury. Required assessments: health; developmental history; cognitive abilities; social and emotional condition; academic achievement; language and motor skills; sensory and perceptual abilities; and attention, comprehension, judgment and problem-solving skills.
Intellectual Disability	Cognitive abilities; adaptive skills, including prevocational and vocational assessments if appropriate; health, including a developmental history; academic achievement; speech and language.
Emotional Disturbance	Social and emotional condition, based in part upon information from the student; health and cognitive abilities; performance of student in current educational setting; any previous intervention on behalf of student.
Specific Learning Disabilities	Cognitive abilities (if using discrepancy analysis); social and emotional condition; academic achievement; performance of student in current educational setting; any scientific, research-based intervention provided to the student; health and developmental history; observation of academic performance; data that demonstrate that prior to or as part of the referral process the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of pupil progress during instruction, which was provided to the pupil's parents.
Developmental Delay	Health; developmental functioning; social and emotional condition. "Developmental functioning" defined in NAC as: cognitive abilities, gross and fine motor skills, self-help, social and emotional condition, and skill in the use of receptive and expressive language.
Multiple Impairments	See components for MENTAL RETARDATION plus any other condition OTHER THAN specific learning disabilities, developmental delay, or speech and language impairment.

TABLE 3
DESCRIPTION OF ASSESSMENT COMPONENTS

COMPONENTS	PURPOSE	METHODS	RESPONSIBLE PARTY
Student Interviews	To obtain perceptions of school, peers, rules, home, community, etc.	standardized/individualized age appropriate questions	Psychologist Counselor
Parent Interviews	To obtain perceptions of the child; opportunity to express concerns and ask questions	standardized/individualized questions	Psychologist Counselor
Medical History/Status	To determine existence of health problems affecting educational performance	health records; parent interview	Psychologist Nurse
Developmental History	To identify environmental factors relevant to school functioning and the developmental stage of behavior	developmental scales; school readiness; family & developmental history	Psychologist Teacher Case Manager
Audiological	To determine how well student hears	hearing acuity; tympanogram	Speech Therapist
Speech, Language, and Communication	To access student's ability to understand, relate to and use language	voice, articulation; receptive & expressive language; auditory processing	Speech Therapist
Vision	To determine how well student sees	visual acuity; tracking & accommodation; color vision	Nurse
Academic	To obtain current levels in pre-reading skills, reading, math, and written expression	achievement tests; skill diagnostic tests	Teacher Counselor Case Manager Psychologist
Observation of Academic Performance	To observe the student's activities, strategies, and conduct in the classroom	observation	Someone other than student's regular teacher
Adaptive Behavior	To determine what student can do for self and how he gets along with others	socialization; daily living	Teacher Counselor Case Manager Psychologist Parent
Sensory/Motor	To determine how well student can utilize what is taken in by the senses	visual perceptual; visual motor; auditory perceptual; fine/gross motor	Psychologist Case Manager Teacher, Specialist
Cognitive Ability	To assess student memory and use of information to solve problems and predict achievement	intellectual ability; problem solving	Psychologist
Social/Emotional	To determine student's personal, social, and emotional adjustment	behavior checklists; projective drawing tests; personality tests; sentence completion tests; interviews	Psychologist Teacher Parent Counselor
Vocational	To measure student's interests and abilities relative to occupational preparation	prevocational and vocational interest inventories	Counselor Case Manager Teacher

TABLE 4
ELIGIBILITY TEAM MEMBERS, PER DISABILITY CATEGORY

Disability	Code	Required Members	Minimum Number
Autism Spectrum Disorder	ASD	<p>A school psychologist;</p> <p>A teacher of special education or a person with a specialized knowledge of autism.</p> <p>The student's regular classroom teacher, or, if none, a person qualified to teach the student.</p> <p>A speech and language specialist.</p> <p>A parent of the student.</p> <p>One or more persons who have sufficient knowledge of the student to enable interpretation of information relating to the student's social, emotional, developmental, and familial condition. This may include an administrator of the school, a nurse, a counselor, a school psychologist or any other certificated or licensed professional.</p>	5
Developmental Delay	DD	<p>A special education teacher or specialist in the field of early childhood education;</p> <p>A licensed school psychologist or a licensed or certified psychologist with documented training in the assessment of preschool students with disabilities;</p> <p>A parent of the student; and</p> <p>One or more persons qualified, because of personal knowledge of the student, to interpret information relating to the student's health, family, social and emotional condition. This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	3
Health Impairment	HI	<p>A school psychologist;</p> <p>A teacher of special education;</p> <p>The regular teacher of the student, or, if none, a person qualified to teach the student;</p> <p>A school nurse or other person qualified to interpret an assessment of the student's health.</p> <p>A parent of the student; and</p> <p>One or more persons with sufficient knowledge of the student to interpret information relating to the student's social, emotional, developmental and familial condition. Such persons may include an administrator of the school, a nurse, a counselor, a school psychologist or any other certificated or licensed professional.</p>	5
Hearing Impairment	AH	<p>A regular classroom teacher.</p> <p>The eligibility team may include a teacher or specialist in the field of hearing impairment and must consist of a parent of the student, and not fewer than three persons with expertise in one or more of the following areas:</p> <p>Audiology or the interpretation of an audio logical report.</p> <p>Hearing impairment.</p> <p>The interpretation of an assessment of:</p> <p>Health.</p> <p>Communication skills and disorders.</p> <p>Academic achievement.</p>	3

Learning Disability	LD	<p>The regular classroom teacher of the student or, if the student does not have a regular teacher, a teacher qualified to teach a student of the same age;</p> <p>A special education teacher or specialist with knowledge in the area of the suspected disability;</p> <p>A school psychologist;</p> <p>A parent of the student; and</p> <p>One or more persons qualified, because of personal knowledge of the student, to interpret information relating to the student's health, family, social and emotional condition. This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	4
Intellectual Disability	ID	<p>A school psychologist;</p> <p>A regular classroom teacher;</p> <p>A special education teacher or specialist in the field of intellectual disabilities;</p> <p>A speech and language specialist;</p> <p>A parent of the student; and</p> <p>One or more persons qualified, because of personal knowledge of the student, to interpret: assessments of the health and adaptive skills of the student; and Information relating to the family of the student.</p> <p>The person or persons described in this paragraph may be one or more of the persons described in paragraphs (a), (b) and (c) of this subsection and may, without limitation, be an administrator, nurse, school counselor, school psychologist or any other certificated or</p>	5
Multiple Impairments	MU	<p>The persons described in subsection 5 of NAC 388.410; and</p> <p>To the extent that their presence on the team is not provided for by paragraph (a) of this subsection, the persons included on the team pursuant to:</p> <p>Subsections 6 and 7 of NAC 388.390; Subsections 5 and 6 of NAC 388.395; Subsection 3 of NAC 388.400; Subsection 4 of NAC 388.415; Subsection 3 of NAC 388.402; Subsection 2 of NAC 388.407; or Subsection 2 of NAC 388.387, whichever applies.</p>	
Orthopedic Impairment	OI	<p>A school nurse or other person qualified to interpret an assessment of the health of the student; A regular classroom teacher of the student, or, if none, a person qualified to teach the student; A parent of the student; and</p> <p>One of the following: A physical therapist;</p> <p>An occupational therapist; or</p> <p>any other specialist whose presence on the team is deemed appropriate; and</p> <p>One or more persons having personal knowledge of the student. Such persons may include, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	4

Serious Emotional Disturbance	EH	<p>A school psychologist; A regular classroom teacher; A special education teacher or specialist in the field of serious emotional disturbances; A parent of the student; and One or more persons qualified, because of personal knowledge of the pupil, to interpret information relating to the health, development, family, social and emotional condition of the student. This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	4
Speech and Language Impairment	SL	<p>A speech and language specialist; A regular classroom teacher; If the student has another disability in addition to a speech and language impairment, a special education teacher; A parent of the student; and if not otherwise a member of the team, a person having personal knowledge of the student. This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	3
Traumatic Brain Injury	TB	<p>A school psychologist; A regular classroom teacher; A special education teacher or specialist in the field of mental retardation; A speech and language specialist; A parent of the student; and One or more persons qualified, because of personal knowledge of the student, to interpret: assessments of the health and adaptive skills of the student; and information relating to the family of the student. The person or persons described in this paragraph may be one or more of the persons described in previous paragraphs of this subsection and may, without limitation, be an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	5
Visual Impairment	VI	<p>The eligibility team may include a teacher or specialist in the field of vision impairment and must consist of a parent of the student and not fewer than three persons with expertise in one or more of the following areas: Vision. Vision impairment. The interpretation of an assessment of health or academic achievement. If the requirements of subsection 5 are satisfied, one or more of the following persons may serve on the eligibility team: A regular classroom teacher; One or more persons qualified to interpret an assessment of the social or emotional condition of the student, or of the cognitive abilities of the student, because of the person's personal knowledge of the student. Such persons may include, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	3

INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

Placement of a student in any program of special education occurs only after the development of an Individualized Educational Program (IEP). The purposes for developing an IEP are as follows:

Plan the Program	1. To develop an individual program for the student which includes specially designed instruction in areas of disability which adversely affect educational performance;
Facilitate Communication	2. To facilitate communication between parents and school personnel for proper and effective implementation in IEP, for students with disabilities;
Manage Services	3. To serve as a management tool to ensure students receive services as determined by the IEP Committee;
Commit Resources	4. To set forth a written commitment of resources to guarantee a free appropriate public education for the student; and
Evaluate Progress	5. To serve as an evaluation device to determine if the student has reached the goals and objectives developed by the IEP Committee.

The IEP is a written statement for each eligible student describing:

1. Student information data, including eligibility category as determined by eligibility team.
2. Present levels of academic achievement and functional performance, and other relevant developmental areas.
3. Student strengths; parental concerns; and student's interests and preferences.
4. Special factors applicable to students who have needs in the following areas: behavior; limited English proficiency; services for the blind or visually impaired; communication needs for the deaf or hard of hearing; and assistive technology.
5. Transition services.
6. Annual goals and short-term objectives, to include a behavior plan, if necessary.
7. Method for reporting progress.
8. Special education services, supplementary aids and services, and related services required to meet the student's unique needs, including the beginning and ending dates, frequency, and location of the services.
9. Participation in statewide district-wide, and school-wide assessments.
10. Extended school year services.
11. Placement.

All students who are eligible for special education must have a current IEP.

IEP Meetings

1. Meeting to develop the initial IEP must be held within thirty (30) calendar days from date of initial eligibility determination.
2. Review and revision conducted periodically, but not less than annually. In the case of preschool students, it is advisable to re-visit the IEP at least every six months, if not more frequently. State regulations require that the parents of a preschool child with a disability be given an opportunity to participate in a review of the child's progress every six months. An IEP meeting may be convened for conducting this review, but is not strictly required.
3. Annual review must occur on or prior to the anniversary date of the IEP.

IEP Committee--Minimal Membership

1. LEA Representative: school principal or administrative designee (must hold administration or special education license in Nevada)
 - a. Must be qualified to provide or supervise the provision of specially designed education for children with disabilities.
 - b. Must be knowledgeable about the general curriculum; and
 - c. Must be knowledgeable about the availability of resources of the school.
2. *Regular classroom teacher who works with the student or person qualified to teach the student.
3. *Special education teacher.
 - * **Cannot also serve as LEA representative**
4. Parent of student, or student if 18 or older.
5. The student, beginning at age 14, when transition services will be discussed.
6. A person who is familiar with the tests and other assessments performed on or by the student and their results who can interpret the instructional implications of the results of the evaluation.
7. A person who has personal knowledge about school personnel and options for placement available to provide special education and related services to the student.
8. If transition services are being discussed, representatives of other agencies who are likely to be responsible for paying for or providing transition services. Consent must be obtained from the parent before inviting such persons to participate in an IEP meeting (see *EXCHANGE OF CONFIDENTIAL INFORMATION/RECORDS*).
9. If appropriate, a representative of any private school facility. If the representative is unable to attend, records are kept of other methods to ensure participation, including individual or conference telephone calls.

IEP Committee Optional Membership

1. Student at any age - when appropriate
2. Parent advocate/attorney
3. Diagnosticians

4. Related Service Providers (speech/language therapist, OT, PT, counselor, etc.)
5. Interpreter(s) for parent, student or employee, if required
6. Others at discretion of the parent or school

Parent Participation

1. The case manager will ensure that the parent of an eligible student is present at the IEP meeting or is afforded the opportunity to participate by scheduling the meeting at a mutually agreed upon time and place.
 - a. Written notice of the purpose, date, time and location of the committee meeting must be given sufficiently far in advance of the meeting to enable the parent to make arrangements to attend (see *PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*). In order to satisfy the requirement to provide a copy of parent rights at least once per year, a copy of parent rights will be sent to parents with notification of each annual IEP meeting. The *PARENT IEP QUESTIONNAIRE AND WORKSHEET* accompanies the *NOTICE* and *NOTIFICATION*.
 - b. If parent does not acknowledge receipt of the first notice, two additional notices shall be sent. If there is still no response, the school shall attempt to notify parent by telephone.
 - c. If the parent is unable to attend the committee meeting in person, the school shall use reasonable efforts to secure participation in the meeting by written, telephonic or other means.
 - d. Copies of all *PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING* forms sent for any reason will be maintained in the student's IEP file.
2. Case manager shall document all reasonable efforts to contact parent.
 - a. Indicate all letters, phone calls, and or personal contacts.
 - b. Keep record of all attempts within the student's special education file.
3. If necessary, IEP Committee shall meet **without** parent in attendance **only after one of the following circumstances is documented:**
 - a. Parent does not respond to three (3) written notices, and at least one (1) telephone contact as documented in detail.
 - b. Parent agreed to an appointment (confirmed by signature on notice to parent or notation in the file based on other communication with the parent) and does not show for appointment (or call to explain absence and reschedule). "No Show" must be documented.

A copy of any IEP developed without the presence of the parent must be sent home, with a letter of explanation. The letter should detail the reasons why the IEP meeting was held, and advise the parent that they may request another IEP meeting if they wish. Additionally, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of the school's intent to implement the IEP if an IEP was developed without the presence or consensus of the parent.
4. Federal and state law permit the school and the parent to agree:
 - a. that the participation of an IEP committee member is not necessary if that person's area of curriculum or related services is not being modified or discussed in the meeting; or
 - b. that an IEP committee member whose area of curriculum or related services IS being modified or discussed in the meeting (the member must submit written input to the parents and the IEP committee prior to the IEP meeting); or
 - c. that an annual IEP may be revised without convening an IEP meeting.

See *PARENT AGREEMENT AND CONSENT*. No staff member at the school may enter into any of these agreements with parents without prior approval from the principal or Special Education designee.

Preparation for IEP Meeting—Case Manager

1. Notify committee members of date and time.
2. Ensure all necessary confidential information is available to committee members prior to meeting.
3. If a draft of the goals/objectives is to be utilized, ensure that the parent has a copy clearly marked as "DRAFT" at least five days prior to the meeting.

IEP Development Procedure

1. The case manager shall chair the IEP meetings and ensure the following procedures are implemented:
 - a. Complete student information data section on IEP.
 - b. Review Evaluation Report and Eligibility Statement.
 - c. Ensure that committee members present sign IEP.
 - d. **Review procedural safeguards** with parent. A copy of the procedural safeguards was sent with notice of the IEP meeting—if the parent has this copy another copy need not be given unless the parent requests a copy.
 - e. Make arrangements to obtain additional information if IEP Committee determines that available information is inadequate for some reason.
 - f. As useful or necessary, the *WRITTEN CONSULTATION RECORD* may be completed to record details of any meeting which does not result in a revision to an IEP, or other document. Note that actual IEP decisions **MUST** be recorded as revisions to the IEP.
2. Where to start?
 - a. One of the first decisions that the committee has to make in developing and implementing the IEP is where to start. This process involves deciding which needs require major emphasis and which needs require minor emphasis. The following is a list of critical areas to consider in making this important decision:
 1. What are the priority parental concerns?
 2. What are the priority teacher concerns?
 3. What are the requirements for access to and progress in the general curriculum?
 4. What are the appropriate developmental sequences of tasks or behaviors that the child would be expected to move through?
 5. Other crucial considerations such as behavior problems, social and peer relationships, etc.
 - b. For each of the major areas of need indicated by the present level of academic achievement and functional performance, the special educator **must** write an annual goal statement. The number of goal statements needed is dependent upon the student's needs and may range from one to many.
3. IEP Development

The IEP chairperson, with the input of all committee members, develops the goals and objectives of the IEP during the IEP meeting. The first task of the committee in the planning function is to review the

information gathered during the student evaluation process. Using this information, the committee should complete the IEP in accordance with the Nevada Department of Education Guidelines for IEP Development (included as an appendix to this Special Education Procedures Manual) and the specific technical assistance guidance provided by the school in staff training.

4. Legally and Educationally Sound IEPs

Educational objectives and services include both instructional objectives and related services that are required for meeting the unique needs of the student and are derived from a careful evaluation of the student and his/her environment through the evaluation process.

The IEP Committee should take time to develop a *defensible* IEP; that is, one that is legally and educationally sound. A sound IEP is one that:

- a. Demonstrates attention to the *individual* needs of the student;
- b. Is calculated to provide meaningful educational benefits to the student (as shown in part by well-designed annual goals and short-term objectives);
- c. Includes appropriate related services;
- d. Provides placement in the least restrictive environment (with his/her non-disabled peers) so as to meet his/her educational needs;
- e. Considers the use of supplementary aids and services to assure placement in the least restrictive environment;
- f. Provides appropriate accommodations and modifications that the student needs to participate with other students in all school settings; and
- g. Documents (together with other forms in the student's confidential file) that all procedural safeguards (written consent, prior written notice, notification of rights, parental involvement, etc.) have been provided.

5. Additional Information

a. Length of School Day

If the school day is to be modified, indicate the parameters of the modified day on the section for Supplementary Aids and Services. List the reasons why the day has been modified. Length of school day should only be modified if all committee members agree that it is necessary to provide the student with a free appropriate public education.

Any changes made to the length of the child's school day must be accompanied by a plan to reconsider those changes at regular intervals. It is the position of the school that any such modifications are not permanent and efforts will be made to bring the child's school day back into line with others of the child's age or grade level as soon as it is feasible.

b. Assistive Technology

Assistive technology includes devices and services as part of specially designed instruction, related service, or supplementary aids and services. If a related service, the student must require the device to assist him or her to benefit from special education services.

Assistive technology devices are used to increase, maintain, or improve the functional capabilities of the student. Routinely, items such as wheelchairs, walkers, hearing aides, glasses, and medical

devices, do not fall into the school responsibility area. There are exceptions. Please contact the principal or Special Education Designee if there is such a request. School personnel can act as facilitators to assist students in securing devices outside of the school's responsibility. If the school purchases the device it is, and will remain, school property. The device's use, including home use, must be determined during the IEP meeting.

6. Extended School Year

Provision of ESY services is an IEP Committee decision that involves appropriate school personnel and the parents. ESY services are defined as special education and related services provided in addition to the normal 180-day school year for the purpose of minimizing significant regression of identified skills and for enhancing recoupment of those skills when the regular school year resumes. These identified skills may involve areas of learning related to self-sufficiency, academic, social and/or emotional skills.

There are no specific standards set forth in IDEA for determining when ESY services are needed. Regression and the speed of recoupment are factors for the IEP committee to consider while making the decision. Regression is defined as the loss of previously mastered skills when an extended break in instruction occurs. The recoupment of those skills is defined as the ability to regain a skill within a reasonable period of time to previously achieved levels prior to an extended break in instruction. Regression could be considered significant if the student takes more than four to six weeks to relearn skills mastered the previous year. The IEP committee might base its decision regarding ESY services upon a history of regression during summer months.

Regression and recoupment are not the only standards upon which to base a decision of the need for ESY services. Other factors that need to be considered by the IEP Committee include the severity of the student's disability; a review of the student's progress over time; a determination that the student is at a critical learning stage; any information available to the IEP Committee relating to the student's behavior or physical needs; or curricular areas that are of significant concern for the individual student. It is important to remember that ESY services are based upon the individual needs of the student.

Steps for making and documenting ESY decisions are as follows:

- a. Provision for ESY is determined annually and is an IEP Committee decision.
- b. ESY services are designed to maintain acquired skills. New goals and objectives are not added to a student's IEP for implementation in the ESY program unless those goals and objectives are determined by the IEP Committee to be necessary to maintain the skills, behaviors, or other student performance for which ESY services are designed.
- c. If related services, such as occupational therapy, physical therapy, and/or speech and language therapy, are being considered, the appropriate professional must be involved in the IEP decision-making. The need for specific related services must be documented, and must be required for the student to benefit from his or her special education program. The fact that a student currently receives related services does not, in itself, guarantee that the services will be required during ESY.
- d. The IEP Committee should identify the specific goals to be addressed during ESY instruction, if the student requires more than four to six weeks at the beginning of the school year to regain previously mastered skills, an ESY program should be considered.
- e. The IEP Committee decisions concerning ESY are documented on the *EXTENDED SCHOOL YEAR SERVICES* form, which assists the school in planning for or providing the ESY services.

ESY is not the same as summer school, which refers to educational programming made available to students for enrichment or remedial purposes. A student with a disability who meets the criteria for a summer school program may attend that program without regard to a specific need for ESY. However, unless the student needs the regular summer school program to implement the IEP or for compensatory

education purposes, the parent must pay any fees that apply to all students enrolled in the program. ESY, on the other hand, must be provided at no cost to the student's parent.

Related services shall be provided to the child during ESY when necessary to support the goals and objectives being implemented during the program.

7. Related Services

Related Services are those services that are required to assist the student to benefit from the special education services needed by the student. Related services are to be provided as a part of a student's special education program as determined by the student's IEP committee.

- a. **Audiology.** Audiology is a related service that includes identification of children with hearing loss and determination of the range, nature, and degree of the hearing loss. Audiology services also include referrals for medical or other professional attention relative to the habilitation of hearing. The Audiologist will provide information and guidance regarding hearing loss, determination of the student's need for group and individualized amplification, assistance in selecting and fitting of an appropriate aid, and evaluation of the effectiveness of amplification.

Referrals are made to the school principal or Special Education Designee.

- b. **Speech Therapy.** Speech therapy includes the identification of children with speech or language impairments; diagnosis and appraisal of specific speech and language impairments; referrals for medical or other professional attention necessary for the habilitation or prevention of communicative impairments, and counseling and guidance of parents, children and teachers regarding speech and language impairments.

A referral is made to the school principal or Special Education Designee.

- c. **Physical Therapy.** Physical Therapy is a related service that develops programs for the care of students whose ability to function is impaired. It focuses primarily on children with neurodevelopment problems in the school. The physical therapist's function in the educational setting is to prepare the student for meeting educational demands of educators.

Referrals for evaluation and/or service are made through the school principal or Special Education Designee.

- d. **Occupational Therapy.** Occupational Therapy is a related service designed to improve, develop, or restore functions that have been either impaired or lost through illness, injury, or deprivation. Occupational Therapy improves the student's ability to perform tasks for independent functioning if certain functions are impaired or lost; and helps prevent, through early intervention, initial or further impairment or loss of function.

Referrals for evaluation and/or service are made through the school principal or Special Education Designee.

- e. **Counseling.** Counseling Service are services that are provided by qualified psychologists, guidance counselors, or other qualified personnel. The IEP Committee will address the needed service or activities that apply therapeutic process to personal, family, or situational problems in order to bring about positive resolution for the student.

The IEP Committee will address the needed counseling on a case-by-case basis for these related services.

- f. **Transportation.** The school will ensure that transportation is not a barrier to FAPE for students with disabilities. In such case where transportation is not readily available, it is the policy of the school to

provide transportation either in the form of actual transportation or the reimbursement to the parent of transportation costs in accordance with IRS(IR-2008-82, June 23, 2008) when providing related services addressed in the IEP.

Interim IEP

Thirty-day interim IEP placement status is reserved for special education students who transfer to the school from another school district in Nevada, or from out-of-state, but for whom no IEP is available. If an IEP is available, the procedures for providing comparable services are used as described in the "Transfer Students" provisions (see Referral section).

The 30-day interim IEP allows for immediate services in the special education services program while records from the previous district are requested and while any necessary additional assessments are conducted if eligibility must be determined for an out-of-state student. It is the responsibility of the school psychologist or other primary diagnostician to monitor progress so that determination of the student's eligibility in Nevada can be made by the ET team within the 30 day period.

Note: If a student who was enrolled in a special education program in the school leaves the school, then re-enrolls with the school within a year, the student may again receive special education services with no additional assessment required. A new IEP is developed with the student's recent transfer and educational history taken into consideration.

When developing an interim IEP, the case manager is responsible for the following steps dealing with prior special education eligibility:

1. The case manager should check with the school registrar, school principal, or Special Education Designee to gain accessibility to all pertinent records;
2. Verify prior eligibility for special education services;
3. Verify enrollment in a program of special education;
4. Confirm out-of-district placement from two sources (phone call to previous district, parent report, or special education records hand-carried by the parent from the previous district); and
5. Secure the parent/guardian signatures for the necessary IDEA paperwork, including the exchange of information.

The interim IEP is valid for only thirty (30) calendar days, during which time eligibility for services must be determined for an out-of-state student, and a complete a school IEP must be written (for in-state or out-of-state students). Interim IEPs cannot be extended for any reason, and the student cannot receive special education services without a current, valid IEP.

ANNUAL REVIEW MEETING

Purpose

A student's IEP must be reviewed at least annually.

1. Assess progress using individual achievement tests, as well as other measures of achievement.
2. Evaluate progress on annual goals and short-term objectives.
3. Develop the student's education plan for the upcoming year.

Schedule Annual Review

1. Notify parent of annual review meeting using *NOTIFICATION OF MEETING* and *PARENTAL PRIOR WRITTEN NOTICE* if specific proposals are planned for FAPE or placement. Send Parent Rights document with *NOTIFICATION OF MEETING*.
2. If a draft IEP is to be used, ensure that the parent receives a copy at least five days before the scheduled annual review meeting.
3. **IEP annual review meeting must be on or before the anniversary date.** For example, a child whose IEP was written on September 2, 2006, will have to have a new IEP in place on or before September 2, 2007. Eligibility team members need to be present if student's disability category is being changed or reviewed - follow Evaluation and Eligibility and IEP procedures.
4. All other procedures for IEP development must be followed as outlined in this document.
5. Provide a copy of IEP to parent.

IEP Revision

If circumstances change relative to the program specifically designed for the student, the IEP must be revised through the IEP process. The following circumstances would necessitate a revision:

1. A change in the amount of time that the student is spending in special education.
2. A change in the type of program.
3. Achievement of the current goals and objectives that would necessitate writing new goals and objectives for the student.
4. Addition, change to, or deletion of a related service.
5. A change from one level to another, as from elementary school to middle school and middle school to high school that requires changes in the IEP.

Revision of a student's IEP does not change the current date of review of the IEP.
Only completion of a full IEP changes that date.

Exit IEP

When a student is ready to exit the special education program for any reason (e.g., no longer eligible, student reaches maximum age, graduation) an IEP meeting is scheduled with the parents and the student's current level of performance will be reviewed. Note that only an Eligibility Team reevaluation process can determine that a student is no longer eligible for special education—this is not an IEP Committee decision. Except for turning 22 or graduating with a regular diploma, other determinations that the student is no longer eligible require a reevaluation (see below).

Parents must be given notice of the purpose for this IEP meeting and provided with an explanation of their rights. Careful attention should be paid to the following:

1. It is absolutely essential that parents are involved in decisions relative to cessation of special education services.
2. Include all information on the student for this reevaluation: parent observation, classroom work, assessments/observation, etc.
3. Parental rights.
4. Student progress toward annual goals and short-term objectives.
5. The effect upon the student if exited from the special education program.

DISCONTINUATION OF SPECIAL EDUCATION SERVICES THROUGH TERMINATION OF ELIGIBILITY

1. See reevaluation procedures outlined previously, paying particular attention to the requirements for prior written notice and review of existing data to determine whether additional data are needed.
2. Parent must be provided notice of eligibility team meeting (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*—note that this *PARENTAL PRIOR WRITTEN NOTICE* should provide notice of the proposal to determine the student's eligibility).
3. Eligibility team meeting **must** be held and include:
 - a. Evaluation of progress toward annual goals.
 - b. Review of recent evaluations and progress in general curriculum.
 - c. Statements concerning levels of functioning and rationale for why student is either no longer has a disability and/or is no longer in need of special education (student must both have a disability and require special education in order to be eligible for services).
4. Evaluation Report and Eligibility Statement must be completed, stating that the student is no longer eligible for special education. Copies must be given to parent.
5. Parent must be provided notice of proposed change in eligibility after the student has been determined not to be eligible (*PARENTAL PRIOR WRITTEN NOTICE*). This notice is required even if parents participated in and agreed with the decision that the student is no longer eligible. Check box “proposing” and “other.” Add a statement “termination of special education services because student is no longer eligible.” If parent disagrees, review the statement of parent rights with the parent.

PLACEMENT

Placement decisions in the school are made at the IEP meeting with parental involvement. Placement should be at the school unless special circumstances exist.

Removal From Regular Education Environments

The student may not be placed in a special class, in a different school, or otherwise removed from the regular educational environment unless the IEP otherwise provides. Justification for any removal from regular education environments must be explained in detail in students' IEPs.

Procedure to Implement Placement Outside the School

1. Ensure school withdrawal procedures are followed.
2. Initiate necessary transportation.

IEP IMPLEMENTATION

1. Implementation of the IEP must take place immediately after completion of the entire IEP process. In accordance with recent 2008 guidance from the U.S. Office of Special Education Programs, even when parents agree with the IEP provisions, *PARENTAL PRIOR WRITTEN NOTICE* will be provided to parents as notice that the IEP and its specified provisions will be implemented.
2. *CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* must be signed before services are provided for the first time. Thereafter, consent is not necessary unless the student experiences a lapse in eligibility.

No student may be placed in special education or have changes made to his/her educational program or placement without going through the IEP process.

DISCIPLINE PROCEDURES

THE "10 FREE DAYS" RULE

Under federal law, during the first 10 school days that a student is suspended in a school year, there are no requirements to provide services, conduct a manifestation determination, develop a plan for or conduct a functional behavioral assessment (FBA), or develop or review a behavior intervention plan (BIP). This 10-day period, whether consecutive or cumulative, is sometimes referred to as the "10 free days". However, during the "10 free days", the school must adhere to the discipline requirements that apply to all students.

Days that "count" toward the accumulation of 10 school days

Any disciplinary removal of a student from school grounds "counts" toward the accumulation of 10 school days. Only in-school suspensions, under certain circumstances, can be configured so as to avoid "counting" as disciplinary removals. See below.

Under the federal regulations, "school day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

"Business day" means Monday through Friday, except for federal and state holidays (unless holidays are specifically included in the designation of "business day," as in federal regulations at §300.403(d)(1)(ii).

Ordinary in-school disciplinary procedures do not "count" toward the accumulation of 10 school days

The U.S. Supreme Court in Honig v. Doe (1988) stated that ordinary in-school disciplinary measures are not considered disciplinary removals. These measures may include "the use of study carrels, time-out, detention, or the restriction of privileges." School officials should avoid the excessive use of any of these measures, without considering the need to reconvene the student's IEP committee to review behavior needs.

In-school suspensions, bus suspensions, or portions of a school day "counted" toward the accumulation of 10 school days

Comments in the federal regulations have provided the following guidance on whether in-school suspensions, bus suspensions, and portions of school days "count" toward the accumulation of 10 school days.

In-School Suspensions

In-school suspensions do not "count" toward the accumulation of 10 school days as long as the child is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the services specified on his or her IEP and continue to participate with nondisabled children to the extent they would have in their current placement.

Portions of a School Day

Portions of a school day do "count" toward the accumulation of 10 school days:

Bus Suspensions

Bus suspensions "count" when transportation is a related service in the student's IEP. Note that the U.S. Office for Civil Rights which administers Section 504 and other civil rights laws has taken the position that suspensions from the school bus are governed by the same disciplinary procedures as other suspensions.

PROCEDURES FOR MAKING DISCIPLINARY CHANGE OF PLACEMENT

A disciplinary change of placement occurs when a student is suspended for more than 10 consecutive days, OR when a student is subjected to a series of suspensions of 10 days or less, but a "pattern" of removals has occurred. Before making a disciplinary change of placement under either of these two scenarios, the school must determine whether the student's behavior is a manifestation of the student's disability. Generally, the school will treat removals beyond 10 cumulative school days as a disciplinary change of placement.

General Rules

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a removal is appropriate for a child with a disability.
2. Services must be provided to a student who has been removed from his/her placement on the 11th and any subsequent day of removal in a school year.
3. School policy is to consider any removal beyond the first ten days as constituting a disciplinary change of placement, which triggers procedural requirements for notice and a manifestation determination.
4. Special rules apply for behavior involving illegal drugs/controlled substances, weapons, infliction of serious bodily injury.
5. IDEA requires that in the case of a student whose behavior impedes the student's learning or the learning of others, the IEP committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
6. If a parent requests a due process hearing to challenge disciplinary decisions (including the outcome of the manifestation determination, the placement, and the services provided in the removal setting), the student remains in the disciplinary setting until the hearing officer reaches a decision, or until the disciplinary removal expires, whichever occurs first. Parents and the school may agree otherwise. A hearing under this circumstance is "expedited"—which means that no extensions beyond the 45-day timeline are permitted.

Services must be provided to the student on the 11th and each day of suspension thereafter in any school year. So even if the school is permitted to make a disciplinary change of placement (because the behavior is NOT a manifestation of the student's disability or because federal permits removal regardless of manifestation for students who have conduct involving weapons/drugs/controlled substances/infliction of serious bodily injury) the resulting suspension and/or expulsion cannot occur without providing services

BEFORE IMPLEMENTING A REMOVAL THAT WILL TAKE THE STUDENT BEYOND THE FIRST TEN DAYS IN A SCHOOL YEAR:

1. School personnel make decision to seek removal of student that will take the student beyond the first ten days in a school year.
2. On the day a decision is made to make a removal that constitutes a change of placement (generally in the school, a removal that will take the student beyond the first ten days in a school year), the school must provide "parental prior notice" of the proposed disciplinary removal (and proposed manifestation determination **and** proposed IEP meeting if there is a need to determine the removal setting and services to be provided) and provide parents a copy of the Rights document.
3. School personnel give student notice of the charges against him/her, an explanation of the evidence, and an opportunity for a "hearing" (in this context, an opportunity for the student to present his/her side of the story).
4. Before implementing a removal that will take the student beyond the first ten days in a school year, a manifestation determination must be conducted.
5. If the conduct **IS** a manifestation of the student's disability:
 - the student must be returned to the placement from which the student was removed, unless the parent and the school agree to a change of placement via IEP process (EXCEPT when student is removed to IAES for illegal drugs/controlled substances, weapons, or infliction of serious bodily injury)
 - an FBA must be conducted, unless one had been conducted before the behavior that resulted in the proposed change of placement
 - a BIP must be implemented (if one already exists, it must be reviewed and modified as necessary)
6. If the conduct **IS NOT** a manifestation of the student's disability:
 - the school may take the disciplinary action that was planned and impose disciplinary sanctions that it would otherwise apply to a student without disabilities, in the same manner, for the same duration
 - **services must be provided on the 11th and any subsequent day of removal during the school year;** the school conducts an IEP meeting, and the IEP committee determines the removal setting and the extent of the services that must be provided:
 - to enable the student to continue to participate in the general education curriculum
 - to progress toward meeting the goals in the student's IEP
 - If appropriate, the student must receive an FBA and BIP services designed to address the behavior so it does not recur
7. Present information to an authorized entity for final determination and review for compliance with IDEA for any removal beyond 10 school days (state law requirement).
8. Once a student has been removed for more than 10 days in a school year, these steps are repeated for proposed removal. Manifestation determinations must be conducted as soon as possible and prior to implementing the proposed removal, and in-school suspension may be used pending completion of the manifestation determination.

MANIFESTATION DETERMINATION

1. Before implementing a removal that will constitute a disciplinary change of placement (in the school, before implementing a removal beyond the first 10 days of removal in a school year), a manifestation determination must be conducted.
2. The manifestation determination is conducted by a representative of the school, the parent, and relevant members of the student's IEP committee.

3. **Relevant members are determined by the parent and the school, so there must be contact with the parent to discuss "relevant" members of the IEP committee.**
4. The group must:
 - review all relevant information in the student's file
 - review the student's IEP
 - review any teacher observations
 - review any relevant information provided by the parents
5. The group must determine:
 - if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability **OR**
 - if the conduct in question was the direct result of the school's failure to implement the IEP (if so, the school must take immediate steps to remedy failure to implement the IEP)

"REMOVAL" RULES—STATE LAW

Habitual Discipline Problem

Removals as described in NRS 392.4655 for a student deemed a "Habitual Discipline Problem" must be made in compliance with IDEA procedures. In Nevada (NRS 392.4655), a student is deemed a "habitual discipline problem" if in one school year:

- (a) the student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school;
- (b) the student has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within one hour of the beginning or end of a school day, on his or her way to or from school; **or**
- (c) the student has a record of five suspensions from the school for any reason.

For purposes of interpreting paragraph (c) of this "habitual discipline problem" statute, a student has been "suspended" if the school prohibits the student from attending school for three or more consecutive days, and requires a conference or some other form of communication with the parent or guardian of the student before he/she is allowed to return to school.

If a student is suspended for initiating his/her first fight of the school year, or if the student receives the first suspension of the school year, the school must provide written notice to the parent or guardian. The notice must contain descriptions and dates of acts committed, an explanation of when the student will be deemed a habitual discipline problem and that once deemed a habitual disciplinary problem the student must be suspended/expelled for at least one semester, an explanation that a student with disabilities can be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

Additionally, if a student commits an act which qualifies the student to be deemed a habitual disciplinary problem, at least seven days before the student is deemed a habitual disciplinary problem written notice must be provided to the parent or guardian. The notice must contain a description and dates of qualifying acts, an explanation that the student must be suspended/expelled, an explanation that a student with disabilities can be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

The statute says that a student may enter into one behavior plan per school year to avoid the designation of habitual disciplinary problem. For a student with a disability, behavioral intervention plans are developed based upon the student's unique needs and no arbitrary decision should be made limiting the development of behavioral intervention plans.

Suspension and Expulsion Procedures

Nevada law (NRS 392.466-4675) requires a semester-long suspension/expulsion for first-time battery on an

employee (causing bodily injury), sale or distribution of drugs, or possession of dangerous weapons, although the student may be placed in another kind of school. Second occurrences require permanent expulsion, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education outside the school.

Nevada law requires a one-year suspension for first-time possession of a firearm or a dangerous weapon, although the student may be placed in another kind of school. For a second occurrence, the student must be permanently expelled from school, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education outside the school.

If a student is deemed a habitual disciplinary problem, the student must be suspended or expelled for at least one semester, during which time the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education outside the school.

Students are not to be suspended or expelled until they have been given notice of the charges, an explanation of the evidence, and an opportunity for a hearing. However, students who engage in the following behavior may be removed immediately after being given an explanation for the reasons for the removal and the pending proceedings for suspension/expulsion:

- a student who poses a continuing danger to persons or property
- a student who poses an ongoing threat of disrupting the academic process
- a student who is selling or distributing any controlled substances
- a student found in possession of a dangerous weapon

The necessary proceedings must be conducted as soon as practicable after the student's removal.

Board of Trustees Review

Nevada law requires that the Board of Trustees review all permanent expulsions or suspension of students with disabilities for longer than 10 school days (NRS 392.467). Board of Trustees may grant authority to another person or entity to expel or suspend pupils (e.g., committee composed of trustees numbering less than the full board, or an appointed hearing panel composed of school administrators AGO, 97-21 (7-2-1997)).

Except for students found in possession of a firearm, any student in grades 1-6 may be suspended or permanently expelled only after the Board of Trustees has reviewed the circumstances and approved this action.

DEFINITIONS

Controlled substance: means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).

Illegal drug: means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used.

Serious bodily injury: means bodily injury that involves

- a substantial risk of death
- extreme physical pain
- protracted and obvious disfigurement; or
- protracted loss or impairment of the function of a bodily member, organ, or mental faculty

Weapon: means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 inches in length.

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

INSTRUCTIONS

The Charter School ("school") must operate special education programs in accordance with state and federal requirements. An authorized representative of the school must sign the assurances listed below.

POLICY ASSURANCES

The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

- Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- Transmittal of Records (34 CFR 300.323; NAC 388.261)
- Procedural Safeguards (34 CFR 300.300, 300.503, 300.504, 300.505; NAC 388.300)
- Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- Subrogate Parents (34 CFR 300.519; NAC 388.283)
- Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- Transfer Students (34 CFR 300.323; NAC 388.263)
- Discipline (34 CFR 300.536; NAC 388.265)
- Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School.	
<i>Water Academy of Nevada. Acting Committee Chair</i>	
Signature:	Date:
<i>Sheila R. Maxwell</i>	<i>8-21-2013</i>



Mater Academy of Nevada

English Language Learners Manual

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SECTION I: IDENTIFICATION, REGISTRATION, INITIAL ASSESSMENT AND PROGRAM PLACEMENT

A. Identification and Registration of English Language Learner Students

The Nevada Department of Education (NDOE) regulations require schools to identify the primary language of each student who enrolls in a school for the first time. (NAC 388.620). According to the regulations, a student's "...primary language will be deemed to be other than English if:

1. The pupil first spoke a language other than English;
2. The primary language spoken in the home of the pupil is not English; or
3. The language most often spoken by the pupil is not English."

To meet the NDOE requirements, parents or guardians of students enrolling in for the first time shall complete the Home Language Survey (HLS) as part of the registration process. The HLS is included in the registration package and is used to determine whether students need to be tested for English language proficiency. Based on the results, the student may qualify for ELL services. The questions are:

1. What was the first language the student learned to speak?
2. What is the language spoken most often by the student?
3. What is the language spoken most often by the parent?
4. What is the language spoken most often in your home?

The Principal will designate a person who is responsible for registration (designee) as the individual to ensure that all parents or guardians enrolling students for the first time complete the HLS at the time of registration. If the parent or guardian needs help in completing the HLS or any other part of the registration process, the designee will seek assistance from other staff in the school.

Based on the responses on the HLS, the designee will appropriately enter the appropriate code in PowerSchool for English exclusive or route for testing.

Student's registration and class assignment will not be denied while the language proficiency assessment is pending.

B. Initial Assessment of ELL Students

1. Initial Assessment for all Potential ELL Students

Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the school year. Students

enrolling after the start of the school year must be tested within 10 days, and parents/guardians notified within 15 days of enrollment. (See ESEA Title III, Sections 3302.a and 3302.d). NDOE regulations further require that this assessment “must be administered by a person who is proficient in English and who has successfully completed training in the administration and scoring of the examination required for the assessment.” (NAC 388.625)

a. Special Rule Applicable During School Year

If a child is pending assessment at the time of placement, the parents or guardians will be apprised of the student’s language proficiency status and program placement within 15 calendar days of testing.

b. Initial Assessment of Students with Disabilities

As required by state regulation, once the school has assessed and classified a student whose primary language is not English and a concern is raised that the student may have a disability, that student will be referred for assessment as provided under the Individual with Disabilities Education Act (IDEA) and the Nevada Administrative Code.

In conducting an initial assessment, the school is required to use an examination approved by the State Department of Education and to determine fluency in English as established by the publisher of the examination. (NAC 388.625.1) The tests to be administered, and the scores to be used for determining fluency in English, are outlined below.

2. Steps to be Completed after Initial Assessment.

a. Students Classified as Non-English or Limited English Proficient

For students who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps are completed within the mandated timelines:

- 1) Classify students who are eligible for ELL services as non- English or limited English proficient. The students eligible for ELL services.
- 2) Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services – not testing. The school will document the parent conference, and place a copy of the waiver in the cumulative student folder.

- 3) Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

b. Students Classified Fully English Proficient

For students coded as fully English Proficient, as a result of the initial assessment, the school will ensure that the following steps are taken within the mandated timelines:

- 1) Assign students who are not eligible for ELL services the appropriate code; and
- 2) Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

~~If a new student is starting kindergarten or first grade and scores 92 or above on the Pre-LAS 2000 initial placement assessment, then the student is considered English proficient and not a LEP student.~~

~~If a new student is starting second through twelfth grades and scores 30 or above on the initial placement assessment, then the student is considered English proficient and not a LEP student.~~

c. Program Placement

Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

SECTION II: ELL INSTRUCTIONAL PROGRAM MODELS, EFFECTIVE ELL PRACTICES, AND STUDENT EVALUATION

A. Program Models

As allowed by state regulation, the school offers Content-Based ESL at the elementary level. At the secondary level, the school offers Sheltered-Content ESL. The goals of all of these programs are to: (1) help ELL students achieve comprehension, speaking, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. Below is a description of the programs. Appendix A includes effective instructional strategies for English Language Learners. English Language Learners should be provided with appropriate testing accommodations. See Appendix B.

1. Elementary Content-Based ESL Programs

As defined by NDOE regulation, an ESL program is one that “provides instruction in the English language and other courses of study using teaching techniques for acquiring English, and incorporates the cultural aspects of the pupil’s experience in his instruction.” (See NAC 388.615)

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

- all instruction is done in English;
- when possible, the child’s primary language is used to clarify instruction;
- English is taught through reading, language arts, math, science, and social studies;
- a strong English language development (ELD) component is included in every lesson;
- the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
- controlled vocabulary is included while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

The principal will determine if there is a need for self-contained ESL classrooms. All teachers in self-contained ESL classrooms will hold either an endorsement to teach English as Second Language (TESL) pursuant to NAC 391.237, or an endorsement to teach a program of bilingual education pursuant to NAC 391.242.

2. Secondary Sheltered Content-Based ESL Instruction

The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes. Secondary ELL students have a limited time to become academically proficient in English. Therefore, ELL students must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the ELL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented in an integrated classroom. An integrated classroom consists of students who need ELL services and native English speakers. At the high school level, this model also allows students to earn credit toward graduation in required core subject areas. Emphasis is on cooperative learning, hands-on activities, visuals, demonstrations, modeling, and sheltered vocabulary.

Teachers using the Self-Contained Sheltered Content-Based model should have a TESL or bilingual endorsement and be endorsed in the content areas. Teachers using the Integrated Sheltered Content-Based model must be endorsed in the content areas and be encouraged to obtain their TESL or bilingual endorsements.

B. Student Performance Evaluation

1. Grading and Reporting Guidelines

Elementary teachers who are working with ELL students are required to teach the objectives stated in the Common Core State Standards and ELD Common Core Standards. Elementary teachers will determine grades of ELL students based on their progress toward, and achievement of objectives.

Secondary teachers working with ELL students are required to teach the objectives stated in the Common Core State Standards, ELD Common Core Standards, and specific content area. Teachers of ELL students will determine grades based on their progress toward, and achievement of objectives.

2. Promotion and Retention

The Principal at each school will ensure appropriate policies are followed. As with non-ELL students, ELL students may be retained. In the case of ELL students, the Principal will ensure that ELL students are not retained based solely on the student's inability to perform in the English language. In making a determination of whether an ELL student should be retained, the Principal will ensure that careful consideration is given to the range of services and options available prior to making the decision to retain a student. Response to Instruction (RTI) data should be used to assist the principal in making retention decisions regarding an ELL student. Adjustments or changes to the student's educational program may be necessary in order to avoid retention. As with English exclusive students, retention concerns should be ongoing throughout the year. If the decision is made to retain an ELL student, the principal will ensure that the student receives different services during the year following the retention.

SECTION III: REASSESSMENT, RECLASSIFICATION, AND MONITORING

A. Reassessment

NDOE regulations require that ELL students be reassessed every year "to determine whether the pupil's proficiency in English is fluent and he is able to succeed in courses of study that are taught only in English." (NAC 388.645) As per the NDOE (ESL Technical Advice Bulletin Number 05-1 dated September 8, 2005), when a student is identified as Limited English Proficient (LEP), the student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ESL program, graduates from high school or withdraws from school. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

B. Reclassification

NDOE regulations state that the school may reclassify an ELL student only if the school administers the Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) to assess the pupil's proficiency to comprehend, speak, read and write English and the pupil obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination. (NAC 388.645.2).

The school will monitor any student reclassified as English proficient who has not yet met exit criteria. The school will ensure that reclassified students are

appropriately placed in general education classes.

C. Methods for Reclassification

Consistent with NDOE regulations, ELL students may be reclassified using the recommended language proficiency assessment. The school will reclassify students using the ACCESS for ELLs for a student classified as limited-English proficient that obtains an overall level 5 language proficiency score. The school will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years.

D. Monitoring Progress of Students who are Mainstreamed

The school will monitor all reclassified students for a minimum of two years after they have met language proficiency. The purpose of this monitoring is to ensure that the students have no grades below a “C” in any academic class and are no longer in need of language acquisition assistance.

The monitoring from the school will include periodic contact with the student’s teacher(s) to ascertain student progress. The school will also review the student’s report card annually to review the student’s attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a “C” in English, reading, math, science, or social studies.

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

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

E. Exited Students

The school will reclassify a student as an exited ELL student if the following criteria are met:

According to Nevada State Department of Education ESL Technical Advice Bulletin Number 05-1 (dated March 19, 2008) limited English Proficient (LEP) students are exited from the English as a Second Language (ESL) program by having achieved "proficiency", the sum of the Oral, Reading, and Writing scores as designated by grade level on the state's Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), and have been monitored for a minimum of two years to ensure learning success.

All LEP students enrolled in school who have exited an ESL program are considered former LEP students.

F. Reinstatement of ELL Students

Students are reinstated to receive ELL services as stated above in Section D, but are also considered for reinstatement when referred by appropriate school personnel if the student's parent or guardian had previously waived ELL services, been found fluent English proficient but is not currently succeeding academically.

Appendix A: Effective Instructional Practices for English Language Learners

1. Lesson Preparation

- Content Objectives and Language Objectives
- Supplementary materials for clarity and meaning (hands-on manipulatives, realia, pictures, visuals, multimedia, demonstrations, related literature, adapted text, graphic organizers)
- Adaptation of content (graphic organizers, outlines, leveled study guides, highlighted text, taped text, adapted text, jigsaw text reading, marginal notes)

2. Building Background

- Concepts linked to the student's background
 - Links between past learning and new concepts
- Explicit teaching of key vocabulary

3. Comprehensible Input

Appropriate rate of speech
Explanation of tasks
Techniques (modeling, visuals, hands-on, demonstrations, gestures, body language)

4. Strategies

- Metacognitive – matching, problem-solving, clarifying
- Cognitive – individual mental or physical manipulation of material for learning
- Social/Affective – Interaction with a group

Scaffolding

- Verbal – paraphrasing, think alouds, defining
- Procedural – explicit teaching, modeling, practice with others, independent application

5. Interaction

- Questioning to elicit ideas, opinions, answers and to encourage elaboration
 - Balance of talk between teacher and students
 - Talk among students – pairs, triads, small groups
- Wait time for student response
Varied grouping configurations that support the language and content objectives of the lesson

6. Practice/Application

- Hands-on materials and/or manipulatives for practice activities to apply content and language knowledge
- Activities to integrate all language skills

7. Lesson Review and Assessment

Review of key vocabulary
Review of key content concepts
Regular feedback to students
Assess student comprehension and learning of all lesson objectives throughout the lesson (spot checking, group response)

8. Effective Lesson Delivery

- Content objectives supported by lesson delivery
- Language objectives clearly supported by lesson delivery
- Students engaged 90% to 100% of the time
- Pacing of the lesson appropriate to the students' ability level

From: Echevarria, Jana, et, al.
Making Content Comprehensible for English Language Learners, Allyn and Bacon, 2000.
ISBN 0-205-29017-5

Accommodations Form for Students Identified as Limited English Proficient (LEP)

Nevada Proficiency Examination Program (NPEP) Effective for the 2011-2012 School Year Only

First Name: _____ Last Name: _____ MI: _____ DOB: _____

Native Language: _____ ELP Level: _____ Student ID #: _____

School: _____ District: _____

Use this form to document the need for testing accommodations for students identified as Limited English Proficient (LEP). Accommodations are linguistic based and specific for each student. **Relevant information from this form must be provided to the appropriate test administrator(s).** Test security procedures must be strictly adhered to in the administration of NPEP testing for all students.

I. NO ACCOMMODATIONS

_____ This Limited English Proficient (LEP) student will participate in all Nevada Proficiency Examination Program (NPEP) assessments **WITHOUT** LEP accommodations.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, listed below, apply to the Criterion-Referenced Tests (CRT), the Fifth and Eighth Grade Writing Assessments, and the High School Proficiency Examinations (HSPE), unless otherwise indicated. Standard test administration procedures, such as providing additional time (only afforded within the same day and as long as the student is working productively), reading/rereading directions at the beginning of the test aloud **in English**, and reading/rereading a writing prompt aloud **in English** are afforded to **all** students and are not considered accommodations.

Accommodations in Test Setting (check if applicable):

_____ Small-group (1-20 students) administration (e.g., to facilitate the read-aloud accommodation)

Accommodations in Test Scheduling (check if applicable):

_____ **Monitored** breaks to allow for second-language processing

STUDENT MAY NOT RETURN TO A PREVIOUSLY-ADMINISTERED PART (PART 1, PART 2) ON A SUBSEQUENT DAY.

Accommodations in Test Administration (check only those that apply to this student):

_____ Bilingual dictionary on the CRT/HSPE in Mathematics and/or Science (all grades)

_____ Bilingual dictionary on the **Fifth/Eighth** Grade Writing Assessment

BILINGUAL DICTIONARIES (WHEN PERMISSIBLE) MUST BE RESTRICTED TO SINGLE WORD-TO-WORD TRANSLATION, WITHOUT PARAPHRASING OR EXPLAINING. ELECTRONIC TRANSLATORS ARE PROHIBITED.

DICTIONARIES OF ANY KIND ARE PROHIBITED ON THE READING TEST (ALL GRADES) AND ON THE HSPE IN WRITING.

Test administrator or proctor may (as needed)

_____ read/reread the words of the math and/or science test(s), **in English**, to the student. **Verbalizing, explaining, signing, or defining mathematical or scientific symbols (including numerals) is PROHIBITED.** Paraphrasing or explaining **ANY** part of the test is **PROHIBITED.**

READING THE READING TEST (PASSAGES, QUESTIONS, ANSWER CHOICES) IN ANY LANGUAGE BY THE TEST ADMINISTRATOR OR PROCTOR IS PROHIBITED. EXCEPTION: DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST MAY BE READ TO THE STUDENT IN ENGLISH ONLY.

TRANSLATION BY THE TEST ADMINISTRATOR OR PROCTOR OF ANY TEST MATERIAL (DIRECTIONS, PASSAGES, QUESTIONS, ANSWER CHOICES) TO ANOTHER LANGUAGE IS PROHIBITED.

Use of accommodations **not** listed on this form may result in invalid scores. (See *Procedures for the Nevada Proficiency Examination Program 2011-2012, Students with Special Needs*, for more information.)

Completed by (Name) _____

Title _____

Date _____

Attachment 22
Attachment A.9.2

If a student is new to the Clark County School District, a cumulative record file folder is to be established for students in accordance with specifications detailed in the CCSD Student Accounting Manual.

The governing body of the school will ensure that a permanent record for each pupil enrolled in the charter school is maintained in a separate file. The permanent record will contain:

- (a) The record of attendance of the pupil;
- (b) The grades received by the pupil;
- (c) The certificate of immunization of the pupil; and
- (d) Any other records related directly to the academic progress of the pupil.

In addition, the governing body of the school will ensure that the aforementioned records (and/or cumulative folders) are kept in a location that is safe and secure and affords reasonable protection from:

- (a) Fire;
- (b) Misuse; and
- (c) Access by unauthorized persons.

Information from a student's permanent record will not to be released unless the person seeking the information is authorized to have it. Permanent records of students will be maintained confidential and will only be made available for inspection by authorized persons.



ACADEMICA
NEVADA

8275 S. Eastern Ave, Suite 200
Las Vegas Nevada, 89123

August 10, 2013

Nevada Charter School Authority
1749 Stewart Street, Suite 40
Carson City, NV 89706

Re: Proposed Bylaws of Mater Academy of Nevada

Dear Sir or Madam,

I am an attorney licensed to practice in the State of Nevada. At the request of the Committee to Form Mater Academy of Nevada, I have reviewed the proposed Bylaws which are intended to govern the Board of Directors of Mater Academy of Nevada. I believe that the proposed Bylaws are legally sufficient as to form and content, and are consistent with the guidelines set forth in Nevada law.

If you have any further questions or wish to discuss this matter, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ryan Reeves', is written over a horizontal line. The signature is stylized and extends to the right.

Ryan Reeves, Esq.
Academica Nevada

**BYLAWS
OF
MATER ACADEMY OF NEVADA**

**ARTICLE I
INTRODUCTION; LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is Mater Academy of Nevada (hereinafter referred to as the “School”). The School, is located in Clark County. The address of the School is to be determined.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority. The Board plans and directs all aspects of the school’s operations. ~~(Stipulation 1)~~

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386, and all other applicable Nevada laws and regulations.

**ARTICLE II
PURPOSE AND MISSION**

Section 1. Purpose and Mission. The purpose of Mater Academy of Nevada is to improve the academic achievement of pupils, specifically those who are at risk. The mission of Mater Academy of Nevada is to provide an innovative, challenging, multi-cultural curriculum, preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy of Nevada aspires to have students to obtain a thirst for knowledge and a belief in the students’ self-efficacy. We strive to have the Mater Academy of Nevada community to be actively involved in the learning of its students. ~~(Stipulation 17)~~

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

**ARTICLE III
GOVERNING BODY**

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will be become the

first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

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

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

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 386.345 and all other applicable statutes. ~~(Stipulation 7 and 14)~~

Section 3. Qualifications; Election; Tenure. The Board shall be composed of seven (7) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor. ~~(Stipulation 2)~~

(a) The Board shall adhere to the statutory requirements of NRS 386.549 which requires one (1) active or retired teacher licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:

- (1) Accounting;
- (2) Financial services;
- (3) Law; or
- (4) Human resources. ~~(Stipulation 5)~~

(b) A majority of Board Members shall be residents of the county in which the school is located.

(c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(d) The Board Members shall serve five (5) year terms. Board members may serve no more than two (2) five year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. The Board shall establish the term for a newly elected Director before the election, in order to stagger the terms of each member of the Board. To initially stagger the terms for the founding board, Two Directors will serve three-year terms, two Directors with serve four-year terms, and the remaining three will serve the usual five year term. Those Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. ~~(Stipulation 8)~~.

(e) 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. It is incumbent upon the Board to fill any vacancies as soon as practicable. If for any reason the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members

who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any Board Vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. **(Stipulation-13)**

(f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board of Directors must seek candidates which adhere to the statutory requirements of NRS 386.549. To Assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board of Directors may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board of Directors. Insofar as is practical, the Board of Directors shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage). **(Stipulation-10 and 15).**

(g) The School shall notify its sponsor and the Department of Education within ten 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).

(h) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

(i) The Board shall develop an orientation and training program for new directors and an annual continuing program for existing directors. Board members will avail themselves of charter school conferences which offer ~~workshops~~ on governance, financial oversight, budget, academic accountability, among others. **(Stipulation-4)**

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in July of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 5. 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 a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will be made available to the public, upon request. **(Stipulation-16)**

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2).

- (a) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 8. Ex-Officio Members. There shall be no ex-officio governing body members. **(Stipulation 3)**

Section 9. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 10. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one (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 their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic committee shall meet at least two (2) times per school year. The purpose of the Academic committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.

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

(Stipulation 18)

Section 11. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 12. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 13. 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 14. Proxy Voting. Proxy voting is not permitted.

Section 15. Compensation. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 386.549 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 16. 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 17. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting. ~~(Stipulation 6)~~

Section 18. 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. (~~Stipulation 19~~)

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting. (~~Stipulation 9~~)

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

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

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

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

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

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V

STAFF

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

ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS

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

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

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

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select. ~~(Stipulation 11)~~.

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

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

ARTICLE VII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

ARTICLE VIII INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

**ARTICLE IX
AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor. ~~(Stipulation 12)~~

**ARTICLE X
DISSOLUTION**

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 according to applicable laws and appropriate regulations.

**ARTICLE XI
PURPOSE OF THE BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this ____ day of _____, 20__.

_____, Secretary.

Attachment 25

Attachment B.1.3 Bylaws Stipulations Identification

The Bylaws stipulations are labeled and identified within the Bylaws document in bold print at the end of each relevant section.

With regard to Stipulation 1, “contain no reference to incorporation of the charter school or the school’s governing body,” the proposed bylaws acknowledge that the School is not currently incorporated. However, the provision does not prohibit incorporation at a future time due to the recent change in Nevada law which allows a charter school to incorporate for the purposes of pursuing tax-exempt bond financing.

Stipulation language within the Bylaws was stricken through for the resubmission as requested.

Attachment 26
Attachment B.2.1

Attachment 26 includes the resumes of the Committee to Form Mater Academy of Nevada. In addition, this attachment includes Renee Fairless and Adalberto Ronquillo's State of Nevada License for Educational Personnel.

Robert Anderson, MSA

2924 E Saint Louis Ave, Las Vegas, NV 89104
(702) 677-2910 • robert_anderson@live.com

CFO and Accounting Supervisor with background in Audit, Financial Reporting, and Project Accounting. Supervisory experience includes training & supervising Accounting Staff regarding various assignments and responsibilities. Experienced with systems such as BST, PeopleSoft, Quickbooks, and other Accounting and Budgeting programs.

EXPERIENCE

Land Baron Investments – Las Vegas, Nevada

CFO

4/2013 - Present

Accomplishments: Oversee largest quarter to quarter revenue growth in company history. Negotiated reduction or elimination of amounts past due and waiver of late fees with certain vendors. Reduced regular monthly bills significantly including up to 50% on some accounts. Negotiated termination of bank fees on all accounts and reversal of prior bank fees charged to all accounts. Successfully collected accounts receivable amounts in excess of 90 days.

Responsibilities: Supervise and train team regarding duties and responsibilities including Accounts Payable and Accounts Receivable. Manage all aspects of Accounting and Finance within company. Prepare and distribute Financial Statements for multiple entities. Provide timely and accurate financial information regarding current and prospective investments to management and investors.

Wyndham Vacation Ownership – Las Vegas, Nevada

Senior Accountant

8/2010 – 4/2013

Accomplishments: Innovations include project that achieved tax savings of \$2.6 million USD for Resorts in 2012. Designed and implemented several new processes within Accounting Department including new process to complete Consolidated Financial Statements for significant reduction of preparation time. Observations & recommendations for process improvement have also extended to other Departments including new audit programs for testing internal controls which increased efficiency while also reducing errors and exceptions. Five time recipient of monthly award for accountants that go above and beyond in completing assignments and projects.

Responsibilities: Supervise team of Accounting professionals. Provide on-going training, guidance, and regular performance evaluations. Oversee preparation of bank and balance sheet account reconciliations including Accounts Receivable in excess of \$3 billion USD. Prepare Consolidated Financial Statements for monthly distribution to Managers, Directors, and Vice Presidents. Participate in the development of policies and procedures. Prepare, review, and approve journal entries in conjunction with month-end and year-end accounting close. Prepare and submit schedules for Quarterly Reviews and Year End Audits to external auditors. Research & draft Accounting Memos for proper accounting procedures in accordance with GAAP. Supervise month-end and year-end close process as member of management to ensure tight deadlines are met.

L.L. Bradford & Company – Las Vegas, Nevada

Senior Auditor

4/2007 - 7/2010

Accomplishments: Recipient of yearly award given to top Auditor as a result of commitment in work and extensive travel in 2009. Auditor in charge of engagement to evaluate and test internal financial controls processes over accounting and reporting of fourth largest manufacturer of ethanol in U.S. with annual revenues surpassing \$1 billion USD. Auditor in charge of engagement to perform annual financial statement audit of largest FBO for private flights arriving and departing Las Vegas with annual revenues of approximately \$34 million USD.

Responsibilities: Supervise and develop team of Accounting professionals including review of individual and team performance. Plan, perform, and supervise financial statement audits and reviews by assessing risk in financial reporting and internal controls, preparing budget by audit area, and making assignments by audit area to team of staff accountants.

TBE Group (now Cardno USA) – Las Vegas, Nevada

Regional PACA III

8/2001 - 4/2007

Accomplishments: Recipient of Team Work Award in 2003, for employees that exhibit excellence in team work & partnering within company. Developed and distributed operations manual for use with recording transactions in BST Accounting Software which is still in use within company. Designed and distributed electronic documents, such as truck sheets and other project forms which are still in use in company.

Responsibilities: Supervise and train team regarding duties and responsibilities including Accounts Payable and Accounts Receivable. Provide project accounting support to Senior Management for 7 cost centers. Provide status updates to CEO, CFO and other members of Senior Management on a monthly basis for active projects. Coordinate Accounting matters with other departments, locations, and divisions including budget and updated forecast.

EDUCATION

University of Nevada, Las Vegas - Masters of Science in Accounting 5/2009

Renee Y. Fairless

943 Armillaria Street • Henderson, NV 89011

702-379-2736 / ryfairless@interact.ccsd.net / rfairless@cox.net

Objective

To advance to the position of principal for the Clark County School District or a private school system

Experience

Assistant Principal / Basic HS / Henderson, NV

2012 – present

- Supervised Social Studies and Foreign language Departments
- Monitored and dispersed funds for Title I, NDE Consequence, and PASS Plan budgets
- Supervised Attendance and Discipline ensuring that all state, federal, and CCSD regulations and guidelines were followed
- Supervised the Dean of Students, Attendance Clerk, and Dean's Office Secretary
- Responsible for all alternative placements for students
- Organized Professional Development for Math, English Language Arts, Science
- Coordinated meetings for Advanced Placement classes for incoming freshman
- Supervised athletics, performing arts, and school activities
- Coordinated Title I Nights for Parents
- Implemented a Truancy Diversion Plan for 2013-2014
- Developed Security and Supervision Plan
- Wrote and implemented the Crisis Response Plan
- Instrumental in obtaining and dispersing funds for the development of a new computer lab and laptop cart

Dean of Students / Support Team Administrator Sunrise Mountain HS / Las Vegas, NV

2009 – 2012

- Developed and implemented progressive discipline for a new high school
- Applied all CCSD attendance, discipline, and truancy guidelines
- Processed teacher referrals and followed all disciplinary procedures established by Education Services Division for alternative placements and recommendations for expulsion
- Coordinated attendance procedures and implemented school-wide attendance initiative plan
- Coordinated transportation for 2400 students
- Supervised and evaluated Social Studies Department and Special Education Department
- Supervised support staff including campus monitors, SPTAs, and OSII
- Supervised support team counselor, focus coordinator, and Family Engagement Resource Counselor
- Managed all aspects including personnel, budget, and community relations for the United Way FERC grant
- Supervised all aspects of compliance and professional development for Special Education
- Served as testing coordinator and facilitated all aspects of the NHSPE for over 1200 students
- Served as the Activities Administrator and coordinated all activities including graduation

Counselor / C.T. Sewell ES / Henderson, NV

2005 – 2009

- Provided all aspects of Guaranteed Level of Service as a school counselor
- Wrote and applied for over one million dollars in grants, including 21st CCLC, City of Henderson CDBG, Met-Life, Panasonic Change Grant, and Fresh Fruit and Vegetable grant.
- Co-wrote Empowerment School Application and facilitated Empowerment Team Meetings
- Coordinated Annual Health and Wellness Fair

1991-2005

Teacher / Green Valley High / Henderson, NV

- Developed a high school psychology program into a comprehensive program that included Advanced Placement classes, International Baccalaureate Program, Psychology I and Psychology II.
- Coordinated the first high school for credit class for CCSN
- Coached nationally competitive cheer squad
- Psychology Club Advisor

Education

M.Ed. in Education Administration Grand Canyon University / Scottsdale, AZ	2005 – 2007
M.Ed. in Counseling & Educational Psychology University of Nevada, Las Vegas / Las Vegas, NV	1989 – 1991
B.A. in Political Science & Social Studies Education North Carolina State University / Raleigh, North Carolina	1978 – 1982

Certifications

Administrator (K-12) / Counselor (K-12) / Social Studies (7-12) State of Nevada Teaching Experience	Expires 2016
Green Valley High School / Henderson, NV Psychology	1991 – 2005
College of Southern Nevada / Henderson, NV Adjunct Instructor, Psychology I & II	1991 – 2001
Orr Junior High School / Las Vegas, NV 9th grade teacher, Social Studies Coach: swimming, softball & cheer	1987 – 1991
Florida Teaching Experience Homestead Junior High School / Homestead, FL Social Studies & Reading, 6th and 7th grade	1984 – 1987

References Available Upon Request

State of Nevada

License for Educational Personnel

License No. 0000008195

This License Certifies That

RENEE FAIRLESS

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL SECONDARY	7-12	02/04/2010	SOCIAL STUDIES (03/30/1987)	02/07/2016	
PROFESSIONAL SPECIAL	K-12	02/04/2010	SCHOOL ADMINISTRATOR (09/27/2007), COUNSELOR (02/24/1998)	02/07/2016	
PROFESSIONAL SPECIAL	K-12 SUB	02/04/2010	SUBSTITUTE (03/30/1987)	02/07/2016	

Keith W. Rheault
State Superintendent of Public Instruction



RICARDO JASSO

2944 Via Della Amore
Henderson, NV 89052
702.743.4352 Direct
RJ@RJLV.biz Email

PROFILE

Las Vegas native with a background and active interest in the Las Vegas hispanic community. A real estate professional for over 8 years with experience in commercial, residential and REO real estate sectors. Active with organizations and local groups who aim to benefit the hispanic community such as the "Ya Es Hora Ciudadania Campaign" and "Hispanics in Politics" among others.

Experience

COMMERCIAL AGENT / REMAX BENCHMARK COMMERCIAL PROPERTIES — 08/13-PRESENT

Commercial Practitioner with responsibilities that include generating and cultivating a sales volume that meets or exceeds company target sales metrics and provide operations support for the growth and development of the commercial division initiative for REMAX Benchmark Properties.

REAL ESTATE LICENSEE / PROMINENT REALTY GROUP — 2010-2013

Commercial and residential agent whose clients included fortune 500 companies and luxury property clients. Clients also included homeowners who were "under water" and needed assistance with "Short Selling" their properties.

PRINCIPLE / NEVADA REO GROUP — 2007-2011

Principle - The Nevada REO Group partnered with Premier Asset Services to provide ground level support in the management and liquidation of REO assets for companies and institutions including Bank of New York, Wells Fargo Home Mortgage and US Bank among others.

REMAX BENCHMARK PROPERTIES — 2006-2010

Residential sales executive who consistently received annual sales awards and accolades.

EDUCATION

Rancho High School — Diploma - 1997

SKILLS

Bi-lingual (English/Spanish), problem solving skills, leadership and speaking experience, Microsoft Office, Word-press (downtown-vegas.com)

REFERRALS

Available upon request

SHEILA MOULTON

6519 AMERICAN BEAUTY AVENUE, LAS VEGAS, NV., 702-431-8575, MOULTFAM@GMAIL.COM

OBJECTIVE

Enhance education opportunities for students

EXPERIENCE

1/1/2012 TO PRESENT Brigham Young University-Idaho Rexburg, Idaho

AREA COORDINATOR

- * Coordinate and train Student Teacher Supervisors
- * Coordinate activities and assignments for Student Teacher Candidates

9/1/2011 TO PRESENT Las Vegas Clark County Library District Las Vegas, Nv.

BOARD MEMBER

- * Oversee and review policy
- * Develop Mission and budget for Library operations

1/1/1999 TO 12/1/2010 Clark County School District Board of Trustees Las Vegas, Nv

BOARD MEMBER

- * Provide Policy Making decisions for the Superintendent
- * Supervise and Evaluate Superintendent
- * Community Involvement

1994 TO 1998 Clark County School District Las Vegas, Nv.

SUBSTITUTE TEACHER

- * Daily classroom management and instruction
- * Instruction flexibility in grade level
- * Instruction included library, music, art and special education in Elementary Schools

EDUCATION

1968-1970 Ricks College Rexburg, Idaho

ASSOCIATES DEGREE

1970-1972 Brigham Young University Provo, Utah

BACHELOR OF ARTS

- * Political Science Major

1992-1993 University of Nevada Las Vegas Las Vegas, Nv.

- * Education Classes

REFERENCES

References are available on request.

Adalberto Ronquillo

4310 Bluecrest Road, Las Vegas, NV 89121
(c)702-372-0691 (e-mail) aronquillo@interact.ccsd.net

Profile: Has served as a secondary special education teacher since 1998 working with students who are socioeconomically at-risk as well as English Language Learners. Is currently serving as the Focus Coordinator for Sunrise Mountain High School, and has taught special education students techniques to manage their behavior resulting in a reduction of suspensions. In addition, Adalberto has been a dedicated volleyball and basketball coach.

Professional Experience

Sunrise Mountain High School, Las Vegas, NV- (2009-present)

Focus Coordinator (2012- present)

Special Education Facilitator (2011-2012)

Special Education Teacher (2009-2011)

Extra-Curricular Duties

- Head Girls Volleyball Coach (2009- present)
- Head Boys Volleyball Coach (2013-present)
- Head Boys Basketball Coach (2009-2013)

Del Sol High School, Las Vegas, NV- (2005-2009)

Special Education Teacher

Extra-Curricular Duties

- Head Girls Volleyball Coach (2005- 2009)
- Head Boys Basketball Coach (2005-2007)

Del Norte High School, Albuquerque, NM (2001-2005)

Special Education Teacher

Extra-Curricular Duties

- Head Girls Volleyball Coach (2002-2005)
- Head Girls Basketball Coach (2003-2005)

Education

Bachelor of Science in Administration of Justice –Western New Mexico University

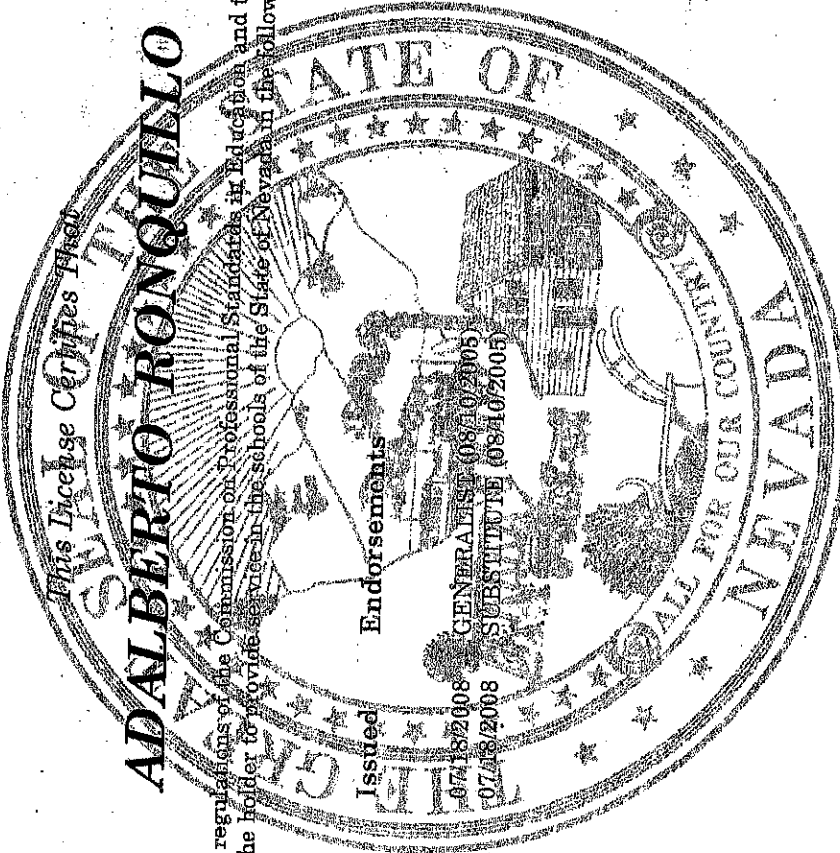
Master of Arts in Teaching in Special Education- Western New Mexico University

Certifications

State of Nevada Teaching License for K-12 Special Education

State of Nevada License for Educational Personnel

License No. 0000066964



has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL SPECIAL	K-12	07/18/2008	GENERALIST (08410/2005)	09/28/2014	
PROFESSIONAL SPECIAL	K-12 SUB	07/18/2008	SUBSTITUTE (08410/2005)	09/28/2014	

Keith W. Rheeult
State Superintendent of Public Instruction

Maricela Solis

1828 Ingraham St.

N. Las Vegas, NV 89030

(C):702-289-6479

E-mail: mshouskeeping19@gmail.com

Brief Biography:

I am Maricela Solis a mother of two kids. I grew up in the Las Vegas area and graduated from Rancho High School in 1996 with a diploma. I want my kids to go to good schools and have the best educational opportunities that can be provided to them. Most of my work experience has been providing cleaning services to residential homes and commercial buildings. In 2004, I decided to start my own housekeeping company.

Education

Rancho High School-1996

Work Experience

My Housekeeping Services LLC, Las Vegas

Self Employed, 2004- Present

- Recruited and serve over 20 residential clients.
- Create and organize a schedule that meets the needs of all clients.
- Delivery of housekeeping services.
- Financial management of company.
- Strong communication skills.
- Proven track record of reliability.

A Personal Touch Lifestyle Maintenance

Housekeeper, 2004

Sanitors, Las Vegas

Cleaning Services, 2004

Americana Housekeeping

Housekeeper, 2001-2002

References can be provided upon request.

Attachment 27
Attachment B.2.2

Please see the pages that follow for the individual Committee member responses to the Request for Information from Prospective Charter School Board Members and Members of Committee to Form the Charter School (CFS). This attachment also includes the Affidavit For Service As A Member Of The Governing Body Of A Charter School.

Robert Anderson
August 21, 2013

*Request for Information from Prospective Charter School Board Members and Members of
Committee to Form the Charter School (CFS)*

Governing a public charter school requires a commitment and responsibility. The governing board will be ultimately responsible for the sound education of all the children in the school and the use of public funds that the school receives. Your desire to serve on a charter school board or CFS indicates belief in and commitment to the quality public schools for all children.

One of the components of the charter school application is to provide the sponsor a sense of the board's capacity to govern. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. - Affirmative
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? – I was contacted by Allison Salmon who I know from activities such as Cub Scouts and Boy Scouts.
3. Explain why you would like to serve on the board. – I would love the opportunity to give back to the community. I feel that serving on the board of directors presents this type of opportunity.
4. Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. – I have served on committees for several troops within the Boy Scouts of America including currently serving on the committee for Troop 370.
5. What is your understanding of the appropriate role of a public charter school board member? – I feel that the principal role of a board member for a public charter school is that of oversight. This means that the board should be involved in making sure that the school keeps its commitments to the community and the students enrolled in its schools.
6. What relevant knowledge and experience will you bring to the board? – I have over 10 years experience in Accounting, including Audit and Financial Reporting, as well as a post-graduate degree in Accounting from UNLV.
7. Assuming the school is successful, what is your image of how the school will look toward the end of its first year? What will it be like after four years? – I think the success of the school can be measured in several key areas. The first of these would be academic success as measured by the percentile of students who have been able to place at or above accepted levels in Common Core and Nevada State Standards. The second of these would be financial success as measured by the existence of a budget surplus. After four years, I would expect the school to have a higher enrollment rate as well as a continued budget surplus.

Robert Anderson
August 21, 2013

Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? – We have discussed having the school's philosophy anchored in the "super skills" of collaboration, communication, creativity and critical thinking.
9. Are you familiar with the school's proposed educational program? How would you describe it? – Mater Academy has proposed an educational program that seeks to help students be ready for a global environment by stressing an international curriculum which helps students prepare for future studies at the collegiate level as well as prepare students to enter the work force.
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure the school is successful? – A few characteristics of a successful school would include financial success as measured by a budget surplus as well as academic success as measured by the percentile of students who have been able to place at or above accepted levels in Common Core and Nevada State Standards. I think that the board will need to meet regularly in order to review the progress of the school in these and other key areas.

Questions

1. Yes, I will be over the age of eighteen. Birth date: February 7, 1960.
2. I became aware of the proposed charter through a former supervisor in the Clark County School District. He was interviewing for a principal's position at another charter school and provided information about the proposed charter for the Mater Academy of Nevada.
3. I was interested in serving on the board because I am invested in seeing educational changes in Clark County. I have been an educator for twenty-nine years. Twenty-six of them in the Clark County School District. I recognize the need for innovation in education. Once I heard this charter would specifically be designed to attract primarily English as a Second Language (ESL) and English Language Learners (ELL) as students, I felt this was an area I had some expertise. I have worked in at-risk populations throughout my career and worked in schools with large Hispanic populations. I also served as an administrator at Sunrise Mountain High School with a 78% percent Hispanic population.
4. I have served on Empowerment Committees for CCSD, Curriculum Development Committees, and a variety of educational task force committees. I believe my experience is an asset in developing goals to help students achieve and be successful learners.
5. My understanding of the role of a public charter school board member is that as a board we will be responsible for setting policies and providing governance. The

board is expected to provide support for the school administration and to help the school administration set clear goals each year and to reach those goals.

6. As an educator for twenty-nine years I have extensive knowledge of educational programs. I have a strong background in teaching at-risk, ELL, and Special Education populations. I have served as a teacher, counselor, and administrator during my career. I taught middle school students for six years, high school for fifteen, served as an elementary counselor for four years and have been a school administrator for four. My experience is with diverse populations and I believe I can help develop a successful model based on closing the achievement gap.
7. At the end of the first year, I would expect to see a thriving educational environment in which students, parents, teachers, and administrators have developed a sense of community. Furthermore, the community has embraced the school and recognizes the school has the center of its community. Four years from now, I expect the students to be successful and showing competency in the 21st century skills of communication, collaboration, and critical thinking. I expect to see students thriving and showing growth each year on state assessments. I also expect to see many of the challenges the students entered the school with have been erased through interventions and family support.
8. I fully support and understand the mission is to prepare students for the future and to ensure they are ready for the challenges ahead to be competitive in our global society.
9. Yes, I am familiar with the schools educational program. The school is focused on teaching to the Common Core Standards established by the State of Nevada.

However, the school programming will provide an emphasis on addressing the needs of ELL and ESL students.

10. A successful school is a safe school in which students are able to achieve grade level goals and prepare for the future. A successful school is able to be fiscally responsible and yet, meet the necessary needs of the students and staff. Lastly, a successful school is a school in which state assessment goals consistently show growth for every child and all populations are being served.

1. I affirm I will be at least eighteen years old by January 1st of the year in which the proposed charter school would open.
2. I became aware of the proposed charter school and the opportunity to serve as a member of its board through Renae Fairless and her husband Roger Fairless.
3. I would like to serve on this board because I feel this charter school is a great opportunity for the kids and families of the community this school targets. I have a direct connection to this community and I believe that the school will enhance the development of the kids who attend and in turn prove beneficial not only to the community itself but to the city and state of Nevada as a whole. I would be honored to serve on this board and I believe that I can help bring this charter school to a community that really needs it.
4. I have not previously served on a board of a school district, a non-profit corporation or an independent private school. Although I have not had any previous service I wish to serve in this capacity because I believe this charter school will be a positive and effective educational resource for the kids and families in the community and if I can personally help bring this to fruition I will.
5. I understand that the role of a board member includes commitment and responsibility. The board members are responsible for providing a quality education to the kids but also to make sound and responsible decisions with the public funds that the school receives.
6. I will bring to the board experience in real estate which will help when locating and negotiating fair lease terms for the charter school. I bring sales experience which will benefit the board when promoting the school to prospective students and their families. I speak Spanish which allows me to communicate directly with the members of the community. I also bring leadership and team experience that will help maintain a healthy and effective board.
7. The vision I have for the school toward the end of the first year is to have satisfied students/families and have a solid foundation to build on for future growth. After four years the school will have a good reputation within the community, will be at full capacity and have educational results that meet or exceed the goals.
8. I have a good understanding of the schools mission because I involved in the process when it was collectively put together.
9. Yes I am familiar with the schools educational program. I would describe it as ambitious yet not unattainable.

10. I believe that the characteristics of a successful school is one with a stellar reputation amongst the community it serves, a school that produces the intended educational results and a school that is fiscally balanced. I think the board will need to take a hands-on, grass roots approach to ensure that the schools is successful. The board will need to be involved not only in the planning and decision making process but the board will also need to be an active presence in the community itself.

Response from Sheila Moulton
Acting Committee Chair for Charter School-Mater Academy of Nevada
Las Vegas August 18, 2013

BACKGROUND

1. Well over 18 years of age
2. I met with Robert Howell with Academica Nevada to discuss the possibility of a charter school that serves at risk and English Language Learner students on the East Side of Las Vegas where I have lived since July 1978.
- 3-4. My lifetime focus has been on the education of my 6 children. As my oldest child entered Kindergarten at Wengert Elementary School; a wise and great principal, William K. Moore, taught me that I must not just advocate for my own children, but for ALL children. Since 1978 I have tried to do that. I began with the local PTA, Area Council PTA, and Nevada State PTA. In 1998, I was elected to the CCSD Board of Trustees where I advocated for 12 years for all students to gain the knowledge, and life skills to be a successful member of our community. During my 12 years on the Board I promoted charter schools when they were brought to the board so that students and their families might have a choice in their education.
5. A charter school board member will work with other board members to set a vision, mission statement and policies that would govern the administration of the school. The educational philosophy of the Mater Academy of Nevada will be monitored and adhered to by the board. Finances and leadership of the school will be monitored and audited as regulated by state law. Above all the Mater Academy of Nevada will ensure a successful education for the students and their families
6. As a 12 year board member of CCSD I bring experience in policy development and monitoring, budget creation and monitoring, audits, personnel and a knowledge of the Las Vegas community; especially my 35 years on the east side of Las Vegas. As a parent of 6 and grandparent of 19, former substitute teacher and a current Area Coordinator for BYU Idaho student teachers in Clark County, I have devoted my life to providing a quality education for students and I will continue to do so.
7. Mater Academy of Nevada will be successful. In the first year we will see growth in academics, family engagement in their children's education, a staff that has content knowledge and the ability to deliver that knowledge to students with different learning needs. The first year may have bumps but those challenges will have the board and staff all unite to produce an environment focused on our students. After four years that same unity will expand. Mater

Academy of Nevada will be a magnet for quality educators and students and families that want to succeed. We will be financially sound and a quality campus site will be opening.

EDUCATIONAL PHILOSOPHY

8. Mater Academy of Nevada has a mission to ensure that students will meet a challenging “multi-cultural curriculum” that will prepare them for further education, employment and to be good citizens of our community. Collaboration, communication, creativity and critical thinking will be our focus as we prepare students for the 21st Century. Students and their families will be prepared to assimilate into our diverse and ever changing community.
9. Mater Academy of Nevada is patterned after a Mater Academy in Florida however; it is aligned with student needs in our own East Side Community. The program will require students to become self-disciplined and to have the support of their families. Educators will be firm, knowledgeable, and caring toward each individual student. Smaller class sizes will allow individual instruction and attention to each student. The school will strive to communicate with students and their families and staff to ensure all expectations are known, understood and achieved. Student imagination and creativity will be nourished and enriched through research, inquiry and support from teachers. I have worked the past three months to solidify the vision and philosophy of Mater Academy of Nevada to ensure student success.
10. A successful school has enough organization and over-site to allow teachers to do what they do best, teach and nurture. Education will be conducted without politics but focused on the individual needs of all students. Students and their families are happy, well mannered, show concern for themselves and others. Families seek opportunities to support their children and their teachers. Community members know about the school and want to be supporters of the Mater Academy of Nevada school community. Board Members work diligently to support the school but do not get involved in the management, but will monitor the policies and student out-comes that align with policies. Our Board will need to learn our role and become trained in Board Member work. We will need to speak with one voice after discussion and debate and not work as individuals. Work as a TEAM. Board Members will need to study audits and oversee financial expenditures as they are aligned to the vision and mission of Mater Academy of Nevada. Following these steps will produce a successful school.

Request for Information
Adalberto Ronquillo

1. I confirm that I am over 18 years of age.
2. Renee Fairless introduced me to the opportunity to serve on the Committee to Form Mater Academy of Nevada.
3. I would like to serve on the Board because it's a great opportunity to oversee a school that will serve at-risk and English Language Learner students.
4. I have not previously served on a board, but I have contributed to the school's I worked at serving on various committees from the Northwest Accreditation Committee to the Discipline Committees. I have always worked at schools that serve at-risk and English Language Learners. I have observed that these students could use a different choice in type of school they attend. This is why I would like to serve as a board member to help build a school that will offer at-risk students a better option.
5. The role of a public charter school board member is to ensure that the charter's mission, vision, and specific goals are being worked towards and met.
6. I served as special education teacher for fifteen years, and have served as a special education facilitator. I have become very familiar with the constant changes of special education policies and procedures. I also have knowledge in best practices in educating students of special populations.
7. At the end of the first year, through the collection of data we will see individual student growth for the students at Mater Academy as well as an environment that feels like a community for families, students, and faculty. After four years, the Board would see that seventy-five percent of the students who have attended for 3 years are showing that they are meeting annual yearly progress as set in Goal 1.
8. My understanding of the mission is that individual students will be given an education that will give them a competitive edge.

Request for Information
Adalberto Ronquillo

9. Through differentiated instruction, the school will meet the learning needs of all students.
10. If anyone in the community visits the school they would feel welcome. Students will feel safe and comfortable in school, and students will want to go to school. The Board will guarantee this environment by making sure that the principal hires highly qualified teachers who genuinely care about the student population at Mater. The Board will make sure that facilities and resources are readily available for all faculty and students.

Request For Information

Maricela Solis

August 20, 2013

1. Yes, I am 35 years old. My birthdate is 3/16/78.
2. Ricardo Jasso approached me about being part of the committee. He knows that I have two kids the oldest is in school.
3. I would like to be involved in my child's education. By serving on the committee of Mater, it was a good opportunity .
4. No, I have not previously served on a board. I am mother of two kids. I grew up in the Las Vegas area and graduated from Rancho High School in 1996 with a diploma. I want my kids to go to good schools and have the best educational opportunities that can be provided to them. I'd like to see better schools in the area I live in.
5. As a parent that is on the board, you set goals for the school that make sure all kids are getting a good education.
6. Since I'm self-employed, I am good at scheduling, organizing, and communicating. I also have knowledge of the Northeast Las Vegas community, and know many other families that want their kids to go to good schools.
7. That many of the goals have been achieved. Parents are happy with the success of the school. After four years, you will see students are enjoying going to school and in a safe environment.
8. The school will teach toward the needs of children that are growing up in the Northeast community whose families are low income, and to help the students learn, keep them out of trouble, and keeping them interested in school.
9. Yes, excellent just what as a parent we are looking for the help we and our kids need.

Request For Information

Maricela Solis

August 20, 2013

10. A successful school has a good foundation with goals that will benefit both students and parents.

Keeping both parents and students interested and involved with the school program will help student achieve. The board will need to make sure the school is doing all that it can to fulfill the mission of the school.

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Robert Anderson, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 2924 E. Saint Louis Ave, Las Vegas, NV 89104
2. I intend to serve on the governing body of Thunder Academy of Nevada, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

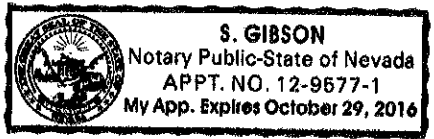
DATED this 19 day of August, 2013.

State of Nevada
County of Clark

Signature: [Handwritten Signature]

SUBSCRIBED and sworn to before me by: Robert Anderson

this 19 day of August, 2013.
[Handwritten Signature], Notary Public



**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
County of Clark) ss.
)

COMES NOW Ricardo Jasso, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 2944 Via Della Amore
Anderson, NV 89052
2. I intend to serve on the governing body of Mater Academy of Nevada a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 20 day of August, 2013.

State of Nevada
County of Clark

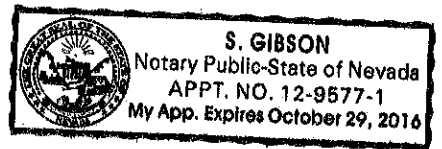
Signature: _____

[Signature]

SUBSCRIBED and sworn to before me by: Ricardo Jasso

this 20th day of August, 2013.

[Signature], Notary Public



**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Sheila R. Moulton, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 6519 American Beauty Ave
Las Vegas, NV 89142
2. I intend to serve on the governing body of Mater Academy of Nevada, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 21 day of August, 2013.

Signature: Sheila R. Moulton

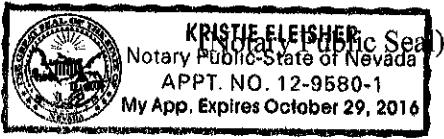
SUBSCRIBED and sworn to before me by: Sheila Moulton

this 21 day of August, 2013.
Kristie, Notary Public



This 21 day of August, 2013
date month year

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Page 1 of 2

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
County of Clark) ss.

COMES NOW Maricela Solis, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 1838 Ingraham St.
N. Las Vegas NV 89130
2. I intend to serve on the governing body of Mattis Academy, a public charter school in Nevada.
of Nevada
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 19 day of August, 2013.

Signature: Maricela Solis

SUBSCRIBED and sworn to before me by: Kristie Fleisher signed by
Maricela Solis
this 19 day of August, 2013.

[Signature], Notary Public



Robert Anderson

Request for Information Questions 11-18

11. Do you or your spouse know any of the other prospective Board/Committee to Form members? If so, please indicate the name of the person and the relationship? - No

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship. - No

13. Do you or your spouse know anyone that plans to do business with the school? If so, please describe the relationship and the nature of the potential business. - No

14. If the school proposes to partner with an Educational Service Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.") - No

15. If the school intends to partner with and EMO/CMO/ESP, do you or your spouse have direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.") - No

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, please describe the potential relationship. - No

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain. - No

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (ie making arrangements involving the school that materially benefit the board member, his or her friends). – First, I would inquire regarding the nature of the relationship of the board member, or the friends and family of the board member, to the related business enterprise or other financial interest(s). Second, I would attempt to determine whether this would constitute a conflict of interest. Third, in light of the wording of the question above, I would attempt to determine if this would constitute a material benefit to the board member or the friends or family of the board member. Finally, I would attempt to determine if the transactions or proposed transactions in question were conducted at arms length. I would then feel obligated to notify the rest of the board for further assessment and action, including but not limited to consideration of removal from the board.

Renee Fairless

11. Do you or your spouse know any of the other prospective Board/Committee to Form members? If so, please indicate the name of the person and the relationship?

Yes, I know Adalberto Ronquillo and Ricardo Jasso. I worked with Adalberto Ronquillo at Sunrise Mountain High School. Ricardo Jasso was an acquaintance of my husband.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please describe the relationship and the nature of the potential business.

No.

14. If the school proposes to partner with an Educational Service Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.")

Before serving on the CTF, I did not know any members of the EMO.

15. If the school intends to partner with and EMO/CMO/ESP, do you or your spouse have direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.")

No.

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, please describe the potential relationship.

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (ie making arrangements involving the school that materially benefit the board member, his or her friends).

I would address the Board, and make them aware of the unethical situation.

Ricardo Jasso

Response to Request for Information Questions -11-18

11. Yes, I know Renee Fairless she is the wife of a friend. I also know Marisela she is a current tenant.

12. No

13. No

14. No

15. No

16. No

17. No

18. I would bring up the issue to the board member and to the other board members in order to find a resolution to the matter.

Shelia Moulton

Request for Information Questions 11-18

11. I did not know any of the other Committee to Form members before we gathered to prepare the application.

12. No I do not nor does my spouse have any pre-existing relationships with anyone involved with Mater Academy of Nevada.

13. Neither my spouse nor I have any plans nor do we have any business affiliation that would apply to Mater Academy of Nevada.

14. We anticipate working with Academica Nevada and I met Robert Howell in June when we began our conversations about Mater. I have also met Clayton Howell, Ryan Reeves, and Becca Fitzgerald. They have been very supportive in helping to produce the documents necessary to move forward with the applications. No personal or business relationship exists.

15. Neither my spouse nor I have any direct or indirect employment, contractual, or management interest with Academica Nevada.

16. No plans to conduct any business whatsoever with Mater or the EMO.

17. No potential ethical or legal conflicts with serving on the Board of Mater.

18. As a Board member I would ensure that I was knowledgeable of the Bylaws of Mater Academy and follow those Bylaws. Any concerns of a board member engaged in self-dealing or a family member involved would be questioned as agenda items would be addressed. If I had concerns or questions I would place them as an agenda item to be brought forth to the public. I also know that board training is necessary to avoid conflicts such as this and would work to make sure all board members are trained appropriately.

Adalberto Ronquillo

Request for Information Questions 11-18

11. Do you or your spouse know any of the other prospective Board/Committee to Form members? If so, please indicate the name of the person and the relationship?

I have known Renee Fairless for 3 years. She was my supervisor.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

I do not have any pre-existing relationships.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please describe the relationship and the nature of the potential business.

I do not know anyone that plans to do business with the school.

14. If the school proposes to partner with an Educational Service Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.")

I did not previously know any members of the EMO.

15. If the school intends to partner with and EMO/CMO/ESP, do you or your spouse have direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.")

I have none.

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, please describe the potential relationship.

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (ie making arrangements involving the school that materially benefit the board member, his or her friends).

If there is a board member that is making arrangements to benefit themselves, it would immediately be brought to the table. Ethically this is wrong and I feel strongly about that.

Maricela Solis

11. Do you or your spouse know any of the other prospective Board/Committee to Form members? If so, please indicate the name of the person and the relationship?

Yes, Ricardo Jasso. He is my landlord.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please describe the relationship and the nature of the potential business.

No.

14. If the school proposes to partner with an Educational Service Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.")

No.

15. If the school intends to partner with and EMO/CMO/ESP, do you or your spouse have direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.")

No.

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, please describe the potential relationship.

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No. If a conflict of interest came up, I would make the Board aware of it.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (ie making arrangements involving the school that materially benefit the board member, his or her friends).

I would let the rest of the board members know of the situation.

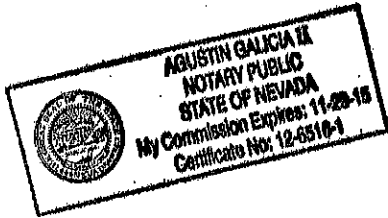
Assurance of Non- Business Interest

Provide assurance that Robert Anderson of "Land Baron Investments" nor Ricardo Jasso of "Remax Benchmark Commercial Properties" have any business interest in the proposed school, if this is the case. Membership on the CTF of these persons suggests a preoccupation of the EMO, Academica, with real estate dealings.

STATE OF NEVADA)
) ss.
County of Clark)

The foregoing instrument was executed, acknowledged and delivered before me this 10th day of December, by Robert Anderson of Land Baron Investments

He/she has produced a NV driver's license as identification.



Agustin Galicia II

Notary Public, State and County Aforesaid

Print Name: Agustin Galicia II

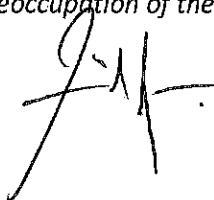
My commission expires: 11/29/15

My commission number: 12-6516-1

(NOTARIAL SEAL)

Assurance of Non- Business Interest

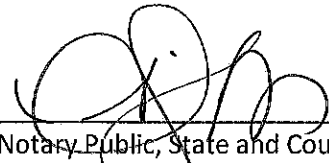
Provide assurance that Robert Anderson of "Land Baron Investments" nor Ricardo Jasso of "Remax Benchmark Commercial Properties" have any business interest in the proposed school, if this is the case. Membership on the CTF of these persons suggests a preoccupation of the EMO, Academica, with real estate dealings.



STATE OF NEVADA)
) ss.
County of Clark)

The foregoing instrument was executed, acknowledged and delivered before me this 9 day of December 13, by Ricardo Estaban Jasso of Remax Benchmark.

He/she has produced Nevada Drivers license as identification.

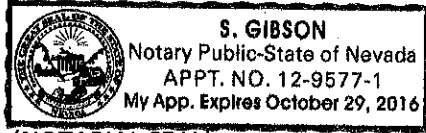


Notary Public, State and County Aforesaid

Print Name: Stacie Gibson

My commission expires: 10/29/16

My commission number: 12-9577-1



(NOTARIAL SEAL)

Statement of Assurances

Revised December, 2012

1. The charter school herein named, Mater Academy of Nevada,
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating

procedures of the school during business hours.

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

Notarized Statement

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

Sheila Moulton
Signature of Certifying Charter School Official

Sheila R. Moulton
Name Printed

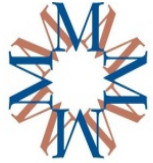
Acting Committee Chair
Title

8-21-2013
Date

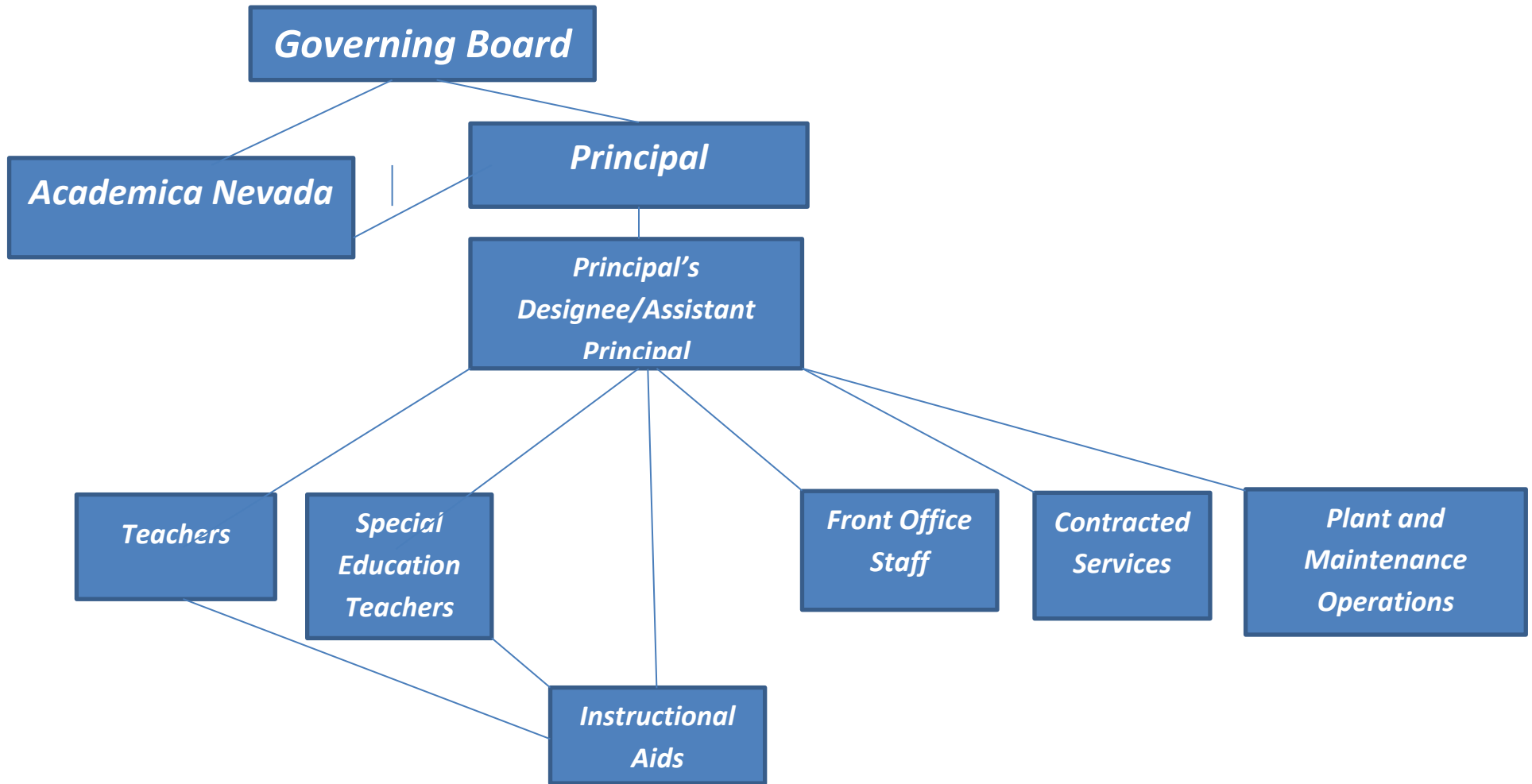
Subscribed and sworn to before me



Kristie J
8/21/13

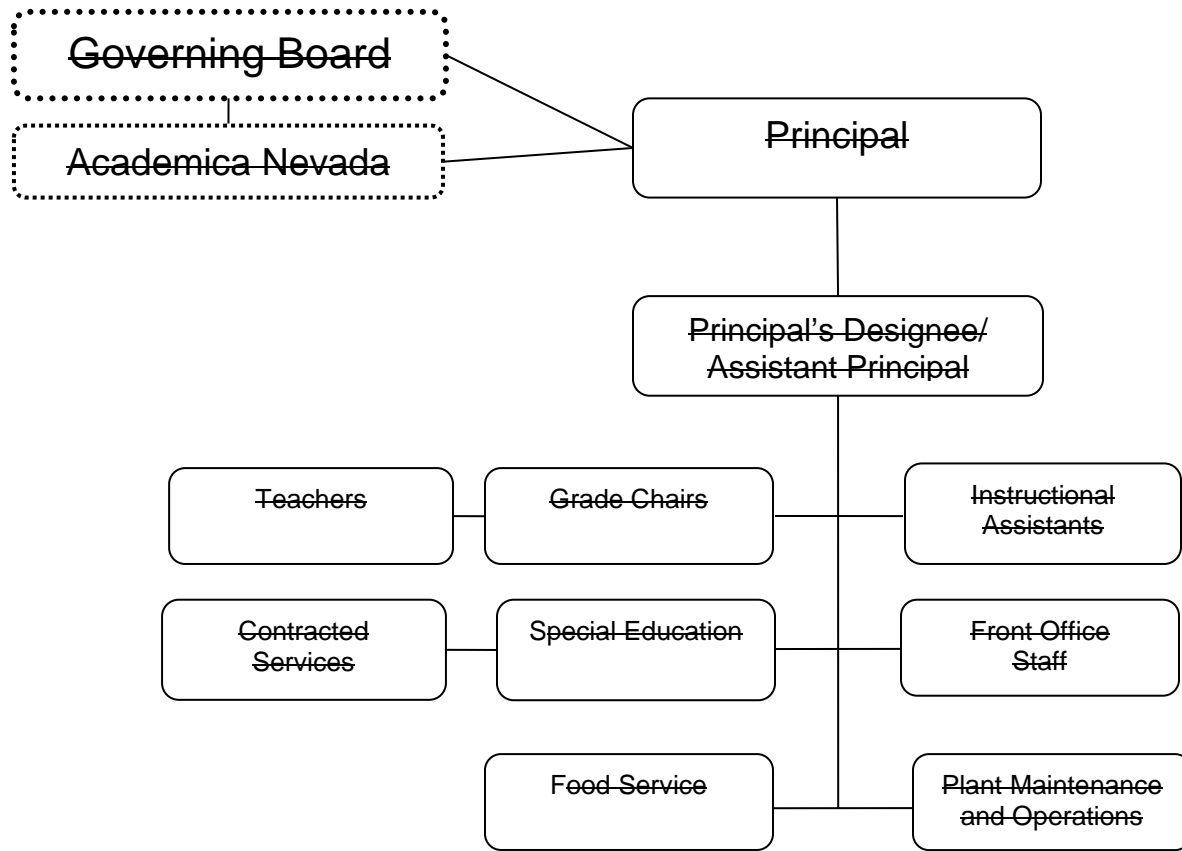


Mater Academy of Nevada Organizational Chart





Mater Academy of Nevada Organizational Chart



Attachment 30
Attachment B.3.7

As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.

We will adopt the following lottery exemptions:

- Sibling of a pupil who is currently enrolled in the school;
- A child who was enrolled, on the basis of a lottery system, in a free of charge prekindergarten or other early childhood educational program at the charter school (should this program be developed and approved by the School's Sponsor in the future);
- A child of a person who is:
 - employed by the school; or
 - a member of the committee to form the school or the governing body.
- A child who resides within the school district and within 2 miles of the school;
- Pursuant to NRS 386.580~~(8)(c)~~(2)(d), a child who is in a particular category of being 'at risk' as defined in NRS 386.500. Specifically, Mater Academy will provide priority enrollment to members of economically disadvantaged families and pupils who are limited English proficient. Determination of 'at risk' status will be determined in the student's enrollment application by obtaining information regarding the student's qualifications for "free and reduced lunch" under the National School Lunch Program, the student's qualification for English Language Learner status in a public school, or (for students who have not previously been enrolled in a Public School which tests for English Language proficiency) the completion of a home language survey.

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an pre-enrollment window from February 1 to February 15 during which it will accept applications. The pre enrollment process identifies pupils who are assured enrollment beginning 120 days before the date on which the charter school will open.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the pre-enrollment window to the community in which we plan to operate.

The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, **all** enrollment applications received during the window

will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.

3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list **in the order determined by the lottery.**
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, **but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.**
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.

11. Our school will not “close enrollment” except as described in NAC 383.353. Enrollment is always “open” in that our school will always accept enrollment applications.

Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is “full” per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.

12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school; the same applies to our school’s first governing body (board) which will be formed before the school’s first enrollment will be determined.

If/when we add new, higher grades, the pupils in our school’s formerly highest grade will automatically be enrolled in the school’s new next grade.

Attachment 31

SCHOOL NAMES	Somerset Academy of Las Vegas	Pinecrest Academy of Nevada	Doral Academy of Nevada
Year Opened	2011	2012	2013
City	Las Vegas	Henderson	Las Vegas
State	NV	NV	NV
Grades Served	K-9	K-8	K-8
Total Enrollment	1784	764	TBD
% African American	7.5	3.9	TBD
% Hispanic	9.9	5.1	TBD
% White	74	81.2	TBD
% Other Race/ Ethnicity	8.3	8.8	TBD
% FRPL	1.7	NA	TBD
% SPED	2.9	7.5	TBD
% ELL	1.1	NA	TBD
Contact Name	Crystal Thiriot	Candace Friedman	Joani Williams
Contact Title	Board Chair	Board Chair	Board Chair
Contact Email	crystalthiriot@hotmail.com	friedbc@aol.com	jzwilliams@cox.net
Contact Phone	702-423-3348	702-277-9700	702-321-2361
Authorizing Organization	State Public Charter School Authority	State Public Charter School Authority	State Public Charter School Authority
Contact Name	Steve Canavero	Steve Canavero	Steve Canavero
Contact Title	Director	Director	Director
Contact Email	scanavero@scpcsas.nv.gov	scanavero@scpcsas.nv.gov	scanavero@scpcsas.nv.gov
Contact Phone	775-687-9160	775-687-9161	775-687-9162

Attachment 32
Attachment B.3.1.1

ID	School Name	Year Opened	City	State	Grades Served	Total Enrollment			Enrollment %	Faculty %	Contracted %	Contracted Name	Contract Title	
						Enrollment	Enrollment	Enrollment						
13-0100	Mater Academy	1998	Hialeah Gardens	FL	K-5	749	0%	98%	1%	83%	2%	44% Cecilia Telleria	Principal	
13-0312	Mater Gardens Academy	2006	Hialeah	FL	K-5	565	1%	94%	4%	29%	1%	22% Lourdes Isla	Principal	
13-1017	Mater Academy of International Studies	2008	Miami	FL	K-5	573	8%	90%	1%	85%	2%	35% Ileana Mellan	Principal	
13-9100	Mater Academy East Charter	2002	Miami	FL	K-5	621	2%	96%	2%	77%	2%	40% Betty Riera	Principal	
13-5045	Mater Grove Academy	2011	Miami	FL	K-8	136	1%	93%	4%	46%	4%	21% Sheila Calero Gonzalez	Principal	
13-5046	Mater Brickell Preparatory Academy	2011	Miami	FL	K-8	170	1%	91%	7%	37%	5%	16% Sheila Calero Gonzalez	Principal	
13-5047	Mater Academy Miami Beach	2010	Miami Beach	FL	K-8	530	1%	83%	12%	4%	65%	3%	32% Mariel Gomez	Principal
13-5984	Mater Academy at Mount Sinai	2012	Miami Beach	FL	K-3	122	19%	62%	15%	5%	40%	5%	11% Eileen Hernandez	Principal
13-5984	Mater Academy	2013	Hialeah	FL	K-8	968	2%	97%	1%	0%	76%	4%	35% Brenda Cruz	Principal
13-6009	Mater East Academy Middle School	2005	Miami	FL	6-8	351	4%	95%	1%	0%	88%	10%	19% Alex Tamarco	Principal
13-6012	Mater Academy Charter Middle	2003	Hialeah Gardens	FL	6-8	1387	4%	94%	2%	0%	94%	3%	7% Judith Marty	Principal
13-6014	Mater Academy Middle School	2013	Hialeah	FL	6-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Judith Marty	Principal
13-6033	Mater Academy Lakes Middle School	2006	Hialeah	FL	6-8	785	3%	92%	4%	1%	77%	2%	8% Francisco Jimenez	Principal
13-6042	Mater Gardens Academy Middle School	2006	Hialeah	FL	6-8	234	3%	87%	10%	0%	36%	4%	5% Lourdes Isla	Principal
13-6047	Mater Academy Middle School of International Studies	2008	Miami	FL	6-8	141	16%	78%	0%	6%	84%	8%	20% Ileana Mellan	Principal
13-6997	Mater Virtual Academy Charter Middle/High School	2013	Hialeah Gardens	FL	6-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Francisco Jimenez	Principal
13-7014	Mater Performing Arts & Entertainment Academy	2005	Hialeah Gardens	FL	9-12	239	3%	92%	4%	0%	72%	0%	2% Judith Marty	Principal
13-7018	Mater Academy Lakes High School	2006	Hialeah	FL	9-12	1017	2%	91%	6%	1%	71%	2%	6% Rene Rovirosa	Principal
13-7024	Mater Academy High School of International Studies	2008	Miami	FL	9-12	27	11%	81%	4%	4%	83%	0%	19% Ileana Mellan	Principal
13-7025	Mater Brickell Preparatory Academy High School	2011	Miami Beach	FL	9-12	18	0%	89%	11%	0%	78%	6%	28% Mariel Gomez	Principal
13-7037	Mater Academy East Charter High School	2007	Miami	FL	9-12	350	3%	95%	1%	0%	85%	6%	8% Alex Tamarco	Principal
13-7090	Mater Preparatory Academy High School	2013	Hialeah	FL	9-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Judith Marty	Principal
13-7160	Mater Academy Charter High	2002	Hialeah Gardens	FL	9-12	1730	3%	95%	2%	0%	80%	4%	6% Judith Marty	Principal
						10013								

*N/A Information was not available at the time this was produced.

Contact Email	Contact Phone	Supporting Organization	Contact Name	Contact Title	Contact Email	Contact Phone
scalleja@materacademy.com	786-302-9029	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-512-9775	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-634-0445	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-796-5711	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
scoralez@materacademy.com	305-442-4992	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
scoralez@materacademy.com	305-442-4992	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
msorales@materacademy.com	305-866-2889	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
EHernandez@matemountsinai.com	305-604-1453	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lucy@materacademy.com	305-884-6320	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
stemargo@materacademy.com	305-721-5419	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lmarly@materacademy.com	305-796-7839	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lmarly@materacademy.com	305-828-1886	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-512-9717	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-512-9717	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-634-0445	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-634-0445	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-721-5419	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-828-1886	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403
lisa@materacademy.com	305-796-7839	Miami-Dade County Public Schools	Tiffany A. Pauline	Assistant Superintendent	tpauline@dadeschools.net	305-995-1403

Attachment 33
Attachment B.3.1.2

i. Information regarding selection of the EMO

1. Name of the EMO

Academica Nevada, LLC

Mater Academy, Inc.

2. Contact person for the EMO with telephone number and address

Academica Nevada, LLC- Contact is Ryan Reeves
8235 S. Eastern Ave., Suite 150,
Las Vegas, Nevada, 89123
Phone (702)431-6260.

Mater Academy, Inc. – Contact is Roberto Blanch
6340 Sunset Dr.
South Miami, FL 33143
Phone (305) 527-0636

ii. The decision to contract with an EMO

The Committee to form Mater Academy of Nevada believed that it would be in the best interest of the Committee to hire an experienced and successful management company to assist in the planning and creation of a new charter school. The Committee chose Academica because they have managed the creation of several successful Charter School models, including replication models already operating here in Nevada. In addition, the Committee feels that Academica's services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that otherwise require the Board to hire additional staff. The Board has also elected to affiliate with Mater Academy, Inc. Mater Academy, Inc. is a system of schools that serve student populations with economically disadvantaged and limited English proficient learners. By replicating their best practices and procedures, the school expects to attain improved educational results for these student populations. *There are several elements necessary for successful*

replication of Mater Academy of Florida's successful educational model. These include, but are not limited to, the following:

1. Mater Academy (Florida) subscribes to Theodore Sizer's principles as outlined in the educational philosophy, especially personalization/differentiated instruction.
2. Mater Academy (Florida) requires parental involvement.
3. Mater Academy (Florida) requires all teachers to have or obtain within the first two years of employment a TESL endorsement.
4. Mater Academy (Florida) integrates a variety of best practices that have reduced the achievement gap and will provide professional development on these instructional best practices.
5. The proposed elementary school programming will academically prepare students to be successful in the Springboard curriculum, the basal text utilized for English language arts and mathematics in the Mater Academy (Florida) middle and high schools.
6. Each of the 25 Mater (Florida) programs follow a standards-based curriculum that is molded to the community it serves.
7. All Mater Academy (Florida) schools maximize student learning by employing research-based instructional strategies in a technology-rich environment.
8. Mater Academy (Florida) uses the behavioral philosophy of positive behavioral support to further personalize learning, teach appropriate behaviors, and build self-efficacy in their students.

Additional information on Mater Academy can be found in A.2.4 and attachment 2.

iii. Selection of the EMO Model

The committee to form Mater Academy of Nevada learned of Academica Nevada by speaking to other members of the charter school community in Nevada. Specifically, Renee Fairless formerly

worked as a school administrator under the direction of John Barlow, who is now a principal at Somerset Academy of Las Vegas. Somerset Academy of Las Vegas currently contracts with Academica Nevada for management services and Mr. Barlow was well acquainted with the personnel and service provided by Academica Nevada. At approximately the same time, Sheila Moulton was investigating the opportunity of opening a charter school for at-risk students and met with Bob Howell of Academica Nevada to discuss the process.

The committee to form then learned of the Mater Academy family of schools through Academica Nevada representatives. Upon learning of the Committee's goal to serve an at risk student population, Academica Nevada recommended a partnership with Mater Academy to enable the new proposed school draw from Mater Academy's experience and knowledge in serving student populations with high percentage of English language learners. The Committee then independently examined the Mater Academy student populations, academic performance, programs, and success and elected to partner with Mater Academy, Inc.

iv. Management Contract Terminations, Non-renewals, Revocations

Academica Nevada has not had any contract terminations, charter revocations, non-renewals or non-openings among the client schools it works with.

Attachment 34
Attachment B.3.1.3

Academic Performance Serving Similar Student Populations

The success of Academica Nevada and Mater Academy, Inc. in serving various student populations, including populations similar to the target population of Mater Academy of Nevada, is set forth in Attachment 2, Attachment 30, and Attachment 31.

Reference Checks

Sheila Moulton the acting Chair of the Committee to Form Mater Academy of Nevada was able to speak with several references in the process of examining Academica Nevada.

Mrs. Moulton visited with Crystal Thiriot, who has been with Somerset Academy of Las Vegas for three years and is currently serving as the Board Chair. Mrs. Thiriot expressed appreciation for the work that Academica has done particularly in the area of the budget. Academica has ensured that the school has a strong fund reserve. In addition, Mrs. Thiriot has observed that Academica has managed the budget of Somerset so well that the Board can spend more time focusing on the school and academics of the students. Another area of strength that Crystal mentioned was in the area of human resources. Academica has shown that it works well with board members and the community.

Additionally, Mrs. Moulton spoke with Joani Williams who is the chair of Doral Academy of Nevada. Mrs. Williams was on the Committee to Form Doral Academy, and she worked with Academica through the charter process. She is currently the Chairman of the Board for Doral Academy and her children will be attending the school. Mrs. Williams mentioned that Ryan Reeves' background as an attorney has been helpful to the legal issues that the Board faces in board meetings. Mrs. Williams said that Bob Howell and Ryan Reeves are accessible to answer questions as needed.

Finally, Mrs. Moulton met with Judy Marty. Mrs. Marty is the principal of Mater High School-Hialeah Gardens in Florida. She is a dynamite educator who shared the success that has taken place in

the Mater School Network in Florida. Mrs. Marty spoke of the work that Academica Florida has done in supporting the operations of the Mater schools. Mrs. Marty stated that she loved that through the support of Academica she, as a principal, could focus on the students and helping them gain success.

Mrs. Marty also spoke about the success of Mater Academy schools in Florida. Mrs. Marty discussed the importance of assessing every student's individual needs, and the importance of developing a staff to meet the needs of those students. Mrs. Marty stressed the importance of developing a culture of being a life-long learner, both among the staff as well as among the students. Mrs. Marty expressed that her school community is always trying to learn more and do better. Mrs. Moulton believes this will be true of Mater Academy of Nevada as well.

Attachment 35
Attachment B.3.1.4

SOMERSET ACADEMY OF LAS VEGAS

FINANCIAL STATEMENTS

JUNE 30, 2012

(With Report of Independent Certified Public Accountants Thereon)

SOMERSET ACADEMY OF LAS VEGAS
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JUNE 30, 2012

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors
Somerset Academy of Las Vegas
Las Vegas, Nevada

We have audited the accompanying general-purpose financial statements of the governmental activities, and the aggregate remaining fund information of the Somerset Academy of Las Vegas (the “School”), as of and for the year ended June 30, 2012, listed in the foregoing table of contents. These financial statements are the responsibility of the School’s management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012, and the results of its activities for the year then ended in conformity with accounting principles generally accepted in the United States of America

In accordance with *Government Auditing Standards*, we have also issued our report October 29, 2012, on our consideration of the School’s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Management’s Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. The Budget Comparison is also not a basic financial statement required. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required and not required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of the School. The introductory information, as well as the accompanying schedule of expenditures of federal awards are presented for purposes of additional analysis and are not a required part of the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the financial statements taken as a whole. The introductory information and the statistical tables have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

L.L. Bradford & Company, LLC

L.L. Bradford & Company, LLC
October 29, 2012
Las Vegas, Nevada

Management's Discussion and Analysis
Somerset Academy of Las Vegas
June 30, 2012

The Board of Directors of Somerset Academy of Las Vegas, submit this narrative overview and analysis of the school's financial activities for the fiscal year ended June 30, 2012.

Financial Highlights

1. The assets of the Charter School exceeded its liabilities at June 30, 2012 by \$250,895.00.
2. At year-end, the School had current assets on hand of \$1,092,540.00.
3. The School's current assets less current liabilities of \$623,352.00 resulted in a working capital balance of \$469,188.00.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2012 are presented in accordance with GASB Codifications Section 2200. The financial statements have three components, as defined and explained below.

Government-Wide Financial Statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *Statement of Net Assets* presents information on all of the School's assets and liabilities. The difference between the two is reported as *net assets*. Over time increases or decreases in net assets may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net assets changed during the fiscal year. All changes in net assets are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 8-9 of the attached Financial Statements.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, project or objectives. The School, like other state and local governments, uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are government funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statement. Governmental Fund financial statements, however, focus on near-term inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statement can be found on page 11 of the attached Financial Statements.

Notes to Financial Statements

The notes to the financial statement provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 12-17 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net assets may serve over time as a useful indicator of a charter school's financial position. In the case of the School, assets exceeded liabilities by \$250,895.00 at the close of the fiscal year. A summary of the School's net assets as of June 30, 2012 is found on page 8 of the attached financial statements.

At the end of the fiscal year, the School is able to report positive balances in total net assets. A summary and analysis of the School's revenues and expenses for the years ended June 30, 2012 is found on page 9 of the attached financial statements.

State Funding Levels

Somerset Academy's State appropriated revenues are based on a per student funding amount of \$6,179.00 per student for the 2011-2012 school year. Additional funding for students receiving Special Education services was not realized in this year, as those funds are issued one year in arrears and this was Somerset Academy's first year of operations. However, Special Education funding will be a part of revenues for all future years of operation.

School Location and Lease of Facilities

Somerset Academy leases two facilities for school operations. The North Las Vegas Campus is located at 385 West Centennial Boulevard in North Las Vegas, Nevada. The Emerson Campus is located at 2525 Emerson Avenue in Las Vegas, Nevada.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2011-2012, Somerset Academy of Las Vegas opened its first year of operations with a total enrollment of more than 1,000 students. Somerset Academy achieved an average of 85% of students with passing scores on the Nevada Criterion Reference Tests (CRT's), including more than a dozen students with perfect scores. As a result, Somerset Academy achieved a designation of meeting Adequate Yearly Progress (AYP) under the *No Child Left Behind Act*.

This past year Somerset Academy participated in various community service projects, benefiting charities such as the American Cancer Society, the KLUC Toy Drive, St. Jude's Children's Hospital, and various local food banks. In addition, the School community organized numerous school fundraisers including the Fall Festival, Daddy-Daughter Dance, Mother-Son Field Day, Valentine-gram sales, and Scholastic Book Fairs.

Somerset Academy students participated in various clubs and activities, including Art Club, Performance Club, Sport Club, DARE, Cooking Club, Reading Club, Elementary and Middle School Choirs, Yearbook Club, Recycling Club, and After School Peer Tutoring. Through these activities, Somerset Academy students participated in various performances and competitions, including a city wide Crypto Tournament, Holiday Choir Performance, Student-Written Play performance, and Spring Choir and Guitar Performance.

Somerset Students also established Student Government Councils and participated in a Peer Mediation program.

FINANCIAL ANALYSIS OF THE GOVERNMENT FUND

As noted earlier, the School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the School's financing requirements. In particular, the unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year.

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the Nevada Department of Education through the Distributive School Account (DSA), which uses formulas to distribute state funds and an amount of local property taxes as established by the Nevada Legislature.

At the end of the fiscal year, the School's governmental general fund reported an ending fund balance of \$250,895.00. The School's working capital balance of \$469,188 is available for use at the School's discretion. These funds will be available for the School's future ongoing operations.

Capital Assets

Pursuant to the Nevada Department of Education, the capitalization threshold for assets purchased by the School is established at a value of \$5,000.00. At this time, the School maintains no capital assets, as all facilities, materials, furniture, fixtures and equipment were obtained through lease agreements and/or do not exceed the \$5,000.00 capitalization threshold.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School's budget.

	Governmental	Funds
	Final Budget	Actual
REVENUES		
State DSA Revenues	\$ 6,014,634.00	\$ 6,039,949.00
Tuition-Full Day		
Kindergarten	172,575.00	167,762.00
Federal Sources	-	-
Lunch Program	-	-
Other Revenue	-	-
Total Revenues	\$ 6,187,209.00	\$ 6,207,711.00
CURRENT EXPENDITURES		
Instruction	\$ 2,776,033.83	\$ 2,428,921.90
Student Support Services	127,607.01	117,533.88
Instruction Support Services	180,678.00	186,009.88
General Administration	311,335.88	303,341.69
Educational Administration	337,326.04	285,437.69
Operation and Maintenance	1,311,899.00	1,114,626.74
Other Support Services	593,389.92	570,004.86
Food Service Operations	35,000.00	-
Special Education Services	201,760.04	215,213.10
Total Expenditures	\$ 5,875,029.72	\$ 5,221,089.74

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Mr. Ryan Reeves at Academica Nevada, LLC, 8235 South Eastern Ave., Henderson, Nevada 89123.

SOMERSET ACADEMY OF LAS VEGAS
STATEMENT OF NET ASSETS
GOVERNMENT ACTIVITIES - GENERAL
JUNE 30, 2012

ASSETS

Current assets	
Cash	\$ 1,054,878
Accounts receivable	2,007
Refundable deposits	35,655
Total current assets	<u>1,092,540</u>
Non-current assets	
Capital leases (net of accumulated amortization of \$215,747)	<u>4,099,196</u>
Total assets	<u><u>\$ 5,191,736</u></u>

LIABILITIES AND NET ASSETS

Liabilities

Current liabilities	
Accounts payable	\$ 18,144
Accrued payroll and benefits	560,701
Note payable - current portion	35,504
Capital lease - current portion	9,003
Total current liabilities	<u>623,352</u>
Long-term liabilities	
Note payable	19,329
Capital lease	4,298,160
Total long-term liabilities	<u>4,317,489</u>
Total liabilities	<u>4,940,841</u>
Commitments and contingencies	
Net assets	
Unrestricted	<u>250,895</u>
Total net assets	<u>250,895</u>
Total liabilities and net assets	<u><u>\$ 5,191,736</u></u>

See Accompanying Notes to the Financial Statements

SOMERSET ACADEMY OF LAS VEGAS
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2012

Functions	Expenses	Operating Grants and Contributions	Net (Expense) Revenues and Changes in Net Assets Total Governmental Activities
Governmental activities			
Program instruction	\$ 3,595,207	\$ -	\$ (3,595,207)
Support services	2,477,987	-	(2,477,987)
Total Governmental Activities	\$ 6,073,194	\$ -	\$ (6,073,194)
General revenues			
State aid not restricted to specific purposes			6,039,949
Local aid not restricted to specific purposes			167,762
Student activities			116,378
Total general revenues			6,324,089
Change in net assets			
			250,895
Net assets			
Beginning of year			-
End of year			\$ 250,895

See Accompanying Notes to the Financial Statements

SOMERSET ACADEMY OF LAS VEGAS
BALANCE SHEET
GOVERNMENTAL FUND - GENERAL
JUNE 30, 2012

ASSETS

Current assets

Cash	\$	1,054,878
Accounts receivable		2,007
Refundable deposits		<u>35,655</u>
Total current assets		<u>1,092,540</u>

Non-current assets

Capital leases (net of accumulated amortization of \$215,747)		<u>4,099,196</u>
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Total assets	\$	<u><u>5,191,736</u></u>
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LIABILITIES AND FUND BALANCES

Liabilities

Current liabilities

Accounts payable	\$	18,144
Accrued payroll and benefits		560,701
Notes payable - current portion		35,504
Capital lease - current portion		<u>9,003</u>
Total current liabilities		623,352

Long-term liabilities

Notes payable		19,329
Capital lease		<u>4,298,160</u>
Total long-term liabilities		4,317,489

Total liabilities		<u>4,940,841</u>
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Fund balance

Unassigned		<u>250,895</u>
Total fund balance		<u>250,895</u>

Total liabilities and fund balance	\$	<u><u>5,191,736</u></u>
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See Accompanying Notes to the Financial Statements

SOMERSET ACADEMY OF LAS VEGAS
STATEMENT OF REVENUE, EXPENDITURES AND CHANGES IN
FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2012

	General	Special Education	Total Governmental Funds	Student Activities	Total Funds
REVENUE					
Local sources	\$ 167,762	\$ -	\$ 167,762	\$ 116,378	\$ 284,140
State sources	6,039,949	-	6,039,949	-	6,039,949
Total Revenue	6,207,711	-	6,207,711	116,378	6,324,089
EXPENDITURES					
Programs instruction					
Salaries	2,521,925	120,663	2,642,588	-	2,642,588
Benefits	635,284	-	635,284	-	635,284
Purchased services	-	-	-	-	-
Supplies	70,780	-	70,780	-	70,780
Other program expenses	143,954	-	143,954	102,601	246,555
Total program expenditures	3,371,943	120,663	3,492,606	102,601	3,595,207
Support services					
Staff support	202,848	-	202,848	-	202,848
Administration support	207,838	-	207,838	-	207,838
Staff benefits	10,891	-	10,891	-	10,891
Administration benefits	30,033	-	30,033	-	30,033
Purchased services	481,942	-	481,942	-	481,942
Supplies	11,630	-	11,630	-	11,630
Operations and maintenance	1,532,805	-	1,532,805	-	1,532,805
Total support services	2,477,987	-	2,477,987	-	2,477,987
Total expenditures	5,849,930	120,663	5,970,593	102,601	6,073,194
Excess of expenditures over revenue	357,781	(120,663)	237,118	13,777	250,895
FUND BALANCES, beginning of year	-	-	-	-	-
FUND BALANCES, end of year	<u>\$ 357,781</u>	<u>\$ (120,663)</u>	<u>\$ 237,118</u>	<u>\$ 13,777</u>	<u>\$ 250,895</u>

See Accompanying Notes to Financial Statements

SOMERSET ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2012

1. Summary of significant accounting policies

The financial statements of the Somerset Academy of Las Vegas (the “School”) have been prepared in conformity with accounting principles generally accepted in the United States (GAAP) applicable to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

Reporting entity – Somerset Academy of Las Vegas is a “charter school”, established in 2011 under Nevada Revised Statute 386.500. The School had two campus’ during the year ended June 30, 2012, North Las Vegas and Emerson. The School’s major operation is to offer an educational environment where learning is maximized through individual instruction, interdisciplinary projects and access to a full spectrum of technological resources for kindergarten through eighth grade in Southern Nevada.

The School receives funding from state and government sources and must comply with the requirements of these funding sources. However, the School is not included in any other governmental “reporting entity,” as defined in GASB pronouncements, since its Governing Body has decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters.

Government-wide and fund financial statements – the government-wide financial statements (i.e., the statement of net assets and the statement of activities) report information on all the nonfiduciary activities of the School. For the most part, the effect of interfund activity has been removed from these statements.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segments are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

The major individual governmental funds are reported as separate columns in the fund financial statements.

Measurement focus and basis of accounting – The term, “basis of accounting,” refers to the method used for revenues and expenditure recognition in the accounts and reporting in the financial statements and relates to the timing of the measurements made, regardless of the measurement focus applied. Under GAAP, all governmental funds are accounted using a modified accrual basis of accounting under which revenues are recognized when they become measurable and available as net current assets. Expenditures are recognized generally under the modified accrual basis of accounting in use when the related fund liability is incurred.

Government-wide Financial Statements. The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

SOMERSET ACADEMY OF LAS VEGAS
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2012

1. Summary of significant accounting policies

Measurement focus and basis of accounting (continued)

The School has the following fund categories (further divided by fund type) and account groups:

General Fund – The General Fund is the general operating fund for the School. It is used to account for all financial resources not accounted in other funds.

Special Education Fund – The special education fund is used to account for revenues received and expenditures made to fund special education program. ~~Financing is provided through the Clark County School District funded by the U.S. Department of Education.~~

Student Activities Fund – The Student Activities Fund is used to account for student fundraising activities.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net assets available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs, and then general revenues.

All governmental and business-type activities and enterprise funds of the School follow FASB Statements and Interpretations issued on or before November 30, 1989, Accounting Principles Board Opinions, and Accounting Research Bulletins, unless those pronouncements conflict with GASB pronouncements.

Cash -- The School considers cash equivalents to be those securities with an original maturity of three months or less.

Capital assets – The School's capital assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are listed at their estimated fair value at the date of donation. The total of these estimates is not considered large enough that any errors would be material when capital assets are considered as a whole.

It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of three or more years. This policy is also in line with the Nevada Department of Education mandated threshold for capitalization. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. All depreciable assets are depreciated using the straight-line method of depreciation over the assets' useful lives. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

SOMERSET ACADEMY OF LAS VEGAS
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2012

1. Summary of significant accounting policies (continued)

Receivables and payables – Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either “due to/from other funds” (i.e., the non-current portion of interfund loans). All other outstanding balances between funds are reported as “due to/from other funds.”

Compensated Absences – It is the School’s policy to permit employees to accumulate an unlimited number of sick days; however, accumulated sick days do not vest under the School’s policy, therefore, a liability for unused sick days is not recorded in the financial statements.

Use of Estimates – The School has made a number of estimates and assumptions relating to the reporting of assets and liabilities and the disclosure of contingent assets and liabilities to prepare these financial statements in conformity with accounting principles generally accepted in the United States of America. Actual results could differ from those estimates.

Net assets/ Fund balances – In March 2009, the GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund-type definitions. The objective of this statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund-type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed on the use of the resources reported in governmental funds. Under this standard, the fund balance classifications of reserved, designated, and unreserved/undesignated were replaced with five new classifications - nonspendable, restricted, committed, assigned, and unassigned.

- Nonspendable fund balance represents amounts that are not in a spendable form. The nonspendable fund balance represents inventories and prepaid items.
- Restricted fund balance represents amounts that are legally restricted by outside parties for a specific purpose (such as debt covenants, grant requirements, donor requirements, or other governments) or are restricted by law (constitutionally or by enabling legislation).
- Committed fund balance represents funds formally set aside by the governing body for a particular purpose. The use of committed funds would be approved by resolution.
- Assigned fund balance represents amounts that are constrained by the expressed intent to use resources for specific purposes that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body or by an official to whom that authority has been given by the governing body.
- Unassigned fund balance is the residual classification of the General Fund. Only the General Fund may report a positive unassigned fund balance. Other governmental funds would report any negative residual fund balance as unassigned.

The School has no restricted fund balances at year ended June 30, 2012.

SOMERSET ACADEMY OF LAS VEGAS
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2012

2. Stewardship, compliance and accountability

Budgetary information – The School is required by the State of Nevada Department of Education (Department) to adopt a final budget no later than June 8 of each year under NAC 386.370.

3. Cash

The Company maintains cash balances at a financial institution with accounts insured by the Federal Deposit Insurance Corporation up to \$250,000. As of June 30, 2012, the Company’s uninsured cash balance totaled \$840,046.

4. Capital lease

In August 2011, the School entered into a capital lease for the use of the buildings and related property with School Development Centennial (the “SDC”), to lease space for the North Las Vegas campus for a period of 20 years, expiring in July 31, 2031. Monthly payments were \$50,000 for the year ended June 30, 2012, which was net of a monthly discount \$8,333. Monthly payments increase to \$54,167 for the year ended June 30, 2013, which is net of a discount of \$4,167. The payment increases to \$58,333 for the year ended June 30, 2014 and increasing by the Consumer Price Index thereafter and potentially higher as negotiated and determined by the lease. The balance as of June 30, 2012 totaled \$4,307,163.

Future minimum lease payments are as follows:

<u>Years Ending June 30,</u>	Amount
2013	\$ 650,000
2014	700,000
2015	721,000
2016	721,000
2017	721,000
Thereafter	<u>10,396,132</u>
Total minimum lease payments	13,909,132
Less: amount representing interest	(9,601,969)
Present value of minimum lease payments	4,307,163

SOMERSET ACADEMY OF LAS VEGAS
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2012

5. Operating leases

The School entered into a lease agreement with Paradise Church in June 2011, to lease classroom and office space for the school for a two year term, expiring on August 1, 2013. Monthly payments were \$20,955 for the elementary school and the total rent expense for the year ended June 30, 2012 was \$209,590.

In December 2011, the School entered into a lease agreement with a financial institution for the use of furniture, equipment, textbooks, software and computers. The lease is payable in 47 monthly payments of \$15,997 and in December 2015 a balloon payment of \$52,974.

The School entered into an agreement with Revco Leasing in August 2011 to lease office equipment for a period of 5 years, with monthly payments of \$1,425.

Future minimum lease payments are as follows:

<u>Years Ending June 30,</u>	Amount
2013	\$ 460,524
2014	209,064
2015	209,064
2016	150,059
2017	1,425
	\$ <u>1,030,136</u>

6. Management agreement

Academica Nevada, LLC (“Academica”), a professional charter school management company, provides management and administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting. The agreement between the School and Academica Corporation calls for a fee of \$450 per full time equivalent (FTE) student per year. The agreement is with Somerset Academy of Las Vegas for a period of two years, through July 1, 2013, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. The agreement with Academica Corporation was assigned to Academica Nevada, LLC. During the year ended June 30, 2012, the School incurred \$431,258 in management fees.

SOMERSET ACADEMY OF LAS VEGAS
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2012

7. Defined benefit pension plan

The School is a public employer participating in the Public Employees Retirement System of the State of Nevada (PERS), a defined benefit cost-sharing multiple-employer program, and all full-time teachers are covered under the system. The School has no liability for unfunded obligations of the system as provided by NRS 286.110.

Benefits, as required by statute, are determined by the number of years of accredited service at the time of retirement and the member's highest average compensation in any 36 consecutive months. Benefit payments to which participants may be entitled under the plan include pension benefits, disability benefits, and death benefits.

Monthly benefit allowances for regular members are computed at 2.5% for each year of service earned before July 1, 2001 and 2.67% for each year of service earned after July 1, 2001 of average compensation (36 consecutive months of highest compensation) with a ceiling of not more than 75% of the average compensation. PERS offers several alternatives to the unmodified service retirement allowance which, in general, allows the retired employee to accept a reduced service retirement allowance payable monthly during the employee's life and various optional monthly payments to a named beneficiary after the employee's death. Regular members are eligible for retirement benefits at age 65 with 5 years of service, at age 60 with 10 years of service, or at any age with 30 years of service. A member who retires on or after July 1, 1977, or is an active member whose effective date of membership is before July 1, 1977, or is an active member whose effective date of membership is before July 1, 1985, and who has 36 years of service is entitled to a benefit of up to 90% of his/her average compensation. When members are eligible for the earlier retirement due to the increased services years, the ceiling limitation on monthly benefit allowances increases from the normal 75% to a maximum of 90% of average compensation. Regular members become fully vested as to benefits upon completion of 5 years of service. Benefits are established by state statute and provisions may only be amended through legislation.

Member contribution rates, which are actuarially determined, are established by NRS 286.421 for public employees enrolled in the contribution plan. Two contribution plans are offered to eligible employees, the employee/employer contribution plan and the employer-pay contribution plan. The employee/employer plan increases the employee's salary by 10.7216%. A contribution of 11.25% is deducted from the employee and a matching contribution of 11.25% is paid by the employer. The employer-pay contribution plan requires an employer paid contribution rate of 21.5% on a lower salary schedule. The School's contributions to the plan for the year ended June 30, 2012 was \$371,284.

PERS issues a publicly available financial report that includes financial statements and required supplementary information. The report may be obtained by calling 775-687-4200.

8. Compliance with Nevada revised statutes and Nevada Administrative code

The School conformed to all significant statutory constraints on the financial administration during the fiscal year.



L.L. Bradford
Certified Public Accountants & Consultants

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER
FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Body
Somerset Academy of Las Vegas
Las Vegas, Nevada

We have audited the financial statements of the governmental activities and each major fund of Somerset Academy of Las Vegas (the "School"), as of and for the year ended June 30, 2012, and have issued our report thereon dated October 29, 2012. We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures to express our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving internal control over financial reporting and its operation that we consider to be a material weakness.

This report is intended for the information of management and state and federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

L.L. Bradford & Company, LLC

L.L. Bradford & Company, LLC
October 29, 2012
Las Vegas, Nevada

Mater Academy, Inc.
Special-Purpose
Financial Statements And
Independent Auditors' Report

June 30, 2012

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Mater Academy, Inc.
Miami, Florida

We have audited the accompanying special-purpose statement of financial position of Mater Academy, Inc. (the "Organization") as of June 30, 2012, and the related special-purpose statements of activities, and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The accompanying special-purpose financial statements were prepared for the purpose of complying with section 31 of the Organization's facility lease agreements, as discussed in Note 2.

In our opinion, based on our audit and the reports of the other auditors, the special-purpose financial statements referred to above present fairly, in all material respects the financial position of Mater Academy, Inc., as of June 30, 2012 and the changes in its net assets and cash flows for the year then ended, on the basis of accounting indicated in Note 2.

This report is intended solely for the information and use of the boards of directors and management of the Organization and the Organization's Landlords and affiliates and is not intended to be and should not be used by anyone other than these specified parties.

Our audit was made for the purpose of forming an opinion on the special-purpose financial statements of Mater Academy, Inc. taken as a whole. The accompanying special-purpose statement of financial position by charter school or college and special-purpose statement of activities by charter school or college on pages 17 and 20 is presented for purposes of additional analysis and is not a required part of the special-purpose financial statements. Such information is the responsibility of the Organization's management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the special-purpose financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the special-purpose financial statements as a whole.

HEB Granier, CPA

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
November 28, 2012

Mater Academy, Inc.
Special-Purpose Statement of Financial Position
June 30, 2012

Assets

Current assets:	
Cash and equivalents	\$ 29,956,810
Cash held on behalf of students and clubs	481,472
Due from governmental agencies	884,641
Prepaid expenses	<u>1,181,189</u>
Total Current Assets	32,504,112
Deposits	290,523
Property and equipment, net	11,755,348
Due from affiliates	<u>43,600</u>
Total Assets	<u>\$ 44,593,583</u>

Liabilities and Net Assets

Current Liabilities:	
Accounts payable and accrued expenses	\$ 3,152,500
Due to students and clubs	481,472
Deferred revenue	47,007
Current portion of leasehold improvement payable	<u>335,000</u>
Total Current Liabilities	4,015,979
Leasehold improvement payable	<u>712,951</u>
Total Liabilities	4,728,930
Net Assets:	
Unrestricted (designated per lease agreement)	1,397,826
Unrestricted	<u>38,466,827</u>
Total Net Assets	<u>39,864,653</u>
Total Liabilities and Net Assets	<u>\$ 44,593,583</u>

The accompanying notes are an integral
part of this financial statement.

Mater Academy, Inc.
 Special-Purpose Statement of Activities
 For the year ended June 30, 2012

	<u>Unrestricted</u>
Support and Revenue:	
FTE non-specific revenues	\$ 47,327,799
Capital outlay funding	4,129,007
Federal grant	4,483,392
Fees from pre-school, after school and lunch program	1,688,583
Fundraising and other revenue	<u>778,820</u>
Total Support and Revenue	58,407,601
Operating Expenses:	
Instruction	27,197,237
Instructional staff training services	91,734
Board	646,689
School administration	7,432,837
Fiscal services	1,292,051
Food services	2,822,976
Central services	1,114,687
Community services	<u>685,184</u>
Total Operating Expenses	41,283,395
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	<u>17,124,206</u>
Facility Expenses:	
Facilities acquisition and construction	523,371
Operation of plant	11,588,873
Plant improvement and maintenance	<u>1,562,385</u>
Total Facility Expenses	13,674,629
Change in Net Assets	3,449,577
Net assets at beginning of year	<u>36,415,076</u>
Net assets at end of year	<u>\$ 39,864,653</u>

The accompanying notes are an integral part of this financial statement.

Mater Academy, Inc.
Special-Purpose Statement of Cash Flows
For the year ended June 30, 2012

Cash Flows from Operating Activities	
Change in net assets	\$ 3,449,577
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Depreciation	2,595,926
Decrease in accounts receivable	82,434
Decrease in due from agencies	91,379
Increase in prepaid expenses	(695,128)
Increase in other assets	(80,000)
Increase in accounts payable and accrued expenses	430,381
Increase in due to students and clubs	111,938
Decrease in deferred revenue	(2,536)
Total adjustments	<u>2,534,394</u>
Net Cash Provided by Operating Activities	<u>5,983,971</u>
Cash Flows from Investing Activities	
Acquisition of property and equipment	(2,213,112)
Increase in due from affiliate	24,734
Net Cash Used in Investing Activities	<u>(2,188,378)</u>
Cash Flows from Financing Activities	
Decrease in leasehold improvement payable	(332,266)
Net Cash Used in Financing Activities	<u>(332,266)</u>
Net increase in cash	3,463,327
Cash at beginning of year	<u>26,974,955</u>
Cash at end of year	<u>\$ 30,438,282</u>
Cash	\$ 29,956,810
Restricted cash held on behalf of students and clubs	481,472
Cash at the end of the year	<u>\$ 30,438,282</u>

The accompanying notes are an integral part of this financial statement.

Note 1 – Organization and Operations

Mater Academy, Inc. (the "Organization"), is a not-for-profit corporation organized in the State of Florida, which as of June 30, 2012 held the charter of the following nineteen charter schools: Mater Academy, Mater Academy Middle School, Mater Academy High School, Mater Performing Arts & Entertainment Academy, Mater Academy East Charter School, Mater Academy East Charter Middle School, Mater Academy East Charter High School, Mater Gardens Academy, Mater Gardens Academy Middle School, Mater Academy Lakes Middle School, Mater Academy Lakes High School, Mater Academy of International Studies, Mater Academy Middle School of International Studies, Mater Academy High School of International Studies, Mater Academy (Miami Beach), Mater Brickell Preparatory Elementary, Mater Brickell Preparatory High School, Mater Grove Academy, Mater Mt. Sinai, Mater Virtual Academy and Mater Academy (Supplemental Educational Services) (the "Schools"). The Schools operate under charters granted by the sponsoring district, the District School Board of Miami-Dade County (the "District"). The charter contracts expire between June 30, 2013 and June 30, 2027 and are renewable for an additional term pursuant to law and/or by a mutual written agreement between the School and the District. These financial statements are for the year ended June 30, 2012 when the Schools' enrollment amounted to approximately 8,618 students.

Note 2 – Summary of Significant Accounting Policies

Basis of Accounting and Presentation

The individual charter schools under the Organization are required to report as component units of the Miami-Dade County District School Board under the requirements of the Governmental Accounting Standards Board and have done so in separately issued financial statements. These special-purpose financial statements, however, are prepared in accordance with accounting principles generally accepted in the United States of America for non-governmental, not-for-profit organizations, as required by the Organization's various facility lease agreements (section 31). The Organization's financial statements have been prepared combining the financial condition and operations of the Schools under the same corporation. Inter-charter school transactions have been eliminated in these financial statements.

For purposes of these special-purpose financial statements, the Organization has adopted Financial Accounting Standards Board Accounting Standards Codification ASC 958-205, "*Not-for-Profit Entities*". ASC No. 958 establishes external financial reporting for not-for-profit organizations which includes three basic financial statements and the classification of resources into three separate classes of net assets, Unrestricted, Temporarily Restricted and Permanently Restricted.

Note 2 – Summary of Significant Accounting Policies (continued)

The net assets categories as reflected in the accompanying special-purpose financial statements are as follows:

Unrestricted

Net assets which are free of donor-imposed restrictions and include all revenues, expenses, gains, and losses that are not changes in permanently or temporarily restricted net assets.

Temporarily Restricted

Net assets whose use by the Organization are limited by donor-imposed stipulations that either expire by passage of time or that can be fulfilled or removed by actions of the Organization pursuant to those stipulations. There were no temporarily restricted assets at June 30, 2012.

Permanently Restricted Fund

Net assets whose use by the Organization is limited by donor-imposed stipulations that neither expire with the passage of time nor can be fulfilled or otherwise removed by actions of the Organization. There were no permanently restricted funds at June 30, 2012.

Cash and equivalents

Cash and cash equivalents include all highly liquid investments with a maturity of three months or less.

Due from Governmental Agencies

Amounts due to the Organization by governmental agencies are for grants or programs under which the services have been provided by the Organization.

Capital Assets

The Organization's property, plant and equipment with useful lives of more than one year are stated at historical cost. Donated capital assets are recorded at their estimated fair market value on the date donated. The Organization generally capitalizes assets with a cost of \$500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Building and Improvements	10-20 Years
Furniture, Equipment, and Textbooks	3-5 Years
Computer Equipment	3-5 Years
Audio Visual Equipment	3-5 Years

Note 2 – Summary of Significant Accounting Policies (continued)

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the various School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the Schools will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the Schools is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the Schools during the designated full-time equivalent student survey periods.

After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the schools receive an annual allocation of charter school capital outlay funds for leasing of school facilities.

Finally, the Organization also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The Organization grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days; however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days. Accordingly, these financial statements do not include an accrual for sick days available to be used in future benefits years.

Note 2 – Summary of Significant Accounting Policies (continued)

The Organization also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Fair Value of Financial Instruments

Cash and cash equivalents, receivables, and prepaid expenses, as well as account payable and accrued expenses as reflected in the Special Purpose Statement of Financial Position approximate fair value because of their generally short-term maturities.

Income Taxes

Mater Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

The Organization adopted FASB ASC 740, *Accounting for Uncertainties in Income Taxes*, which provides guidance for financial statement recognition and measurement of uncertain tax positions taken or expected to be taken in a tax return for open tax years (generally a period of three years from the later of each return's due date or the date filed) that remain subject to examination. Adoption had no effect on the Organization's financial statements.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

Subsequent Events

In accordance with ASC No. 855, the Schools have evaluated subsequent events and transactions for potential recognition or disclosure through November 28, 2012, which is the date the financial statements were available to be issued.

Note 3 –Capital Assets

The following schedule provides a summary of capital assets.

	Balance 6/30/2012
Capital Assets:	
Land	\$ 5,450
Building and improvements	11,571,802
Computer Equipment	2,836,818
Furniture, equipment and textbooks	9,354,012
Audio visual equipment	391,063
Total Capital Assets	<u>24,159,145</u>
Less Accumulated Depreciation:	
Building and improvements	(3,837,169)
Computer Equipment	(1,072,944)
Furniture, equipment and textbooks	(7,303,962)
Audio visual equipment	(189,722)
Total Accumulated Depreciation	<u>(12,403,797)</u>
Capital Assets, net	<u>\$ 11,755,348</u>

For the fiscal year ended June 30, 2012, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	\$ 1,293,477
Instructional support services	74,660
School administration	21,086
Facilities acquisition	526,910
Food services	28,849
Operation of plant	316,921
Maintenance of plant	334,023
Total Depreciation Expense	<u>\$ 2,595,926</u>

Note 4 –Management Agreement

Academica Dade, LLC, a professional charter school management company, provides management and administrative services to the Schools including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting. The agreement between the Schools and the management company calls for a fee of \$450 per full time equivalent (FTE) student per year. The agreement is for a period of five years, through 2016, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During 2012, the Organization incurred approximately \$3,875,000 in management fees of which approximately \$283,000 was included in accounts payable at year end.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143 and its officers are:

Fernando Zulueta, President
Ignacio Zulueta, Vice President
Magdalena Fresen, Vice President and Treasurer
Collette Papa, Secretary

Note 5 –Related Party Transactions

The Organization made long-term, non-interest bearing advances to Mater Academy Foundation, Inc. and other affiliates for working capital purposes. The balance outstanding as of June 30, 2012 was \$43,600.

Note 6 – Deposits Policy and Credit Risk

It is the Organization's policy to maintain its cash and cash equivalents in major banks and in high grade investments. Under the Dodd-Frank Act, non-interest bearing deposits at FDIC-insured institutions are fully insured through December 31, 2012. Substantially all accounts held by the Organization are non-interest bearing and therefore fully insured by the FDIC as of June 30, 2012.

Note 7 – Commitments, Contingencies and Concentrations

The Organization entered into a lease and security agreement with School Development HG II, LLC and Duke School Properties, LLC for its 122,500 and 33,600 square feet buildings, respectively (Hialeah Middle and High campus). Initial fixed annual payments under these agreements (based on \$19.50 and \$23.75 per square foot, respectively) are approximately \$3,186,750 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. These agreements continue through August 15, 2024 and August 1, 2026, respectively, with an option to renew for an additional five-year term.

The Organization also entered into a lease agreement with Duke School Properties, LLC, as landlord, for an additional 33,600 square feet building where the School is located. Initial fixed annual payments under this agreement (based on \$23.75 per square foot) are approximately \$798,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 2026 with an option to renew for an additional five-year term.

The Organization entered into a lease and security agreement with School Development East, LLC for its 17,500 square feet facility (East Elementary Campus). Initial fixed annual payments under this agreement (based on \$24.00 per square foot) are approximately \$420,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 1, 2024 with an option to renew for an additional five-year term.

The Organization entered into a lease and security agreement with 990 Building, LLC for its 31,621 square feet (East Middle and High Campus). Initial fixed annual payments under this agreement (based on \$26.50 per square foot) are approximately \$837,956 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through July 31, 2027 with an option to renew for an additional five-year term.

The Organization entered into a lease and security agreement with Northwestern Grant, LLC for its 51,246 square feet facility (Miami Gardens Campus) including all ancillary facilities, outdoor areas and other improvements. Initial fixed annual payments under this agreement (based on \$23.75 per square foot) are approximately \$1,211,300 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 1, 2026 with an option to renew for an additional five-year term.

Note 7 – Commitments, Contingencies and Concentrations (continued)

On October 9, 2009, the Organization entered into a lease and security agreement with Galloway Lake, LLC (Miami Lakes Campus) with rent payments to commence once the 55,731 square feet facility was delivered. The landlord delivered approximately 70% of the facility to the School on August 1, 2010 and rent commenced on this date at a prorated discounted rate based on 39,975 square feet. The remaining facility was delivered to the School in August 2011 and rent expense based on the original terms of the agreement went into effect on September 1, 2011. Initial fixed annual payments under this agreement (based on \$23.75 per square foot) are approximately \$1,323,611 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. During the year ended June 30, 2012, the School received an enrollment period discount of \$53,333 per month. The agreement continues through July 31, 2030 with an option to renew for an additional five-year term. Presently, members of the landlord are also stockholders of the entity which is the sole owner of Academica Dade, LLC, the School's management company (see Note 4).

During the year, the Organization, under a one year lease agreement, also paid rent to the landlord for the land at the Miami Lakes Campus where modular portables are located. Rent for this land was \$20,000 per month beginning on July 1, 2011. The landlord granted a \$20,000 discount per month under the Galloway Lake Lease, as long as the land lease is in effect. The Organization also has an operating lease for modular portable equipment for approximately \$9,035 per month. The lease expired in June 2012. It is renewable with a five percent increase for two additional one year renewal periods and was subsequently renewed.

Presently, members of each of the above described landlords are also stockholders of the entity which is the sole owner of Academica Dade, LLC, the Schools' management company (see Note 4). Under the above described facility lease agreements, the Organization must meet certain requirements and covenants including maintaining a "Lease Payment Coverage Ratio" of not less than 1.10 to 1.00. In addition, the Organization is required under the terms of certain lease agreements to maintain a reserve for property expenses such as repairs, maintenance, taxes and insurance equal to 5% of their gross revenues for the fiscal year. As of June 30, 2012, the required reserve was \$1,397,826 and reflected as restricted net assets and fund balance. The reserve for the Miami Gardens location was waived for 2012. Finally, under certain agreements the School has granted a first lien on its pledged revenues, which include all revenues collected by the school from the Florida Department of Education, the District, and all other sources.

The Organization entered into a lease agreement with Palmetto Park, Inc., for its 29,550 square feet facility (Hialeah Elementary Campus). Annual payments under this agreement are approximately \$365,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through January 1, 2014 with an option to renew for an additional period of seven years.

Note 7 – Commitments, Contingencies and Concentrations (continued)

The Organization entered into two educational facilities licensing agreements with the Archdiocese of Miami, Inc. for its facilities (International Studies Campus and Miami Beach Campus). Fixed initial annual payments under these agreements are \$391,765 and \$250,000, respectively adjusted annually based on the Consumer Price Index (CPI) plus \$700 per student, per year for every student in excess of an enrollment of 499 and 300 students, respectively, at its International Studies and Miami Beach facilities. Additional property costs will include repairs, maintenance and insurance.

The agreements continue through June 15, 2015, and August 30, 2015, respectively and will automatically renew for one additional term of two years unless otherwise terminated.

The Organization entered into an educational facilities sublease agreement with the Boys and Girls Clubs of Miami-Dade, Inc. for its shared facility. Annual base rent under this agreement is \$700 per student adjusted annually based on the Consumer Price Index (CPI), with a minimum annual rent for 200 students or \$140,000, payable in ten equal monthly installments. Additional property costs will include repairs, utilities, maintenance and insurance. The agreement continues through the last day that school ends in the 2016 school-year, with an option to renew for an additional term of five years.

For 2012, rent expense totaled approximately \$9,200,000. Future minimum payments under these leases are as follows:

<u>Year</u>	
2013	\$8,633,568
2014	\$8,446,568
2015	\$8,306,568
2016	\$7,921,805
2017	\$7,781,805
Thereafter	\$70,524,168

Contingencies

The Organization receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the Schools participate in a number of federal, state and local grants which are subject to financial and compliance audits. It is the opinion of management that the amount of revenue, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the Schools.

Note 8 –Leasehold Improvement Payable

As part of the executed lease and security agreement for the Miami Lakes Campus, the Organization has agreed to reimburse the landlord for certain leasehold improvements made to the facility for purposes specific to the operations of the School. Total capitalized amounts to be reimbursed by the School to the landlord for such improvements totaled \$1,675,000 and will be paid to the landlord over a term of sixty months in addition to the fixed rent.

The following schedule provides a summary of changes in leasehold improvements payable for the year ended June 30, 2012:

	Balance 07/01/11	Additions	Deletions	Balance 06/30/12
Leasehold Improvements Payable	\$ 1,367,917	\$ -	\$ (319,966)	\$ 1,047,951
Total Leasehold improvements payable	<u>\$ 1,367,917</u>	<u>\$ -</u>	<u>\$ (319,966)</u>	<u>\$ 1,047,951</u>

Future minimum maturities on leasehold improvements payable based on the lease and security agreement are as follows:

Year	Total
2013	\$ 335,000
2014	335,000
2015	377,951
	<u>\$ 1,047,951</u>

Note 9 – Risk Management

The Organization is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the Organization carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 10 – Defined Contribution Retirement Plan

The Organization’s personnel, whom are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the “Plan”), the Organization provides a match of 50% of the employee’s contribution up to 4% of the employee’s compensation. The Organization contributed to the Plan approximately \$203,000 for the year ended June 30, 2012. The Organization does not exercise any control or fiduciary responsibility over the Plans’ assets, which are administered by MassMutual Financial Group.

Note 11 – Subsequent Events

On July 18, 2012, the School Board of Miami-Dade County approved the charter of Mater Academy at Mount Sinai (the “School”). The Organization entered into an educational facilities agreement with Mount Sinai Medical Center of Florida, Inc. for the School’s use of its shared facility. Annual base rent under this agreement is \$1 per annum plus additional property costs which include repairs, utilities, maintenance and insurance. This agreement continues through June 30, 2017, with an option to renew.

SUPPLEMENTARY INFORMATION

Mater Academy, Inc.
Special-Purpose Statement of Financial Position by Charter School
June 30, 2012

	Mater Academy Middle School of International Studies	Mater Academy High School	Mater Academy (Miami Beach)	(Corporate Account)	Mater Academy Luc.	Mater Brickell Preparatory Academy High School	Mater Brickell Preparatory Academy	Mater Grove	Mater Virtual Academy	Mater Mt. Sinai	Eliminations	Total
Assets												
Current assets:												
Cash and equivalents	\$ 205,855	\$ 299,529	\$ 454,855	\$ 172,923	\$ 122,741	\$ 148,773	\$ 685	\$ 40,500	\$ -	\$ -	\$ -	\$ 29,956,810
Cash held on behalf of students and clubs	-	-	23,823	-	-	-	-	-	-	-	-	481,472
Due from governmental agencies	-	-	-	-	-	-	2,400	-	-	-	-	884,641
Due from related parties	-	-	-	130,000	-	-	-	-	-	-	(291,739)	-
Prepaid expenses and other current assets	11,562	650	35,043	-	1,425	650	-	-	-	-	-	1,181,189
Total Current Assets	217,217	300,179	513,721	302,923	124,166	151,823	685	40,500	-	-	(291,739)	32,504,112
Deposits	-	-	25,944	30,000	-	-	50,000	-	-	-	-	290,523
Property and equipment, net	161,687	174,704	360,882	5,328	2,980	3,447	295,105	39,721	-	-	(860,320)	11,755,348
Due from affiliates, long-term	-	-	-	-	-	-	-	-	-	-	-	43,600
Total Assets	\$ 378,904	\$ 474,883	\$ 900,547	\$ 338,251	\$ 127,146	\$ 151,823	\$ 496,928	\$ 80,221	\$ (1,152,059)	\$ -	\$ -	\$ 44,593,583

Liabilities and Net assets

Current Liabilities:												
Accounts payable and accrued expenses	\$ 48,458	\$ 2,952	\$ 222,267	\$ 9,661	\$ 277	\$ 11,032	\$ -	\$ 36,141	\$ -	\$ -	\$ -	\$ 3,152,500
Due to related parties	45,356	-	-	286,756	90,000	13,781	-	392,718	32,985	44,080	(1,152,059)	-
Due to student and clubs	-	-	23,823	-	-	-	-	-	-	-	-	481,472
Deferred revenue	-	-	-	-	-	22,030	24,977	-	-	-	-	47,007
Current portion of leasehold improvement payable	-	-	-	-	-	-	-	-	-	-	-	335,000
Total Current Liabilities	93,814	2,952	246,090	296,417	90,277	46,843	24,977	492,840	32,985	80,221	(1,152,059)	4,015,979
Leasehold improvement payable	-	-	246,090	296,417	90,277	46,843	24,977	492,840	32,985	80,221	(1,152,059)	712,951
Total Liabilities	93,814	2,952	492,180	592,834	180,554	93,686	49,954	985,680	65,970	160,442	(1,152,059)	4,728,930
Net Assets:												
Unrestricted (designated per lease agreement)	285,090	471,931	654,457	41,834	36,869	24,495	8,846	4,088	(32,300)	-	-	1,397,826
Unrestricted	285,090	471,931	654,457	41,834	36,869	24,495	8,846	4,088	(32,300)	-	-	38,466,827
Total Net Assets	\$ 378,904	\$ 474,883	\$ 900,547	\$ 338,251	\$ 127,146	\$ 71,338	\$ 33,823	\$ 496,928	\$ 685	\$ 80,221	\$ (1,152,059)	\$ 44,593,583

Mater Academy, Inc.
Special-Purpose Statement of Activities by Charter School
For the year ended June 30, 2012

	Mater Academy Middle School	Mater Academy High School	Mater Performing Arts and Entertainment	Mater Gardens Academy Middle School	Mater Gardens Academy High School	Mater Lakes Middle School	Mater Lakes High School	Mater Academy East Charter Middle School	Mater Academy East Charter High School	Mater Academy of International Studies
Support and Revenue:										
FTE non-specific revenues	\$ 4,383,511	\$ 7,783,162	\$ 1,081,702	\$ 1,347,526	\$ 2,936,085	\$ 4,706,543	\$ 3,252,720	\$ 1,712,252	\$ 1,577,664	\$ 2,695,682
Capital outlay funding	279,745	568,286	103,826	221,269	99,855	236,818	647,751	151,382	100,703	216,669
Federal grants	479,946	764,564	101,965	223,832	85,027	221,362	327,715	393,959	169,797	345,108
Fees from pre-school, after school and lunch program	104,369	143,279	5,348	529,874	25,904	30,041	47,288	21,460	359,323	152,504
Fundraising and other revenue	710	15,025	46,682	3,224	-	-	-	11,515	-	34,077
Total Support and Revenue	5,248,281	9,274,316	1,292,841	1,558,312	3,444,306	5,729,297	4,039,523	2,129,119	2,207,487	3,444,040
Operating Expenses:										
Instruction	2,688,858	4,090,225	464,153	739,233	1,374,784	2,535,180	1,890,522	847,587	1,140,399	1,608,879
Instructional staff training services	5,667	3,739	1,124	2,554	2,373	10,577	2,366	4,834	9,468	4,364
Board	35,659	64,707	65,122	19,633	23,242	11,182	24,328	19,678	17,451	23,763
School administration	547,237	1,298,765	236,132	215,101	537,477	569,703	448,158	335,625	305,790	500,309
Fiscal services	112,500	218,850	214,727	38,250	86,100	137,174	81,825	49,600	43,724	68,700
Food services	251,628	425,904	57,236	224,487	101,720	174,775	278,426	82,731	65,398	213,787
Central services	115,750	224,500	29,852	84,773	38,231	129,261	221,847	51,050	43,724	70,600
Pupil transportation services	-	-	-	-	-	-	-	-	-	-
Community services	-	85,682	-	232,870	459	-	101,822	23,464	-	110,018
Grant Expense	-	-	-	-	-	-	-	-	-	-
Total Operating Expenses	3,757,299	6,412,372	830,374	1,154,722	2,328,471	3,764,089	2,854,841	1,414,569	1,625,954	2,800,420
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	1,490,982	2,861,944	462,467	403,590	1,115,835	1,965,208	1,184,682	714,550	581,533	843,620
Facility Expenses:										
Facilities acquisition and construction	149,214	86,270	-	-	6,198	113,224	6,663	-	-	3,063
Operation of plant	600,377	2,125,068	291,889	488,630	764,385	943,631	754,300	539,764	591,317	465,182
Plant improvement and maintenance	214,134	199,577	601	37,244	42,211	80,766	165,035	66,973	73,468	172,435
Total Facility Expenses	963,725	2,410,915	292,490	525,874	812,794	1,137,621	925,998	606,737	664,785	640,680
Change in Net Assets	527,257	451,029	169,977	(122,284)	303,041	827,587	258,684	107,813	(83,252)	202,940
Net assets at beginning of year	8,963,117	7,172,111	2,339,242	686,266	1,126,297	2,723,596	2,208,737	792,790	489,951	750,829
Net assets at end of year	\$ 9,490,374	\$ 7,623,140	\$ 2,509,219	\$ 180,002	\$ 1,429,338	\$ 3,551,183	\$ 2,467,421	\$ 900,603	\$ 406,699	\$ 953,769

Mater Academy, Inc.
Special-Purpose Statement of Activities by Charter School
For the year ended June 30, 2012

	Mater Academy Middle School of International Studies	Mater Academy High School of International Studies	Mater Academy (Miami Beach)	(Corporate Account)	Mater Preparatory High School	Mater Brickell Academy High School	Mater Virtual Academy	Mater Mt. Sinai	Eliminations	Total
Support and Revenue:										
FTE non-specific revenues	\$ 651,599	\$ 529,605	\$ 2,643,359	\$ -	\$ 117,338	\$ 91,132	\$ 740,303	\$ -	\$ -	\$ 47,327,799
Capital outlay funding	48,302	51,161	231,084	-	6,412	9,301	42,836	-	-	4,129,007
Federal grants	94,663	53,522	233,489	-	2,585	(13,172)	37,797	-	-	4,483,392
Fees from pre-school, after school and lunch program	76,253	847	482,548	-	-	744	121,757	-	(1,384,063)	1,688,583
Fundraising and other revenue	-	-	2,542	633,923	45,000	-	90,650	-	(483,000)	778,820
Total Support and Revenue	870,817	635,135	3,593,022	633,923	378,346	88,005	1,033,363	-	(1,867,063)	58,407,601
Operating Expenses:										
Instruction	438,751	223,164	1,668,841	3,393	183,723	49,849	448,865	-	(532,269)	27,197,237
Instructional staff training services	1,302	354	3,782	3,987	-	-	2,458	-	-	91,754
Board	12,118	9,516	22,036	169,977	72,288	417	14,990	-	-	646,689
School administration	95,834	88,410	411,288	50,649	116,607	16,273	192,614	-	(93,680)	7,432,837
Fiscal services	18,600	14,775	71,025	-	-	2,625	18,975	-	-	1,292,051
Food services	52,278	23,015	205,423	-	-	6,678	61,701	-	-	2,822,976
Central services	18,600	18,620	73,631	-	-	2,996	27,066	-	(348,000)	1,114,687
Pupil transportation services	-	-	-	-	-	-	-	-	-	-
Community services	-	-	130,869	-	-	-	-	-	-	685,184
Grant Expense	-	-	-	135,000	-	-	-	-	(135,000)	-
Total Operating Expenses	637,483	377,854	2,586,895	363,006	372,618	78,838	766,669	650	(1,108,949)	41,283,395
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	233,334	257,281	1,006,127	270,917	5,728	9,167	266,694	(650)	(758,114)	17,124,206
Facility Expenses:										
Facilities acquisition and construction	-	-	-	-	-	-	17,388	-	-	523,371
Operation of plant	135,309	153,923	559,060	5,992	99	24,264	200,112	31,650	(758,114)	11,588,873
Plant improvement and maintenance	42,593	-	136,094	-	-	223	45,106	-	-	1,562,385
Total Facility Expenses	177,902	153,923	695,154	5,992	99	24,487	262,606	31,650	(758,114)	13,674,629
Change in Net Assets	55,432	103,358	310,973	264,925	5,629	(15,320)	4,088	(32,300)	-	3,449,577
Net assets at beginning of year	229,658	368,573	343,484	(223,091)	31,240	24,166	-	-	-	36,415,076
Net assets at end of year	\$ 285,090	\$ 471,931	\$ 654,457	\$ 41,834	\$ 36,869	\$ 8,846	\$ 4,088	\$ (32,300)	\$ -	\$ 39,864,653

Attachment 37
Attachment B.3.1.5

i. Evidence of Committee to Form’s Independence

The Committee to Form Mater Academy of Nevada understands that it must be independent and self-governing. The Committee has contacted independent legal counsel for review of the proposed contracts with the EMOs. The letter from counsel is attached hereto.

ii. Supervisory Responsibilities of the EMO

Neither Academica Nevada nor Mater Academy, Inc. will have direct supervisory or hiring authority of school administration and staff. The role of Academica Nevada (with operational staff) and Mater Academy, Inc. (with regard to instructional staff) will be to assist in the identification of quality staff and then advising, training and supporting that staff in maintaining quality school operations. The Charter Board will oversee the EMOs in these matters by maintaining independent decision making authority on all matters, utilizing the EMOs for advice and support, and by performing regular reviews (at least annually) of the EMOs’ performance.

iii. Facility or Financing Relationship with EMO

The Committee to Form Mater Academy of Nevada does not intend to enter into a lease, lease purchase agreement or any other facility or financing relationship with any EMO. The Committee may rely on an EMO to assist in locating a facility which may be leased for a fair and reasonable amount. However, it is anticipated that the owner/landlord of such a facility would not be the EMO. In any event, no facility or financing agreement will be incorporated into the school management contract.

It may be necessary for the school to enter into a promissory note with an EMO in order to complete the Pre-Opening Requirements requisite to receiving state funding. Any promissory note related to completing pre-opening requirements will be for a short-term (no more than two years) and will not be incorporated into the management contract.

JEFFREY S. BLANCK

Attorney at Law

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Reno, NV 89503

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(775) 323-5944 (fax)

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August 21, 2013

Sheila Moulton, Committee Chair
Mater Academy of Nevada
6519 American Beauty Avenue
Las Vegas, Nevada 89142

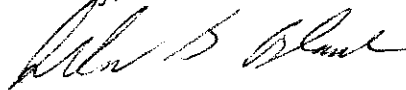
Re: *Charter School Application for Mater Academy of Nevada*

Dear Ms. Moulton:

I have reviewed the charter school services and support agreement between Mater Academy of Nevada and Academica Nevada, LLC as well as the trademark license and affiliation agreement between Mater Academy, Inc. and Mater Academy of Nevada. The contracts are similar to other contracts with Academica Nevada's charter schools, which I have previously reviewed and found to be in compliance and beneficial to the charter schools. At this time, I see no issues with entering into these agreements for the operation of Mater Academy of Nevada.

Again, I reiterate that I do not see any legal issues that would preclude the entering into of these agreements, nor any other issues that I feel could impede the successful operation of Mater Academy of Nevada if it is their desire to contract with Academica Nevada and Mater Academy, Inc. for the services described therein. If you require further information, please let me know.

Sincerely,



JEFFREY S. BLANCK, ESQ.

JSB:hh

Attachment 38

Attachment B.3.1.6

i. Roles and Responsibilities of the EMO

The role of Academica Nevada and Mater Academy, Inc., is to serve at the will and guidance of the Board. We expect Academica Nevada and Mater Academy, Inc., to carry out the defined responsibilities found in their respective contracts and set forth in the “Scope of Services” below in a manner that is consistent and assists the board meet its vision.

ii. Scope of Services

The School will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

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

As part of the commitment and relationship between Mater Academy of Nevada and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by Mater Academy of Nevada to benefit or subsidize schools located outside of Nevada.
- Permit the school's lease and management contract to be conditioned one upon the other.

Academica Nevada will assist Mater Academy in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help Mater Academy serve more students and maintain financial surpluses without compromising the educational goals of the school.

The school will affiliate with Mater Academy, Inc. to provide the following services:

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

None of the services provided by Mater Academy, Inc. will overlap those provided by Academica Nevada.

iii. Oversight and Evaluation of the EMO

The board expects Academica Nevada to perform each of the specific duties of the contract. Academica Nevada is expected to work in such a manner that school's annual financial audits do not have any material deficiencies. The board further expects Academica Nevada to guide the school to a surplus of not less than 5% of revenues. All state reports must be responded to in a timely manner and to the expectations of the specific state agencies. They should work in a manner that is supportive and allows the principals to focus on educational goals. The principals should be able to discuss and get immediate advice on day to day operational issues.

The board expects Mater Academy, Inc. to provide regular and effective professional development resources which result in improved instruction and academic performance, as measured by the administrator's teacher evaluations and the student assessments set forth in Part A of this application. We expect Mater Academy, Inc. to successfully assist in completing the accreditation process. We expect Mater Academy, Inc. to work closely with the principal and instructors in developing open and ongoing communication which includes assistance in problem solving, successful planning strategies, and shared technology programs and training.

iv. Compensation Structure and Payment Schedule

The fee that Academica Nevada charges is per pupil based. As the number of students enrolled increases, Academica's services necessarily increase as well. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. A larger student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is "attributable to the actual services provided" and compliant with State law. Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding

which may be passed by the state legislature. Finally, the Academica contract contains a provision that allows the fee to be adjusted if the school is facing financial hardship.

Mater Academy, Inc., charges a fee 1% of annual revenues in exchange for the support services detailed above and the use of the Mater Academy name and logo. The Mater Academy fees will support the staff travel and materials necessary to provide the professional development services and accreditation support provided for in the services agreement.

v. Financial Responsibilities of Governing Board and EMO

It is the responsibility of Academica Nevada to provide accurate financial projections, qualified and experienced financial staff to maintain school books and records, work with the school administrator to propose school budgets, and assist the board in the completion of the annual financial audit. It is also the responsibility of Academica Nevada to report to the Board at every Board Meeting regarding the financial status of the school and any financial matters that might require immediate attention.

It will be the responsibility of the Board of Directors of Mater Academy of Nevada to review proposed budgets, make any prudent revisions or changes, and have ultimate decision making authority on the approval of the budgets. The Board of Directors will be responsible for selecting a firm to complete the required independent financial audit. The Board of Directors will also periodically review the accuracy and reliability of Academica Nevada's financial services by using tools such as monthly Profit-Loss reports, Balance Sheets, and the independent financial audit.

vi. Term of EMO Contract and Conditions for Renewal and Termination

The Term of the EMO contract is for the term of the Charter agreement which is granted by the school's sponsor, which is expected to be for a term of six years. During the term of the contract, the Board can terminate the agreement "for cause" if at any time Academica Nevada fails to immediately remedy any breach the terms of the agreement. Furthermore, Mater Academy has the option of

terminating the contract without cause at the end of the Charter contract. If the contract is not terminated, then it may automatically renew with the renewal of the charter agreement.

vii. The Plan for Operation in the Event of Termination of the Management Agreement

In the event of termination of the Management Agreement between Academica Nevada and Mater Academy of Nevada, the Services Agreement provides that the parties shall work cooperatively to ensure that the School's operations continue without interruption. The Contract further requires Academica Nevada to immediately deliver any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. The board expects that, should the contract with Academica Nevada ever be terminated, the board will need to hire additional business management personnel to both manage the transition period during Academica Nevada's exit as well as provide the bookkeeping, reporting and other services currently handled by Academica Nevada.

viii. Contracts between EMO and "Key Personnel"

Neither Academica Nevada nor Mater Academy, Inc. will directly employ any "key personnel" of the school.

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT
BETWEEN
THE BOARD OF DIRECTORS FOR
MATER ACADEMY OF NEVADA, A NEVADA PUBLIC CHARTER SCHOOL
AND
ACADEMICA NEVADA, LLC

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CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

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

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

WHEREAS, the School is governed by the Board of Directors of **Mater Academy of Nevada** (the “Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, Mater Academy of Nevada desires to ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

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

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

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

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

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

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

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

WHEREAS, **Mater Academy of Nevada** and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction and to the extent instructed by the Board of Directors;

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

DUTIES OF SERVICE PROVIDER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

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

3. Duties

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS. 386.550 regarding such meetings and record keeping.

5. **Record Keeping**

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.36 and NAC 386.360 requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. **Bookkeeping**

Service Provider will coordinate with the accounting firms selected by the Board “the accounting firm” , and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. **Staff Administration**

If instructed by the Board, Service Provider may identify and propose for employment by or on behalf of **Mater Academy of Nevada** qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS 386. **Mater Academy of Nevada** may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Nevada Education Code sections 386 and 391. If the Board so chooses, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be **Mater Academy of Nevada** employees or employees leased to **Mater Academy of Nevada**, and will not be employees of Service Provider. At the Boards direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider.

All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State.

Mater Academy of Nevada will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15th of each year.

9. Designated Contact Person

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

10. Grant Solicitation

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

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School.

The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of **Mater Academy of Nevada**, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

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

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

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

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

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

TERM OF AGREEMENT

21. Initial Term

The Initial term of the Agreement shall commence on August 1, 2013~~4~~ and continue ~~through the duration of the Charter Agreement granted by the State, or other sponsor should the School's sponsor change~~ an initial term of two (2) years, through July 31, 2016.

22. Renewal

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the ~~renewed~~ initial Charter Agreement (which is expected to be for an additional four (4) years) ~~6 year term~~). Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

(a) During the Initial Term of the Agreement, either party may terminate this Agreement at any time, with or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the Initial Term of the Agreement, either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, **Mater Academy of Nevada** may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, **Mater Academy of Nevada** shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

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

COMPENSATION

24. Base Compensation

Mater Academy of Nevada shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that **Mater Academy of Nevada** receives such funds. The fee shall be payable in equal monthly installments, provided that **Mater Academy of Nevada** shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2013-2014 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will consider lowering the fee should the school experience severe financial distress.

25. Additional Services

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

26. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

28. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

29. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect Mater Academy of Nevada the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

30. Miscellaneous

- (1) Neither party shall be considered in default of this Agreement if the performance of any

part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

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

(4) No waiver of any provision or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

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

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

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**
8235 S. Eastern Ave., Suite 150
Las Vegas, NV 89123
Attention: Robert Howell

If to **Board** : **Mater Academy of Nevada
6519 American Beauty Ave.
Las Vegas, NV 89142
Attention: Board Chair**

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of **Mater Academy of Nevada** held on the _____ day of _____ 20___. At that meeting, the undersigned Chair of **Mater Academy of Nevada** was authorized by the Board to execute a copy of this Agreement.

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

MATER ACADEMY OF NEVADA

By: _____
_____, Board President

Date: _____

ACADEMICA NEVADA LLC

By: _____
Robert Howell, CEO

Date: _____

TRADEMARK LICENSE AND AFFILIATION AGREEMENT

MATER ACADEMY, INC. and MATER ACADEMY OF NEVADA

THIS TRADEMARK LICENSE AND AFFILIATION AGREEMENT ("Agreement") is made and entered into effective as of _____ (the "Effective Date") by and between Mater Academy, Inc. ("Licensor"), and the School, Mater Academy of Nevada ("Licensee").

WHEREAS, Licensor has adopted, and is using the trademark, Mater Academy ("Trademark") throughout the United States in connection with educational excellence, Southern Association of Colleges and Schools (SACS) accreditation, pedagogical successful methods, and related educational activities; and

WHEREAS, Licensee desires to use the Trademark, in connection with the development of the School, including but not limited to, the start-up phase of the School. Licensee desires to promote the fact that the School will affiliate with Mater Academy and replicate its successful educational best practices and methods to ensure the School's academic and operational success.

WHEREAS, Mater Academy, Inc. personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Language Arts and other subject areas; provide 'best practices' instructional materials; and host retreats for Boards of Directors and School Leaders.

WHEREAS, Licensor, subject to the terms and conditions set forth in this Agreement, is willing to permit Licensee to use the Trademark in connection with the educational practices, including but not limited to the development and establishment of the school of Mater Academy of Nevada, for the mutual benefit of Licensor and Licensee.

NOW, THEREFORE, in consideration of the above premises, the mutual covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Section 1
LICENSE

1.1 Scope of License. Subject to the terms and conditions set forth in this Agreement, Licensor grants to Licensee a non-exclusive, non-transferable, royalty-free license to use the Trademark in

connection with the development and establishment of the school of Mater Academy of Nevada in the State of Nevada, United States. Licensee shall make no other use of the Trademark.

1.2 Non-Assignment. Licensee acknowledges and agrees that the rights granted to Licensee by and obtained by Licensee as a result of or in connection with this Agreement are license rights only, and nothing contained in this Agreement constitutes or shall be construed to be an assignment of any or all of Licensor's rights in the Trademark.

Section 2 **LICENSOR'S CONTROL**

In order to protect and preserve Licensor's rights in the Trademark, Licensee understands, acknowledges, and agrees that (i) prior to the first date of Licensee's use of the Trademark in connection with Mater Academy of Nevada, Licensee shall obtain Licensor's approval of all aspects of such use; and (ii) once Licensee's use of the Trademark in connection with the Mater Academy of Nevada is initially approved by Licensor, any subsequent alteration, modification, or change in such use must be reviewed and approved by Licensor prior to implementation of such alteration, modification, or change.

Section 3 **USE OF THE TRADEMARK**

3.1 Trademark Format. Licensor retains the right to specify, from time to time, the format in which Licensee shall use and display the Trademark, and Licensee shall only use or display the Trademark in a format approved by Licensor.

3.2 Proper Notice and Acknowledgment. Every use of the Trademark by Licensee shall incorporate in an appropriate manner the correct and proper spelling of the name and any and all information connected therewith the name and Trademark.

3.3 Annual Fee. Licensee, Mater Academy of Nevada, herein enters into a trademark license agreement with Mater Academy, Inc. to use, reproduce and display the trademarks of Mater Academy, Inc. in connection with its educational activities. The annual fee associated with this License is not to exceed 1% of the guaranteed basic support payment per pupil funding that the School receives. There will be no other additional fees or costs associated with this Agreement.

3.4 Impairment of Licensor's Rights. Licensee shall not at any, time, whether during or after the term of this Agreement, do or cause, to be done any act or thing challenging, contesting, impairing, invalidating, or tending to impair or invalidate any of Licensor's, rights in the Trademark or any registrations, accreditations or recognitions of the like, derived from such rights. The Southern Association of Colleges and Schools (SACS) accreditation specifically shall not be affected in any way due to the misuse or violation of requirements and guidelines set forth

by the Southern Association of Colleges and Schools (SACS), Mater Academy, Inc. or this Agreement.

3.5 Licensor's Rights and Remedies. Licensee acknowledges and agrees that Licensor has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to Licensor, whether derived from this Agreement, from statute, or otherwise, as a result of or in connection with Licensee's breach of this Agreement, misuse of the Trademark, or any other use of the Trademark by Licensee which is not expressly permitted by this Agreement.

Section 4 **AFFILIATION SERVICES**

To ensure the School's academic and operational success, Licensor, Mater Academy, Inc., shall monitor the conduct and performance of the School and provide the School with assistance in the following areas:

- (a) on site principal training;
- (b) on site teacher training;
- (c) classroom management critique and assessment;
- (d) technology training;
- (e) help attain accreditation;
- (f) other areas identified by the Licensor.

Licensor will make available to the School certain model books, curriculum modules, or other documents or compilations of data that are identified with Mater Academy, Inc. Licensor authorizes the School to use such materials and best practices, subject to the terms and limitations of this Agreement, for activities that further the goals of the School.

Section 5 **TERM AND TERMINATION**

5.1 Term. The term of this Agreement shall be for two (2) years from the Effective Date; provided, however, that either party may terminate this Agreement, with or without cause, by delivering written notice of termination to the other party, and, unless a later date is specified in such notice, termination shall be effective sixty (60) days after the date such notice is given.

5.2 Termination for Cause. Notwithstanding the provisions of Section 4.1 of this Agreement, this Agreement and all rights granted hereby, including but not limited to Licensee's right to use the Trademark, shall automatically terminate without notice from Licensor if (i) Licensee attempts to assign, sub-license, transfer or otherwise convey, without first obtaining Licensor's written consent, any of the rights granted to Licensee by or in connection with this Agreement; (ii) Licensee fails to obtain Licensor's approval of Licensee's use of the Trademark in accordance

with Section 2 of this Agreement; (iii) Licensee uses the Trademark in a manner in violation of, or otherwise inconsistent with, the restrictions imposed by or in connection with Section 3 of this Agreement; or (iv) Licensee uses the Trademark in a manner not expressly permitted by this Agreement.

5.3 Effect of Termination. All rights granted by this Agreement, including, without limitation, Licensee's right to use the Trademark, shall expire upon termination of this Agreement, and upon termination Licensee shall immediately cease and desist from all further use of the Trademark.

Section 6 **MISCELLANEOUS**

6.1 Assignment. Licensee shall not assign, sublicense, transfer, or otherwise convey Licensee's rights or obligations under this Agreement without Licensor's prior written consent. Licensee shall indemnify and hold harmless Licensor against all liability, costs, and expenses, including but not limited to a reasonable attorneys' fee, arising out of or in connection with claims relating to an attempted assignment, sublicense, transfer, or other conveyance of Licensee's rights and obligations.

6.2 Applicable Law. This Agreement shall be interpreted, construed, and enforced pursuant to, and in accordance with, the laws of the State of Florida.

6.3 Entire Agreement. This Agreement supersedes all previous agreements, understandings, and arrangements between the parties, whether oral or written, and constitutes the entire agreement between the parties.

6.4 Amendments. This Agreement may not be modified, amended, altered, or supplemented except by an agreement in writing executed by the parties hereto.

6.5 Waivers. The waiver by either party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.

6.6 Notice. Unless otherwise provided herein, any notice, demand, or communication required, permitted, or desired to be given hereunder shall be in writing and shall be delivered by hand, or by registered or prepaid certified mail through the United States postal service, return receipt requested, addressed as follows:

If to Licensor: Mater Academy, Inc
c/o 6361 Sunset Drive
Miami, FL 33143
Attn: President/Chairperson

If to Licensee: Mater Academy of Nevada
6519 American Beauty Ave.
Las Vegas, NV 89142
Attention: Board Chair

or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

6.7 Counterparts. This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement.

6.8 Articles and Other Headings. The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first set forth above.

LICENSOR:

MATER ACADEMY, INC.

By: _____
Mater Academy, Inc, President

Date

LICENSEE:

MATER ACADEMY OF NEVADA

By: _____
Committee Chairperson

Date

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	<u>WEIGHTED ACTUAL YEAR ENDING 06/30/12</u>		<u>WEIGHTED ACTUAL YEAR ENDING 06/30/13</u>		<u>WEIGHTED ESTIMATED YEAR ENDING 06/30/14</u>
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
2. Kindergarten	x .6 = 0.0		x .6 = 0.0	50	x .6 = 30.0
3. Elementary					250
4. Secondary					
5. Ungraded					
6. Subtotal	0.0		0.0		280.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		0.0		280.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/14		<u>5,457</u>		
Fill in information for each district:	2013-2014	WEIGHTED 2013-2014		Use rates below:
	<u>Rate revised 5/24/2013</u>	<u>Enrollment</u>	<u>Subtotal</u>	Reference amounts for #12 Estimate: "Outside Revenue"
School District				
Carson City	\$ 6,537	0.0	\$ 0	\$ 1,086
Churchill	\$ 6,538	0.0	\$ 0	\$ 1,069
Clark	\$ 5,457	280.0	\$1,527,960	\$ 997
Douglas	\$ 5,885	0.0	\$ 0	\$ 2,386
Elko	\$ 6,610	0.0	\$ 0	\$ 1,113
Esmeralda	\$ 15,916	0.0	\$ 0	\$ 8,308
Eureka	\$ 11	0.0	\$ 0	\$ 43,870
Humboldt	\$ 5,242	0.0	\$ 0	\$ 2,047
Lander	\$ 1,051	0.0	\$ 0	\$ 9,884
Lincoln	\$ 10,368	0.0	\$ 0	\$ 1,295
Lyon	\$ 7,082	0.0	\$ 0	\$ 922
Mineral	\$ 9,534	0.0	\$ 0	\$ 1,683
Nye	\$ 7,038	0.0	\$ 0	\$ 1,368
Pershing	\$ 8,675	0.0	\$ 0	\$ 2,272
Storey	\$ 8,345	0.0	\$ 0	\$ 6,494
Washoe	\$ 5,504	0.0	\$ 0	\$ 1,138
White Pine	\$ 7,288	0.0	\$ 0	\$ 1,902
Multidistrict		280.0	\$1,527,960	<u>5,457</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u>\$997</u>	
13. Total basic support for enrollee including outside revenue			<u>Total Weighted-#9 \$ 1,807,120.00</u>	<u>Hold Harmless-#10 \$ -</u>
14. Estimated number of special education program units	-	(Should be 0 or 1 maximum - see prior year allotment)		
	X <u>39,768</u>	amount per unit	<u>\$0</u>	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			<u>Total Weighted \$ 1,807,120.00</u>	<u>Hold Harmless \$ -</u>

Fiscal Year 2013-2014 Charter School Mater Academy of Nevada

Form 3	(1)	(2)	(3)	(4)	(4)
Mater Academy of Nevada REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/14 AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)			1,807,120		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	1,807,120	0	0

Mater Academy of Nevada _____

Budget Fiscal Year 2013-2014

REVENUE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	1,807,120	0	0

Mater Academy of Nevada Form 4	(1)	(2)	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/14 FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			667,000		
200 Benefits			217,687		
300/400/500 Purchased Services			627,572		
600 Supplies			82,459		
700 Property					
800 Other			13,636		
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	1,608,354	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

Mater Academy of Nevada	(1)	(2)	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			99,750		
200 Benefits			26,156		
300/400/500 Purchased Services			7,800		
600 Supplies			5,204		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	138,910	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/12	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(4) BUDGET YEAR ENDING 06/30/14		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 06/30/14		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	1,747,264	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	1,747,264	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	0	52,418	0	0
	Calculated Total Ending Fund Balance:	0	0	59,856	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

TENTATIVE BUDGET 2013-2014				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	667,000	217,687	723,667	1,608,354
200 Special	99,750	26,156	13,004	138,910
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	766,750	243,843	736,671	1,747,264
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	766,750	243,843	736,671	1,747,264
FINAL BUDGET 2013-2014				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

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

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 5 Exp Summary

Page 2 of 2

3/11/2013

PROPRIETARY OR ENTERPRISE FUND

Mater Academy of Nevada

Fund: REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 06/30/14		
			TENTATIVE APPROVED		FINAL APPROVED
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0		0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0		0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0		0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0		0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0		0
TOTAL ALL RESOURCES	0	0	0		0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 6 Proprietary/Enterprise FUNCTION / OBJECT	(1)	(2) ESTIMATED	(3) BUDGET YEAR ENDING 06/30/10	
	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Mater Academy of Nevada

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

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

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2013	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/14		(11) (9) + (10) 6/30/2014 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 7 INDEBTEDNESS

3/11/2013

Mater Academy of Nevada

REPORT FOR ALL FUNDS		2013-2014		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
				(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	Revenue Codes	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
			\$0	\$0	\$0	\$0	\$0

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

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

FUND TRANSFERS 2013-2014 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

Mater Academy of Nevada

CASH FLOW STATEMENT

2013-2014

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 451,780.00			\$ 451,780.00			\$ 451,780.00			\$ 451,780.00		\$ 1,807,120.00		\$ 1,807,120.00
Donations													\$ -		\$ -
Federal Grant A													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
Total Revenues	\$ -	\$ 451,780.00	\$ -	\$ -	\$ 451,780.00	\$ -	\$ -	\$ 451,780.00	\$ -	\$ -	\$ 451,780.00	\$ -	\$ 1,807,120.00	\$ -	\$ 1,807,120.00
Total Revenues Y-T-D	\$ -	\$ 451,780.00	\$ 451,780.00	\$ 451,780.00	\$ 903,560.00	\$ 903,560.00	\$ 903,560.00	\$ 1,355,340.00	\$ 1,355,340.00	\$ 1,355,340.00	\$ 1,807,120.00	\$ 1,807,120.00			
EXPENDITURES															
Salaries & Benefits															
Salaries		\$ 69,704.55	\$ 69,704.55	\$ 69,704.55	\$ 69,704.55	\$ 69,704.55	\$ 69,704.55	\$ 69,704.55	\$ 69,704.55	\$ 69,704.55	\$ 69,704.55	\$ 69,704.55	\$ 766,750.00		\$ (766,750.00)
Benefits		\$ 22,167.55	\$ 22,167.55	\$ 22,167.55	\$ 22,167.55	\$ 22,167.55	\$ 22,167.55	\$ 22,167.55	\$ 22,167.55	\$ 22,167.55	\$ 22,167.55	\$ 22,167.55	\$ 243,843.00		\$ (243,843.00)
Total Salaries & Ben	\$ -	\$ 91,872.09	\$ 91,872.09	\$ 91,872.09	\$ 91,872.09	\$ 91,872.09	\$ 91,872.09	\$ 91,872.09	\$ 91,872.09	\$ 91,872.09	\$ 91,872.09	\$ 91,872.09	\$ 1,010,593.00	\$ -	\$ (1,010,593.00)
Operating															
Supplies		\$ 1,999.64	\$ 1,999.64	\$ 1,999.64	\$ 1,999.64	\$ 1,999.64	\$ 1,999.64	\$ 1,999.64	\$ 1,999.64	\$ 1,999.64	\$ 1,999.64	\$ 1,999.64	\$ 21,996.00		\$ (21,996.00)
Rent		\$ 18,109.09	\$ 18,109.09	\$ 18,109.09	\$ 18,109.09	\$ 18,109.09	\$ 18,109.09	\$ 18,109.09	\$ 18,109.09	\$ 18,109.09	\$ 18,109.09	\$ 18,109.09	\$ 199,200.00		\$ (199,200.00)
Utilities		\$ 1,817.45	\$ 1,817.45	\$ 1,817.45	\$ 1,817.45	\$ 1,817.45	\$ 1,817.45	\$ 1,817.45	\$ 1,817.45	\$ 1,817.45	\$ 1,817.45	\$ 1,817.45	\$ 19,992.00		\$ (19,992.00)
Contracts		\$ 2,222.22	\$ 2,222.22	\$ 2,222.22	\$ 2,222.22	\$ 2,222.22	\$ 2,222.22	\$ 2,222.22	\$ 2,222.22	\$ 2,222.22	\$ 57,500.00	\$ 57,500.00	\$ 135,000.00		\$ (135,000.00)
Textbooks		\$ 3,652.45	\$ 3,652.45	\$ 3,652.45	\$ 3,652.45	\$ 3,652.45	\$ 3,652.45	\$ 3,652.45	\$ 3,652.45	\$ 3,652.45	\$ 3,652.45	\$ 3,652.45	\$ 40,177.00		\$ (40,177.00)
Equipment		\$ 2,256.09	\$ 2,256.09	\$ 2,256.09	\$ 2,256.09	\$ 2,256.09	\$ 2,256.09	\$ 2,256.09	\$ 2,256.09	\$ 2,256.09	\$ 2,256.09	\$ 2,256.09	\$ 24,817.00		\$ (24,817.00)
Janitorial Service and Supplies and Building M		\$ 3,545.45	\$ 3,545.45	\$ 3,545.45	\$ 3,545.45	\$ 3,545.45	\$ 3,545.45	\$ 3,545.45	\$ 3,545.45	\$ 3,545.45	\$ 3,545.45	\$ 3,545.45	\$ 39,000.00		\$ (39,000.00)
Insurance for the Building		\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 8,000.00		\$ (8,000.00)
Legal & Payroll Services		\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 12,800.00		\$ (12,800.00)
Educational Technology		\$ 1,135.45	\$ 1,135.45	\$ 1,135.45	\$ 1,135.45	\$ 1,135.45	\$ 1,135.45	\$ 1,135.45	\$ 1,135.45	\$ 1,135.45	\$ 1,135.45	\$ 1,135.45	\$ 12,490.00		\$ (12,490.00)
Start up Loan		\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 13,636.00		\$ (13,636.00)
State Fee and SAIN		\$ 3,503.82	\$ 3,503.82	\$ 3,503.82	\$ 3,503.82	\$ 3,503.82	\$ 3,503.82	\$ 3,503.82	\$ 3,503.82	\$ 3,503.82	\$ 3,503.82	\$ 3,503.82	\$ 38,542.00		\$ (38,542.00)
Insurance for School		\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 23,000.00		\$ (23,000.00)
Lunch Service		\$ 8,590.91	\$ 8,590.91	\$ 8,590.91	\$ 8,590.91	\$ 8,590.91	\$ 8,590.91	\$ 8,590.91	\$ 8,590.91	\$ 8,590.91	\$ 8,590.91	\$ 8,590.91	\$ 94,500.00		\$ (94,500.00)
Staff Development		\$ 1,245.45	\$ 1,245.45	\$ 1,245.45	\$ 1,245.45	\$ 1,245.45	\$ 1,245.45	\$ 1,245.45	\$ 1,245.45	\$ 1,245.45	\$ 1,245.45	\$ 1,245.45	\$ 13,700.00		\$ (13,700.00)
Travel Reimburse. & SPED Transportation		\$ 936.36	\$ 936.36	\$ 936.36	\$ 936.36	\$ 936.36	\$ 936.36	\$ 936.36	\$ 936.36	\$ 936.36	\$ 936.36	\$ 936.36	\$ 10,300.00		\$ (10,300.00)
Affiliation Fee/Testing/Dues and Fees		\$ 2,229.18	\$ 2,229.18	\$ 2,229.18	\$ 2,229.18	\$ 2,229.18	\$ 2,229.18	\$ 2,229.18	\$ 2,229.18	\$ 2,229.18	\$ 2,229.18	\$ 2,229.18	\$ 24,521.00		\$ (24,521.00)
Phone and Communication		\$ 454.55	\$ 454.55	\$ 454.55	\$ 454.55	\$ 454.55	\$ 454.55	\$ 454.55	\$ 454.55	\$ 454.55	\$ 454.55	\$ 454.55	\$ 5,000.00		\$ (5,000.00)
Total Expenses	\$ -	\$ 148,791.68	\$ 148,791.68	\$ 148,791.68	\$ 148,791.68	\$ 148,791.68	\$ 148,791.68	\$ 148,791.68	\$ 148,791.68	\$ 148,791.68	\$ 204,069.45	\$ 204,069.45	\$ 1,747,264.00	\$ -	\$ (1,747,264.00)
Total Expenses Y-T-D	\$ -	\$ 148,791.68	\$ 297,583.35	\$ 446,375.03	\$ 595,166.71	\$ 743,958.38	\$ 892,750.06	\$ 1,041,541.74	\$ 1,190,333.41	\$ 1,339,125.09	\$ 1,543,194.55	\$ 1,747,264.00	\$ 1,747,264.00	\$ -	\$ 59,856.00
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ -	\$ 302,988.32	\$ (148,791.68)	\$ (148,791.68)	\$ 302,988.32	\$ (148,791.68)	\$ (148,791.68)	\$ 302,988.32	\$ (148,791.68)	\$ (148,791.68)	\$ 247,710.55	\$ (204,069.45)	\$ 59,856.00	\$ -	\$ 59,856.00
Begin Cash Balance(F/B)	\$ -	\$ -	\$ 302,988.32	\$ 154,196.65	\$ 5,404.97	\$ 308,393.29	\$ 159,601.62	\$ 10,809.94	\$ 313,798.26	\$ 165,006.59	\$ 16,214.91	\$ 263,925.45			\$ -
End Cash Balance (F/B)	\$ -	\$ 302,988.32	\$ 154,196.65	\$ 5,404.97	\$ 308,393.29	\$ 159,601.62	\$ 10,809.94	\$ 313,798.26	\$ 165,006.59	\$ 16,214.91	\$ 263,925.45	\$ 59,856.00	\$ 59,856.00	\$ -	\$ 59,856.00

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

FORM 11 CASH FLOW

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	<u>WEIGHTED ACTUAL YEAR ENDING 06/30/12</u>		<u>WEIGHTED ACTUAL YEAR ENDING 06/30/13</u>		<u>WEIGHTED ESTIMATED YEAR ENDING 06/30/14</u>
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
2. Kindergarten	x .6 = 0.0		x .6 = 0.0	50	x .6 = 30.0
3. Elementary					350
4. Secondary					
5. Ungraded					
6. Subtotal	0.0		0.0		380.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		0.0		380.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/14		<u>5,457</u>		
Fill in information for each district:	2013-2014	WEIGHTED 2013-2014		Use rates below:
	<u>Rate revised 5/24/2013</u>	<u>Enrollment</u>	<u>Subtotal</u>	Reference amounts for #12 Estimate: "Outside Revenue"
School District				
Carson City	\$ 6,537	0.0	\$ 0	\$ 1,086
Churchill	\$ 6,538	0.0	\$ 0	\$ 1,069
Clark	\$ 5,457	280.0	\$ 1,527,960	\$ 997
Douglas	\$ 5,885	0.0	\$ 0	\$ 2,386
Elko	\$ 6,610	0.0	\$ 0	\$ 1,113
Esmeralda	\$ 15,916	0.0	\$ 0	\$ 8,308
Eureka	\$ 11	0.0	\$ 0	\$ 43,870
Humboldt	\$ 5,242	0.0	\$ 0	\$ 2,047
Lander	\$ 1,051	0.0	\$ 0	\$ 9,884
Lincoln	\$ 10,368	0.0	\$ 0	\$ 1,295
Lyon	\$ 7,082	0.0	\$ 0	\$ 922
Mineral	\$ 9,534	0.0	\$ 0	\$ 1,683
Nye	\$ 7,038	0.0	\$ 0	\$ 1,368
Pershing	\$ 8,675	0.0	\$ 0	\$ 2,272
Storey	\$ 8,345	0.0	\$ 0	\$ 6,494
Washoe	\$ 5,504	0.0	\$ 0	\$ 1,138
White Pine	\$ 7,288	0.0	\$ 0	\$ 1,902
Multidistrict		280.0	\$ 1,527,960	<u>5,457</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u>\$997</u>	
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 <u>\$ 2,452,520.00</u>	Hold Harmless-#10 <u>\$ -</u>
14. Estimated number of special education program units	-	(Should be 0 or 1 maximum - see prior year allotment)		
	X <u>39,768</u>	amount per unit	<u>\$0</u>	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted <u>\$ 2,452,520.00</u>	Hold Harmless <u>\$ -</u>

Fiscal Year 2013-2014 Charter School Mater Academy of Nevada

Form 3	(1)	(2)	(3)	(4)	(4)
Mater Academy of Nevada REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/14 AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)		1,807,120	2,452,520		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	1,807,120	2,452,520	0	0

Mater Academy of Nevada _____

Budget Fiscal Year 2013-2014

REVENUE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance			59,856		
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	59,856	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	1,807,120	2,512,376	0	0

Mater Academy of Nevada Form 4	(1)	(2)	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/14 AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries		667,000	934,200		
200 Benefits		217,687	332,080		
300/400/500 Purchased Services		627,572	811,823		
600 Supplies		82,459	112,596		
700 Property					
800 Other		13,636	13,636		
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	1,608,354	2,204,335	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

Mater Academy of Nevada	(1)	(2)	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries		99,750	132,098		
200 Benefits		26,156	39,120		
300/400/500 Purchased Services		7,800	11,400		
600 Supplies		5,204	7,286		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	138,910	189,904	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/14 AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/14 AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	1,747,264	2,394,239	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	1,747,264	2,394,239	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	52,418	71,827	0	0
	Calculated Total Ending Fund Balance:	0	59,856	118,137	0	0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

3/11/2013

TENTATIVE BUDGET 2013-2014				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	934,200	332,080	938,055	2,204,335
200 Special	132,098	39,120	18,686	189,904
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	1,066,298	371,200	956,741	2,394,239
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	1,066,298	371,200	956,741	2,394,239
FINAL BUDGET 2013-2014				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

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

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 5 Exp Summary

Page 2 of 2

3/11/2013

Form 6 Proprietary/Enterprise	(1)	(2)	(3)		(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/10		
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	TENTATIVE APPROVED		FINAL APPROVED
EXPENSES					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0		0
2000 Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL SUPPORT EXPENSES:	0	0	0		0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0		0
4000 Facilities Acquisition & Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0		0
5000 Debt Service					
6000 Miscellaneous					
SUBTOTAL OTHER SERVICES	0	0	0		0
TOTAL EXPENSES	0	0	0		0
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0		0
TOTAL APPLICATIONS	0	0	0		0

Mater Academy of Nevada

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

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

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2013	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/14		(11) (9) + (10) 6/30/2014 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

Form 7 INDEBTEDNESS

3/11/2013

Mater Academy of Nevada

REPORT FOR ALL FUNDS		2013-2014		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
				(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	Revenue Codes	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
			\$0	\$0	\$0	\$0	

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

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

FUND TRANSFERS 2013-2014 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

Mater Academy of Nevada

CASH FLOW STATEMENT

2013-2014

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 613,130.00			\$ 613,130.00			\$ 613,130.00			\$ 613,130.00		\$ 2,452,520.00		\$ 2,452,520.00
Donations													\$ -		\$ -
Federal Grant A													\$ -		\$ -
Beginning Cash Balance	\$ 59,856.00												\$ 59,856.00		\$ 59,856.00
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
Total Revenues	\$ 59,856.00	\$ 613,130.00	\$ -	\$ -	\$ 613,130.00	\$ -	\$ -	\$ 613,130.00	\$ -	\$ -	\$ 613,130.00	\$ -	\$ 2,512,376.00	\$ -	\$ 2,512,376.00
Total Revenues Y-T-D	\$ 59,856.00	\$ 672,986.00	\$ 672,986.00	\$ 672,986.00	\$ 1,286,116.00	\$ 1,286,116.00	\$ 1,286,116.00	\$ 1,899,246.00	\$ 1,899,246.00	\$ 1,899,246.00	\$ 2,512,376.00	\$ 2,512,376.00			
EXPENDITURES															
Salaries & Benefits															
Salaries		\$ 96,936.18	\$ 96,936.18	\$ 96,936.18	\$ 96,936.18	\$ 96,936.18	\$ 96,936.18	\$ 96,936.18	\$ 96,936.18	\$ 96,936.18	\$ 96,936.18	\$ 96,936.18	\$ 1,066,298.00		\$ (1,066,298.00)
Benefits		\$ 33,745.45	\$ 33,745.45	\$ 33,745.45	\$ 33,745.45	\$ 33,745.45	\$ 33,745.45	\$ 33,745.45	\$ 33,745.45	\$ 33,745.45	\$ 33,745.45	\$ 33,745.45	\$ 371,200.00		\$ (371,200.00)
Total Salaries & Ben	\$ -	\$ 130,681.64	\$ 130,681.64	\$ 130,681.64	\$ 130,681.64	\$ 130,681.64	\$ 130,681.64	\$ 130,681.64	\$ 130,681.64	\$ 130,681.64	\$ 130,681.64	\$ 130,681.64	\$ 1,437,498.00	\$ -	\$ (1,437,498.00)
Operating															
Supplies		\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 30,000.00		\$ (30,000.00)
Rent		\$ 24,145.45	\$ 24,145.45	\$ 24,145.45	\$ 24,145.45	\$ 24,145.45	\$ 24,145.45	\$ 24,145.45	\$ 24,145.45	\$ 24,145.45	\$ 24,145.45	\$ 24,145.45	\$ 265,600.00		\$ (265,600.00)
Utilities		\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 2,727.27	\$ 30,000.00		\$ (30,000.00)
Contracts		\$ 5,555.56	\$ 5,555.56	\$ 5,555.56	\$ 5,555.56	\$ 5,555.56	\$ 5,555.56	\$ 5,555.56	\$ 5,555.56	\$ 5,555.56	\$ 65,000.00	\$ 65,000.00	\$ 180,000.00		\$ (180,000.00)
Textbooks		\$ 4,877.00	\$ 4,877.00	\$ 4,877.00	\$ 4,877.00	\$ 4,877.00	\$ 4,877.00	\$ 4,877.00	\$ 4,877.00	\$ 4,877.00	\$ 4,877.00	\$ 4,877.00	\$ 53,647.00		\$ (53,647.00)
Equipment		\$ 3,073.73	\$ 3,073.73	\$ 3,073.73	\$ 3,073.73	\$ 3,073.73	\$ 3,073.73	\$ 3,073.73	\$ 3,073.73	\$ 3,073.73	\$ 3,073.73	\$ 3,073.73	\$ 33,811.00		\$ (33,811.00)
Janitorial Service and Supplies and Building M		\$ 4,136.36	\$ 4,136.36	\$ 4,136.36	\$ 4,136.36	\$ 4,136.36	\$ 4,136.36	\$ 4,136.36	\$ 4,136.36	\$ 4,136.36	\$ 4,136.36	\$ 4,136.36	\$ 45,500.00		\$ (45,500.00)
Insurance for the Building		\$ 909.09	\$ 909.09	\$ 909.09	\$ 909.09	\$ 909.09	\$ 909.09	\$ 909.09	\$ 909.09	\$ 909.09	\$ 909.09	\$ 909.09	\$ 10,000.00		\$ (10,000.00)
Legal & Payroll Services		\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 1,163.64	\$ 12,800.00		\$ (12,800.00)
Educational Technology		\$ 1,703.18	\$ 1,703.18	\$ 1,703.18	\$ 1,703.18	\$ 1,703.18	\$ 1,703.18	\$ 1,703.18	\$ 1,703.18	\$ 1,703.18	\$ 1,703.18	\$ 1,703.18	\$ 18,735.00		\$ (18,735.00)
Start up Loan		\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 13,636.00		\$ (13,636.00)
State Fee and SAIN		\$ 3,635.18	\$ 3,635.18	\$ 3,635.18	\$ 3,635.18	\$ 3,635.18	\$ 3,635.18	\$ 3,635.18	\$ 3,635.18	\$ 3,635.18	\$ 3,635.18	\$ 3,635.18	\$ 39,987.00		\$ (39,987.00)
Insurance for School		\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 23,000.00		\$ (23,000.00)
Lunch Service		\$ 11,454.55	\$ 11,454.55	\$ 11,454.55	\$ 11,454.55	\$ 11,454.55	\$ 11,454.55	\$ 11,454.55	\$ 11,454.55	\$ 11,454.55	\$ 11,454.55	\$ 11,454.55	\$ 126,000.00		\$ (126,000.00)
Staff Development		\$ 1,772.73	\$ 1,772.73	\$ 1,772.73	\$ 1,772.73	\$ 1,772.73	\$ 1,772.73	\$ 1,772.73	\$ 1,772.73	\$ 1,772.73	\$ 1,772.73	\$ 1,772.73	\$ 19,500.00		\$ (19,500.00)
Travel Reimburse. & SPED Transportation		\$ 1,263.64	\$ 1,263.64	\$ 1,263.64	\$ 1,263.64	\$ 1,263.64	\$ 1,263.64	\$ 1,263.64	\$ 1,263.64	\$ 1,263.64	\$ 1,263.64	\$ 1,263.64	\$ 13,900.00		\$ (13,900.00)
Affiliation Fee/Testing/Dues and Fees		\$ 3,102.27	\$ 3,102.27	\$ 3,102.27	\$ 3,102.27	\$ 3,102.27	\$ 3,102.27	\$ 3,102.27	\$ 3,102.27	\$ 3,102.27	\$ 3,102.27	\$ 3,102.27	\$ 34,125.00		\$ (34,125.00)
Phone and Communication		\$ 590.91	\$ 590.91	\$ 590.91	\$ 590.91	\$ 590.91	\$ 590.91	\$ 590.91	\$ 590.91	\$ 590.91	\$ 590.91	\$ 590.91	\$ 6,500.00		\$ (6,500.00)
Total Expenses	\$ -	\$ 206,850.01	\$ 206,850.01	\$ 206,850.01	\$ 206,850.01	\$ 206,850.01	\$ 206,850.01	\$ 206,850.01	\$ 206,850.01	\$ 206,850.01	\$ 266,294.45	\$ 266,294.45	\$ 2,394,239.00	\$ -	\$ (2,394,239.00)
Total Expenses Y-T-D	\$ -	\$ 206,850.01	\$ 413,700.02	\$ 620,550.03	\$ 827,400.04	\$ 1,034,250.05	\$ 1,241,100.06	\$ 1,447,950.07	\$ 1,654,800.08	\$ 1,861,650.09	\$ 2,127,944.55	\$ 2,394,239.00	\$ 2,394,239.00	\$ -	\$ 118,137.00
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 59,856.00	\$ 406,279.99	\$ (206,850.01)	\$ (206,850.01)	\$ 406,279.99	\$ (206,850.01)	\$ (206,850.01)	\$ 406,279.99	\$ (206,850.01)	\$ (206,850.01)	\$ 346,835.55	\$ (266,294.45)	\$ 118,137.00	\$ -	\$ 118,137.00
Begin Cash Balance(F/B)	\$ 59,856.00	\$ 466,135.99	\$ 259,285.98	\$ 52,435.97	\$ 458,715.96	\$ 251,865.95	\$ 45,015.94	\$ 451,295.93	\$ 244,445.92	\$ 37,595.91	\$ 384,431.45				\$ -
End Cash Balance (F/B)	\$ 59,856.00	\$ 466,135.99	\$ 259,285.98	\$ 52,435.97	\$ 458,715.96	\$ 251,865.95	\$ 45,015.94	\$ 451,295.93	\$ 244,445.92	\$ 37,595.91	\$ 384,431.45	\$ 118,137.00	\$ 118,137.00	\$ -	\$ 118,137.00

Mater Academy of Nevada

Budget Fiscal Year 2013-2014

FORM 11 CASH FLOW

CHARTER SCHOOL NAME: Mater Academy of Nevada
PROGRAM OR FUNCTION: K-8 2014-2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Principal				\$70,000.00
	Administrative Staff				\$36,000.00
	Teachers				<u>\$544,250.00</u>
	Teachers Assistants				\$72,000.00
	Sub. Teachers				<u>\$14,500.00</u>
	Special Education Related Services				\$30,000.00
	<p>NARRATIVE The school of 300 students will require a principal, one office administrator/ registrar/ secretary and 14.5 teachers (one and one half which are full time special ed teachers). The average teacher salary is \$37,500 <u>\$36,500</u>. This also includes an extended year for one and one half special ed teachers for two months during the summer to \$15,000. This is to cover salaries for ESY. This assumes 3 <u>5</u> Teachers Assistants at \$24,000 <u>\$14,400</u> a year. Substitutes are figured at equivalent of 10 teacher days <u>at \$100 per day X 14.5 teachers</u>. Other contracted special ed services will provide speech, occupational, physical therapy, a registered nurse and psychological services. This assumes a cost of \$923.08 per student for 32.5 students for a total of \$30,000.</p>				
				TOTAL	\$766,750.00
200	BENEFITS				\$0.00
	37.5 % of salaries				<u>\$243,843.00</u>
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<p>NARRATIVE The benefits cover everyone except the teacher assistants, substitutes and special education related services, since such related services are contracted for. It covers PERS, Medicare, Workers Comp and Medical, etc. This is figured at 40% <u>37.5%</u> X salaries of \$720,000 <u>\$650,250</u> for a total benefit cost of \$288,000 <u>\$243,843</u>.</p>				
				TOTAL	\$243,843.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	EMO				\$0.00
					<u>\$135,000.00</u>

CHARTER SCHOOL NAME: Mater Academy of Nevada
 PROGRAM OR FUNCTION: K-8 2014-2015

Staff Development				<u>\$13,700.00</u>
Payroll Services				\$7,800.00
Legal				\$5,000.00
Dues and Fees				\$3,000.00
<u>ELL Testing</u>				<u>\$3,450.00</u>
Transportation for Special Ed				\$7,800.00

NARRATIVE
~~The contract allows for lower fees if financially necessary. To make up for increased insurance premium the fee will be \$353 per student X 300 students. The contract with the EMO will provide for adjustments in the fee charged if revenues should drop. The EMO fee will be \$450 per student X 300 students totalling \$135,000.~~ The school will also set aside ~~\$5000-~~ \$13,700 for staff development. ~~There will be additional~~ The school will set aside \$5,000 for staff development training such as State and National Conferences. The school will set aside annually \$600 per teacher for a two year period for Tesol Certifications. Based upon 14.5 teachers X \$600 per year is \$8700. These training sessions will be in addition to those provided by ~~Doral~~ Mater Academy, Inc. The payroll services were figured per the quote. The quote was provided by PayPros Employee Leasing Company and was based upon a miniumum of 25 employees. The WIDA-ACCESS test will be provided to 50% of the student body, at \$23 per test X 150 students totalling \$3,450. Transportation will reimburse 13 families 20 cents per mile for 3000 miles over 180 days for a total of \$7800. Based upon other schools experiences the school assumed this would address all who would need the service. If not, the cost will be adjusted accordingly.

CHARTER SCHOOL NAME: Mater Academy of Nevada
 PROGRAM OR FUNCTION: K-8 2014-2015

				TOTAL	\$87,663.00
800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
	START UP LOAN				\$0.00
					<u>\$13,636.00</u>
					\$0.00
					\$0.00
NARRATIVE <u><i>The start up loan from Academica Nevada to the school will be financed over 2 years at 6% for an annual payment of \$13,636.</i></u>					
				TOTAL	\$13,636.00
Subtotal Objects 100-600 & 800					\$1,747,264.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00

CHARTER SCHOOL NAME: _____Mater Academy of Nevada_____

PROGRAM OR FUNCTION: K-8

2014-2015

	GRAND TOTAL	\$1,747,264.00
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Posted 8/26/2009

CHARTER SCHOOL NAME: _____Mater Academy of Nevada_____

PROGRAM OR FUNCTION: K-8

2015-2016

Staff Development				<u>\$19,500.00</u>
Payroll Services				\$7,800.00
Legal				\$5,000.00
Dues and Fees				\$5,000.00
ELL Testing				<u>\$4,600.00</u>
Transportation for Special Ed				\$11,400.00
<p>NARRATIVE The school assumes it will hire an EMO for \$450 a student for 400 students for a total of \$180,000. The contract allows for lower fees if financially necessary. To make up for increased insurance premium the fee will be \$425 per student X 400 students. The contract with the EMO will provide for adjustments in the fee charged if revenues should drop. The school will also set aside \$7,500 <u>\$19,500</u> for staff development. <u>The school will set aside \$7,500 for staff development training such as State and National Conferences. The school will set aside annually \$600 per teacher for a two year period for Tesol Certifications. Based upon 20 teachers X \$600 per year is \$12,000. There will be additional staff development training such as State and National Conferences.</u> These training sessions will be in addition to those provided by Doral Mater Academy, Inc. The payroll services were figured per the quote. The quote was provided by PayPros Employee Leasing Company and was based upon a minimum of 25 employees. <u>The WIDA-ACCESS test will be provided to 50% of the student body, at \$23 per test X 200 students totalling \$4,600.</u> Transportation will reimburse 19 families 20 cents per mile for 3000 miles for <u>over</u> 180 days for a total of \$11,400. Based upon other schools experiences the school assumed this would address all who would need the service. If not, the cost will be adjusted accordingly.</p>				
			TOTAL	\$233,300.00

CHARTER SCHOOL NAME: _____Mater Academy of Nevada_____

PROGRAM OR FUNCTION: K-8

2015-2016

400	PURCHASED PROPERTY SERVICES				\$0.00
	Rent				\$0.00
	Janitorial				<u>\$265,600.00</u>
	Utilities				\$20,000.00
	Buiding Maintenance				\$30,000.00
	Insurance for Building				\$20,000.00
	Furniture and Equipment				\$10,000.00
					<u>\$28,311.00</u>
<p>NARRATIVE</p> <p><u>A possible site has been identified at 2525 Emerson Ave. Las Vega, Nevada.</u> <u>The identified site was occupied by the Somerset Academy of Las Vegas.</u> Rent is figured at 20,000 square ft at an annual charge of \$12.00 <u>13.28</u> sq ft triple net. Janitorial was figured at one person at \$10.00 per hour for 2000 hours. Utilities were figured at \$2,500 per month. Building maintenance was based upon similar experiences of other charter schools. Insurance for the building was quoted by a commercial broker based upon a 20,000 sq ft buiding valued at \$100 per sq ft for a value of \$2.0mm. Furniture and Equipment with total cost of \$68,000 financed for three years at 12% for an annual payment of \$25,000 \$28,311.</p>					
				TOTAL	\$373,911.00
500	OTHER PURCHASED SERVICES				\$0.00
	SAIN Services				\$3,200.00
	Insurance for School				\$23,000.00
	Food Service (Lunch)				<u>\$126,000.00</u>
	State's Fee *				<u>\$36,787.00</u>
	Travel Reimbursement				\$2,500.00
	Affiliation Fee *				<u>\$24,525.00</u>
	<p>NARRATIVE</p> <p>The SAIN fee assumes 400 students at \$8.00 dollars a student. This school insurance covers all types of liability for the governing board and the school coverage required under Nevada state law (See attached quote). Lunch is based upon \$3.50 x 400 students for 180 days, 200 FRL students will be fully subsidized. The school does not intend to participate in the state lunch program. Lunch for FRL students will be subsidized based upon \$3.50 X 200 students for 180 days totaling \$126,000. The school anticipates participating in the State School Lunch Program. State fee is based upon 1.5% of revenues of \$2,357,140 <u>\$2,452,520</u>. Affiliation fee is based upon 1% of revenues.</p>				
				TOTAL	\$216,012.00
600	SUPPLIES				\$0.00
	Books				<u>\$46,361.00</u>
	Educational Technology				<u>\$18,735.00</u>
	Phone and Communication				\$6,500.00
	Miscellaneous Equipment , rentals				\$5,500.00
	Supplies				\$30,000.00

CHARTER SCHOOL NAME: _____Mater Academy of Nevada_____

PROGRAM OR FUNCTION: K-8

2015-2016

Books for Special Ed Custodial Supplies				<u>\$7,286.00</u>
				\$5,500.00
				\$0.00
<p>NARRATIVE The books were based upon the price of \$280 per student,400 students for a total of \$110,000 <u>\$112,000</u> . It was financed for three years at 12% for a payment of \$40,500 <u>\$46,361</u> . The educational technology was based upon \$45,000 financed for three years at 12% interest <u>for a payment of \$18,735</u> . The figure includes Aim's Web Assessment curriculum. The financing will be provided by First Continental Bank or Zions First National Bank of Salt Lake City, Utah. Phone and communications was based upon what other charter schools are paying. Supplies were assumed to be \$2,500 a month. Books for special ed assumed \$500 per student for 35 students financed for 3 yrs at 12% <u>for a payment of \$7,286</u> .</p>				
			TOTAL	\$119,882.00

CHARTER SCHOOL NAME: _____Mater Academy of Nevada_____

PROGRAM OR FUNCTION: K-8

2015-2016

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					<u>\$13,636.00</u>
					\$0.00
					\$0.00
NARRATIVE					
<i>The start up loan from Academica Nevada to the school will be financed over 2 years at 6% for an annual payment of \$13,636.</i>					
TOTAL					\$13,636.00
Subtotal Objects 100-600 & 800					\$2,394,239.00
Approved Indirect Cost Rate:		0.00%		X Subtotal	\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
TOTAL					\$0.00
GRAND TOTAL					\$2,394,239.00

Mater Academy of Nevada

Pre Opening Budget: 2013-2014

	2013-2014

REVENUE

Donations	\$	25,000.00
-----------	----	-----------

Total Revenues:	\$	25,000.00
------------------------	----	-----------

EXPENSES

Personnel Costs

Principal (Part time)	\$	12,000.00
Secretary (Part time)	\$	2,500.00

Total	\$	14,500.00
--------------	----	-----------

School Operations

Rent	\$	2,000.00
Marketing	\$	5,000.00
Travel	\$	1,000.00

Total	\$	8,000.00
--------------	----	----------

Facilities Operations

	Total	\$ -
<i>Other</i>		\$ 2,500.00
	Total	\$ 2,500.00
	Total Expenses	\$ 25,000.00
<i>Surplus (Deficit)</i>		\$ -

Academica Nevada will make a two year loan at 6% to Mater Academy of Nevada. If the charter is not approved Academica Nevada will write off the loan and treat it as a donation.

Attachment 46
Attachment C.3.2

PREMIUM SUMMARY

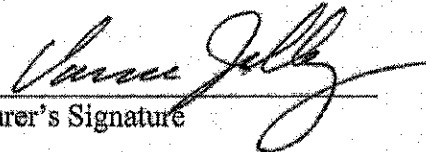
Coverage	Premium
General Liability	\$ 8,239
Educators Professional Liability	\$ 2,750
Employment Practices / Directors & Officers	\$ 1,750
Workers Compensation	\$ 4,550
Excess Liability	\$4,550
Total Annual Premium	\$ 21,839

This Proposal/Insurance satisfies all requirements as set forth in NAC 386.215 for Charter Schools

Affidavit

I certify, (declare) under penalty of perjury that the forgoing is true and correct:

Executed this 16th day of August 20 13 In the city of Las Vegas In the state of Nevada




Insurer's Signature

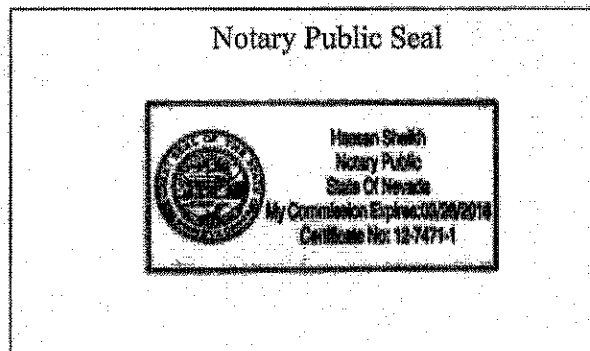
Notarized Statement

Subscribed and sworn to before me at 1475 S. Decatur Blvd. Las Vegas

On this 16th day of August 20 13



Signature



Attachment 47
Attachment C.4.4

The school will comply with all state and local school district fire safety codes and regulations. Pursuant to NRS 392.450(3), the school facility will have all required emergency exits and signage will be placed throughout the building. Pursuant to NRS 392.450(1), evacuation drills will be conducted for students and school staff monthly, to instruct all staff and students of the appropriate and expected procedures in the case of a fire or other emergency. To comply with NRS 392.450(2), the local fire department will be requested to supervise the drills. In accordance with NRS 392.450(4), the principal shall be responsible for implementing the above.

The facility will be in compliance with all requirements of the Americans with Disabilities Act, section 504, and all other applicable federal, state, and local laws.

The School will implement a Security Action Plan as articulated in its Crisis Response Plan (attachment 42) and in its' staff handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the Sponsor to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate Sponsor-approved emergency efforts in order to maintain a safe school environment.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Accordingly, faculty and staff will be trained on the administration of first aid and CPR (A.3.13). Staff will also be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans

will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.



Mater Academy of Nevada

Crisis Response Plan

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School Crisis Response Plan

Overview

In January 2001, the Nevada Legislature passed SB 289 with subsequent passing of NRS 392.600 which mandates all Nevada schools have a School Crisis Response Plan in place.

The principal will create a committee to develop the plan and update the plan yearly. This committee will be called the School Crisis Response Development Team. As mandated by NRS 392.616(2), the implementation team must include the following individuals:

- A governing board member
- The principal of the school
- One licensed teacher of the school
- One employee of the school who is not a licensed employee and who is not responsible for the administration of the school
- One school police officer, if the school has school police officers
- One representative of a local law enforcement agency in Clark County
- One parent or legal guardian of a pupil who is enrolled in the school

Membership in the development team may also include any other person whom the principal of the school deems appropriate, including, without limitation:

- A counselor of the school
- A psychologist of the school
- A licensed social worker of the school
- A pupil in grade 10 or higher from the school, if the school includes grades 10 or higher

In creating the School Crisis Response Plan, NRS 392.620 mandates that the following components are outlined within the plan:

- Procedure for assisting persons within the school to communicate with each other
- Procedure for assisting persons within the school to communicate with persons outside the schools.
- Procedure for immediate response to the crisis
- Procedure for response after the crisis
- Procedure for safely moving pupils and employees within and away from the school
- Procedure for enforcing discipline and obtaining and maintaining a safe and orderly environment within a school during a crisis

Prevention of crisis situations can be handled through:

- Encouraging positive / constructive staff and student relationships
- Proper monitoring and maintenance of school facilities
- Preparation for natural disasters
- Proper registration and monitoring of visitors in the school

Preparation: Planning Before a School Crisis Event Occurs

Taking steps to prepare for school crisis situations are essential. In addition to creating a team to implement and update the School Crisis Response Plan for the school, following is a list of actions the school administration will take at the start of each school year.

- A. Follow the School Crisis Response Plan and all mandates set in place
- B. Identify key staff members to serve as the actual School Crisis Response Team, and assign team members specific roles within the school crisis response plan. In addition to the principal, key staff members could include:
 1. Assistant principal(s)
 2. Dean(s)
 3. Counselor(s)
 4. Office manager, administrative secretary or other office staff
 5. Nurse / Safety Aide
 6. Custodian(s) Any other school staff member
 7. Any other school staff member
- C. Develop, review and revise internal school procedures (i.e.: fire drill, shelter-in-place, earthquake, what to do if a crisis occurs just before or after school or during lunch, etc.)
- D. Inform staff members about the School Crisis Response Plan and introduce the School Crisis Response Team.
- E. Review with staff:
 1. The School Crisis Response Plan
 2. What would designate a school crisis situation
 3. The content and use of the School Crisis Response Plan kit
 4. How teachers, staff and students will be informed of a school crisis situation
 5. Expectations of staff during a school crisis situation
 6. Services available during and after a school crisis situation
 7. How parents will be informed of a school crisis situation
 8. How to work with the Communications Office to utilize and/or respond to the media
- F. The school will practice the lock down, shelter-in-place and evacuation procedures at least two times per year

School Crisis Response Team
General Responsibilities of the School Crisis Response Team
During an Emergency

1. When the School Crisis Response Administrator activates the School Crisis Response Team, all team members begin their roles within the School Crisis Response Plan
2. The School Crisis Response Administrator will determine whether to implement shelter-in-place or lock down procedures or evacuate the school (find the specific page in this plan that relates to situation)
3. School Crisis Response Team members take charge of the situation until assistance arrives. Follow the plan
4. School Crisis Response Administrator, or designee, to notify proper authority immediately:
 - a. Fire/Police: 911
 - b. Las Vegas Police Department: 702-828-3111 (non-emergency)
 - c. Las Vegas Fire Department: 702-229-6011 (non-emergency)
 - d. School Security: TBD
 - e. Board Of Directors: TBD
5. Maintain order and calm by modeling appropriate behavior. Student and staff safety are the first priority!
6. School Crisis Response Administrator will announce, over the intercom system, the appropriate school crisis response action and if there are any changes to the appropriate action plan
7. Remind teachers that they are responsible for their students at all times and must take their School Crisis Response Kits with them, if evacuating the building
8. Keep the School Crisis Response Team together, if possible
9. Work cooperatively with emergency personnel (fire, police)
10. Refer media questions to the school administration
11. Refer parents to the designated evacuation reunification area for picking up children, if necessary or to the appropriate spokesperson for information

2011 CRISIS RESPONSE TEAM QUICK REFERENCE PAGE

School Name Mater Academy of Nevada

Location Las Vegas

Crisis Response Team (CRT) Member	Position at the Site	Crisis Response Team Role
TBD	Principal	CRT Administrator
TBD	TBD	CRT Assistant Administrator
TBD	TBD	Evacuation-Reunification Coordinator
TBD	TBD	Shelter-in-Place Coordinator
TBD	Office Manager	Incident Reporter
TBD	School Nurse / FASA	Nursing Services Coordinator
TBD	Office Manager	Communication Liaison
TBD	TBD	Safety Coordinator
TBD	TBD	Student Coordinator
TBD	Principal	Staff Coordinator
TBD	TBD	Parent Coordinator
TBD	TBD	Supply Coordinator
TBD	School Psychologist & Counselors	Psychological Services Coordinator

2013 School Crisis Response Team and Specific Duties

School Name Mater Academy of Nevada

Location Las Vegas

The School Crisis Response Team will perform the following duties during an emergency.

Please note: One person may perform multiple duties.

School Crisis Response Administrator (Principal) Responsibilities:

- Leads members of the School Crisis Response Team
- Directs members of the School Crisis Response Team
- Decides if the school should be evacuated or if shelter-in-place or lock down procedures should begin, depending on the type of situation
- Makes the announcement over the intercom system regarding the appropriate School Crisis Response Action and if there are any changes to the appropriate action or plan

School Crisis Response Assistant Administrator Responsibilities:

- In charge when the School Crisis Response Administrator is not available
- Other duties as assigned by the School Crisis Response Administrator

Evacuation Reunification Coordinator Responsibilities:

- Works with the School Crisis Response Administrator to create an evacuation plan
- As soon as the School Crisis Response Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Crisis Response Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Crisis Response Administrator

Shelter-in-Place Coordinator Responsibilities:

- Responsible for checking the classroom and School Crisis Response Kits to make sure the proper supplies are available and useable (tape is not dried out, enough plastic sheeting, etc.). Supplies should be checked annually.
- Prior to a crisis, works with the School Crisis Response Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be taken during a school shelter-in-place
- Other duties as assigned by the School Crisis Response Administrator

Incident Reporter Responsibilities:

- Stays with the School Crisis Response Administrator throughout the crisis
- Documents all aspects of the crisis and what action the school has taken during the crisis
- Responsible for making sure he/she has ample access to materials such as pens, pencils and notebooks during a crisis
- Provides updated online information if necessary
- Other duties as assigned by the School Crisis Response Administrator

Nursing Station Coordinator Responsibilities:

- Responsible for updating and executing the Health Services Emergency Response Plan for medically fragile students
- If food, water and/or ice are needed for medically fragile students, calls 911.
- Prior to a crisis, responsible for working with the School Crisis Response Administrator and Evacuation Reunification Coordinator to determine where medically fragile students will be transported when the school is evacuated
- Prior to an emergency, responsible for working with the School Crisis Response Administrator and Shelter-in-Place Coordinator to determine where medically fragile students can be taken during a school shelter-in-place
- Responsible for keeping the school's first aid kit stocked with fresh supplies; kit must be checked at least annually
- Other duties as assigned by the School Crisis Response Administrator

Communication Liaison Responsibilities:

- Main person to answer school phone during a crisis
- Contacts Principal if the media calls the school or comes to the school's campus during a crisis
- Other duties as assigned by the School Crisis Response Administrator

Safety Coordinator Responsibilities:

- In cooperation with the School Crisis Response Administrator, makes sure all students and staff have left the building during an evacuation/fire drill
- If needed, works with police and fire units to determine if all students have left the building during an evacuation of the school
- In cooperation with the School Crisis Response Administrator, makes sure all classroom and department doors are properly taped off during a shelter-in-place drill
- If needed, works with police and fire units to determine if all classroom and department doors are properly taped off during a shelter-in-place, and if necessary, ensures the HVAC system and exhaust fans have been shut down
- Other duties as assigned by the School Crisis Response Administrator

Student Coordinator Responsibilities:

- Assists teachers in ensuring students stay in the appropriate location during an evacuation of the school
- Assists teachers in providing answers to students' questions about the crisis
- Other duties as assigned by the School Crisis Response Administrator

Staff Coordinator Responsibilities:

- Point-of-contact for staff members; answers staff questions during the time of a crisis
- Assists staff members where necessary
- Other duties as assigned by the School Crisis Response Administrator

Parent Coordinator Responsibilities:

- Point-of-contact for parents at the evacuation reunification site

- Assists parents during a crisis situation when necessary
- Other duties as assigned by the School Crisis Response Administrator

Volunteer Coordinator (OPTIONAL) Responsibilities:

- Responsible for creating and maintaining a school volunteer database
- Responsible for calling volunteers into action during a crisis situation, must have approval from the School Crisis Response Administrator to call volunteers into action
- Other duties as assigned by the School Crisis Response Administrator

Supply Coordinator Responsibilities:

- Checks all school and department School Crisis Evacuation Kits to ensure they are up-to-date and have fresh supplies; kits must be checked at least annually
- Responsible for maintaining communication instruments (batteries for radios, bullhorn, etc.)
- Other duties as assigned by the School Crisis Response Administrator

Psychological Services Coordinator Responsibilities:

- Secures counselor visits to the school after a crisis situation
- Works with administrator in crisis response
- Other duties as assigned by the School Crisis Response Administrator

Emergency Actions

To become consistent, emergency actions have been created to alert administration and staff as to what type of crisis is currently taking place.

The following actions must be used by the School Crisis Response Administrator when announcing a crisis; actions will be announced over the school intercom and radio system as well as to the school staff through the use of Interact, when necessary:

Lock down: Mater Academy will now begin a school-wide lock down. Teachers and staff, follow lock down procedures and wait for further instructions.”

Shelter-in-place: Mater Academy will now begin shelter-in-place procedures. Teachers and staff, begin shelter-in-place procedures and wait for further instructions.”

Evacuations will not be announced via intercom, radio system or on Interact, but must be conveyed to school staff and students by bell or alarm:

Evacuation:

- A. Activate fire alarm
- B. Execute fire drill procedures
- C. School staff and students follow fire drill procedures
- D. School staff and students wait for further instructions

School Crisis Response Administrator must identify and develop procedures for lock down, shelter-in-place and evacuation for the locations within their school that are not accessible by school intercom, radio system or Interact (i.e., portables, or other remote locations).

For communication of student and staff safety and needs, in crisis situations, a color-coding system must be implemented:

RED: Missing Students, Injuries, Need Help

GREEN: All Students Accounted

Use of posters or signs for using this code system will be developed at the school site and integrated into the Crisis Plan.

Communication Procedures for Areas without Communication Access

The Crisis Response Team will develop a plan in case the school has lost communication capabilities (intercom, two-way radio system or e-mail) in certain areas of the building.

Please list your plan below:

Communication will be established by sending campus security monitors, or other members of the Response Team, to the classrooms of each department chairperson. Depending on the situation, the chairperson will deliver information to members of their department or members of their department will meet at the chairperson's room.

In large open settings, such as the multi-purpose room, cafeteria, parking lot, or playing field, a bullhorn is available for use.

2011 Radio Frequency List

School Name Mater Academy of Nevada

Location Las Vegas

ALL RADIO FREQUENCY NUMBERS USED BY AMINISTRATORS FOR COMMUNICATION PURPOSES

Example: Frequency #464.5000

(If unsure of frequencies and your two-way radios were purchased from McIntosh Communications call 596-6838)

Make of Radio:

Freq #1 _____

Freq #2 _____

Freq #3 _____

Make of Radio:

Freq #1 _____

Freq #2 _____

Freq #3 _____

Location has no radios.

Evacuation Kits

Kit One-Main Office Evacuation Kit

The main office must have one of the following:

- Student information cards – where available
- Master list of student information
- Electronic device with student information

Other items to be kept by the main office (Note: Some items are suggested)

- Cell phone (**Do not use cell phones during a bomb threat.**)
- Palm pilot (suggested)
- Credit card / purchase card (suggested)
- Extra set of keys to give to police or fire units, when necessary
- Student sign-out log or sign-out sheets and writing instruments
- Notebook / blank paper (suggested)
- Most recent yearbook
- Battery powered AM/FM radio (suggested)
- Two-way portable radios
- Bullhorn

Kit Two-Health Evacuation Kit

(see Appendices for Emergency Health Plan for Medically Fragile Students)

- Disability Notebook (with names and plans for students with medical issues)
- Emergency Medical Supplies
- Water, food and medications, as needed

Kit Three-Classroom Evacuation Kit*

Items to be kept by each teacher (Note: Some items are suggested)

- Gradebook
- Class roster, including student information (i.e.: parent names, phone numbers, etc.)
- Notebook / blank paper (suggested)
- Writing instruments
- Fire drill procedures / map with exits clearly marked

*** Substitute teachers must be able to easily locate these items within the classroom for which they are the substitute. A procedure to review evacuation and reunification must be in place for substitutes and volunteers. A documented process should be in place for a review of the site's Crisis Response Plan and daily checkout and check-in prior to their entry into the classroom.**

Substitute/Volunteer Verification Crisis Plan Review

School/Site: Mater Academy of Nevada

I have reviewed the Crisis Response Plan as presented to me in the substitute/volunteer folder. I am aware of the procedures for emergencies and procedures for fire, shelter-in-place and lockdown. I have also reviewed the evacuation routes specific to the classroom and Parent-Student Reunification sites.

When evacuating the school, I know that I must have the Classroom Evacuation Kit and follow directions. In the event of an emergency, I must account for all students and follow these procedures to keep students safe.

Print Name _____

Signature _____

Date _____

(Your signature certifies that you have reviewed and understand the Crisis Response procedures specific to this school site.)

Tools to Use during a School Crisis Response Situation

Following is a list of possible internal and external communication tools, as well as other related items, that can be used during a school crisis situation.

1. Communication – Internal
 - a. Bullhorn
 - b. Two-way portable radio
 - c. Intercom
 - d. Phone (designate one line for public and the rest for emergency units)
 - e. Alarm system
 - f. School bells
 - g. Palm pilot

- h. Computer with internet
 - i. Cell phone (**Do not use cell phones during a bomb threat.**)
 - j. Intrusion-detection equipment
 - k. Staff courier
 - l. Spare batteries
2. Communication – External
- a. Phone
 - b. Computer with internet
 - c. Palm pilot
 - d. Cell phone (**Do not use cell phones during a bomb threat.**)
 - e. Bullhorn
 - f. Flag pole
 - g. Alarm system
 - h. School bells
 - i. Intrusion-detection equipment
3. Lighting
- a. Emergency lights
 - b. Battery operated room lights (room without windows)
 - c. Battery operated hand-held flashlights
4. Emergency Medical Treatment
- a. First aid supplies
5. Transportation / Site Security / Field Couriers
- a. School security monitors
 - b. Transportation supervisors
 - c. Hall monitors
6. Fire / Shelter
- a. Fire extinguishers and hoses
 - b. Shelter-in-place masking tape and plastic sheeting

2011 Shut Down/Off Procedures for HVAC Systems & Locations

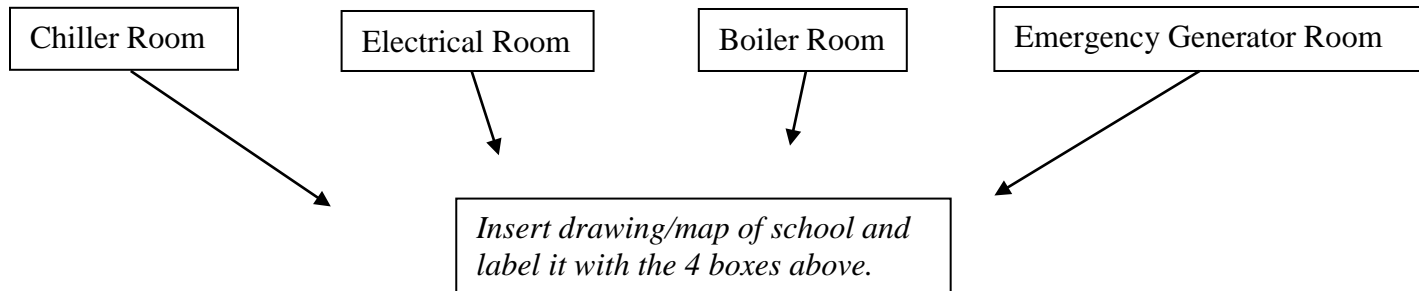
During a lock down or shelter-in-place, it may become necessary to shut down the HVAC, cooling systems, and/or exhaust fans of the school. To complete this section, the Safety Coordinator, or other school personnel (such as head custodian and/or building engineer) as assigned by the School Crisis Response Administrator, must create a one-page, easy-to-follow set of directions on how these systems can be shut down.

- **The Head Custodian for Mater Academy of Nevada (school) is:**
_____. **His/her phone number is:** _____ (cell)_____.

Basic HVAC system and exhaust fans shut-down procedures:

- Custodian, building engineer or other designated employee turn off air and exhaust fan switches at the electrical panel.

The chiller and boiler rooms are located _____. The switch used to shut off the air handlers, labeled “Shelter-in-Place Switch,” is located _____.



2011 HVAC AND SHUT-OFF DIRECTIONS

Chillers – Entering the room, the main panel is located _____. The “OFF” switch will deactivate the entire unit and system.

The switch used to shut off only the air handlers, labeled “Shelter-in-Place Switch,” is located _____.

Boilers -- Entering the room, the gas shut-off is located _____. Two big red valves on the gas pipes connected to the main unit are turned. To deactivate the circulating pumps, the power switches are located on each pump.

Guidelines for Shelter-in-Place

Administration:

1. Make the determination for Shelter-in-Place quickly when Evacuation is not practical.
2. Make announcement over the intercom to activate the Shelter-in-Place protocol. Make sure all outside personnel move into the main building and lock exterior doors.
3. Activate the appropriate School Crisis Team members, if needed.
4. Contact 911
5. Ensure HVAC system is turned off.
6. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
7. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
8. Ensure Staff and Student Accounting Protocol is completed.
9. Check to see that all staff members have sealed off windows and doors from outside airflow.
10. Monitor the situation through radio or television. Attempt to calm staff and students and keep staff updated about the situation as facts present themselves.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the School Crisis Response Team, law enforcement or other emergency personnel.
2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
3. Once inside, lock doors and windows and seal the seams of the doors and windows with the plastic and tape provided.
4. Follow Staff and Student Accounting protocol.
5. Place red card from Classroom Evacuation Kit in the window or on the outside of the door if you need assistance or have any missing or extra students. Place green card in the window or on the door if you need no assistance and have no missing or extra students.
6. Remain calm and assure students that they are safe.
7. Monitor student behavior enforcing the Student Code of Conduct.
8. Remain with students at all times
- 9. Do not use cell phones during an emergency situation.***
10. Do not dismiss students until the official word from administration has been given.
11. Disregard bells or normal time schedule until instructed differently.
12. Take notes, names and descriptions – document any unusual events that occur.
13. Within the classroom, teaching should resume as normal.
14. Wait for instructions from Site Administrator on how to proceed.

***Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.**

Guidelines for Lockdown

Administration:

1. Lock all exterior doors. Do not open these doors to anyone.
2. Alert on site security. Call 911 if situation warrants.
3. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
4. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
5. Ensure Staff and Student Accounting Protocol is completed.
6. Within the classroom, teaching should resume as normal.
7. Site Administrator will brief staff via telephone, email, or intercom to explain the situation as facts present themselves. Lockdown procedures can be modified as knowledge of the situation is updated.
8. If the situation becomes unstable and/or has moved into the building, move to “Hard Lockdown” procedures.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the School Crisis Response Team, law enforcement or other emergency personnel.
2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
3. Follow Staff and Student Accounting Protocol.
4. Lock all exterior doors. Do not open these doors to anyone.
5. If you are not in a location with a lockable door, move students to an area where they can be secure with a locked door.
6. Continue instruction as usual. Notify the administration of any unusual or suspicious activity.
7. If situation calls for a “Hard Lockdown” (intruder is physically in the building) proceed with the following steps:
8. Students should be out of the line of view from the window, crouched with their hands protecting their heads (Duck and Cover).
9. Turn off the lights in the room.
10. Take evasive action (Duck and Cover or move behind bookcase, under desk, away from view, etc.)
11. Do not open the door for anyone.
12. Remain calm and encourage students to do so also.
13. Monitor student behavior enforcing the Student Code of Conduct.
14. Students must remain silent.
15. Remain in place if the fire alarm rings; Evacuation will be signaled only by intercom announcement.

Guidelines for Fire or Smoke

Administration:

1. The person discovering the fire must first act for safety. They or he/she must move students to safety, away from the fire, pull the nearest fire alarm and/or immediately alert the Site Administrator.
2. Initiate Evacuation protocol.
3. Call 911.
4. Notify other emergency services and supervisors immediately if they are required

Teachers:

1. If you discover a fire or see/smell smoke:
 - Move students away from danger.
 - Pull the nearest fire alarm or call the front office.
 - Notify Site Administrator immediately.
2. Evacuate to the designated area, taking Classroom Evacuation Kit with you if possible.
3. Assist any students with special needs.
4. Follow Staff and Student Accounting Protocol.
5. Be prepared to follow administrative direction for Family Reunification protocol.

Guidelines during an Evacuation

Administration:

1. Make the announcement and activate the School-Based Crisis Team Members.
2. Call 911.
3. Ensure that the Evacuation Kits are taken from the facility and transported to the Staff-Student Staging Area.
4. Ensure sweeping of the school has been initiated.
5. Ensure Staff and Student Accounting Protocol is completed.
6. Report to the Staff-Student Staging Area and appraise the situation. Brief the staff and assure both staff and students that they are safe.
7. Instruct staff to record if students leave without permission, noting the time and describing the manner in which the students left and the person(s) with whom they left.
8. Decide if Family Reunification protocol is necessary at this time. If Reunification is necessary, please see the following step.
9. Begin moving students to the designated Family Reunification Site as practiced in your drills.
10. Prepare to implement the Family Reunification protocol.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the School Crisis Response Team, law enforcement or other emergency personnel
2. Once the alarm sounds, calmly instruct your students to line up in an orderly fashion and prepare to exit the building.

3. Take Classroom Evacuation Kit.
4. Before leaving the classroom, visually sweep the classroom making sure it is clear.
5. Lock the door to indicate room has been swept and is clear.
6. In an orderly fashion, make sure to direct the students to power walk safely and exit the facility with a sense of urgency. Follow fire drill procedures and wait for further instructions.
7. Ensure care for those students with special needs.
8. Follow Staff and Student Accounting Protocol.
9. Remain with the students at all times.
10. Monitor student behavior enforcing the Student Code of Conduct.
11. Remain with students at all times
- 12. Do not use cell phones during an emergency situation***
13. Do not dismiss students until the official word from administration has been given.
14. Disregard bells or normal time schedule until instructed differently.
15. Record the name and time if a student leaves.
16. Take notes, names and descriptions – document any unusual events that occur.

***Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.**

School Evacuation to Reunification Site Procedures

In the event of a school-wide evacuation to an established reunification site, the following procedures should be followed:

1. Activate the fire alarm, follow fire drill procedures
2. Once followed, the School Crisis Response Administrator will announce that the school is being evacuated to an established reunification site and/or if any changes to the plan have been made (i.e. buses in the front of the school, change in reunification site – from XYZ school to ABC church, etc.)
3. Classroom teachers will gather their School Crisis Evacuation Kits, students and head to the designated reunification site
4. If the reunification site is within walking distance, students will proceed to the area under administration and teacher guidance and supervision. Students will not run or proceed in a disorderly fashion.
5. The classroom teacher is responsible for students in his/her class. Students are to stay with that teacher until a parent or guardian signs them out with the School Crisis Response Student Coordinator or the school is allowed back into the building.
6. The main office's School Crisis Response Kit will be taken by the School Crisis Response Administrator, or designee, to the reunification location.
7. The school's first aid kit will be taken by the School Crisis Response Nursing Station Coordinator.

IN THE EVENT THAT MATER ACADEMY IS EVACUATED, THE REUNIFICATION SITE IS:

Location: TBD

Address:

Contact Name / Phone Number:

ALTERNATE REUNIFICATION SITE IS:

Location: TBD

Address:

Contact Name / Phone Number:

EVACUATION MAP

Mater Academy of Nevada

Insert school map here.

PARENT-STUDENT REUNIFICATION MAP

From *MATER ACADEMY OF NEVADA* to

Insert location map here.

STAFF-STUDENT REUNIFICATION MAP

(Staff-student assembly location prior to movement to Parent-Student Reunification Site – *IF NECESSARY.*)

Insert location map here.

PARENT-STUDENT REUNIFICATION SITE

Evacuation Reunification Coordinator:

Responsibilities:

- Works with the School Crisis Response Administrator to create an evacuation plan
- As soon as the School Crisis Response Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Crisis Response Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Crisis Response Administrator

Procedures for Crises during Non-Classroom Situations

1. Before School Begins - On School Grounds/Playground

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

2. Recess and/or Students Outside of Classrooms during School Time

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- Staff will write names of students in their room not normally assigned.
- Names of displaced students will be called in to attendance clerk. Teachers missing students will also report names to attendance clerk.
- Students will not be dismissed until the ALL CLEAR is given.

3. Cafeteria-Lunch

- Students will be seated at a lunch table inside cafeteria and listen for announcements over the cafeteria sound system.
- Students will be released to teacher when he/she arrives carrying name placard or when the ALL CLEAR is given.

4. Assemblies

- Students will remain seated with teacher in multi-purpose room.
- If evacuation is necessary, teachers will lead their class out the same door they entered, then proceed to the Evacuation Area

5. Passing Periods - (Middle and High Schools)

- Students should expeditiously make effort to enter the class to which they were going.

- If student can't pass safely, he/she will enter the closest room where a staff member is present.
- Staff will send e-mail message to teachers of students of whom they belong.
- Teachers will report unaccounted for students to the attendance office.

6. Release at the End of the Day

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

7. After-school events (athletics, extracurricular, etc.)

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

Basic Procedures for Crisis Situations

- 1. Assess the situation**
- 2. Call Fire/Police – 911**
- 3. Follow specific procedures outlined in Crisis Response Plan**

The next pages will outline SPECIFIC PROCEDURES for the following crisis events:

- Aircraft Accident
- Bees on Campus
- Biological Chemical Threat
- Bomb Threat
- Chemical Spill/Toxic Emissions
- Earthquake
- Fire/Explosion
- Flood
- Hostage/Barricaded Subject
- Power Outage/Heat Stress
- Shelter-in-Place/Lockdown
- Shooting on Campus

Specific Procedure - Aircraft Accident

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin

2. School Crisis Response Administrator, or designee, will notify proper authority immediately or call 911.
3. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down procedures

After the crisis:

1. Facility must be inspected by fire/police and Inspection Services personnel before staff and students can return to the school

Specific Procedure – Bees on Campus

During the crisis:

1. If a beehive or swarm is observed on campus immediately:
 - a. Move students from the school yard and into classrooms in a quiet orderly fashion
 - b. Close all outside doors and windows
2. If an actual attack by bees occurs:
 - a. Instruct students on campus grounds to run to the nearest school building; cover their head with their shirt, jacket, etc., and do not swat at the bees
3. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated.
4. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures.
5. Provide first aid, as necessary

After the crisis:

1. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Biological Chemical Threat

A suspicious letter or package can be identified by one or more of the following characteristics:

- Has no return address or has one that cannot be verified as legitimate
- Unusual weight, given the size of the letter/package, or oddly shaped
- Marked with restricted endorsements such as “personal” or “confidential”
- Addressed to position title only or incorrect title
- Excess postage
- Mailed from a foreign country
- Has strange odor, stains, leaks or fine powder on the outside of the letter/package
- Poorly typed or written with misspelled words
- Postmark that doesn’t match the return address

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team should be activated, if so assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
3. School Crisis Response Administrator will decide whether to evacuate the school or activate shelter-in-place procedures
4. Crisis Response Team to take control of situation until arrival of fire/police unit
 - a. Do not open the letter/package
 - b. If letter/package is open or torn do not touch, smell or taste the substance
 - c. Clear the room or office
 - d. All who came in contact with the letter/package must wash hands, arms and any exposed body parts with soap and warm water
 - e. Turn off HVAC system and any circulating fans (if appropriate)
 - f. Isolate and secure the area until police/fire units arrive

After the crisis:

1. School must be inspected by one or more of the following before students and staff can enter the building:
 - a. County Hazardous Material Department
 - b. County Health Department
 - c. District Environmental Services/Hazardous Material Section
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Bomb Threat

During the crisis:

1. If a threat is received by telephone, attempt to complete the bomb threat checklist below; pay close attention to exact wording, speech characteristics and background noises
2. If a written threat is received, turn the original over to the School Crisis Response Administrator; who will copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints
3. If a suspected item is found in the building, contact the School Crisis Response Administrator immediately
4. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
5. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
6. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down procedures
 - a. If the school is evacuated, follow the evacuation plan
 - b. If the school is not evacuated take control of all school activities and wait for arrival of fire/police units. Follow instructions provided by fire/police units
 - c. If lock down is established, follow the shelter-in-place plan
 - d. School Crisis Response Administrator will decide whether to conduct a search, using school personnel or wait for fire/police units

DURING A BOMB THREAT SITUATION, IT IS VERY IMPORTANT THAT CELL PHONES AND RADIOS ARE NOT USED AS THEY CAN ACTIVATE OR DETONATE A BOMB.

After the crisis:

1. Facility must be inspected by fire/police personnel before staff and students can return to the school
2. School Crisis Response Team to discuss possible dismissal of students.

BOMB THREAT CHECKLIST

CALL RECEIVED BY _____ TIME _____ DATE _____

A. ASK THESE QUESTIONS:

WHERE IS THE BOMB?

WHEN WILL IT GO OFF?

WHY ARE YOU DOING THIS?

B. EVALUATE THE VOICE OF THE CALLER AND CHECK THE APPROPRIATE SPACES:

MAN _____ INTOXICATED _____ OTHER _____

WOMAN _____ SPEECH IMPEDIMENT _____

CHILD _____ AGE (Approx.) _____

SPECIAL ETHNIC CHARACTERISTICS _____

C. LISTEN FOR ANY BACKGROUND NOISE AND CHECK THE APPROPRIATE SPACES:

MUSIC _____ BABIES OR CHILDREN _____ MACHINE NOISE _____

CONVERSATION _____ AIRPLANE _____

TYPING _____ CARS OR TRUCKS _____

OTHER _____

D. REMARKS: (Give exact wording or threat message)

Specific Procedure - Chemical Spill/Toxic Emissions

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
2. School Crisis Response Administrator will determine whether to evacuate or activate shelter-in-place procedures
3. School Crisis Response Administrator will determine whether the HVAC, power and or water should be shut down
4. Isolate the area (close doors, prevent entry) and contact the fire department

After the crisis:

1. Fire department and/or Safety and Environmental Services Hazmat section will determine when the school/surrounding area is safe for students and staff to return to the building
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
3. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Earthquake

During the crisis:

1. School Crisis Response Administrator to make a school-wide announcement to tell staff and students to take the following action:
 - a. Get under desks or tables if in a classroom, library or cafeteria
 - b. Drop and tuck if in the hall, stairway or open area
 - c. Move away from windows or out from under heavy suspended light fixtures or objects.
2. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin
3. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
4. School Crisis Response Administrator will decide whether to evacuate the school or activate shelter-in-place procedures

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Fire/Explosion

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
3. Emergency Response Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Flood

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
3. School Crisis Response Team will take control of situation until arrival of fire/police units.

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage.
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Hostage/Barricaded Subject

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
3. Emergency Response Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures
4. School Crisis Response Team will take control of situation until arrival of fire/police units
 - a. Attempt to confirm whether an actual hostage or barricaded subject event exists and what weapons, if any, are present
 - b. Attempt to identify hostage(s) or barricaded subject (s)

After the crisis:

1. Facility must be completely inspected by police before staff and students can return to the school
2. School Crisis Response Administrator will contact aid in counseling students and staff
3. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Power Outage/Heat Stress

During the crisis:

1. School Crisis Response Administrator to notify Nevada Power and find out when power will be restored
2. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
3. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
4. School Crisis Response Administrator to decide whether it is necessary to evacuate the school
5. School Crisis Response Administrator will take control of situation until arrival of fire/police units:

- a. Ensure window blinds are closed and interior classroom and office doors are open
- b. Restrict physical education activities
- c. Ensure availability of water and utilize ice from school cafeteria, if needed
- d. If power is to be out more than one hour, the School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Shelter-in-Place/Lock Down

There may be times when the School Crisis Response Administrator will need to call the school into a shelter-in-place or lock down. These procedures ensure that the school is secure and people inside the school cannot leave, and people (or a foreign substance) outside cannot get in the school. **Explanation:** A **shelter-in-place** will be called when foreign substances need to be kept outside a classroom or school, and requires that the building be secured with tape and plastic sheeting. A **lock down** will be called for various reasons, such as bomb threats, civil unrest or police activity outside of the school or in the vicinity of the school, missing student(s), and does not require that a school be secured with tape and plastic sheeting.

During the crisis:

1. School Crisis Response Administrator will determine if the situation warrants a shelter-in-place or a lock down
2. If a shelter-in-place is needed, the School Crisis Response Administrator will announce that the school will activate shelter-in-place procedures. Shelter-in-place procedures are the following:
 - a. Remove students and staff from outside locations
 - b. Direct students and staff to classrooms or offices
 - c. Shut down air handling systems at the main fire alarm panel or shut down system breaker
 - d. Lock and tape/seal exterior doors (using 2” masking tape)
 - e. Tape/seal classroom doors and windows (using 2” masking tape)
 - f. Seal air supply/exhaust registers (using 2” masking tape and plastic sheeting)
3. If a lock down is necessary, the School Crisis Response Administrator will announce that the school will begin lock down procedures. Lock down procedures are the following:
 - a. Remove students and staff from outside location
 - b. Direct students and staff to classrooms or office
 - c. Lock main door and classroom or office doors
4. The School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
5. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.

After the crisis:

1. Perimeter of school must be secured by fire/police units before shelter-in-place or lock down procedures can end
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Shooting on Campus

During the crisis:

1. School Crisis Response Administrator will activate the School Crisis Response Team, assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
3. School Crisis Response Administrator to decide whether to evacuate the school or activate lock down procedures
4. School Crisis Response Team to take control of situation until arrival of fire/police units
 - a. If threat of shooting occurs:
 - Move students from schoolyard to classrooms in a quiet, orderly fashion
 - Lock outside corridor doors
 - Lock classroom doors and instruct students to sit on the classroom floor away from doors and windows
 - Do not release students for any reason unless authorized by on-site police or School Crisis Response Administrator
 - Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Crisis Response Administrator
 - b. If actual shooting occurs:
 - Immediately notify the School Crisis Response Administrator of the shooting and the location the shooting occurred
 - Instruct students to lie flat on the ground or floor, covering their heads with their arms
 - Instruct students not to bunch up in groups
 - Instruct students not to get up and run, but wait until police respond
 - Lock classroom doors and instruct students to keep away from doors and windows
 - Do not release students for any reason unless authorized by on-site police or School Crisis Response Administrator
 - Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Crisis Response Administrator
5. Provide first aid, as necessary

After the crisis:

1. Facility must be completely inspected by police before staff and students can return to the school
2. School Crisis Response Administrator will contact aid in counseling students and staff
3. School Crisis Response Team to discuss possible dismissal of students.

Response and Follow-Up to a Traumatic Crisis

Each crisis in the life of a child offers learning opportunities that may never come again. Instead of viewing crisis intervention as an extra school duty, it can be viewed as a special opportunity for teaching.

Crisis situations, traumatic events and sudden death are but few of the situations that increasingly need to be dealt within our schools. As these traumatic losses and events become more frequent in our society, there is a need for a written plan and procedure to guide school personnel in responding immediately and effectively when these events occur. A traumatic event can overwhelm the resources of an individual school, yet an effective response demands the collective and coordinated services of both school personnel and community resources.

Response to Traumatic Event – Day One

Once a traumatic situation occurs there are certain steps that need to be taken. The following items are important to think about during crisis situations:

1. Determine if additional assistance is needed (i.e. community agencies); the Crisis Response Team will ask for assistance from outside agencies.
2. Decide what the school actions and audience messages will be.
3. Provide information to teachers and let them know what is expected of them.
4. If needed, determine the location of a crisis center at the school; inform staff of the location of the center and how to refer students to the center.
5. Determine how students will be informed about a crisis situation, if it does not immediately affect the whole school (i.e. by school-wide announcement, courier hand deliver to classrooms, etc.).
6. Identify students and staff considered to be high risk, due to the nature of the crisis (siblings, boy or girl friends, close friends, other recent at-risk students, team members, etc.). Ask staff to assist in monitoring students.
7. Ask staff to continue monitoring all students.
8. Determine need for a parent and community meeting.
9. If appropriate, assign a school liaison to the family.
10. Determine whether counselors or Crisis Response Team members need to meet with any particular classes or groups.
11. Continue with school classes as scheduled with class procedures as normal as possible.
12. Determine if there is a need for a letter to go home informing parents of the situation.
13. Determine whether any other school may be impacted and establish contact with that school (consider siblings, boy or girl friends, those who recently attended another school, etc.).

Response to Traumatic Event – Days Two through Five

1. School administration and district Crisis Response Team continues to meet and monitor staff and students.
2. Review status of day one and determine the need for follow-up.
3. Consider allowing only staff to answer the phone for at least days one through five

4. Remind staff to continue to help identify and monitor high-risk students and fellow staff members.
5. Determine whether staff or students need to be referred for professional assistance. Work with parents.
6. If step has not already been taken, re-evaluate need for evening meeting for parents and community.
7. Take requests for school assembly and/or memorials for lost students or staff members under consideration. Make no commitment.
8. Inquire about funeral arrangements or hospital visits and the family's desire for school/student involvement.
9. Inform staff that the Crisis Response Team members are available to provide consultation, direct assistance to class, and/or information and suggestions for working with students and class.
10. Continue follow-up and monitoring of student, school and community environment.

Response to Traumatic Event – One to Six Weeks after the Event

1. Have counselors and/or nurses continue to monitor and/or see high-risk students.
2. Continue to ask staff for assistance in monitoring students and staff who were affected by the crisis. Determine need for developing individual student plans.
3. Maintain contact with family. Work with any outside therapists, and/or assist with outside referral.
4. Determine need for support groups and conduct as needed.
5. Develop monitoring and/or intervention plans for siblings, staff, and/or friends re-entering school.
6. Consult with Crisis Response Team Coordinator for follow-up plan to identify further needs and to evaluate effectiveness of response.
7. Remind staff that time frame for intervention and assistance could be from a few weeks through the end of the school year.

PARENT NOTIFICATION LETTER

School Logo

Dear Parent:

We at Mater Academy place a high priority on protecting the safety of our students and employees. In emergency situations, if everyone knows what to do, all involved can *Stay Calm and Stay Safe*. This letter will inform you of how you and your student can stay safe in an emergency.

The Mater Academy Emergency Action Plan includes the following elements.

- A detailed plan, coordinated with national, state and county emergency action plans, with detailed procedures for protecting the welfare of students during an emergency event
- School-based Crisis Team, integrated with community emergency response and mental health resources
- School Security, integrated with local police agencies
- Individual Crisis Plans, including regular drills for fire, lockdown, shelter-in-place for other potential disasters
- School-based Health Services, integrated with community health and medical resources
- A re-unification site to re-unite parents and students if off-school site evacuation is necessary. Community media outlets will communicate site of reunification immediately after confirmation of need for re-unification off-site

As the parent of a Mater Academy student, you are a vital part of our plans to protect your child. You can assist the various school personnel, police or fire personnel, or others engaged in the protection of your student and others by remaining calm and following the steps outlined below.

BEFORE A CRISIS

- Practice family crisis response at home: have a plan and supplies organized, and discuss remaining calm and asking for help when needed
- Make sure the school has updated information regarding your child, including contact names and numbers and your child's medical history
- Discuss with your child the school's rules during drills for fire and other emergencies; be sure your student understands correct procedures
- Teach your child to stay with school staff and follow their directions
- Tell your child NOT to try to contact you by cellular phone or land line until given the OK by school staff, thus allowing communication channels to remain open for emergency responders
- Tell your child that you will remain at work or home and watch for information from the school as to where and when you and your child can reunite

DURING A CRISIS

- **Stay calm and do not come to the school** so emergency responders can complete their mission
- Keep phone lines free so school personnel and community responders can communicate with each other
- Listen for information from the school over TV, radio or the Internet: this information will help you reunite with your child in an orderly and safe manner

WHEN YOU REUNITE WITH YOUR CHILD

- Be a model of Calm, Control and Comfort: let your child know you will protect them
- Listen to your child and watch for temporary changes in behavior like being clingy or angry, having trouble sleeping, acting younger or acting scared
- Seek assistance for negative behavior changes that persist after two weeks: you may need to contact your child's school, your family doctor, or community counselors/psychologists
- Keep in contact with your child's school and follow recommendations from the school and community experts

We at Mater Academy take pride in responding to the needs of our students and employees. Training and awareness activities continue in all areas of crisis management/response and school safety in an effort to stay current with national, state and county response plans. We appreciate your efforts in doing all you can to help us protect your child in an emergency.

Sincerely,

Principal

HEALTH SERVICES EMERGENCY RESPONSE PLAN FOR MEDICALLY FRAGILE STUDENTS

Initial Completion _____

Review dates (on or before):

September 15 _____

February 15 _____

June 15 (Year Round) _____

(Note actual date completed)

An emergency action plan is already established by the school to assist all personnel with an organizational structure for management of resources. Each individual school should also have a site based emergency protocol. It is necessary for the School Nurse and/or FASA, to plan ahead for a potential emergency to assess specific needs for medically fragile students. Attached information is to be completed by the school nurse/FASA based on the needs of the school site. Assistance from the site administrator will be required in determining responsible personnel and designated locations. This information should be completed in conjunction with the site administrator or designee and maintained with the school emergency protocol and updated as students enroll and also at designated review dates. Medically fragile students requiring special assistance should be listed in the designated area and information necessary for their management noted. A copy should be maintained in the disability notebook, provided to the site administrator or designee, and maintained with the emergency supplies.

An emergency CPR/AED plan is also recommended for the implementation and use of the AED for appropriate cardiac emergencies. If implemented, the school will have a site based emergency protocol for the use of an AED. This plan should be updated as certified CPR/AED responders are hired or transfer from the school campus, as well as on the designated review dates. A copy should be maintained in the health office and provided to the site administrator and school AED program coordinator(s).

SITE BASED SCHOOL EMERGENCY PROTOCOL:

Describe plan or location of emergency protocol(s): _____

WATER SUPPLY:

- How many medically fragile students should be supplied with water? _____
- Where is the water stored? _____
- Who will transport stored water from the health office? _____
(Each health office should maintain at least one gallon of water at all times.)

MEDICATIONS:

Consider only medications that will be required during an emergency, e.g., insulin, Epi Pens, inhalers, seizure medications, small volume nebulizers and glucagon. (Students at the secondary level carrying their own medications should be allowed to take their backpacks with them during emergencies.)

List below any students who will require medications to be available during an emergency outside of the school building:

STUDENT/ROOM #/TEACHER

MEDICATION

STUDENT/ROOM #/TEACHER

MEDICATION

Storage of the above medication should allow for easy accessibility during an emergency.

FOOD:

Identify any foods which will be available for diabetic students, e.g., hard candy, frosting, juice, crackers, etc.: _____

This should be available for students at all times during an emergency. Identify diabetic students on attached list.

SHADE LOCATIONS:

Identify locations of shade (if any) where medically fragile students could be placed during an emergency:

Identify location where students would gather if required to leave the building (obtain information from site administrator):

Maintain spray bottles with water and cold packs as methods to cool off students or staff members who display signs/symptoms of heat sensitivity.

Note: Information regarding types of students more likely to be heat sensitive is available in the school nurse handbook in the section addressing management of heat.

PERSONNEL (Obtain this information from the site administrator/designee.) For special education programs, it will usually be the teacher and/or assistant.)

Who is responsible for monitoring and moving medically fragile students if the school nurse is not present?

Who is in charge of communication? _____

How are communication lines established?

- Walkie Talkies _____
- Cellular Phones _____
- Fax Machine _____ Is it a designated line? _____
- Bull Horn _____
- AM/FM Radio available with batteries? _____

Who is responsible for turning off natural gas lines? _____

Who will notify Health Services if there is an emergency that requires the presence of a school nurse?

Identify staff members who have current CPR and/or first aid certification who could assist as needed during an emergency. Please keep in mind this list should be obtained early in the school year and maintained in an accessible location

STAFF MEMBER

LOCATION

SUPPLIES:

Refer to attached list of portable supplies needed in an emergency. Identify staff member(s) responsible for transporting the following emergency supplies and information:

- Water _____
- Medications _____
- Emergency Food _____
- Disability Notebook _____
- Portable Emergency Supplies _____

Note: Emergency supplies should be stored together for easy accessibility. Large bags, plastic bins, emergency kits or A/V carts could be utilized for transport. Practice taking supplies out during drills at least one time yearly.

**RECOMMENDED DISASTER PREPAREDNESS SUPPLIES
FOR PORTABLE EMERGENCY KIT**

DESCRIPTION	NUMBER NEEDED
Alcohol	1 bottle
Bactine	1 bottle
Bandages	
4 x 4 (sterile)	10
Triangle	1 each
Band-Aids	
Large	10
Small	50/box
Batteries	
D	2
Bottles – Spray	1
Cold packs	4
CPR Mask	1
Cups – Paper	1 tube
Flashlight	1
Gloves	
Medium	100/box
Peroxide	1
Scissors – Bandage	1
Splints	
Arm	2
Leg	2
Tape	
Bandage – ½ inch	2
Thermometer	
Digital	1 each
Sheaths	10
Water	1 gallon
Wipes – Antiseptic	30

Student Threat Evaluation and Crisis Response Increasing Protective Measures at School/Facility Locations

--For crisis response use only--

Restricted Use

Be aware of.....

- Unusual or prolonged interest in security measures at school, entry points, and access controls or perimeter barriers such as fences or walls.
- Interest without reason in site plans for schools (any site plan requested by construction contractors/renovators must be authorized through Facilities Division).
- Unusual behavior such as staring at or quickly looking away from personnel or vehicles entering or leaving designated district-parking areas.
- Observation of in-house security procedures.
- Increase in anonymous telephone or e-mail threats. (May be done to observe how school responds and functions during crisis events).
- Foot surveillance involving two or three individuals working together.
- Mobile surveillance using bicycles, scooters, motorcycles, cars and/or limousines.
- Prolonged static surveillance using operatives disguised as panhandlers, shoe shiners, food vendors, etc.
- Discreet use of still cameras, video cameras or note taking in or around school locations.
- Questioning of facility personnel.
- Unexplained presence of unauthorized persons in places where they should not be.

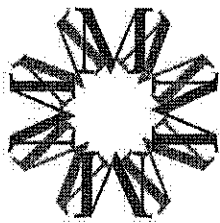
In addition.....

At each school/site location, have two people (note taker and observer) walk around school grounds to establish a school/neighborhood **visual baseline** (point for future reference) of what is **present and observable** within the school grounds and surrounding neighborhood. Make note of any **issues of concern** as noted above while at the same time establishing a **written record** of your visual baseline so such notes can be used as a **start point reference** in identifying unusual activity around your school.

Strong consideration be given to **single access point of entry** when school is in session and **mandatory check-in** with **visitor badging**.

Increase staff vigilance at schools by:

- Walking by doorways and double-checking to ensure they are locked from the outside so no one can enter without permission.
- Being more aware of individuals who are on their campus. If they are not wearing a visitor's pass or district badge, report them immediately to the front office.
- Reinforcing the message to staff that "anything out of the ordinary" should be reported and that nothing should be overlooked.



Mater Academy of Nevada

Crisis Response Plan

Appendix

Possible Evacuation Maps and Detailed Instructions As Requested



Mater Academy
2525 Emerson Ave.
Las Vegas, NV 89121

EMERGENCY PROCEDURES

SHELTER IN PLACE

1. IMMEDIATELY get inside a building/classroom
2. place a strip of tape on the outside of your door (this tape represents that in a real emergency you know that you are to put tape around the seal of the door to keep toxins out). If as you are locking your door, you see a student in the hall way, PLACE that student in your classroom immediately. Once you are secured in your classroom, use the **red card** (signals that a student is missing or there are students from another class inside your room) or **green card** (signals that all students are present). We must account for all students in a short amount of time.
3. After taping the door **LOCK** the door and remain inside.
4. If there are parents/volunteers on campus, they must also be placed into a classroom until the drill is over. **NO ONE IS ALLOWED TO BE OUTSIDE OF A CLASSROOM OR OUTSIDE FOR ANY REASON.**

SOFT LOCK DOWN

1. IMMEDIATELY LOCK YOURSELF IN YOUR CLASSROOM. A soft lock down means there is a threat in the neighborhood or heavy police presence and we don't want anyone caught up in a crossfire or kidnapping situation.
2. ALL STAFF AND STUDENTS MUST REMAIN IN A CLASSROOM OR BUILDING throughout the lock down.
3. If a student walks by your room as you are locking your door, place that student in your room immediately. NO ONE SHOULD BE IN THE HALLWAYS OR OUTSIDE FOR ANY REASON.

HARD LOCK DOWN

1. IMMEDIATELY LOCK YOURSELF IN YOUR CLASSROOM. A hard lock down means there is an IMMEDIATE threat in the building or on our campus.
2. ALL STAFF AND STUDENTS MUST REMAIN IN A CLASSROOM OR BUILDING throughout the lock down.
3. Students should BE QUIET and huddled together in a corner of the room out of direct line of fire from the door.
4. If a student walks by your room as you are locking your door, place that student in your room immediately. NO ONE SHOULD BE IN THE HALLWAYS OR OUTSIDE FOR ANY REASON.

DURING A SOFT OR HARD LOCK DOWN, DO NOT OPEN YOUR DOOR FOR ANY REASON.

IF I or the fire or police department need to get in we will use a key. You may be opening your door to danger.

Emergency Plan

Somerset Emerson Campus 2012-2013

<u>Fire Drill:</u>	<u>Lock Down Drills:</u>	<u>Shelter in Place Drill:</u>
<ol style="list-style-type: none"> 1. When alarm sounds, stop work immediately and exit room. 2. Turn lights off and shut & lock door after sweeping the area for students. 3. Teacher takes emergency folder and attendance sheet outside with students. 4. Teacher escorts students to designated safe area quickly and quietly. 5. Report any missing students to designate staff. (Red Card to signal assistance needed, Green Card to signal All Clear). 6. Wait in lines for "All Clear" to go back to room or for further directions to proceed to next area. 	<ol style="list-style-type: none"> 1. Everyone outside immediately! If outside use reverse evacuation procedures to go to nearest safety zone. 2. Lock door immediately and do not open doors for anyone! 3. If a soft lockdown, activities may continue as normal but students and teachers may not leave classrooms. 4. If a hard lockdown, move away from windows and outside walls, have students assume the safety position and do NOT open doors. 5. Take attendance and use internet to notify office of missing students immediately. 6. Check internal for information and wait for instructions. 7. Wait for "All Clear". 	<ol style="list-style-type: none"> 1. Everyone inside immediately! 2. Administration and designees report to command center. 3. Students and staff in special classes remain in place. 4. Classes transitioning to and from specials should go to nearest classroom and remain in place. 5. Place strip of tape on outside of door and lock doors – remain inside. 6. Take attendance and report any missing students immediately on the internet. 7. Sign on to internet and wait for instructions. 8. Wait for "All Clear". <p>Note: in the event of an actual shelter in place emergency, use tape and plastic to seal the perimeter of the doors, windows and vents</p>



Somerset Emerson EVACUATION PLAN!!

In case of evacuation, first the fire alarm will sound. All teachers will meet at the designated place for fire drills. ALL teachers must have their RED and GREEN cards AND student contact sheet with them. Once all students and staff are accounted for, I will notify all that we are evacuating the premises.

Mr. Bindrup will sweep the building and give final OK on building being all clear. (head to reunification site)

Ms. Hoffman and Ms. Wright will be responsible for all student medicines and an office master list binder of student contact information and emergency contacts. (Head out the front doors and meet at reunification site)

****Ms. Valle** will immediately begin stopping traffic heading North on Pacific. (follow group with stop sign facing traffic to reunification site)

****Ms. Bingham** will immediately begin to stop traffic traveling East on Emerson. (follow group with stop sign facing traffic to reunification site)

****Mr. Dutton** will immediately begin to stop traffic traveling West on Topaz. (follow group with stop sign facing traffic to reunification site)

****Ms. Robinette and Ms. Maldonado** will serve as backups to all of these positions. If not needed as back up, they will walk directly in front of the students leading the way and keeping a good "fire drill" pace.

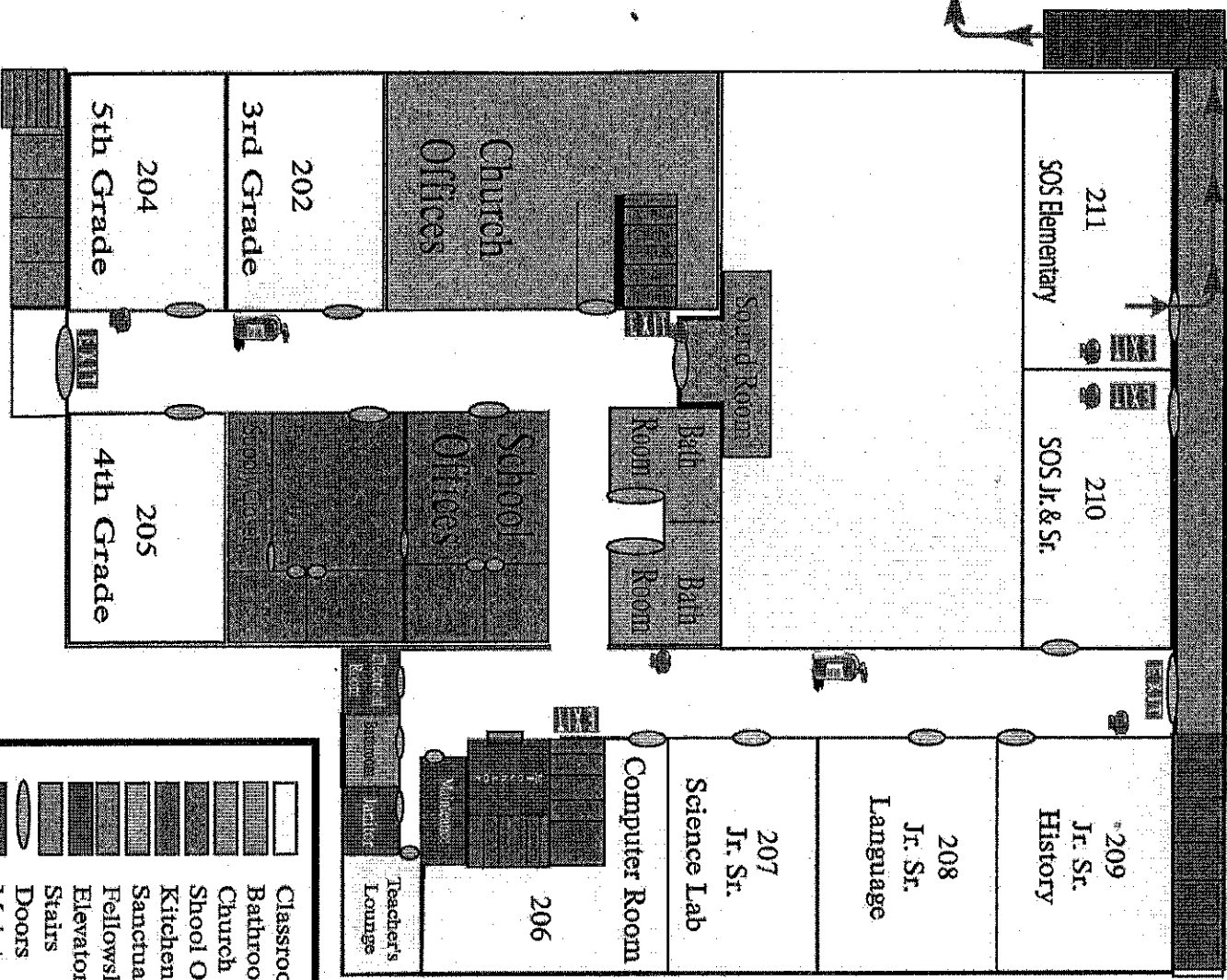
All staff and students will head **North** (left) on Pacific taking up half the street. We will walk at a "fire drill" pace with students heading to the evacuation site. Teachers are to **remain calm** and keep students quiet and calm as well. Once we reach Emerson we will head (right) East. We will continue East on Emerson until we reach 2761 Emerson Ave., The Church of Scientology & Celebrity Centre. Once at their drive way we will head into the building and sit in the 500 seat auditorium. We will sit by grade Level (K thru 5th).

EXTREMELY IMPORTANT

Once inside and students are seated with teachers, OFFICE STAFF, Support Staff, and Specialists will begin making calls to parents and walking students to cars AFTER VERIFICATION for pick up has been determined. NO STUDENTS are allowed to be picked up by someone who is NOT on the emergency contact list. By this time Metro should be there to assist us in getting students picked up by parents. NO PARENTS ARE ALLOWED INSIDE THE BUILDING. WE WILL BRING ALL STUDENTS OUT TO THEM.

**THIS PLAN IS EXTREMELY CONFIDENTIAL AND MUST NEVER BE SHARED WITH ANYONE.
WE DO NOT WANT THE WRONG PEOPLE KNOWING OUR EVACUATION SITE. DO NOT
SHARE WITH PARENTS!!**

Second Floor

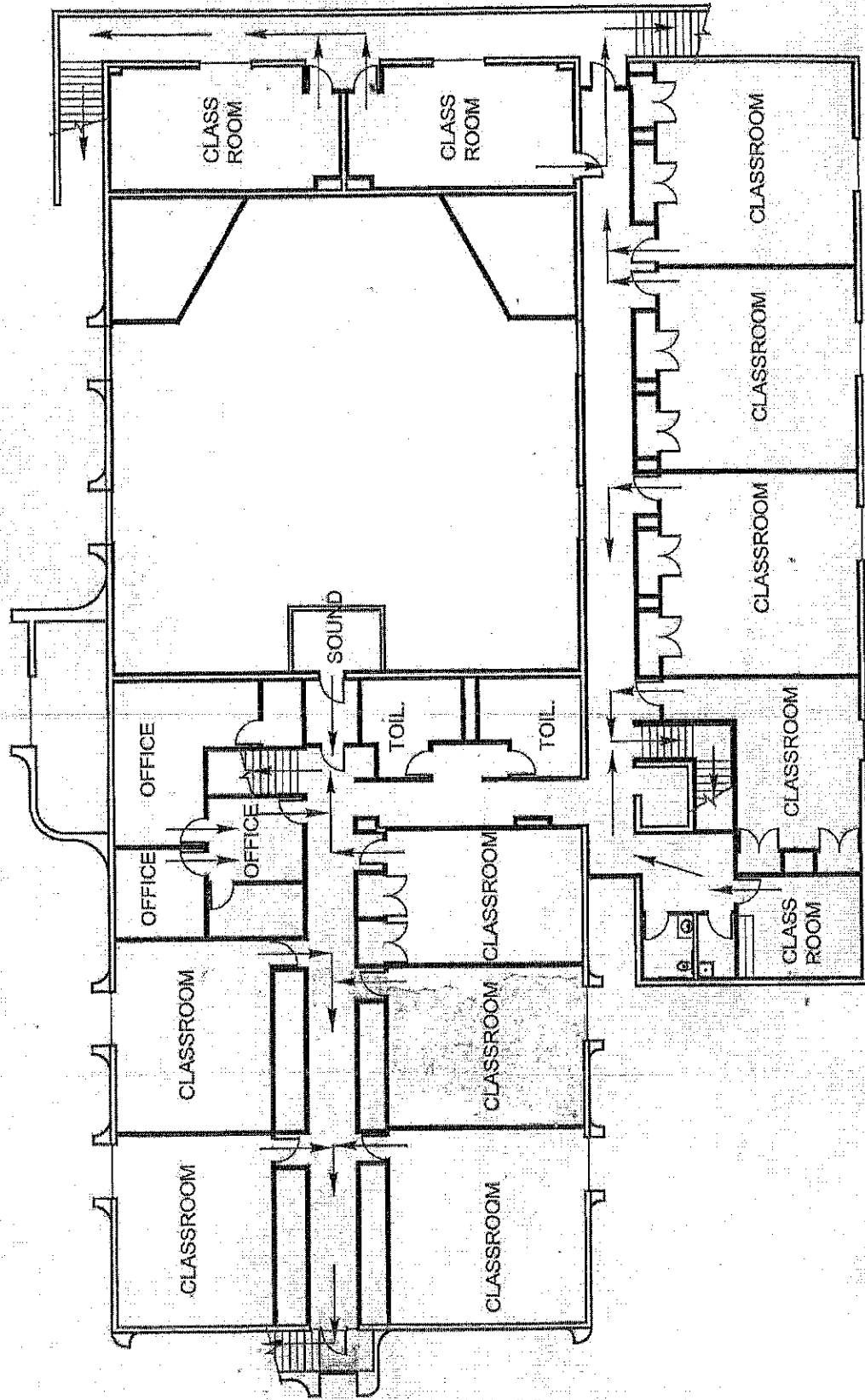


	Classrooms
	Bathrooms
	Church Offices
	School Offices
	Kitchens
	Sanctuary
	Fellowship Hall
	Elevator
	Stairs
	Doors
	Maintenance

	EXIT SIGN
	FIRE EXTINGUISHER
	PULL STATIONS

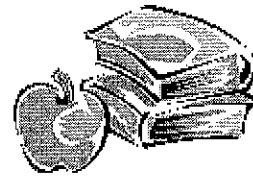
SOMERSET ACADEMY MASTER EVACUATION PLAN

EXIT ROUTE →



DAVID CALVO

DavidCalvo@aol.com
930 N. Palm Avenue, Unit 101
West Hollywood, CA 90069
305.772.4111 mobile



BRIEF BIOGRAPHY

David Calvo is a dedicated, student-focused educator with 18 years of serving the needs of diverse student populations. His commitment to public education began as a teacher's assistant. Calvo has since been the founding principal to three charter schools and has helped develop charter management companies Academica California and Academica Nevada. As a choice advocate, he has been involved in all aspects of charter school development and operations in Florida, California, and Nevada. He has also participated in varying capacities with local, state, and national education and choice agencies.

A believer of civic responsibility, he serves the people of the State of Florida through a senate-confirmed-gubernatorial appointment to a Florida Medical Quality Assurance board and is a member of the Miami-Dade Medical Reserve Corps and the Disaster Healthcare Volunteers of California. He has also served as: Chair of the Pinecrest Academy Orlando Charter Schools, Secretary of the Florida Parental School Choice Consortium, Member of the South Florida Regional Science and Engineering Fair Executive Board, and Union Steward Alternate for the United Teachers of Dade.

Calvo possesses educator licenses in California, Florida and Nevada and nursing licenses in California and Florida. He is also a Florida Notary Public and is English/Spanish bilingual and biliterate.

PROFESSIONAL EXPERIENCE

Academica Charter Schools

02/13 – present	Principal, Los Angeles Academy of Arts and Enterprise, Los Angeles, CA
07/09 – 06/11	Principal, City of Palm Bay Charter Schools, Palm Bay, FL
06/07 – 06/08	Principal, Mater Academy East Middle/High, Miami, FL
06/05 – 06/07	Principal/Assistant Principal, Somerset Academy, Pembroke Pines, FL

Academica

07/11 – 01/13	Executive Director, Academica California, Los Angeles, CA
07/08 – 06/09	Principal on Special Assignment, Miami, FL

Miami-Dade County Public Schools

08/02 – 06/05	Teacher, José de Diego Middle School, Miami, FL
05/00 – 08/02	School Treasurer, José de Diego Middle School, Miami, FL
06/97 – 04/05	Administrative Support, School District Office, Miami, FL
12/95 – 06/97	Paraprofessional, Hialeah Senior High School, Hialeah, FL

EDUCATION

Master of Science in Education
Nova Southeastern University

Bachelor of Public Administration (cum laude)
Florida International University

REBECCA FITZGERALD

✉ 2916 Channel Bay Drive, Las Vegas, NV
☎ 702.538.1646 • ✉ bfitzgerald@academicnv.com

PROFILES

Solutions-focused, self-motivated professional with a comprehensive background in secondary education and public policy. Proven success developing and implementing curriculum designed to break down barriers amongst students and between students and their communities. Calm demeanor in the face of difficulties; ability to manage multiple projects simultaneously. Highly versatile; quickly masters new roles, responsibilities and technologies. Reputation for integrity, dedication and work ethic.

CORE COMPETENCIES

Educational Program Design • Strategic Planning • Written Collateral Development • Public Policy
Process Improvement • Research & Analysis • Project Management
Relationship Building • Creative Problem Solving • Attention to Detail

PROFESSIONAL EXPERIENCE

Academica Nevada - Las Vegas, NV (2013-Present)

Policy Director

Academica Nevada is an Educational Management Organization. Research, analyze, develop, and write policies. Advise schools and boards in the creation of policy. Manage complex projects such as grants, charter applications, etc.

Peer Leadership Institute, Boston Public Health Commission. - Boston, MA (2011-Present)

Program Manager

The Peer Leadership Institute in the Youth Development and Health Promotions Division at the Boston Public Health Commission is a unique peer education program where the students get to learn, educate others, and earn a stipend. The teens are trained in Sexual Health, Substance Abuse Prevention, and Fitness/Nutrition and then educate their peers through workshops.

Achievement Highlights:

- Design program, including schedule, curriculum, materials management, and program implementation and oversight.
 - Resulted in increase in peer lead workshops totaling 68 peer lead and 12 community partners.
- Provide guidance for full-time staff of up to 4 employees and 30 teens.
- Case management, including identification of goals and objectives for staff, professional development, and creation of progressive discipline plans.
- Display dynamic communication skills while managing day to day operations, human resources, and materials acquisition.
- Responsible for payroll and resource management to ensure maximum efficiency.

Odyssey Charter Schools - Las Vegas, NV (2007-2011)

Principles of Leadership Teacher - Grades 9-12

US History - Grade 11

Odyssey is a charter school based on a distance education hybrid model where students complete a portion of their coursework online and the remainder of the program is administered in the classroom. Developed and maintained an environment conducive to learning, identified and assessed students' educational needs, and provided differentiated instruction according to the student's learning style. Created and implemented web-based instruction and assessments. Managed 200 students per year.

PROFESSIONAL EXPERIENCE - *Continued*

Achievement Highlights:

- Created the Principles of Leadership curriculum in order to develop students' skills in problem solving, teamwork, public speaking, and interpersonal communication.
- Incorporated activities designed to break down social barriers between students and promote respect and acceptance of each other's differences.
- Identified and mentored at risk students; provided guidance for emotional, social, and academic support.
- Provided training for instructional aides in order to improve the classroom environment for our students.

Programs created to engage and empower students:

Student Council Advisor (2009- 2010)

- Recruited more than 20 student participants.
- Guided student meetings and coordinated school-wide activities such as movie nights, hallway decorating, etc.

Student Orientation Director (2008- 2008)

Odyssey conducted a school wide restructuring in order to improve the school's Adequate Yearly Progress and increase students' attendance rate. As part of the restructuring plan, recommended a Student Orientation Program.

- Designed and developed the Student Orientation structure and program curriculum.
- Managed the week-long Student Orientation for more than 500 students to improve school readiness.
- Created and proposed budget.

Western High School, Clark County School District - Las Vegas, NV (2004-2005)

United States Government Teacher - Grade 12

Western High School is a traditional inter-city school, serving an at risk student population. It is one of the oldest schools in Las Vegas. Designed and implemented curriculum in accordance to Nevada State Standards and Clark County School District Curriculum Benchmarks in Government. Designed and implemented assessments for student progress. Managed 180 students.

Achievement Highlights:

- Used innovative teaching strategies to prepare students for rigorous US Government Advanced Placement Test (simulations, group work, and other validated effective teaching practices).
- Facilitated classroom dialogue about relevant current events and policy issues in order further engage the students.
- Acted as Student Council Advisor supervising and managing 25 student leaders.
- Organized over a dozen events to raise school spirit, recognize teachers, and serve the community.

EDUCATION

Master in Public Policy - University of Chicago - McCormick Tribute Leadership Fellow and Student Ombudsman Elect

Bachelor of Science in Secondary Education in Political Science - University of Nevada at Reno

1959 N. Bella Vista Drive, Farmington, UT 84025 (801) 721-7850 bhowell54@yahoo.com

- Experience** Academica Nevada, LLC. – CEO.
June 2009 – present, Las Vegas, NV
Established an EMO to help charter schools in Nevada.
Engaged by Somerset Academy of Las Vegas and helped them establish their campuses.
- BellaVia LLC. – CEO
April 2007 – April 2009, Farmington, UT
Help interested groups set up and get charter schools started.
Help provide financing and development of charter school facilities nationally.
Helped groups set up charters in Texas, Florida, and California.
Involved in over \$150vmm of charter school financing and development.
- Zions First National Bank, VP/Manager of Public Financial Services
June 1997 – April 2007, Salt Lake City, UT
Managed 8 investment bankers
Marketed and generated nationally tax exempt purchases for the bank’s portfolio.
Generated more than \$1.0 billion.
First bank group to originate and lend to charter schools.
Developed charter school credit criteria and models that are still used by banks today.
Originated more than \$150mm of charter school financings.
- JPMorgan Chase, SVP and Manager of Public Finance Group
January 1985 – January 1997, Houston, TX
Managed 6 investment bankers.
Originated bond deals in Texas and the Southeast for public entities.
Originated more than \$3.0 billion.
- Education** American Graduate School of International Studies
1978 – 1981, Phoenix, AZ
Masters of Business Administration
- California Western School of Law
1978 – 1981, San Diego, CA
Juris Doctorate
- Weber State University
1972 – 1978, Ogden, UT
Bachelor of Arts – History
Cum Laude
- Activities & Affiliations** Speak Spanish
Member of Utah Bar

RYAN J. REEVES

1370 Calle Calma • Henderson, NV 89074
Phone: (702) 715-5916 • E-Mail: rreeves@academicanv.com

EDUCATION

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

Juris Doctorate, December 2008

CALI Awards for Academic Excellence- Mediation, Criminal Evidence

Roanoke College

Bachelor of Business Administration, May 2001

Dean's List-Fall 1999, Spring 2000

Academic Honorable Mention-Fall 1998, Spring 1999, Fall 2000

PROFESSIONAL EXPERIENCE

Academica Nevada, Las Vegas NV

Chief Operations Officer, February, 2011 – Present

Provide services and direction to public Charter Schools to assist in every aspect of establishment and operation of the school. Provided assistance through the application process, student recruitment, coordination of Board Meetings, and assistance with compliance in all applicable State laws governing administration, operations and reporting. Currently managing the operations of Somerset Academy of Las Vegas, Pinecrest Academy of Nevada, and Doral Academy of Nevada.

The Law Firm of Prince & Keating, Las Vegas, NV

Associate Attorney, April 2009 – February 2011

Practice focused on civil litigation in areas of insurance coverage, insurance bad faith defense, tort liability, contract disputes, medical malpractice, legal malpractice and business disputes.

Law Clerk, January 2008 - April 2009

Drafted pleadings, discovery, and legal briefs filed in state and federal courts.

Progressive Insurance Company, Roanoke, VA and Las Vegas, NV

Claims Specialist, Litigation, October 2006 - December 2007

Developed and implemented litigation strategies for complex files.

Team Leader, April 2005 - October 2006

Duties included resolving disputes with customers, body shops, and attorney offices. Responsible for granting settlement authority for resolution of both property damage and injury claims.

Claims Representative, December 2002 - April 2005

Responsible for all aspects of the claims handling process including resolving coverage issues, investigating liability, estimating property damages and negotiating injury settlements. Prepared written responses used in binding inter-company arbitration hearings in cases of disputed liability.

Zeus Juice, Inc., Salem, VA

Owner/Manager, February 2001 - November 2002

Created business, including developing business plan, designing store theme, and managing daily operations for two store locations.

AWARDS, ACTIVITIES AND AFFILIATIONS

Coach of numerous youth teams for Henderson United Youth Soccer Association and the Henderson Recreation

Department Member of the American Bar Association

Served a two-year church mission in Chihuahua, Mexico, July 1996 - July 1998 (Fluent in Spanish)

Salem High School athlete of the year, 1995

BAR MEMBERSHIPS

Admitted to Nevada State Bar, April 2009.

Admitted to Virginia State Bar, December, 2010

CHARTER SCHOOL NAME: Mater Academy of Nevada
 PROGRAM OR FUNCTION: K-5 2014-2015

				<u>TOTAL</u>	<u>\$58,371.00</u>
<u>800</u>	<u>DEBT SERVICE AND MISCELLANEOUS</u>				<u>\$0.00</u>
					<u>\$0.00</u>
	<u>START UP LOAN</u>				<u>\$0.00</u>
					<u>\$13,636.00</u>
					<u>\$0.00</u>
					<u>\$0.00</u>
<u>NARRATIVE</u> <i>The start up loan from Academica Nevada to the school will be financed over 2 years at 6% for an annual payment of \$13,636.</i>					
				<u>TOTAL</u>	<u>\$13,636.00</u>
<u>Subtotal Objects 100-600 & 800</u>					<u>\$1,161,336.00</u>
<u>Approved Indirect Cost Rate:</u>		<u>0.00%</u>	<u>X Subtotal</u>		<u>\$0.00</u>
<u>700</u>	<u>EQUIPMENT</u>				<u>\$0.00</u>
					<u>\$0.00</u>
					<u>\$0.00</u>
					<u>\$0.00</u>
					<u>\$0.00</u>
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					<u>\$0.00</u>
					<u>\$0.00</u>
					<u>\$0.00</u>
					<u>\$0.00</u>
					<u>\$0.00</u>
<u>NARRATIVE</u>					
				<u>TOTAL</u>	<u>\$0.00</u>

CHARTER SCHOOL NAME: _____Mater Academy of Nevada_____

PROGRAM OR FUNCTION: K-5 _____

2014-2015

	<u>GRAND TOTAL</u>	<u>\$1,161,336.00</u>
--	---------------------------	------------------------------

Posted 8/26/2009

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

SATELLITE OFFICE
ADDRESSES/MAPS
<http://www.doe.nv.gov>

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101

Charter School Budget

Charter School - fill in the name of your school _____ herewith submits the _____ TENTATIVE or FINAL or AMENDED FINAL
budget for the fiscal year ending _____ June 30, 2014

This budget contains _____ governmental fund types with estimated expenditures of \$ _____ and
_____ proprietary funds with estimated expenses of \$ _____ .

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department
of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are
SUBMITTED by the Charter School Governing Body to NDE, Legislative Council Bureau and the
Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial
operations of this Local Government are
listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	<u>WEIGHTED ACTUAL YEAR ENDING 06/30/12</u>		<u>WEIGHTED ACTUAL YEAR ENDING 06/30/13</u>		<u>WEIGHTED ESTIMATED YEAR ENDING 06/30/14</u>
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
2. Kindergarten	x .6 = 0.0		x .6 = 0.0	50	x .6 = 30.0
3. Elementary					150
4. Secondary					
5. Ungraded					
6. Subtotal	0.0		0.0		180.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		0.0		180.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/14		<u>5,457</u>		
Fill in information for each district:	2013-2014	WEIGHTED 2013-2014		Use rates below:
	<u>Rate revised 5/24/2013</u>	<u>Enrollment</u>	<u>Subtotal</u>	Reference amounts for #12 Estimate: "Outside Revenue"
School District				
Carson City	\$ 6,537	0.0	\$ 0	\$ 1,086
Churchill	\$ 6,538	0.0	\$ 0	\$ 1,069
Clark	\$ 5,457	180.0	\$ 982,260	\$ 997
Douglas	\$ 5,885	0.0	\$ 0	\$ 2,386
Elko	\$ 6,610	0.0	\$ 0	\$ 1,113
Esmeralda	\$ 15,916	0.0	\$ 0	\$ 8,308
Eureka	\$ 11	0.0	\$ 0	\$ 43,870
Humboldt	\$ 5,242	0.0	\$ 0	\$ 2,047
Lander	\$ 1,051	0.0	\$ 0	\$ 9,884
Lincoln	\$ 10,368	0.0	\$ 0	\$ 1,295
Lyon	\$ 7,082	0.0	\$ 0	\$ 922
Mineral	\$ 9,534	0.0	\$ 0	\$ 1,683
Nye	\$ 7,038	0.0	\$ 0	\$ 1,368
Pershing	\$ 8,675	0.0	\$ 0	\$ 2,272
Storey	\$ 8,345	0.0	\$ 0	\$ 6,494
Washoe	\$ 5,504	0.0	\$ 0	\$ 1,138
White Pine	\$ 7,288	0.0	\$ 0	\$ 1,902
Multidistrict		180.0	\$ 982,260	<u>5,457</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u>\$997</u>	
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 <u>\$ 1,161,720.00</u>	Hold Harmless-#10 <u>\$ -</u>
14. Estimated number of special education program units X <u>39,768</u> amount per unit		(Should be 0 or 1 maximum - see prior year allotment)	<u>\$0</u>	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted <u>\$ 1,161,720.00</u>	Hold Harmless <u>\$ -</u>

Fiscal Year 2013-2014 Charter School Charter School - fill in the name of your school

Charter School - fill in the name of your school

CASH FLOW STATEMENT

2013-2014

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 290,430.00			\$ 290,430.00			\$ 290,430.00			\$ 290,430.00		\$ 1,161,720.00		\$ 1,161,720.00
Donations													\$ -		\$ -
Federal Grant A													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
Total Revenues	\$ -	\$ 290,430.00	\$ -	\$ -	\$ 290,430.00	\$ -	\$ -	\$ 290,430.00	\$ -	\$ -	\$ 290,430.00	\$ -	\$ 1,161,720.00	\$ -	\$ 1,161,720.00
Total Revenues Y-T-D	\$ -	\$ 290,430.00	\$ 290,430.00	\$ 290,430.00	\$ 580,860.00	\$ 580,860.00	\$ 580,860.00	\$ 871,290.00	\$ 871,290.00	\$ 871,290.00	\$ 1,161,720.00	\$ 1,161,720.00			
EXPENDITURES															
Salaries & Benefits															
Salaries		\$ 43,785.09	\$ 43,785.09	\$ 43,785.09	\$ 43,785.09	\$ 43,785.09	\$ 43,785.09	\$ 43,785.09	\$ 43,785.09	\$ 43,785.09	\$ 43,785.09	\$ 43,785.09	\$ 481,636.00		\$ (481,636.00)
Benefits		\$ 14,518.45	\$ 14,518.45	\$ 14,518.45	\$ 14,518.45	\$ 14,518.45	\$ 14,518.45	\$ 14,518.45	\$ 14,518.45	\$ 14,518.45	\$ 14,518.45	\$ 14,518.45	\$ 159,703.00		\$ (159,703.00)
Total Salaries & Ben	\$ -	\$ 58,303.55	\$ 58,303.55	\$ 58,303.55	\$ 58,303.55	\$ 58,303.55	\$ 58,303.55	\$ 58,303.55	\$ 58,303.55	\$ 58,303.55	\$ 58,303.55	\$ 58,303.55	\$ 641,339.00	\$ -	\$ (641,339.00)
Operating															
Supplies		\$ 1,309.09	\$ 1,309.09	\$ 1,309.09	\$ 1,309.09	\$ 1,309.09	\$ 1,309.09	\$ 1,309.09	\$ 1,309.09	\$ 1,309.09	\$ 1,309.09	\$ 1,309.09	\$ 14,400.00		\$ (14,400.00)
Rent		\$ 12,072.73	\$ 12,072.73	\$ 12,072.73	\$ 12,072.73	\$ 12,072.73	\$ 12,072.73	\$ 12,072.73	\$ 12,072.73	\$ 12,072.73	\$ 12,072.73	\$ 12,072.73	\$ 132,800.00		\$ (132,800.00)
Utilities		\$ 1,636.36	\$ 1,636.36	\$ 1,636.36	\$ 1,636.36	\$ 1,636.36	\$ 1,636.36	\$ 1,636.36	\$ 1,636.36	\$ 1,636.36	\$ 1,636.36	\$ 1,636.36	\$ 18,000.00		\$ (18,000.00)
Contracts		\$ 444.44	\$ 444.44	\$ 444.44	\$ 444.44	\$ 444.44	\$ 444.44	\$ 444.44	\$ 444.44	\$ 444.44	\$ 43,000.00	\$ 43,000.00	\$ 90,000.00		\$ (90,000.00)
Textbooks		\$ 2,422.27	\$ 2,422.27	\$ 2,422.27	\$ 2,422.27	\$ 2,422.27	\$ 2,422.27	\$ 2,422.27	\$ 2,422.27	\$ 2,422.27	\$ 2,422.27	\$ 2,422.27	\$ 26,645.00		\$ (26,645.00)
Equipment		\$ 1,521.73	\$ 1,521.73	\$ 1,521.73	\$ 1,521.73	\$ 1,521.73	\$ 1,521.73	\$ 1,521.73	\$ 1,521.73	\$ 1,521.73	\$ 1,521.73	\$ 1,521.73	\$ 16,739.00		\$ (16,739.00)
Janitorial Service and Supplies and Building M		\$ 3,181.82	\$ 3,181.82	\$ 3,181.82	\$ 3,181.82	\$ 3,181.82	\$ 3,181.82	\$ 3,181.82	\$ 3,181.82	\$ 3,181.82	\$ 3,181.82	\$ 3,181.82	\$ 35,000.00		\$ (35,000.00)
Insurance for the Building		\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 727.27	\$ 8,000.00		\$ (8,000.00)
Legal & Payroll Services		\$ 890.91	\$ 890.91	\$ 890.91	\$ 890.91	\$ 890.91	\$ 890.91	\$ 890.91	\$ 890.91	\$ 890.91	\$ 890.91	\$ 890.91	\$ 9,800.00		\$ (9,800.00)
Educational Technology		\$ 756.91	\$ 756.91	\$ 756.91	\$ 756.91	\$ 756.91	\$ 756.91	\$ 756.91	\$ 756.91	\$ 756.91	\$ 756.91	\$ 756.91	\$ 8,326.00		\$ (8,326.00)
Start up Loan		\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 1,239.64	\$ 13,636.00		\$ (13,636.00)
State Fee and SAIN		\$ 2,257.64	\$ 2,257.64	\$ 2,257.64	\$ 2,257.64	\$ 2,257.64	\$ 2,257.64	\$ 2,257.64	\$ 2,257.64	\$ 2,257.64	\$ 2,257.64	\$ 2,257.64	\$ 24,834.00		\$ (24,834.00)
Insurance for School		\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 23,000.00		\$ (23,000.00)
Lunch Service		\$ 5,727.27	\$ 5,727.27	\$ 5,727.27	\$ 5,727.27	\$ 5,727.27	\$ 5,727.27	\$ 5,727.27	\$ 5,727.27	\$ 5,727.27	\$ 5,727.27	\$ 5,727.27	\$ 63,000.00		\$ (63,000.00)
Affiliation Fee		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,617.00	\$ 11,617.00		\$ (11,617.00)
Travel Reimburse. & SPED Transportation &		\$ 1,490.91	\$ 1,490.91	\$ 1,490.91	\$ 1,490.91	\$ 1,490.91	\$ 1,490.91	\$ 1,490.91	\$ 1,490.91	\$ 1,490.91	\$ 1,490.91	\$ 1,490.91	\$ 16,400.00		\$ (16,400.00)
Testing/Dues and Fees		\$ 436.36	\$ 436.36	\$ 436.36	\$ 436.36	\$ 436.36	\$ 436.36	\$ 436.36	\$ 436.36	\$ 436.36	\$ 436.36	\$ 436.36	\$ 4,800.00		\$ (4,800.00)
Phone and Communication		\$ 272.73	\$ 272.73	\$ 272.73	\$ 272.73	\$ 272.73	\$ 272.73	\$ 272.73	\$ 272.73	\$ 272.73	\$ 272.73	\$ 272.73	\$ 3,000.00		\$ (3,000.00)
Total Expenses	\$ -	\$ 96,782.54	\$ 96,782.54	\$ 96,782.54	\$ 96,782.54	\$ 96,782.54	\$ 96,782.54	\$ 96,782.54	\$ 96,782.54	\$ 96,782.54	\$ 139,338.09	\$ 150,955.09	\$ 1,161,336.00	\$ -	\$ (1,161,336.00)
Total Expenses Y-T-D	\$ -	\$ 96,782.54	\$ 193,565.07	\$ 290,347.61	\$ 387,130.14	\$ 483,912.68	\$ 580,695.21	\$ 677,477.75	\$ 774,260.28	\$ 871,042.82	\$ 1,010,380.91	\$ 1,161,336.00	\$ 1,161,336.00	\$ -	\$ 384.00
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ -	\$ 193,647.46	\$ (96,782.54)	\$ (96,782.54)	\$ 193,647.46	\$ (96,782.54)	\$ (96,782.54)	\$ 193,647.46	\$ (96,782.54)	\$ (96,782.54)	\$ 151,091.91	\$ (150,955.09)	\$ 384.00	\$ -	\$ 384.00
Begin Cash Balance(F/B)	\$ -	\$ -	\$ 193,647.46	\$ 96,864.93	\$ 82.39	\$ 193,729.86	\$ 96,947.32	\$ 164.79	\$ 193,812.25	\$ 97,029.72	\$ 247.18	\$ 151,339.09			\$ -
End Cash Balance (F/B)	\$ -	\$ 193,647.46	\$ 96,864.93	\$ 82.39	\$ 193,729.86	\$ 96,947.32	\$ 164.79	\$ 193,812.25	\$ 97,029.72	\$ 247.18	\$ 151,339.09	\$ 384.00	\$ 384.00	\$ -	\$ 384.00

Charter School - fill in the name of your school

Budget Fiscal Year 2013-2014

FORM 11 CASH FLOW