

MINERAL COUNTY SCHOOL DISTRICT
751 A. STREET
Hawthorne, Nevada 89415
BOARD OF TRUSTEES MEETING
Tuesday, April 16, 2024

REC'D MINORITY CLERK
APR 11 '24 AM 8:55

LOCATION OF MEETING: Schurz Elementary School
4048 Hwy 95 South
Schurz, Nevada 89427

I would like to acknowledge that this meeting is being held on or broadcasted on additional lands of the Paiute People, and pay our respect to elders both past and present.

Please Note: The Board reserves the right: (1) to take agenda items in a different order, (2) to combine two or more agenda items for consideration, and (3) to remove an item from the agenda or delay discussion relating to an item on the agenda at any time, in order to accomplish the business on the Agenda in the most efficient manner.

CALL TO ORDER: 5:30 PM

1. Certification of Public Notice, Roll Call, and Pledge of Allegiance
2. Approval of a flexible agenda. (For Possible Action)
3. Person or Group Recognition - Special Education Staff
4. Presentations - A Year in Review, Special Education

CONSENT ITEMS: (FOR POSSIBLE ACTION)

1. Minutes: March 19, 2024
2. Payroll Vouchers: 1101, 1103, 1104
3. Payroll Checks: 89248-89288
4. Warrants: 27668-27856
5. Personnel Report – Information Only

ACTION ITEMS: (FOR POSSIBLE ACTION)

1. Recommendation: Discussion and Possible Action to accept the resignation letter from Suzanne Martin.

Supporting Information: Approval to accept the resignation letter from Suzanne Martin.

Budget Consideration: NONE AT THIS TIME

2. Recommendation: Discussion and Possible Action for the release of Suzanne Martin from her contract for the 2023-2024 school year.

Supporting Information: Approval for the release of Suzanne Martin from her contract for the 2023-2024 school year.

Budget Consideration: NONE AT THIS TIME

3. Recommendation: Discussion and Possible Action for the approval for Claire Hayhurst to travel to the 9th National Conference on Community and Restorative Justice in Washington, DC from July 28 to August 2, 2024.

Supporting Information: Discussion and possible action for the approval for Claire Hayhurst to travel to Washington, DC from July 28 to August 2, 2024. The 9th National Conference on Community and Restorative Justice conference theme - Re-envisioning Our Legacies: A Defining Moment will be explored in seven distinct learning Tracks. The Tracks, carefully crafted by local and national planning teams, offer a diverse spectrum of important topics and ideas.

Budget Considerations: \$3,175.00 from AB495 Grant Funds

4. Recommendation: Discussion and Possible Approval of the SY 2023-2024 Title I Plan

Supporting Information: Discussion and Possible Approval of the SY 2023-2024 Title I Plan

Budget Consideration: NONE

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5. Recommendation: Discussion and Possible Action for the approval of the SY 2023-2024 Parent Engagement Plan.

Supporting Information: Approval of the SY 2023-2024 Parent Engagement Plan.

Budget Considerations: NONE

6. Recommendation: Discussion and Possible Action for the approval of the Proposal for Summer Journey to Mineral County School District for a 2 year program.

Supporting Information: Approval of the Proposal for Summer Journey to Mineral County School District for a 2 year program. Summer Journey supports students in grades K-12 with instructional intervention in literacy and math, plus academic enrichment options that provide additional opportunities to extend and apply learning. For MCSD, the proposed Academic Programming includes Catapult Learning's Small Group Instructional Model.

Budget Considerations: Summer 2024 and 2025: K-8 Services, 4 weeks \$254,556.00; High School Services, 4 weeks \$46,011.00. ESSER and ARP Grant Funds

7. Recommendation: Discussion and possible Action relative to the approval of the 2024/2025 Schurz School Calendars.

Supporting Information: Approval of the 2024/2025 School Schurz Calendars.

Budget Considerations: NONE

8. Recommendation: Discussion and possible action to approve the SHI Contract.

Supporting Information: Approval of the SHI Contract for Meraki licenses and hardware.

Budget Considerations: \$83,025.00 from General Funds reimbursed through E-rate.

9. Recommendation: Discussion and possible action to approve the CCI Communications Contract.

Supporting Information: Approval of the CCI Communications Contract for Hawthorne and Schurz internet connections.

Budget Considerations: \$53,964.00 and \$64,800.00 from General Funds reimbursed through E-rate.

10. Recommendation: Discussion and Possible Approval for Unpaid Leave (Leave without pay)

Supporting Information: Approval for Unpaid Leave (Leave without pay) for up to 6 months per policy GBC/GBC1/Section 2.a. for an employee

Budget Consideration: NONE

11. Closed Session – Pursuant to Nevada Revised Statute (NRS) 241.015(2)(b)(2) and Nevada Revised Statute (NRS) 288.220 to receive information from legal counsel relative to general pending litigation and to discuss negotiations.

12. Open Session – Discussion and possible action relative to pending litigation and/or negotiations.

COMMUNICATIONS AND REPORTS: (FOR DISCUSSION ONLY)

1. Correspondence & Announcements
2. Board Member Reports.
3. Superintendent Report
4. Administrators Report

MINERAL COUNTY SCHOOL DISTRICT
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BOARD OF TRUSTEES MEETING
Tuesday, April 16, 2024

GENERAL PUBLIC COMMENT:

It is the School Board's intention to listen and be responsive to the public's concerns. Comments from the public regarding topics not on the agenda are invited at this time. You may request to speak by raising your hand during the General Public comment period or by completing a Request to Address the MCSD Board form prior to the General Public Comment period. The Board may discuss items that are introduced, however, by law, the Board cannot take any action, reach a consensus or hear personal attacks at this time. Those who submit the form will normally be called on first. Speaking time will be limited to a maximum of 3 minutes. The President may allow additional time to a given speaker as time allows and in his/her discretion.

ADJOURNMENT:

The Agenda of this meeting has been posted at the following locations: 1) Administration Office, 2) Hawthorne Post Office, 3) Mineral County Independent News Office, 4) Schurz Post Office, 5) Mina Post Office, 6) County Courthouse 7) School Offices. Mineral County School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please let us know, and we will provide assistance or accommodate you in any way that we possibly can. Copies of agenda and supporting material may be picked up at the Mineral County School District Arlo K. Funk District Services Center, 751 A. Street, Hawthorne, Nevada, or by contacting Crystal Sasser at (775) 945-2403, prior to the scheduled meeting.

MINUTES

MINERAL COUNTY SCHOOL DISTRICT
751 A. STREET
Hawthorne, Nevada 89415
BOARD OF TRUSTEES MEETING MINUTES
Tuesday, March 19, 2024

The Mineral County School District held a public meeting on Tuesday, March 19, 2024 beginning at 5:33 PM at Schurz Elementary School.

Tyler read "I would like to acknowledge that this meeting is being held on traditional lands of the Paiute People, and pay our respect to elders both past and present".

MEMBERS PRESENT: Kristin Reeves, Candice Birchum, Tyler Viani

MEMBERS ABSENT: Juanita Diede

ADMINISTRATORS: Stephanie Keuhey, Superintendent; Lance West, Principal, SES; Mercedes Krause, Principal, HES; Monica Keady, Principal, HJH/MCHS

OTHERS PRESENT: Jaren Staten, Claire Hayhurst, Melissa Cardenas, Ann Kee, Diana Isom, Drew Schaar, Amanda Hughes, Pam Everitt, Charley Merrow, Meshanna Merrow

CALL TO ORDER: 5:30 PM

1. Certification of Public Notice, Roll Call, and Pledge of Allegiance
2. Approval of a flexible agenda. (For Possible Action) **NO**
3. Person or Group Recognition **NO**
4. Presentations **NO**

CONSENT ITEMS: (FOR POSSIBLE ACTION)

1. Minutes: December 20, 2023, January 16, and February 6, and February 22, 2024
2. Payroll Vouchers: 1066,1074,1076,1080,1081,1092,1093,1097,1098
3. Payroll Checks: 89010-89427
4. Warrants: 27536-27667
5. Personnel Report – Information Only
6. Request for Transfer to the Adult Education Program/HSE (Confidential)

Tyler Viani made a motion to approve the minutes from December 20, 2023, January 16, February 6 and February 22, 2024; Payroll Vouchers: 1066,1074,1076,1080,1081,1092,1093,1097,1098; Payroll Checks: 89010-89427; Warrants: 27536-27667 and the Personnel Report and the adult ed transfer as presented. Candice Birchum seconded the motion. Kristin Reeves-Y; Candice Birchum-Y; Tyler Viani-Y. Motion passed 3-0-0

ACTION ITEMS: (FOR POSSIBLE ACTION)

1. Recommendation: Discussion and Possible Approval of the Designation of Auditing Firm for the year ending June 30, 2024

Tyler Viani made a motion to approve the designation of the auditing firm for the year ending June 30, 2024. Candice Birchum seconded the motion.

Kristin Reeves-Y; Candice Birchum-Y; Tyler Viani-Y. Motion passed 3-0-0

2. Recommendation: Discussion and Possible Action for the approval for Meshanna Merrow to travel to the Gear Up Annual Conference from July 20 to July 25, 2024.

Mercede Krause GPC

Candice Birchum made a motion to approve Meshanna Merrow to travel to the Gear Up Conference. Tyler Viani seconded the motion.

Kristin Reeves-Y; Candice Birchum-Y; Tyler Viani-Y. Motion passed 3-0-0

MINERAL COUNTY SCHOOL DISTRICT
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3. Recommendation: Discussion and Possible Action for the approval for out of state travel for the CTE department to attend the SkillsUSA CTSO Career and Technical Education Conference in Atlanta, Georgia from June 24 to June 26, 2024.

Lance West, Drew Schaar, Monica Keady, Mercedes GPC

Tyler Viani made a motion to approve the out of state travel to attend the CTE SkillUSA CTSO the Candice Birchum seconded the motion

Kristin Reeves-Y; Candice Birchum-Y; Tyler Viani-Y Motion passed 3-0-0

4. Recommendation: Discussion and possible action relative to the approval of the 2024/2025 School Calendars. Melissa Cardenas GPC

Tyler Viani made a motion to approve the 2024/2025 school calendar for Hawthorne Elementary school, 4 day and Hawthorne Junior High and MCHS, 4 day and reserve the Schurz calendar for a later date. Candice Birchum seconded the motion.

Kristin Reeves-Y; Candice Birchum-Y; Tyler Viani-Y. Motion passed 3-0-0

COMMUNICATIONS AND REPORTS:

1. Correspondence & Announcements - NO

2. Board Member Reports - Tyler Viani - He and Juanita attended a Board training last weekend with the Legislature. There is another board training in Vegas on April 26th and 27th.

Kristin Reeves - Attended the district office training on Friday. Thank you Stephanie for putting it all together. It went well.

3. Superintendent Report - Thank the board for their understanding the last few weeks. Thank the Admin team, Theresa, Hope. It was a total team effort. All the Admin staff have been working hard on plans for the district. Shoutout to the Admin Team. Last Thursday the DO had training in the morning and the Admin Team had it in the afternoon with Jeff Kaye. Friday was training on the EOP with Jeff Kaye and PoolPact.

4. Principal Report

Mercedes Krause, Principal HES - Communication - PBIS Team is off to an enthusiastic start. She is taking student and family nominations. Adding the calendar that is highlighted in the family emails. Sharing things that are being done in the classrooms. Students questioning the dress code. Character traits are the compromise for March. Working on Academics, REading, Curriculum, Walkthroughs, Data Collection, Evidence of Learning.

Lance West, Principal SES - Working on SBAC for grades 3-6, prepping for testing. Going to increase the star rating in writing. They had a fundraiser for the 6th grade 3 weeks ago. Planning for a 6th grade field day. They have already earned \$1,400.00. Teachers are working on PLC with Kelly Barber. They have had a weekly principal's award for 17 weeks now. They had the Walker Lake Conservancy at the school for National Butterfly Day. The school uses My Path for reading and Math and scored 2nd in the Country.

Monica Keady, Principal HJH/MCHS - NV MTSS Training on Site Safety Teams. Putting it into the PLC's to build the teachers on Safety, Respect and Honesty. They have 4 committees based on the Strategic Plan - Culture, Climate, Academics and Protocols and Procedures. SBAC are next month. We have 15 CTE students testing this year. The ISS position will be starting on Monday. Working on the School Performance Plan. The school has very low test scores.

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GENERAL PUBLIC COMMENT:

Amanda Hughes - Curriculum

Meshanna Merrow - Gear Up Career Fair

Charley Merrow - Gear Up Career Fair

Tyler Viani made a motion to go into closed session pursuant to Nevada Revised Statute (NRS) 241.015(2)(b)(2) and Nevada Revised Statute (NRS) 288.220 to receive information from legal counsel relative to general pending litigation and to discuss negotiations. Candice Birchum seconded the motion.

Kristin Reeves-Y; Candice Birchum-Y; Tyler Viani-Y. Motion passed 3-0-0

12. Closed Session – Pursuant to Nevada Revised Statute (NRS) 241.015(2)(b)(2) and Nevada Revised Statute (NRS) 288.220 to receive information from legal counsel relative to general pending litigation and to discuss negotiations.

13. Open Session – Discussion and possible action relative to pending litigation and/or negotiations.

Tyler Viani made a motion to go back into open session. Candice Birchum seconded the motion.

Kristin Reeves-Y; Candice Birchum-Y; Tyler Viani-Y. Motion passed 3-0-0

GENERAL PUBLIC COMMENT: NO

ADJOURNMENT: 7:10PM

Respectfully submitted:

Kristin Reeves, Clerk

PAYROLL VOUCHERS

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1101

Voucher Date: 02/27/2024

Prepared By:

Printed: 02/27/2024 03:44:41 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$151.57 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Keuhey

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund	Amount
100 General Fund	\$151.57
	\$151.57

Payroll EFT
Federal Tax

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1103

Voucher Date: 03/08/2024

Prepared By:

Spring Blazewick
Printed: 03/06/2024 06:29:04 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$163,406.41 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Keuhay

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$118,266.40
206	PCFP English Learner (Restricted Funding)	\$342.92
230	Adult Education	\$800.79
240	State Grants	\$2,130.26
250	Special Education	\$14,542.70
280	Federal Funds	\$24,203.16
290	Food Service Funds	\$3,120.18
		\$163,406.41

*Payroll EFT
Direct Deposit*

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1104

Voucher Date: 03/08/2024

Prepared By:

Spring Blazewick
Printed: 03/07/2024 09:46:00 AM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$32,686.65 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Kenney
Stephanie Kenney

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$24,879.25
206	PCFP English Learner (Restricted Funding)	\$44.72
230	Adult Education	\$477.98
240	State Grants	\$359.26
250	Special Education	\$2,633.56
280	Federal Funds	\$3,925.05
290	Food Service Funds	\$366.83
		\$32,686.65

*Payroll EFT
Federal Taxes*

PAYROLL CHECKS

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 20

Voucher Date: 02/27/2024

Prepared By:

Printed: 02/27/2024 03:50:19 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$1,121.48 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Keuhey

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund	Amount
100 General Fund	\$1,121.48
	\$1,121.48

Payroll Check
89248

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 21

Voucher Date: 03/08/2024

Prepared By:

Printed: 03/06/2024 01:49:00 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$57,175.20 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Kenney

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$44,877.53
206	PCFP English Learner (Restricted Funding)	\$0.00
230	Adult Education	\$796.51
240	State Grants	\$895.88
250	Special Education	\$1,908.48
280	Federal Funds	\$6,955.88
290	Food Service Funds	\$1,740.92
		\$57,175.20

Payroll
Employee Checks
89249 - 89287

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1105

Voucher Date: 03/08/2024

Prepared By:

Spring Blazewick
Printed: 03/06/2024 06:27:26 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$153,682.51 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Keurley
Stephanie Keurley

Stephanie Keurley
Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$113,391.02
206	PCFP English Learner (Restricted Funding)	\$264.56
240	State Grants	\$1,751.20
250	Special Education	\$12,509.03
280	Federal Funds	\$21,883.41
290	Food Service Funds	\$3,883.29
		\$153,682.51

Vendor Check

PERS CK # 89288

WARRANTS

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1102

Voucher Date: 03/04/2024

Prepared By:

Sisie

Printed: 03/04/2024 12:25:45 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$58,620.66 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves School Board Clerk

Tyler Vian School Board President

Kathryn Castagnola School Board Member

Candice Birchum School Board Member

Juanita Diede School Board Vice President

Stephanie Keuhey Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$16,708.14
250	Special Education	\$8,063.07
280	Federal Funds	\$29,202.85
290	Food Service Funds	\$4,646.60
		\$58,620.66

27668-
27687

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1106

Voucher Date: 03/11/2024

Prepared By:

Susie

Printed: 03/11/2024 09:59:47 AM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$33,919.02 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Keulegan

Stephanie Keulegan

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$15,587.46
240	State Grants	\$785.13
280	Federal Funds	\$11,598.58
290	Food Service Funds	\$5,947.85
		\$33,919.02

27688-
27721

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1107

Voucher Date: 03/18/2024

Prepared By:

Susie

Printed: 03/18/2024 03:05:03 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$74,602.79 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves School Board Clerk

Tyler Viani School Board President

Kathryn Castagnola School Board Member

Candice Birchum School Board Member

Juanita Diede School Board Vice President

Stephanie Kennedy
Stephanie Kennedy Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$44,823.09
208	PCFP At-Risk (Restricted Funding)	\$2,312.50
240	State Grants	\$4,245.44
250	Special Education	\$2,703.75
280	Federal Funds	\$12,348.04
290	Food Service Funds	\$8,169.97
		\$74,602.79

27722-
27763

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1111

Voucher Date: 03/22/2024

Prepared By:



Printed: 03/22/2024 09:20:18 AM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$6,327.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

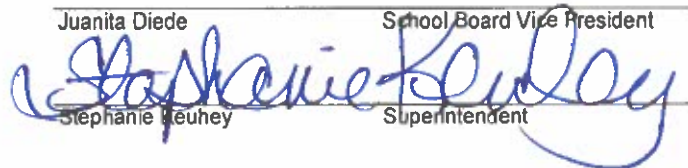
Kristen Reeves School Board Clerk

Tyler Viani School Board President

Kathryn Castagnola School Board Member

Candice Birchum School Board Member

Juanita Diede School Board Vice President



Stephanie Heuhey

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund	Amount
100 General Fund	\$6,327.00
	\$6,327.00

27764-
27765

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1112

Voucher Date: 03/25/2024

Prepared By:

Susie

Printed: 03/25/2024 12:04:39 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$40,284.23 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Keuhey

Stephanie Keuhey

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$17,744.85
230	Adult Education	\$3,795.81
250	Special Education	\$5,211.00
280	Federal Funds	\$5,523.09
290	Food Service Funds	\$8,009.48
		\$40,284.23

27766-
27790

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1113

Voucher Date: 03/25/2024

Prepared By:

Susie

Printed: 03/25/2024 03:03:01 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$3,000.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diade

School Board Vice President

Stephanie Kennedy

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund	Amount
280 Federal Funds	\$3,000.00
	\$3,000.00

27791

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1114

Voucher Date: 03/26/2024

Prepared By:

Susie

Printed: 03/26/2024 12:49:17 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$7,756.97 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Keuhey

Stephanie Keuhey

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund	Amount
100 General Fund	\$7,756.97
	\$7,756.97

27792-
27793

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1116

Voucher Date: 04/02/2024

Prepared By:

Susie

Printed: 04/02/2024 11:23:17 AM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$45,392.97 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves School Board Clerk

Tyler Viani School Board President

Kathryn Castagnola School Board Member

Candice Birchum School Board Member

Juanita Diede School Board Vice President

Stephanie K. Kuley
Stephanie Kuley Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$17,515.06
208	PCFP At-Risk (Restricted Funding)	\$542.25
240	State Grants	\$2,000.00
250	Special Education	\$6,299.30
280	Federal Funds	\$12,847.35
290	Food Service Funds	\$6,189.01
		\$45,392.97

27794-
27824

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1117

Voucher Date: 04/03/2024

Prepared By:

Susie

Printed: 04/03/2024 10:03:09 AM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$10,413.60 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves School Board Clerk

Tyler Viani School Board President

Kathryn Castagnola School Board Member

Candice Birchum School Board Member

Juanita Diede School Board Vice President

Stephanie Kauhey
Stephanie Kauhey Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$10,020.70
280	Federal Funds	\$392.90
		\$10,413.60

27825-
27826

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1118

Voucher Date: 04/04/2024

Prepared By:

Susie

Printed: 04/04/2024 12:33:41 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$1,465.82 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diade

School Board Vice President

Stephanie Keuley

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund

100

General Fund

Amount

\$1,465.82

\$1,465.82

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1119

Voucher Date: 04/08/2024

Prepared By:

Susie

Printed: 04/08/2024 12:53:13 PM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$83,893.86 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves School Board Clerk

Tyler Viani School Board President

Kathryn Castagnola School Board Member

Candice Birchum School Board Member

Juanita Diede School Board Vice President

Stephanie Kenney
Stephanie Kenney Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$17,753.21
206	PCFP English Learner (Restricted Funding)	\$16,260.00
250	Special Education	\$14,883.75
280	Federal Funds	\$33,841.72
290	Food Service Funds	\$818.01
300	Capital Projects Fund	\$337.17
		\$83,893.86

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1123

Voucher Date: 04/09/2024

Prepared By:

Susie

Printed: 04/09/2024 11:31:16 AM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of \$1,090.80 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristen Reeves

School Board Clerk

Tyler Viani

School Board President

Kathryn Castagnola

School Board Member

Candice Birchum

School Board Member

Juanita Diede

School Board Vice President

Stephanie Keuney

Superintendent

MINERAL COUNTY SCHOOL DISTRICT

Fund	Amount
100 General Fund	\$1,090.80
	\$1,090.80

27856

PERSONNEL REPORT

Open Positions	New Hire	Start Date
MCHS CTE Construction Tech - Critical Shortage		Temp filled with Critical Shortage
MCHS SPED Teacher LT sub* - Critical Shortage		
SES Para Pro SPED	moved to HES -transporting student	
SES Para Pro SPED		Filling PT with call in Benner
SES Teacher - Critical Shortage		
SES Teacher - Critical Shortage		
HES Para Pro	SusanScott	3/6/24
World Language Teacher		
JROTC		
MCHS/HJH ab495 para - Sped	Ryan Nain	3/25/2024
APEP Teacher	Alyssa Richmond	3/1/2024
HES Para Pro	Schelbi Stark	3/25/2024
HES PT Kitchen Aide		3/25/2024
Asst. Baseball Coach	Larry Spickert	4/11/24
Call in IT	Sheila Viani	4/11/24
MCHS/HJH Custodian	Fionna Wilson	3/25/2024
Transfer/Extra Duty	Employee Name	
HES FT Kitchen Aide	Vera Reynolds	2/12/2024
HES Sped (trans from SES)	Helen Sanchez	
Cross County Track	Sierra Ruch	Retro due to volunteer
Annual Sponsor (Yearbook)		
MCHS Student Council	Breanna Hatfield	3/6/24
Resignations/Terminations		
SES Bus Driver	Helen Hight	2/27/2024

Last updated 4/11/2024

ACTION ITEM #1

To: Stephany Keuhey, Superintendent
School: Hawthorne Elementary School
Position: Teacher
Place: Hawthorne, NV
Official Resignation: March 28th, 2024

Dear Mrs. Keuhey,

I am writing a formal letter of resignation from my position due to personal reasons. I have thought long about this decision and feel it is the best one for me at this time. Thank you for the opportunity to work for you over the years; your guidance and support has meant a lot. I am committed to ensuring a smooth transition and will assist in any way I can. Thank you for understanding. I will miss the school, kids and colleagues at HES. I wish nothing but the best for the future.

Sincerely
Suzanne Martin

ACTION

ITEM #3

MINERAL COUNTY SCHOOL DISTRICT
TRAVEL REQUESTNAME(S) OF
ATTENDEE:Claire Hayhurst

DATE:

March 29, 2024

Full Name on Passport/I.D if needing a flight reservation.

NAME OF CONFERENCE:

9th National Conference on Community and Restorative Justice

(Attach conference program information and provide website address)

CITY/STATE OF CONFERENCE:

Washington, D.C.

DATE OF DEPARTURE:

July 28, 2024

DATE OF RETURN:

August 2, 2024

ESTIMATED EXPENSES

Registration Fees:

\$

575Travel By: Air (see
next page)

\$

1,022.00

(District vehicle MUST be requested and not available in order to receive reimbursement at the private vehicle at rate of .67c/mile for district convenience; otherwise the reimbursement will be made at .22c/mile for personal convenience)

Lodging:

Room rate

\$

229

X

5

nights

\$

1,145.00(Use GSA ratings for lodging and meals www.gsa.gov. M&IE total for the full daily amount received for a full calendar day of travel when that day is neither the first nor last day of travel. Use M&IE daily rate for first and last day of travel which equals 75% of total M&IE) All miscellaneous and lodging receipts must be obtained and sent to District Office attached to Per Diem & Mileage Reimbursement Form upon return within 15 days of travel. Meal receipts DO NOT need to be turned in.M&IE Total First
day of Travel

\$

X

\$

Meals:

Breakfast

\$

18

X

6

days

\$

108

Lunch

\$

20

X

6

days

\$

120

Dinner

\$

36

X

5

days

\$

180

Incidentals

\$

5

X

5

days

\$

25M&IE Total Last
day of Travel

\$

X

\$

Other transportation fees: (i.e. car rental, taxi, Uber, shuttle, parking, etc.)

\$

Other Miscellaneous expenses: (attach explanation) Airport Parking \$15 x 6

\$

TOTAL EXPENSES \$

3,175.00NOTE: After site administrator/supervisor approval, All OUT-OF-STATE travel MUST have the approval of the Board of Trustees prior to making travel arrangements. Submit request a minimum of TWO WEEKS PRIOR to Board Meeting.

DATE:

BOARD

DATE:

Site Administrator Signature

Grant Manager Signature

Finance Manager Signature

Superintendent Signature

Effective January 2024

280.719.000000.2213.580.1100000000

AB495

To assist everyone in making your trip plans, please fill out **completely** to ensure you get the trip you need.

Conference Dates & Times:	July 29, 2024 - August 1, 2024
Name of where conference is being held Hotel, School/College or Convention Center:	Marriott Marquis 901 Massachusetts Ave NW Washington, DC 20001

Do you need airline reservations? () Yes () No

Note: Registration must be made by the attendee(s) before flights are made to ensure that you have a spot in the training or conference. District Office cannot get refunds on flights and changes cost extra...in some cases employee may be held responsible for the excess cost or the non-refundable ticket.

Date & Time you wish to DEPART:	July 28, 2024 (Morning)
Date & Time you wish to RETURN:	August 02, 2024 (Morning)

(Attach your preferred flight schedule)

Do you need lodging reservations? <input checked="" type="checkbox"/> Yes () No			
(Circle Preferences)	Single	<u>Double</u>	Triple
GSA (Per Diem Rate) : _____ Go To: www.gsa.gov to get rates.	Smoking		<u>Non-Smoking</u>
Register under what name(s)?	Claire Hayhurst		
Name, Address, Phone number of motel/hotel you are wishing to stay at:	Marriott Marquis		
If this activity is sponsored by a large group, does the group have a block of rooms/code reservation name or number reserved in a particular hotel? () Yes () No			
Deadline Date:		Code Information:	

NOTE: Please furnish a copy of any information you have on the conference, workshop, etc. which might help with travel scheduling. Conference/Workshop registration will be the responsibility of the attendee and may only be made after a purchase order has been approved. If travel must be cancelled, the person traveling is responsible for cancelling all travel/lodging, and must notify the District Office of any refunds due. Room fees and flights cancelled at the last minute for anything other than an emergency or unforeseen circumstance may be charged to the employee.

Please send **ORIGINAL** travel form and **SIGNATURES** to district office for approval. Keep copies at your site, this paperwork will not be returned to you.



9th National Conference on Community and Restorative Justice

Re-Envisioning Our Legacies: A Defining Moment

Washington, D.C.

July 29 – August 1, 2024

REGISTRATION VERIFICATION CODES

Verification Code Needed to Access Registration

NACRJ Members: If you do not have your verification code, please email membership@nacRJ.org. Upon registering, your member verification is required to access membership pricing.

NON-MEMBER VERIFICATION CODES

- MAIN Conference: Non-Member (July 30-Aug 1, 2024): **9n@crj-nm24**

Please note: You can add pre-conference sessions during registration for the main conference

- One Day Pass (Main Conference) Non-Member: **1Dnon24**
- Pre-Conference Session Only: Non-Member (July 29): **9PreConNon24**

YOUTH AND YOUNG ADULTS VERIFICATION CODES

- Young Adult (19-24): **9nYAdult-24**
- Youth (18 and under): **9ncYouth24**

***Please note: The verification codes for youth and young adults are applicable for both NACRJ members and non-members.**

Group Registrations (4 or more) and Exhibitor Verification Codes

Please contact membership@nacRJ.org for these respective verification codes. Exhibitors need to be pre-approved prior to registering.

Registration Information

Fill out the information below, then click Next to continue.

* Verification Code

* First Name

* Last Name

* Email Address

Cancel

Next

☐ I'm registering on behalf of this person

(/en_US.html)



For the best experience sign-in

LOG-IN

Your Reservation Summary

ROOM 1 | 1 ADULT

1 King Bed

Non-Smoking, Flat Screen Television, High Speed Internet Access, Microwave And Refrigerator, Coffee Maker

SPECIAL REQUESTS

Separate requests by commas.¹

¹We do our best to honor special requests, but they are not guaranteed and will be honored depending on availability at check-in.

LOG-IN

FOR EXPRESS BOOKING



Not a member? Enter a password below and enroll today. It is free and you will earn **1690 Points**

☐ No, I will book as a guest.

Guest Information

COUNTRY/REGION *

United States

FIRST NAME *

LAST NAME *

EMAIL *

CONFIRM EMAIL *

NEW PASSWORD *



CONFIRM PASSWORD *

ADDRESS LINE 1 *

ADDRESS LINE 2

ZIP/POSTAL CODE *

CITY *

STATE *

PHONE *

☐ I'm a Travel Agent

Payment

REDEEM GIFT CARD 

PAYMENT TYPE & INFORMATION

☐ Billing Address is the same as Guest Address

SELECT CREDIT CARD TYPE *

Select Credit Card Type

CREDIT CARD NUMBER *

CREDIT CARD EXPIRATION DATE *

SECURITY CODE *

Month

Year



CHECK-IN
3:00 PM

Saturday
27
JULY 2024

CHECK-OUT
11:00 AM

Sunday
28
JULY 2024

TOTAL COST

TOTAL COST OF STAY **\$ 192.97**

TOTAL CHARGED TODAY * **\$ 0.00**

TOTAL CHARGED UPON ARRIVAL **\$ 192.97**

ROOM 1 (Flexible Rate) **\$ 192.97**

FEES CHARGED UPON ARRIVAL **\$ 0.00**

*Please Refer To The Payment Policy For Charges.

[Taxes and/or Fees \(/en_US/popup/policy1.popups.html\)](/en_US/popup/policy1.popups.html)

☐ Save my credit card to my account

Please Note: A valid form of payment must be presented at check-in. When using a debit card, charges may be applied at the time of booking.

☐ I want to receive promotions and marketing materials from Best Western

☐ I want to receive promotions and marketing materials from Best Western's third-party business partners.

Read our [Privacy Policy \(/en_US/popup/policy.popups.html\)](/en_US/popup/policy.popups.html) and [Notice of Financial Incentive \(/en_US/legal/privacy-policy.html#california_notice\)](/en_US/legal/privacy-policy.html#california_notice) for California Residents.

Policies

CANCELLATION, DEPOSIT & FEES 

HOTEL POLICIES 

HOTEL INFORMATION 

Cancellation Policy:

You may cancel your reservation for no charge before 04:00 PM local hotel time on Friday July 26, 2024.

Cancelling after 04:00 PM local hotel time on Friday July 26, 2024 or failing to show for a reservation will result in a charge of \$169.00 USD to your credit card or other guaranteed payment method. Taxes and or other fees may apply.

☐ I agree to the rate, room and cancellation policies of this reservation

MAKE RESERVATION

Clicking 'Make Reservations' more than once may result in multiple reservations being made.



Reno Airport

RENO, NEVADA 

[Edit Stay \(/en_US/book/hotel-rooms.52017.html\)](/en_US/book/hotel-rooms.52017.html)

HOTEL AMENITIES





Trip & Price Details

+
Price

Payment

Confirmation

✈ Flight [Modify](#)

	Sun 7/28	# 991 / 1454	RNO → DCA	7 hr 55 min	1 stop 	<u>Wanna Get Away</u>	Price per Passenger	\$720.71					
		7:00 AM					5:55 PM	Taxes and fees per Passenger	\$108.25				
	Fri 8/2	# 4503 / 696	DCA → RNO	13 hr 35 min	2 stops 	<u>Wanna Get Away</u>	Total per Passenger	\$828.96					
		6:00 AM					4:35 PM	Passenger(s)	x1				
		Flight total							\$828.96				
		or from \$82/mo* with uplift Learn more											

Helpful Information:

- Starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus™ reward travel reservations (booked with points): If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation. For Anytime or Business Select® reward travel reservations: the points used for booking will be redeposited to the purchaser's Rapid Rewards® account, and any taxes and fees associated with the reward travel reservation will be converted into a Transferable Flight Credit™ for future use.
- Please read the [fare rules](#) associated with this purchase.
- When booking with Rapid Rewards points, your points balance may not immediately update in your account.
- REAL ID Requirement:** Do you have a REAL ID? Beginning May 7, 2025, you will need a state-issued REAL ID compliant license or identification card, or another acceptable form of ID (such as a U.S. Passport), to fly within the United States. Visit www.tsa.gov for a list of acceptable forms of ID and additional information regarding REAL ID requirement.

✈ Flight Extras

Upgrade to Wanna Get Away *plus*

Prices shown per passenger, per one-way.

- ✓ Free same-day confirmed change (taxes and fees may apply)⁶
- ✓ Transferable Flight Credit™⁵
- ✓ 8 Rapid Rewards points per dollar per qualifying flight¹¹

⁶Please read the [fare rules](#) associated with this purchase.☐ Upgrade departing trip for \$21☐ Upgrade returning trip for \$20☐ Upgrade both for \$41[Apply upgrade](#)

0%
APR

Travel now, pay later.

Book a Wanna Get Away Plus[®], Anytime, or Business Select[®] ticket and pay over time with interest-free monthly payments. Terms apply.

[Learn more >](#)

BAG FEE *	\$0.00
SUBTOTAL	\$720.71
TAXES & FEES	\$108.25
TRIP TOTAL	\$828.96

[Show price breakdown](#)



Get a \$200.00 statement credit¹ and 10,000 Rapid Rewards[®] points.²

YOU PAY TODAY	\$828.96
CREDIT ON YOUR STATEMENT	-\$200.00

TOTAL AFTER STATEMENT CREDIT **\$628.96**

1. After first purchase. 2. After you spend \$500 in first three months.

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Not ready to buy yet? [Save this flight for later.](#)

*1st and 2nd checked bags fly free[®]. [Weight and size limits apply.](#)

[Log in for faster checkout](#)

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By clicking 'Continue', you agree to accept the [fare rules](#) and want to continue with this purchase.

Add a Car Products not confirmed until purchase.

No worries, your flight will remain in your cart while you search for a car.

Add a car



Book now. Pay later!

PICK-UP LOCATION

Washington (

Washington (Reagan National), DC - DCA

PICK-UP DATE

7/28

Sun, Jul 28, 2024

PICK-UP TIME

7:00 PM



RETURN LOCATION

Washington (

Washington (Reagan National), DC - DCA

RETURN DATE

8/02

Fri, Aug 2, 2024

RETURN TIME

5:00 AM



RENTAL COMPANY (Optional)

No preference



VEHICLE SIZE (Optional)

No preference



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*1st and 2nd checked bags fly free[®]. [Weight and size limits apply.](#)

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9th National Conference on Community and Restorative Justice

**Re-Envisioning
Our Legacies:
A Defining
Moment**

Agenda

Please note: More details to be added. Times and events subject to change.

Pre-Conference: Monday, July 29
Conference: Tuesday-Thursday, July 30-August 1

All Dates
7/29-8/1

Monday
7/29

Tuesday
7/30

Wednesday
7/31

Thursday
8/1

Filters

Q Search

29

Pre-Conf (FULL DAY) Session 1: Un-Broken Spirit: Community Healin...

8:00 AM-5:00 PM

Share session



Ram Bhagat, EdD (he,him,we)
Founder/Director
Drums No Guns Foundation, Inc



Kiran Bhagat
Board Member
Drums No Guns Foundation, Inc

Pre-Conference (FULL DAY) Session 2: Reducing Political Rancor in A...

8:00 AM-5:00 PM

Share session



William J. Doherty, Ph.D.
Co-Founder
Braver Angels



Mark S. Umbreit Ph.D.
Founding Director
Center for Restorative Justice & ..

Pre-Conference (Morning): Restorative Parenting

8:00 AM-12:00 PM

Share session



Hasaani Hylton
Founder/Executive Director
Humanity Investment Group, Inc.

Community Building Circle- Morning

8:00 AM-12:00 PM

 Share session

Lunch on Your Own

12:00 PM-1:00 PM

 Share session

Pre-Conference (Afternoon): Slow Leadership: Listening, Learning an...

1:00 PM-5:00 PM

 Share session



Sheryl R. Wilson, M.L.S.
Kansas Institute for Peace and ...



Dr. Rachel Epp Buller
Professor of Visual Arts and Des..
Bethel College (KS)

Community Building Circle- Afternoon

1:00 PM-5:00 PM

 Share session

Welcome Reception


6:00 PM-8:00 PM

 Share session

Breakfast (Provided)

30

7:00 AM-8:00 AM

 Share session

Opening Ceremony & Plenary

8:00 AM-10:00 AM

 Share session

Break

10:00 AM-10:30 AM

 Share session

Morning Breakout Session

10:30 AM-12:00 PM

 Share session

Lunch (Provided)

12:00 PM-1:00 PM

 Share session

Lunch Plenary

1:00 PM-2:30 PM

 Share session

Break

2:30 PM-2:45 PM

 Share session

Afternoon Breakout Session #1

2:45 PM-3:45 PM

 Share session

Break

3:45 PM-4:00 PM

 Share session

Afternoon Breakout Session #2

4:00 PM-5:00 PM

 Share session

Breakfast (Provided) 3↓

7:00 AM-8:00 AM

 Share session


Morning Plenary

8:00 AM-10:00 AM

 Share session

Break

10:00 AM-10:30 AM

 Share session

Morning Breakout Session

10:30 AM-12:00 PM

 Share session


Lunch (Provided)

12:00 PM-1:00 PM

 Share session

Lunch Plenary

1:00 PM-2:30 PM

 Share session

Break

2:30 PM-2:45 PM

 Share session

Afternoon Breakout Session #1

2:45 PM-3:45 PM

 Share session

Break

3:45 PM-4:00 PM

 Share session

Afternoon Breakout Session #2

4:00 PM-5:00 PM

 Share session

Morning Plenary

8:00 AM-10:00 AM

 Share session

Break

10:00 AM-10:15 AM

 Share session

Morning Breakout Session

10:15 AM-11:45 AM

 Share session

Plenary

11:45 AM-12:45 PM

 Share session

Afternoon Breakout Session

12:45 PM-1:45 PM

 Share session

Break

1:45 PM-2:00 PM

 Share session

Closing Plenary

2:00 PM-3:30 PM

 Share session

Closing Ceremony

3:30 PM-4:00 PM

 Share session

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NACRJ

National Association of Community
and Restorative Justice

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9th National Conference on Community and Restorative Justice

***Re-Envisioning Our Legacies: A Defining
Moment***

Washington, D.C.

July 29 - August 1, 2024

Welcome to the

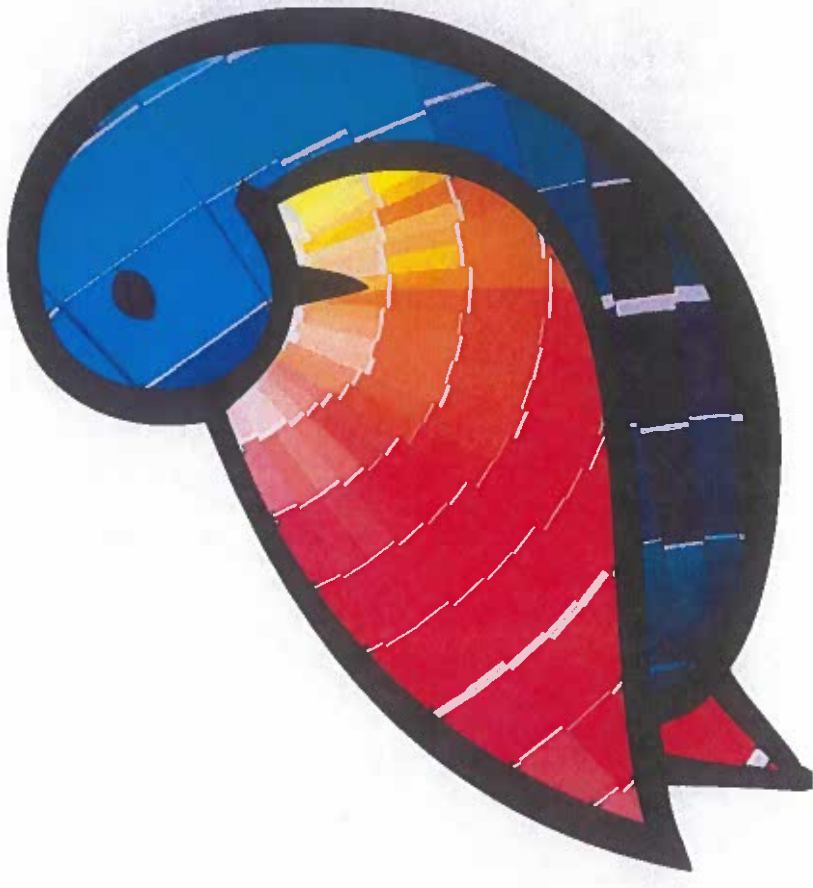
9th NACRJ CONFERENCE

The 9th National Conference takes us to the nation's capital, a city that wields considerable influence on national and international affairs, and a place with deeply rooted community activism and movement making. More broadly, the entire DMV region (Washington, D.C., Maryland, and Virginia) serves as an example of the transformative power of deliberate, local initiatives. This tapestry of history, cultural diversity, and innovation makes the DMV an ideal place to explore the past, present, and future of community and restorative justice.

In 2024, we stand at a critical juncture facing pivotal decisions on a national scale. These decisions encompass defining the values our country wishes to champion during a federal election year, clarifying our individual and collective roles in addressing global issues like oppression, conflict, and war, and determining how we want community and restorative justice to show up in our own communities.

Our conference theme, "*Re-Envisioning Our Legacies: A Defining Moment*," draws inspiration from the global Indigenous wisdom of "Seven Generations." This principle urges us to consider the far-reaching impact of our actions seven generations into the future while honoring the efforts of ancestors seven generations before us. The theme invites each of us to reflect on our personal and collective legacies: which legacies from our ancestors influence our work, which harmful legacies are we dedicated to overturning, and which legacies do we aspire to pass on to the next seven generations? This exploration teaches us valuable lessons, fosters connections between past and future, and empowers us to share the legacies that will be carried forward by future generations.

Join us in this defining moment as we envision, explore, and take action to ensure community and restorative justice principles not only survive but thrive within our own lives, families, and communities and



exchange of ideas and knowledge, and provide experiences that inspire tangible change. Together, we have the capacity to establish a legacy that is inherently restorative, leaving a profound and enduring mark on our world.

Re-Envisioning Our Legacies: A Defining Moment

Our theme will be explored in seven distinct learning Tracks. The Tracks, carefully crafted by local and national planning teams, offer a diverse spectrum of important topics and ideas for our attendees.



Beginning With Ourselves

- Explores the application of community and restorative justice principles within our personal lives, our families, and our workplaces, and how we can draw upon the wisdom of our ancestors to advance and carry forward our legacies.
- Covers topics ranging from restorative parenting to embracing restorative justice as a way of life.
- Explores strategies that prioritize mutual respect in addressing harm and conflict, while simultaneously tending to the needs and collective well-being of all individuals.



From Birth Through High School

- Explores the desired legacy of our educational and family support systems, one that lays a solid foundation for the prosperity and well-being of all students and families.
- Explores approaches that emphasize trauma-informed practices, restorative justice principles, and DEIJ (diversity, equity, inclusion, and justice) to establish a compassionate and equitable educational path for each child and family.
- Explores strategies to dismantle the birth-to-prison pipeline, focusing on prevention and support, empowering both youth and families with resources, opportunities, and tools to overcome barriers and unleash their potential.

Community

- Explores critical aspects of community violence prevention and responses, focusing on specific strategies, programs, and approaches grounded in community and restorative justice principles, with an eye toward creating lasting legacies of safety and well-being.
- Explores the multifaceted community and restorative justice approaches needed to prevent and respond to various forms of violence that plague our communities such as mass shootings, gun violence, gang-related issues, and human trafficking.
- Examines areas of deficiency and recognizes achievements in community frameworks and grassroots initiatives that bolster social cohesion, social capital, and collective efficacy, contributing to building resilient communities free of violence and exploitation.





Law and Policy

- Explores the pivotal role and enduring legacy we aspire for our law and policies to have in driving the advancement of community and restorative justice.
- Examines the imperative for reform and innovative legislation, dissecting the effectiveness of specific state and national laws and identifying areas needing reevaluation.
- Explores strategies to raise awareness and garner support from all stakeholders, from lawmakers to law enforcers. Additionally, amidst new and old resistance and pressure, explores effective ways to advocate for community and restorative justice at all levels.



Ending Mass Incarceration

- Explores the pressing issue of mass incarceration and delves into specific strategies to prevent and respond to this crisis while considering the legacies it leaves behind.
- Explores practices for re-entry and reintegration, examines strategies and personal stories that empower individuals to rebuild their lives and positively impact their communities post-incarceration.
- Explores strategies to end mass incarceration safely and methods that prioritize healing and rehabilitation for both victims/survivors and those who have committed an offense.



At the Intersection With Other Fields

- Explores the synergies of community and restorative justice within various domains, extending from environmental justice to food justice and social sustainability, emphasizing the potential for fostering a holistic, sustainable legacy across sectors.
- Explores how community and restorative justice principles intersect and bolster areas of practice such as social work, mental health, domestic violence prevention and advocacy, and alternative dispute resolution.
- Explores innovative cross-sector efforts that empower communities and address systemic issues with compassion, empathy, and healing.



Youth and Young Adults

- Explores strategies and approaches that prioritize the unique needs, voices, and experiences of young individuals within community and restorative justice, enabling them to contribute to a fresh and transformative legacy.
- Explores supporting and equipping youth to actively participate in community and restorative justice processes, fostering their leadership, facilitating their roles as advocates and agents of positive change, and honoring their existing contributions to the work.
- Explores effective intergenerational collaborations and partnerships between professionals, educators, and youth to create more inclusive and youth-focused restorative systems.

What people have said about the **National
Conference**

"I appreciate the diversity in conference speakers and attendees."

Days To Go

110

DAYS

13

HOURS

11

MINUTES

58

SECONDS

ACTION

ITEM #4



MINERAL COUNTY SCHOOL DISTRICT

Title 1 Plan

SY 2023-2024

DRAFT 3/29/2023

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Overview

Our District Title 1 Plan is based on the principle that all children should have equal access to opportunities for academic, social, and emotional success. It is a plan that exemplifies working together between teachers, families, and the community to improve educational outcomes and make sure every student has the resources they need to succeed.

In order to level the playing field in education, our Title 1 Plan works to empower and uplift students who are facing socio economic challenges through targeted support mechanisms, personalized interventions, and strategic initiatives. It supports an all-encompassing strategy that prioritizes developing a loving environment that celebrates individual strengths, values diversity, and fosters a love of learning in addition to academic excellence.

Our District Title 1 Plan outlines our commitment to innovation, adaptability, and continuous improvement as we set out on this journey. Since every student is different, we have created a plan that will meet their various needs and lay the groundwork for their success and growth.

In conclusion, our District Title 1 Plan demonstrates our steadfast commitment to educational excellence and equity. It stands for our promise to provide every student with the instruments, materials, and assistance they require to succeed in school and beyond. Let's work together to promote diversity, embrace inclusivity, and build a better future for every student in our district.

What is Title 1

The federal education law known as Title I gives elementary and secondary schools money for services and programs that support the academic success of economically disadvantaged students.

Ensuring that every student has an equal chance to meet State learning standards is the goal of Title I. The goal of Title I is to reduce the academic achievement gaps that exist between students from different socioeconomic and racial backgrounds.

Programs funded by Title I include:

- School-Based Programs
- Early Childhood and Pre-Kindergarten
- Homeless Services, Project HOPE
- Family Engagement
- Migrant Services
- Neglected and Delinquent Services

Title I was first enacted in 1965 as part of the “War on Poverty.” It was part of the Elementary and Secondary Education Act (ESEA) to ensure equal educational opportunities for all children. Its purpose was to close the achievement gap between poor and affluent children by providing additional resources to schools serving disadvantaged students.

School Based Support

Students enrolled in Mineral County School District Title I-eligible schools are served by the Title I School-Based Support program. Each school's Title I plan is created and carried out in close collaboration with district personnel and administration by Title I School-Based Support. Every school receives administrative and technical support to guarantee that the Title I plan complements the academic improvement plan of the school. Title I guarantees that every school follows all national, state, and local laws pertaining to the use of Title I funds.

Services provided to Title I schools include:

- Technical assistance to school-based personnel in the development and implementation of Title I budgets.
- Technical assistance in the identification of scientific, research-based curriculum and technology for the Title I program.
- Technical assistance in the development and implementation of a Parent Involvement Policy in compliance with the regulations of the Elementary and Secondary Education Act (ESEA).
- Technical assistance with required paperwork for the expenditure of Title I funds.
- Monitoring of Title I plans to ensure compliance with Federal, State and District regulations.
- Technical assistance to teachers and support staff regarding curriculum technology, teaching techniques, and instructional strategies to increase student achievement.
- Collaboration with Performance Zones and District staff to assist schools with the implementation of District achievement goals.
- Yearly review, in collaboration with the School Improvement Department, of School Performance Plans to ensure compliance with the ESEA.

Supplement Not Supplant Methodology

Regardless of a school's Title I designation, the basic allocation is based on total enrollment counts for each school, as if the state and local funds are the only monies that school is receiving. Each school is also given additional allocations for other needs (technology, supplies, etc.). As a result, all schools are treated the same whether or not these schools are Title I-A served.

Early Childhood Programs

Students who are at-risk of meeting Nevada Academic Content Standards can receive preschool educational experiences and services through Early Childhood Title I Programs.

Qualifications

For the Pre-K Program, students must be four years old on the first day of the current school year and:

- Be a resident of the school zone and provide documentation proving it (zone variances are not allowed)
- Participate in the program's screening, provide an official birth certificate, and maintain up-to-date vaccination records.

Program Components and Support Services

Early Childhood Title I Programs use Title I funds, in full or in part, to help eligible children achieve better cognitive, health, and social-emotional outcomes before they start kindergarten. The program's goal is to give qualified kids the learning dispositions and necessary skills so they can take advantage of later school experiences.

Components

- Highly qualified early childhood licensed teacher
- Highly qualified teacher/family aide
- Half day program: AM-2.5 hours with breakfast; PM-2.5 hours with lunch
- Direct and student initiated instruction focused on mastery of NV Pre-K Content Standards
- Teacher-student ratio – 20:2
- 1 teacher, 1 teacher/family aide
- Minimum number of students: 18-20 per session
- Ongoing observation, screening, and assessment with progress reports 3 times per year

Services

- School health services
- Referral services
- Social Work referrals and other services to students enrolled in the program
- Nutritious meals are provided

McKinney-Vento Federal Law

Mineral County School District works to remove barriers for students experiencing homelessness, to enroll in school and educate school personnel, parents, and unaccompanied youth of the educational options under [McKinney-Vento Federal Law](#).

Students experiencing homelessness are those who lack a fixed, regular, and adequate nighttime residence, which includes the following:

- Living with friends or relatives due to loss of housing, economic hardship, or a similar reason;
- Living in a hotel or motel due to lack of alternative accommodations;
- Living in an emergency or transitional shelter;
- Living in a car, park, on the street, or similar settings.

Student services include:

- Immediate enrollment in school
- Free school breakfast and lunch
- Backpacks with school supplies and toiletries
- Transportation to school of origin

- Should a student become homeless, at parental request, the student is entitled to receive transportation to his or her school of origin or last school attended, if the school is two miles or more from the student's current address
- Emergency clothing
 -
- Assistance with summer school tuition grants

Family Engagement

Family Engagement under the Every Student Succeeds Act (ESSA)

ESSA calls for school districts to offer programs and activities in order to involve parents and family members in their child's school. Additionally, all Title I schools must develop, with parents input, a written parent and family engagement policy, and reserve at least 1% of its Title I funds to support parent and family engagement activities.

Parenting Programs

District and site based parent liaisons implement strategies using best practices to assist schools in creating organizational conditions that foster trusting relationships with families and caregivers. Strong relationships with families and high impact family engagement will establish a sustainable culture of engagement, improve school attendance and increase student outcomes. Offering families digital learning opportunities will build family efficacy and confidence in navigating the school system.

MINERAL COUNTY SCHOOL DISTRICT

Program Selection

The Mineral County School District is dedicated to providing equitable educational opportunities for all students, particularly those from low-income families, through the effective implementation of Title I programs. Our Title I plan is designed to address the unique needs of these students and support their academic success

Comprehensive Needs Assessment:

Our Title I plan is rooted in a comprehensive needs assessment process that evaluates various factors, including academic achievement, student demographics, teacher qualifications, and available resources within our district. Through this assessment, we identify specific challenges and areas for improvement, particularly for Title I students.

CNAs will be conducted yearly between June and September for the district and each individual campus.

Alignment with School and District Performance Plans:

The strategies outlined in our Title I plan will be closely aligned with the goals and objectives outlined in our school and district performance plans. These plans are informed by the findings of the comprehensive needs assessment and focus on providing targeted interventions and support to meet the diverse needs of our students, especially those from economically disadvantaged backgrounds.

Goals and Objectives:

Our Title I plan will align with the goals and objectives of the DPP and SPPs aimed at improving academic achievement and closing achievement gaps among Title I students. These goals will be developed in collaboration with stakeholders and are aligned with state standards and district priorities.

Instructional Strategies and Programs:

Based on the needs assessment, our Title I plan will include a range of instructional strategies and programs designed to address the specific needs of Title I students based on ESSER evidence rubric. These may include targeted interventions in literacy and numeracy, professional development for teachers, family engagement initiatives, and access to technology and resources.

Budget and Resource Allocations:

Budget and resource allocations for our Title I plan are directly linked to the goals, objectives, and instructional strategies outlined in the plan. Funding is allocated to support the Mineral County Title 1 Plan 2023-2024

implementation of evidence-based programs and interventions, professional development opportunities, and family engagement activities. Resource allocation decisions are made in alignment with district priorities and in consultation with stakeholders to ensure that funds are used effectively to support the academic success of Title I students.

Monitoring and Evaluation:

Our Title I plan includes robust monitoring and evaluation mechanisms to assess the effectiveness of our strategies and programs in meeting the established goals and objectives. We regularly collect and analyze data on student progress, program implementation, and resource utilization to make informed decisions and adjustments as needed. The following will be utilized for effective monitoring and evaluation:

1. **Data Analysis:** Regularly collecting and analyzing academic performance data, such as standardized test scores, grades, and graduation rates, to track the progress of Title I students over time.
2. **Progress Monitoring:** Implementing ongoing assessments to monitor individual student progress and identify areas where additional support may be needed. This could include formative assessments, benchmark assessments, and progress monitoring tools.
3. **Observations:** Conducting classroom observations to assess the implementation of instructional strategies and programs outlined in the Title I plan. Observations can provide insights into teaching practices, student engagement, and the overall learning environment.
4. **Teacher and Staff Feedback:** Seeking feedback from teachers and staff members involved in delivering Title I services to gain insights into their experiences, challenges, and suggestions for improvement.
5. **Parent and Student Feedback:** Soliciting feedback from parents and students to gauge their satisfaction with Title I programs and services, as well as their perceptions of their effectiveness in supporting student learning and achievement.
6. **Program Reviews:** Conducting periodic reviews of Title I programs and interventions to assess their alignment with best practices, evidence-based strategies, and the needs of Title I students. This could involve reviewing program documentation, materials, and curriculum.
7. **Collaborative Data Meetings:** Holding regular meetings with stakeholders, including teachers, administrators, parents, and community members, to review data, discuss progress, and make data-driven decisions about program adjustments and resource allocations.
8. **External Evaluations:** Engaging external evaluators or consultants to conduct independent evaluations of Title I programs and initiatives to provide an unbiased assessment of their effectiveness and impact on student outcomes.

Sustainability:

Ensuring the sustainability of our Title I initiatives is a key priority for the Mineral County School District. We are committed to building capacity among staff, engaging stakeholders, and leveraging community resources to sustain our efforts beyond the initial funding period. By fostering a culture of continuous improvement and innovation, we aim to create lasting impact and equitable opportunities for all students.

1. **Capacity Building:** Invest in professional development opportunities for teachers, administrators, and support staff to build their capacity to effectively implement Title I programs and interventions. This could include training on evidence-based instructional practices, data analysis, and family engagement strategies.
2. **Integration into District Practices:** Integrate Title I initiatives and best practices into district-wide policies, procedures, and professional learning communities to institutionalize their implementation and ensure continuity across schools and grade levels.
3. **Community Engagement:** Foster strong partnerships with parents, families, community organizations, and local businesses to garner support for Title I programs and initiatives. Engage stakeholders in decision-making processes, solicit feedback, and involve them in the implementation and evaluation of programs.
4. **Resource Leveraging:** Identify and leverage additional funding sources, grants, and community resources to supplement Title I funding and sustain program activities. This could include seeking partnerships with local agencies, securing grants, or accessing state and federal funding opportunities.
5. **Data-Driven Decision Making:** Continuously collect and analyze data on student outcomes, program effectiveness, and resource utilization to inform decision-making processes and make adjustments as needed. Use data to identify areas for improvement, allocate resources strategically, and demonstrate the impact of Title I initiatives.
6. **Program Evaluation:** Conduct regular evaluations of Title I programs and interventions to assess their effectiveness, identify areas for improvement, and make informed decisions about program modifications or enhancements. Utilize evaluation findings to refine program strategies and ensure alignment with student needs and district goals.
7. **Sustainability Planning:** Develop a comprehensive sustainability plan that outlines long-term goals, strategies, and action steps for maintaining and enhancing Title I initiatives over time. Engage stakeholders in the development of

the sustainability plan and establish clear accountability mechanisms for implementation.

8. Continuous Improvement: Foster a culture of continuous improvement within schools and districts by encouraging innovation, sharing best practices, and supporting ongoing reflection and learning. Embrace feedback, celebrate successes, and remain flexible and adaptable in response to changing needs and circumstances.

Allowable Use of Funds

The Office of Federal and State Accountability must diligently work with LEA programmatic and fiscal offices to ensure that federal funds are utilized in accordance with the Elementary and Secondary Education Act (ESEA). All federally funded activities must meet 1) program specific requirements and guidance, 2) the *US Office of Management and Budget Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards*, and 3) specific requirements and guidance. In determining allowability of cost, federal program coordinators must apply the basic cost considerations as outlined by the Uniform Grant Guidance §200.400. Coordinators must ensure that all activities included in federal program applications meet the following criteria:

- Necessary and Reasonable
- Allocable
- Conform to EDGAR
- Follow Terms and Conditions of the GAN
- Consistent with local policies
- Provide consistent treatment
- Be adequately documented
- Be supplemental
- Be incurred during approved budget period

Allowability

§200.403 Factors affecting allowability of costs.

Except where otherwise authorized by statute, costs must meet the following general criteria in order to be allowable under Federal awards:

- (a) Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.
- (b) Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
- (c) Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity.

(d) Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.

(e) Be determined in accordance with generally accepted accounting principles (GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part.

(f) Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period. See also §200.306 Cost sharing or matching paragraph (b).

(g) Be adequately documented. See also §200.300 Statutory and national policy requirements through §200.309 Period of performance of this part.

(h) Cost must be incurred during the approved budget period. The Federal awarding agency is authorized to carry forward unobligated balances to subsequent budget periods pursuant to §200.308(e)(3).

§200.404 Reasonable costs.

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. The question of reasonableness is particularly important when the non-Federal entity is predominantly federally-funded. In determining reasonableness of a given cost, consideration must be given to:

(a) Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award.

(b) The restraints or requirements imposed by such factors as: sound business practices; arm's-length bargaining; Federal, state, local, tribal, and other laws, and regulations; and terms and conditions of the Federal award.

(c) Market prices for comparable goods or services for the geographic area.

(d) Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the non-Federal entity, its employees, where applicable its students or membership, the public at large, and the Federal Government.

(e) Whether the non-Federal entity significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal award's cost.

§200.405 Allocable costs.

(a) A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received. This standard is met if the cost:

(1) Is incurred specifically for the Federal award;

(2) Benefits both the Federal award and other work of the non-Federal entity and can be distributed in proportions that may be approximated using reasonable methods; and

(3) Is necessary to the overall operation of the non-Federal entity and is assignable in part to the Federal award in accordance with the principles in this subpart.

(b) All activities which benefit from the non-Federal entity's indirect (F&A) cost, including unallowable activities and donated services by the non-Federal entity or third parties, will receive an appropriate allocation of indirect costs.

(c) Any cost allocable to a particular Federal award under the principles provided for in this part may not be charged to other Federal awards to overcome fund deficiencies, to avoid restrictions imposed by Federal statutes, regulations, or terms and conditions of the Federal awards, or for other reasons.

However, this prohibition would not preclude the non-Federal entity from shifting costs that are allowable under two or more Federal awards in accordance with existing Federal statutes, regulations, or the terms and conditions of the Federal awards.

(d) Direct cost allocation principles. If a cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit. If a cost benefits two or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved, then, notwithstanding paragraph (c) of this section, the costs may be allocated or transferred to benefitted projects on any reasonable documented basis. Where the purchase of equipment or other capital asset is specifically authorized under a Federal award, the costs are assignable to the Federal award regardless of the use that may be made of the equipment or other capital asset involved when no longer needed for the purpose for which it was originally required. See also §200.310 Insurance coverage through §200.316 Property trust relationship and §200.439 Equipment and other capital expenditures.

(e) If the contract is subject to CAS, costs must be allocated to the contract pursuant to the Cost Accounting Standards. To the extent that CAS is applicable, the allocation of costs in accordance with CAS takes precedence over the allocation provisions in this part.

§ 76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

The OFSA does not publish an exhaustive list of allowable costs. However, the *Allowable Use of Funds Guidance for Elementary and Secondary Education Act (ESEA) Programs* is provided to LEAs to assist in their planning.

District Level Survey

As we continuously seek to improve the Mineral County School District, we want to know how you, as a parent/guardian or family member, feels the schools and the district are doing to meet your needs. The information that you provide will help us evaluate and improve how our schools, families, and parents work together to help all students achieve academically. All information provided is confidential and will be used to assist us with future planning for parent and family engagement activities and events in the district and schools. Your opinions and suggestions are very valuable, and we thank you for your time to complete this survey.

All surveys may be returned to [faculty/staff member] in the [location], mailed to [school name and address], or completed online at [website]. If you have children who attend different schools in the Mineral County School District, we ask that you complete separate surveys for each school that your children attend.

1. What school does your child attend?

- ☐ Schurz Elementary
- ☐ Hawthorne Elementary
- ☐ Hawthorne Junior
- ☐ Mineral County High School
- ☐ Alternative Education

2. In what grade is your child/children enrolled?

- | | |
|---------------------------------------|-------------------------------|
| <input type="checkbox"/> Prk | <input type="checkbox"/> 6th |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 7th |
| <input type="checkbox"/> First | <input type="checkbox"/> 8th |
| <input type="checkbox"/> Second | <input type="checkbox"/> 9th |
| <input type="checkbox"/> Third | <input type="checkbox"/> 10th |
| <input type="checkbox"/> Fourth | <input type="checkbox"/> 11th |
| <input type="checkbox"/> Fifth | <input type="checkbox"/> 12th |

3. What is your relationship to your child?

- ☐ Parent
- ☐ Step parent
- ☐ Grandparent
- ☐ Foster parent
- ☐ Legal guardian
- ☐ Other: please specify

4. How well does your child's school create an environment that helps your child learn?

- ☐ Not well at all ☐ Mildly well ☐ Fairly well ☐ Quite well ☐ Extremely well

5. How well do you feel your child's school prepares him/her for the next academic year?
☐ Not well at all ☐ Mildly well ☐ Fairly well ☐ Quite well ☐ Extremely well
6. How often do you communicate with teachers at your child's school? ☐ Never ☐ Once or twice ☐ Every few months
☐ Monthly ☐ Weekly or more
7. How confident do you feel in making sure your child's school meets the learning needs of your child?
☐ Not confident at all ☐ Slightly confident ☐ Rather confident ☐ Very confident
8. Do you feel informed when it comes to making decisions about your child's schooling?
☐ Yes ☐ No If not, please explain:
9. Are you satisfied with the services provided by the school to help you support your child academically? ☐ Yes ☐ No
If not, please explain:
10. How often does your child's school give you the opportunity to engage in your child's learning?
☐ Not at all ☐ A little bit ☐ Some ☐ Quite a bit ☐ A tremendous amount
11. How satisfied are you with the way your child's school works with parents and family members. ☐ Very dissatisfied
☐ Dissatisfied ☐ Satisfied ☐ Very satisfied
12. Have you been given the opportunity to participate in the planning and implementation of the parent and family engagement program at your child's school? ☐ Yes ☐ No
13. Would you like to participate in the planning and implementation of the parent and family engagement program at your child's school? ☐ Yes ☐ No
14. Did you participate in any of the following decision making opportunities requiring parent input and partnership?
☐ School Title I program planning and evaluation
☐ District Title I program planning and evaluation
☐ School Parent Advisory Council/committees
☐ District Parent Advisory Council/committees
☐ Development of school-parent compact
☐ Development of school-parent and family engagement plan
☐ Development of LEA parent and family engagement plan
☐ Parent-teacher conferences
15. How often does your child's school consider parent suggestions when decisions are made about the school? ☐ Never
☐ Sometimes ☐ Most of the time ☐ Always
16. How satisfied are you with the way you are included in the decisions made about your child's school. ☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied
17. In the past year, how often have you communicated with the school about how they can help your child learn? ☐ Never ☐ Sometimes ☐ Most of the time ☐ Always

18. In the past year, how often have you communicated with the school about ways that you can help your child's learning at home? ☐ Never ☐ Once or twice ☐ Every few times ☐ Weekly or more

19. In the past year, how often did you participate in a parent and family engagement activity, event, or program held by your child's school? ☐ Never ☐ Once or twice ☐ Every few times ☐ Weekly or more

20. In the past year, how often did you participate in a parent and family engagement activity, event, or program held by the school district? ☐ Never ☐ Once or twice ☐ Every few times ☐ Weekly or more

21. Do you have internet access? ☐ Yes ☐ No

22. How often do you visit your child's school website?
☐ Never ☐ Once or twice ☐ Every few times ☐ Weekly or more

23. How often do you visit the school district website?
☐ Never ☐ Once or twice ☐ Every few times ☐ Weekly or more

24. Please indicate how effective each source(s) is in ensuring information about parent and family engagement workshops, presentations, meetings, or other information offered by the school district and/or your child's school in received by you?

	Least effective	Somewhat effective	Rather effective	Most effective
Your child				
Classroom teacher				
School newsletter				
School website				
District website				
Automated phone call				
Mail				
Social Media				
Other:				

25. How would you like to see parent and family engagement funds used?
☐ To provide academic materials for parents and family members to use with their student in the home
☐ To fund a district parent resource center
☐ To fund a family engagement coordinator to plan and execute parent and family engagement activities and events

- ☐ To provide transportation assistance for parents to attend Title I events at the school
☐ To fund technology resources at the school to support parent and family engagement ☐ Other (please provide suggestions):

26. Which of the following prevent you from being able to participate in school functions, activities, and planning events?

- ☐ Transportation
☐ Child care
☐ Communication
☐ Family schedule
☐ Time of events
☐ Your child not wanting you to attend
☐ School not making parents feel welcome
☐ Other (please indicate):

27. Regarding which of the following topics would you like to receive more information? (Choose all that apply)

- ☐ School policies and procedures
☐ Helping my child with math
☐ Advanced placement (AP) courses
☐ College admission planning
☐ College financial aid
☐ State adopted standards
☐ Test-taking skills
☐ Math curriculum
☐ Science curriculum
☐ English/Language arts curriculum
☐ Social studies curriculum
☐ Helping your child succeed in school
☐ High school graduation requirements
☐ Using technology in education
☐ Improving my child's reading skills
☐ Study and homework tips
☐ Understanding test scores
☐ Assessments
☐ Career Cluster/Pathway courses/Dual Enrollment
☐ Other (please indicate):

28. Would you be interested in attending a workshop at the school or in the community on any of the topics above? ☐ Yes
☐ No

29. What is the primary language spoken in your home?

- ☐ English ☐ Spanish ☐ French ☐ Other (please indicate):

30. When is the best time for you to attend a parent event?

- ☐ Before school (M-F) ☐ During school, before lunch (M-F) ☐ During school, after lunch (M-F) ☐ Immediately after school (M-F) ☐ Evenings (M-F) ☐ Saturday ☐ Preferred day/time (please indicate):

31. In the past year, how often have you helped out at your child's school?

☐ Almost never ☐ Once or twice ☐ Every few months ☐ Weekly or more

32. I am willing to volunteer in our schools, but I am unsure how I can help. ☐ Yes ☐ No

33. Please describe any hobbies, talents, interests, or work experiences that you could share with the parents, staff, or students at your child's school.

34. What ways can parent and family engagement be strengthened within the school district?

35. What ways can parent and family engagement be strengthened at your child's school?

36. How can the school improve on actively engaging parents, family members, and the community in the activities of the school?

37. We have \$\$, \$\$\$ in the Title I parent and family engagement budget. Last year, we spent the money this way:

Do you agree with how we have budgeted parent and family engagement funds for this school year? ☐ Yes

☐ No If no, why not?:

38. Do you have any other suggestions for the use of funds?

Thank you for taking the time to complete this very important survey. Your feedback is greatly valued and sincerely appreciated.

Self-Assessment Tool

Focus Area 1: Ensuring teachers and staff know how to communicate effectively with families

- Does the school have policies or procedures in place that require teachers and staff to regularly communicate with families?
- Does the school provide professional development for teachers and staff in effective communication with families?
- Does the school provide forms in languages spoken by families of students attending the school?

Focus Area 2: Sharing information about the school and individual student progress.

- Does the school provide families with a handbook or other information on school policies and procedures?
- Does the school regularly communicate with families about student progress?
- Does the school communicate with families in their preferred language?
- Does the school communicate with families in multiple formats (email, website, text, phone call, print mail)?
- Are families invited to participate in graduation or other recognition of academic achievement?

Focus Area 3: Providing opportunities for families to visit their children and become familiar with staff and the school.

- Does the school offer families an opportunity to visit with the school staff?
- Does the school offer an "open house" or family visitation days on a regular basis?
- Are families invited to participate in school celebrations or events?
- Are families who are unable to visit in person offered opportunities to participate virtually?
- Does the school website provide staff profiles or information to help families learn about their child's teachers?

Focus Area 4: Ensuring that facilities and teachers are meeting the individualized needs of families and students. Are families able to locate information needed to answer their questions about the school and Alt ED program? In a language that they are comfortable communicating in?

- How does the school provide differentiated instruction for students at all levels of learning?
- Does the school provide opportunities for students to participate in career and technical education?
- Does the school provide opportunities for students to participate in athletics?
- Does the school provide students with the opportunity to earn credits toward a regular high school diploma? To prepare for and take the GED/HiSet?
- Does the school provide students with assistance in completing the FAFSA and college applications?
- How does the school assist students in transitioning back to regular school?

Focus Area 5: Empowering families to help their children be successful in and out of the school. • Does the school offer classes or information to assist families in building the skills necessary to support their child's academic success?

• Does the school offer families information on trauma, social-emotional development, or other mental health issues that their child may face?

• Does the school offer information on drug and alcohol addiction focused on children and youth?

• Does the school offer family reunification counseling?

Tier 1: Strategies for All Families

Create a welcoming environment and address families in a respectful manner; solicit family input through surveys, interviews, and focus groups; provide an orientation for family members of the school; establish ongoing communication and reporting of student progress; sponsor social activities that encourage family participation; maintain updated contact information on all parents and key family members.

- Ensure that teachers and staff are able to communicate with families
- Share information about school and student progress
- Provide opportunities for families to visit their children and become familiar with the staff and faculty
- Ensure that facilities and teachers are meeting the needs of families and students
- Empower families to help their children be successful in and out of the facility

Tier 2: Selective Strategies That Can Be Provided to Some Families

- Provide family members with skill development opportunities; enlist regular support from community partners to provide information, services, and supports to families; connect families with each other; take advantage of family visits to the facility to conduct specialized work that is better done face-to-face; provide childcare and transportation assistance.

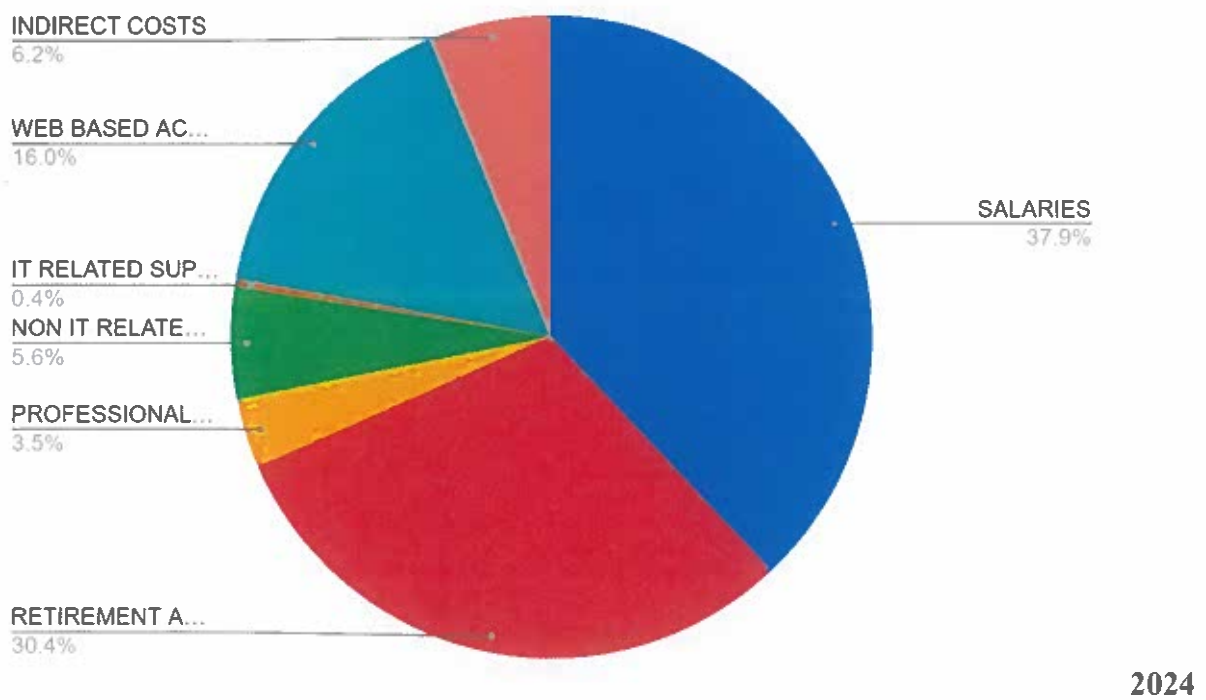
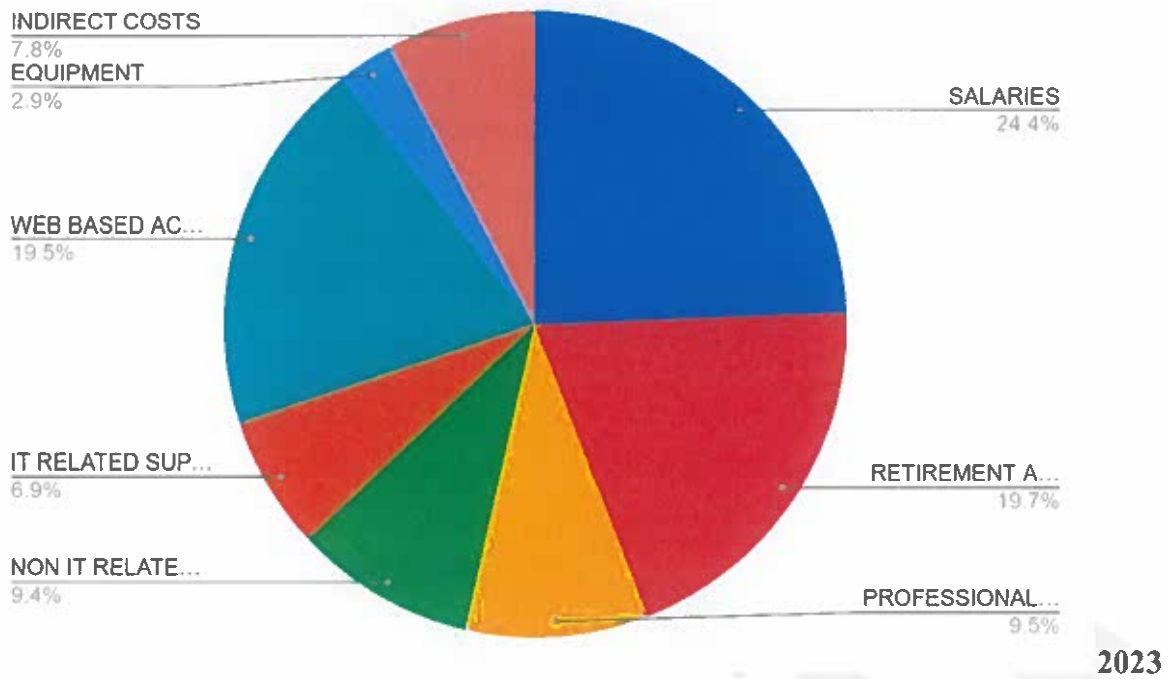
Tier 3: Intensive Strategies for Hard-to-Reach Families

- Tailor approaches to each family and child, engage in extensive work that may repair relationships between the student and their family when they no longer communicate, establish regular contact with the community school principal and facility school principal or transition coordinator to address specific student concerns, make translator available if needed.

Appendix

Title 1 Budget Plan

	2023	2024
TOTAL ALLOCATION	\$174,359.42	\$200,197.95
BUDGETED AMOUNT	\$160,804.44	\$187,851.63
EXCLUDABLE COSTS	\$5,000.00	\$0.00
INDIRECT COST RATE	8.70%	6.58%
SALARIES	\$42,533.44	\$75,915.36
RETIREMENT AND FRINGE BENEFITS	\$34,268.60	\$60,860.94
PROFESSIONAL EDUCATIONAL SERVICES	\$16,650.00	\$7,050.00
NOT IT RELATED SUPPLIES	\$16,352.40	\$11,285.33
IT RELATED SUPPLIES	\$12,000.00	\$740.00
WEB BASED ACCESSED VIA INTERNET AND SIMILAR PROGRAMS	\$34,000.00	\$32,000.00
EQUIPMENT	\$5,000.00	\$0.00
INDIRECT COSTS	\$13,554.98	\$12,346.32



Parent/Student Engagement Activities

Initiative/Action	Location/Name	Description
Parent Teacher conferences	All campuses	Quarterly/Trimesters
Watch Dog Program	HES and JH, HS Turkey Bowl Volunteer program	Program to involve dads and other father figures and positive male role models within the schools
Campus Curriculum Events	Fall Literacy -HES Dot math - SES Fall in Love with Math - District wide	Events focusing on curriculum that allow parents and students to interact with multiple contents
Cybersafety and Bullying	District wide	Cyber Cop: provide training and support to navigate the cyber world for teens and parents. Focus on cyber bullying
Professional Development	District wide	See PD PLAN
Parent/Student surveys Staff surveys Community surveys	District wide	Surveys are designed to monitor the perceptions, needs, and concerns of the students, teachers, staff, parents and community members and collect data to identify and communicate areas of need and areas of growth
Student incentives	Campus and district wide	Incentives provided for attendance, academic growth and performance, behavior, and citizenship
Advisory Committees	SPED EL and Migrant students Title I Campus District	Groups who will discuss and make recommendations and decisions on policies, procedures, etc. to ensure long term success of students.

draft

ACTION ITEM #5



MINERAL COUNTY SCHOOL DISTRICT

Parent Engagement Plan

SY 2023-2024

DRAFT 3/29/2023

In support of strengthening student academic achievement, Mineral County School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA).

The policy/plan establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Nevada Department of Education.

The Mineral County School District agrees to implement the following requirements as outlined by Section 1116:

1. The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
2. Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA. In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
3. If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.

The school district will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning*
- (B) Parents are encouraged to be actively involved in their child's education at school*
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child*
- (D) Other activities are carried out, such as those described in Section 1116 of the ESEA*

The Mineral County School District will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

1. Mineral County School District's Title 1 Administrator will initiate stakeholder/parent meetings each quarter to review the plan, survey parents and receive input on the District's plan.

TECHNICAL ASSISTANCE: The Mineral County School District will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. This assistance will be provided by the District taking the lead in planning, engaging, surveying and implementing parent engagement at a District level,

ANNUAL EVALUATION: The Mineral County School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

The Mineral County School District will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools. Funding information will be available during our annual meeting and posted on the MCSD website.

COORDINATION OF SERVICES: The Mineral County School District will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: Walker River Education Committee, Community Chest, Community Action Center that encourage and support parents in more fully participating in the education of their children by coordinating with these organizations and community partners in communication and resources available.

BUILDING CAPACITY OF PARENTS: The Mineral County School District will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- The State academic standards

- The State and local academic assessments including alternate assessments

- The requirements of Title I, Part A

- How to monitor their child's progress

- How to work with educators in various settings to include Open Houses, parent conferences, ect.

BUILDING CAPACITY OF SCHOOL STAFF: The Mineral County School District will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by providing professional development and opportunities to strengthen parent communication and engagement to include:

1. **Technology integration:** Implementing and training staff on a variety of communication platforms (like online portals, email newsletters, or apps specifically designed for schools) in order to make parent-teacher communication easier and more reliable. This will allow for timely updates on academic achievements, school-related activities, and other pertinent data.
2. **Cultural Training:** Offering workshops to improve staff members' cultural awareness, ensuring sensitivity to varied backgrounds, and successfully interacting with families from various socioeconomic, linguistic, and cultural backgrounds are examples of cultural competency training.
3. **Parent Education Sessions:** Holding seminars aimed at helping parents become more knowledgeable about the curriculum, expectations for academic success, and strategies for assisting their kids' at-home learning. These talks may touch on subjects like homework help strategies, parent-child communication, and study habits.
4. **Feedback Mechanisms:** Putting in place feedback mechanisms that promote candid conversation and the sharing of ideas, worries, and suggestions between staff and parents. This could involve holding frequent meetings, suggestion boxes, or surveys to guarantee cooperation and continuous improvement.
5. **Community Involvement Initiatives:** Developing programs that include parents in school activities, promoting a sense of community and shared responsibility for student success through partnerships with local businesses, organizations, or volunteers.
6. **Resource Accessibility:** Making sure parents can readily obtain information and resources for education, either online or through a specific area in the school that provides direction, assistance, and access to pertinent materials.
7. **Recognition and Appreciation:** Establishing initiatives to promote a positive cycle of ongoing engagement by recognizing and appreciating parental support and involvement through awards, certificates, or public acknowledgements.

ADOPTION: This LEA parent and family engagement policy/plan has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by meeting minutes and sign-in sheet.

This policy was adopted by the Mineral County School District on _____ and will be in effect for the period of the FY' 23 - '24 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before May 30, 2024.

School Compacts

draft

Hawthorne Elementary School

School-Parent /Family Compact

SY 2023-2024

Dear Parent/Guardian,

We at Hawthorne Elementary School are dedicated to fostering a strong partnership between our school, our students, and our families to ensure the best possible outcomes for student success. This partnership is outlined in our School-Parent Compact, a collaborative effort between parents, students, and staff, aimed at improving student academic achievement and building a supportive learning environment.

Jointly Developed: The School-Parent Compact was developed in partnership with parents, students, and staff members. Your input is crucial, and we encourage you to attend our annual revision meetings held each fall to provide feedback based on student needs and school improvement goals. Additionally, we value your input through the annual Title I parent survey, which helps us continually refine and improve our programs and policies.

MINERAL COUNTY SCHOOL DISTRICT GOALS:

At Mineral County School District, our overarching goals revolve around communication, academics, and fostering a positive school culture. Academic excellence is at the forefront, aimed at supporting students in their journey towards graduation and long-term success. To kickstart this process, we've implemented research-based, high-quality instructional materials. Our district is dedicated to enhancing learning by making it both challenging and relevant, utilizing data to inform instruction, and establishing systems that guarantee academic achievement across core content areas such as ELA, Math, and Science.

HAWTHORNE ELEMENTARY SCHOOL GOALS:

Here at Hawthorne Elementary School, we're embarking on an exciting six-year plan designed to bolster communication, equip our students with essential skills for their future, and cultivate a learning environment where both students and staff can thrive. To achieve these goals, we're prioritizing ongoing professional development and support while implementing systems for continuous improvement. This year, we've introduced newly adopted ELA materials, with plans to introduce a revamped math curriculum next year. By laying this foundation, we're providing our students with the tools they need to reach their full potential and soar to new heights.

School/Teacher Responsibilities: Our educators are committed to providing you with resources and support to enhance your child's learning experience. With the start of each new topic in Math or English Language Arts we will provide you with resources

Mineral County Parent Engagement Plan 2023-2024

available in both English and Spanish. These resources include videos, overview letters, and activities tailored to each unit. We will also maintain open lines of communication with you to ensure you have the support you need to help your child succeed.

Parent Responsibilities: We invite you to participate in key events throughout the year, such as family nights, classroom presentations, conferences, National Parental Involvement Day and Public School Volunteer Week. Additionally, we encourage you to utilize the family learning materials provided by our teachers to strengthen your child's learning at home. Your involvement and support are vital to your child's success.

Student Responsibilities: Students play a crucial role in their own learning journey. We encourage students to communicate regularly with their families about what they're learning in school, participate in home show and tell sessions, review homework assignments with their families, and actively engage in family projects and reading sessions.

Communication about Student Learning: We are committed to maintaining frequent communication with families about children's learning progress. You can expect to receive updates via the Remind app, positive contacts from teachers, messages on the HES website and Facebook page, as well as through emails, text messages, and phone calls regarding your child's progress.

We believe that by working together as a team—students, parents, and school staff—we can create a supportive environment where every child can thrive academically and personally. Thank you for your partnership in your child's education.

Sincerely,
Mercedes Krause

Principal, Hawthorne Elementary School

Schurz Elementary School

School-Parent /Family Compact

SY 2023-2024

Dear Parent/Guardian,

Schurz Elementary School students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

JOINTLY DEVELOPED

The parents & guardians, students, and staff of Schurz Elementary School partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the Fall each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies. To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

Mineral County School District GOALS:

At Mineral County School District, our overarching goals revolve around communication, academics, and fostering a positive school culture. Academic excellence is at the forefront, aimed at supporting students in their journey towards graduation and long-term success. To kickstart this process, we've implemented research-based, high-quality instructional materials. Our district is dedicated to enhancing learning by making it both challenging and relevant, utilizing data to inform instruction, and establishing systems that guarantee academic achievement across core content areas such as ELA, Math, and Science.

SCHOOL'S NAME] GOALS:

To help your child meet the district and school goals, the school, you, and your child will work together to:

SCHOOL/TEACHER RESPONSIBILITIES:

PARENT RESPONSIBILITIES:

STUDENT RESPONSIBILITIES:

COMMUNICATION ABOUT STUDENT LEARNING:

Each school in our district is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

Hawthorne Junior High School

School-Parent /Family Compact

SY 2023-2024

Dear Parent/Guardian,

Hawthorne Junior High School students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

JOINTLY DEVELOPED

The parents, students, and staff of Hawthorne Junior High School partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the Fall each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies. To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

Mineral County School District GOALS:

At Mineral County School District, our overarching goals revolve around communication, academics, and fostering a positive school culture. Academic excellence is at the forefront, aimed at supporting students in their journey towards graduation and long-term success. To kickstart this process, we've implemented research-based, high-quality instructional materials. Our district is dedicated to enhancing learning by making it both challenging and relevant, utilizing data to inform instruction, and establishing systems that guarantee academic achievement across core content areas such as ELA, Math, and Science.

HAWTHORNE JUNIOR HIGH SCHOOL GOALS:

To help your child meet the district and school goals, the school, you, and your child will work together to:

Increase English Language Arts (ELA) and Math proficiency by 12% each year for the next 5 years to a district goal of 80% ELA and math proficiency for all grades.

SCHOOL/TEACHER RESPONSIBILITIES:

- The school will provide families with a 6 week progress note and semester report card with current grades and comments from the students' teachers.
- The school will hold a Parent Teacher Conference each quarter to share with families academic and social successes and areas of growth for students.
- The school will send home state testing data to families after each test result is made available.
- The school will hold family data nights in which the family can learn how to interpret test scores, maneuver on the NWEA website, and learn ways the family can help the student excel on tests and content through activities at home.
- The principal will release Principals Highlights sent out weekly in Robo text and PDF links to keep up to date on important issues being addressed by the Principal.
- Teachers will participate in site Student Intervention Team (SIT) meetings for students that are struggling academically or behaviorally in class or other settings at school.
- Teachers will communicate with parents when their grades drop to a D or F and invite the student to after school tutoring M-Th 3:45-5:00 pm.

PARENT RESPONSIBILITIES:

- Parents will participate in site Student Intervention Team (SIT) meetings for students that are struggling academically or behaviorally in class or other settings at school.
- Parents will read the Principals Highlights sent out weekly in Robo text and PDF links to keep up to date on important issues being addressed by the Principal.
- Parents will read the 6 week progress note and semester report card with current grades and comments from the students' teachers.
- Parents will attend the Parent Teacher Conference each quarter to share with families academic and social successes and areas of growth for students.
- Parents will read the state testing data sent home to families after each test result is made available.
- Parents will attend the family data nights in which the family can learn how to interpret test scores, maneuver on the NWEA website, and learn ways the family can help the student excel on tests and content through activities at home.

- Parents will communicate with teachers when their student's grades drop to a D or F and invite the student to after school tutoring M-Th 3:45-5:00 pm.
- Parents will follow all rules in the Parent/Student Handbook.

STUDENT RESPONSIBILITIES:

- The student will come to family data nights to better understand their downstate test scores and how to work at home to increase proficiency.
- The student will come to school prepared and ready to learn.
- The student will follow all rules in the Parent/Student Handbook.

COMMUNICATION ABOUT STUDENT LEARNING:

Our School communicates with our families through:

-
- A weekly Principal's Highlights robo text/PDF
- Weekly updates to the school website
- Robo calls home when immediate or imminent action is needed
- Fliers sent home with students to share with parents
- Teacher phone calls home about concerns or successes
- Certified letters home addressing attendance or truancy
- IC parent portal for grades, assignments and related teacher comments

Mineral County High School

School-Parent /Family Compact

SY 2023-2024

Dear Parent/Guardian,

Mineral County High School students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

JOINTLY DEVELOPED

The parents, students, and staff of Mineral County High School partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the Fall each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies. To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

Mineral County School District GOALS:

At Mineral County School District, our overarching goals revolve around communication, academics, and fostering a positive school culture. Academic excellence is at the forefront, aimed at supporting students in their journey towards graduation and long-term success. To kickstart this process, we've implemented research-based, high-quality instructional materials. Our district is dedicated to enhancing learning by making it both challenging and relevant, utilizing data to inform instruction, and establishing systems that guarantee academic achievement across core content areas such as ELA, Math, and Science.

MINERAL COUNTY HIGH SCHOOL GOALS:

To help your child meet the district and school goals, the school, you, and your child will work together to:

Increase English Language Arts (ELA) and Math proficiency by 12% each year for the next 5 years to a district goal of 80% ELA and math proficiency for all grades.

SCHOOL/TEACHER RESPONSIBILITIES:

- The school will provide families with a 6 week progress note and semester report card with current grades and comments from the students' teachers.
- The school will hold a Parent Teacher Conference each quarter to share with families academic and social successes and areas of growth for students.
- The school will send home state testing data to families after each test result is made available.
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- Teachers will communicate with parents when their grades drop to a D or F and invite the student to after school tutoring M-Th 3:45-5:00 pm.

PARENT RESPONSIBILITIES:

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- Parents will communicate with teachers when their student's grades drop to a D or F and invite the student to after school tutoring M-Th 3:45-5:00 pm.
- Parents will follow all rules in the Parent/Student Handbook.

STUDENT RESPONSIBILITIES:

- The student will come to family data nights to better understand their downstate test scores and how to work at home to increase proficiency.
- The student will come to school prepared and ready to learn.
- The student will follow all rules in the Parent/Student Handbook.
-

COMMUNICATION ABOUT STUDENT LEARNING:

Our School communicates with our families through:

- A weekly Principal's Highlights robo text/PDF
- Weekly updates to the school website
- Robo calls home when immediate or imminent action is needed
- Fliers sent home with students to share with parents
- Teacher phone calls home about concerns or successes
- Certified letters home addressing attendance or truancy
- IC parent portal for grades, assignments and related teacher comments



Mineral County School District

751 A. Street, P. O. Box 1540, Hawthorne, Nevada 89415

Phone (775) 945-2403 Fax (775) 945-3709

Stephanie Keuhey, Superintendent

Board of Trustees: Tyler Viani-President

Juanita Diede-Vice President

Kristin Reeves-Clerk

Kathryn Castagnola

Candice Birchum

Dear Parent or Guardian,

In December 2015, the Every Student Succeeds Act (ESSA) was signed into law. Highlights of ESSA include holding all students to high academic standards and ensuring that the lowest-performing schools are provided the appropriate support for school improvement. The purpose of this letter is to notify you about important information regarding your child's school and to detail the protocol for measuring the academic performance of public schools in Nevada. The Nevada School Performance Framework (NSPF) is a critical part of the Education Performance System and utilizes a five-star classification approach. In addition to the school's star rating, schools may also be designated as a Comprehensive Support and Improvement (CSI) school or a Targeted Support and Improvement (TSI/ATSI).

INSERT SCHOOL NAME has been classified as a one star school. In addition, your child's school has been identified as a CSI school. Once identified, schools are to remain a part of a cohort for four years, including a designation year, followed by a three-year improvement phase.

Schools with a CSI designation:

The lowest-performing Title I schools (bottom 5 th percentile of the adjusted NSPF index score); or High Schools with a four-year graduation rate below 67 percent; or All Title I schools that did not exit an ATSI designation after a three-year improvement plan.

All schools designated as CSI must work with their District to develop a plan to exit the CSI designation within three years. Schools are evaluated for exit at the end of a three-year designation period.

School Specific Information

To provide support and meet school and district goals, INSERT SCHOOL NAME IS using allocated Title I funding

to _____ Information

regarding the plan for continuous improvement, including specific goals and action steps for exiting their designation, can be located on the school's website in the School Performance Plan (SPP).

Mineral County Parent Engagement Plan 2023-2024

draft

ACTION ITEM #6



Proposal for Summer Journey to Mineral County School District - 2 Year Program

April 3, 2024

Prepared by Catapult Learning:

Teresa Gregory
Director of School Partnerships, West
702.496.4130
teresa.gregory@catapultlearning.com



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Overview of Services

Catapult Learning Summer Journey Program

Quality summer education is a critical part of a students' academic journey. At Catapult Learning, we're focused on eliminating summer learning loss and accelerating academic gains. Catapult Learning's research-based Summer Journey programs support all learners by reinforcing foundational skills while developing strengths through interactive educational opportunities and engaging activities. The program's systemic and explicit instructional model reinforces essential skills to close academic gaps, better preparing students to return to school in the fall.

The immersive nature of our Summer Journey program has been proven to motivate and build confidence in struggling learners by:

- Providing students with the skills and strategies to increase confidence
- Helping students connect and integrate new learning with existing knowledge
- Helping students expand their background knowledge
- Establishing a student-centered learning environment that improves academic success
- Providing immediate and appropriate feedback to the learner
- Incorporating ample guided and independent practice
- Helping students articulate their thinking

Catapult Learning's Summer Journey is more than just a day of activities for your students. By choosing Catapult Learning for these services, you will also receive the end-to-end management of the entire program. This includes:

- **Implementation of Services** – planning, coordination, recruiting/hiring/onboarding of staff, enrollment of students, and all activities required to begin delivering services
- **Direct Services for Students** – instruction delivered to students by qualified instructors
- **Program Management** – ongoing supervision, training, reporting and coordination required to ensure a successful engagement



Catapult Learning's Summer Journey Services

Summer Journey supports students in grades K–12 with instructional intervention in literacy and math, plus academic enrichment options that provide additional opportunities to extend and apply learning. For Mineral County School District, our proposed Academic Programming includes Catapult Learning's Small Group Instructional Model.

Small Group Instructional Model

Our teachers work with small groups of students using activities that align to instructional objectives and lend themselves to differentiation to meet the needs of individual students within the small-group learning environment. We set clear and consistent expectations for student behavior and participation. Instruction includes teacher modeling, guided peer work, and independent practice designed to increase active student engagement and improve attitudes toward learning while accelerating learning. Small-group work allows the student to experience the motivation of peer interaction while focusing on activities designed to reinforce those skill areas in which they are having difficulty. This opportunity for small group interaction within a nurturing and supportive environment is essential for reluctant learners, and students who are struggling in the classroom.

Within the structured small group environment, the teacher emphasizes the process as well as the product. In each session, teachers address specific skills within a carefully crafted lesson framework. The low student-to-teacher-ratio allows the teacher to support and interact with each student and to provide immediate feedback and/or remediation based on each student's performance on independently completed activities. Student performance is monitored and recorded on a continual basis.

Our overarching instructional model combines a diagnostic and prescriptive approach with a coherent set of research-based, best pedagogical practices. Students start with an assessment to help identify skill gaps and areas of greatest need. Lessons are designed and delivered in a gradual release of responsibility model to ensure that students spend significant instructional time in what researchers refer to as Academic Learning Time (Fisher & Berliner, 1985). Academic Learning Time (ALT) requires that students understand the learning objective, spend time actively manipulating the academic content of the lesson, and engage in work that leads to high rates of independent student success. Each lesson is designed to create ALT for every student.

The instructional model emphasizes teacher "think-aloud" in every lesson to make the skill and thought process visible. Teachers deliver systematic, explicit instruction with scaffolding to ensure that all students succeed.



Our instructional programs provide many advantages, including:

- Research-based strategies that encourage transfer of learning to new situations
- Alignment to state and national standards
- Highly structured lessons that build and reinforce essential skills and provide instructional support and modeling
- Vertical alignment and scaffolding to differentiate instruction based on student need
- Built-in formative assessments and progress monitoring to ensure students are making progress
- Supports for at-risk and low-performing students struggling with grade-level work
- Tools to foster communication between Catapult Learning staff
- Engaging real-world content that piques student interest and motivation

Catapult Learning's signature instructional programs provide a balance of systematic, explicit instruction of key skills and a flexible, small-group environment that allows teachers to differentiate instruction and meet the needs of all students. Teachers receive intensive training on research-validated instructional strategies in math and literacy. They are provided with a wealth of instructional support materials to help them assess, motivate, and teach the children in their care. Overall best practices, such as assisting students in connecting and integrating new learning to existing knowledge, helping students expand their backgrounds of knowledge, establishing an environment that is conducive to learning by providing student centered instruction, providing immediate and appropriate feedback to the learner, incorporating ample guided practice, and helping students articulate their thinking, are all key features of Catapult Learning's instructional programs.

Individual student progress is carefully monitored by the Catapult Learning teacher on a continual basis in the small group setting. Teachers regularly observe, record, and monitor student progress using formative assessments to determine next steps. This setting supports learning in an atmosphere that is cheerful and work-centered. Expectations for student behavior and participation are clear and



consistent. The physical environment exposes students to peripheral math supports that are designed to provoke thought and discussion.

Literacy Instruction

Our proposed summer *AchieveLiteracy* programs:

- Are designed to support foundational literacy skills, increase fluency, and improve listening and reading comprehension
- Are based on the Science of Reading by developing concepts about print, oral language, phonemic awareness, phonics skills, and comprehension skills
- Improve students' skills across the Big 5: Phonics, Phonological Awareness, Fluency, Comprehension, Vocabulary

AchievePhonics K-2

Catapult Learning's AchievePhonics program for students in grades K-2 is aligned to local, state, and national standards, and uses the most up-to-date research and our scientifically based instructional model to introduce new readers to concepts of print and strengthen emergent readers' essential reading, writing, speaking, and listening skills. AchievePhonics provides systematic and explicit instruction in phonics and phonemic awareness while also building students' vocabulary and providing opportunities to practice new skills using decodable and authentic texts. Students learn decoding and encoding strategies to increase confidence and provide early literacy foundations to help students bridge from learning to read to reading to learn.

- Diagnostic and prescriptive approach that uses data to guide instruction and differentiation
- Explicit instruction in phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension
- Explicit instruction in concepts of print and oral language skills
- Hands on manipulatives for engaging learners
- Systematic scope and sequence that builds in a logical way
- Supports students learning English as a second language
- Practice with decodable and authentic texts
- Formative assessment and ongoing progress monitoring

AchieveLiteracy Summer Journey 3-8

Catapult Learning's AchieveLiteracy Summer Journey 3-8 program is aligned with local, state, and national standards. AchieveLiteracy Summer Journey draws on extensive research regarding best practices for improving performance in literacy. The program seeks to address the most foundational misconceptions and skill deficits that students present, using approaches that complement their school year core classroom instruction. This allows students to grow at an accelerated pace while drawing on their prior knowledge to help them make connections and build the necessary schema for continued learning.



Each AchieveLiteracy Summer Journey lesson allows students to work with skilled teachers to develop reading, writing, and flexible thinking behaviors while working with rigorous texts. In addition, the material provides multiple opportunities for students to actively manipulate content and concepts during small group discussions, learning activities, and writing.

Lessons have been developed to meet the diverse needs of learners. Key features include:

- Explicit instruction in reading fluency, vocabulary development, reading comprehension, and writing
- Interactive read-alouds, shared and guided reading, text analysis, and a focus on strategic reading and writing
- Routines to boost student engagement, help students clarify and retain key lesson content, and reinforce that all students have something to contribute to discussions
- Formative assessment and ongoing progress monitoring

AchieveMath K-8

AchieveMath K-8 uses a scientifically based group instructional approach to strengthen the mathematics skills of students. Group activities and explorations supported by concrete and real-life experiences, basic skills instruction, and reinforcement are at the core of our math lessons. Key features include:

- Diagnostic/prescriptive process that sets instructional objectives aligned to state standards based on individual student skill levels and needs
- Explicit skills instruction provided in small groups
- Specific focus on the major clusters and needed fluencies identified by state standards
- Frequent modeling and demonstration of the habits of mind embodied in the Standards for Mathematical Practice

Apex Learning (High School)

Apex Learning Test Readiness Tutorials provide high school students the opportunity to practice test-specific reading and math skills. The Tutorials are part of our Instructional-Coach Rotational Model, during which our instructors coach students through technology sessions designed specifically to meet their individual learning needs. This enhances the learning experience and provides more personalized, targeted instruction for each student. It aligns with the guided instruction and guided practice components of our instructional model.

Apex Learning Test Readiness tutorials break units into lessons that provide the following path:

- **Learn It:** students receive direct instruction, definitions of academic language, and built-in screen reading
- **Try It:** students practice problems that increase in difficulty, designed to mimic a testing environment
- **Review It:** students view short, 3-5 minute videos recapping lesson objectives with real-life application



- **Test It:** students and teachers receive immediate feedback on mastery

The program can be used by students both during Catapult Learning instructional sessions and outside of school, allowing for an extended learning experience outside the classroom.

Enrichment Offerings

STEM Enrichment Program

Science, technology, engineering, and math—known collectively as STEM—are more important in today's information-driven world than ever before. Catapult Learning's STEM program is built on the idea that instruction should be an engaging, academically rich experience that offers students firsthand opportunities for application and synthesis of skills. Our STEM program is based on the Engineering Design Process (EDP), which NASA defines as "an iterative process that engineers use to guide them in problem solving," and is aligned with Next Generation Science Standards (NGSS). With interactive, project-based lessons, our STEM program emphasizes learning by doing. Each age-appropriate program incorporates reading, hypothesizing, building, testing, redesigning, and problem-solving to find solutions in a fun and interactive way. This model encourages students to take risks, make mistakes and learn from them, and develop critical-thinking skills and self-confidence.

EmpowerU Summer Program

Tier I

EmpowerU is an innovative, evidence-based solution that builds resilient, self-directed learners. More than 90% of K-12 teachers who have lead classroom our resilience lessons have seen improvement in self-regulation and behaviors.





Lessons are designed to develop self-directed learners who thrive even when they face challenges. Catapult instructors will teach daily EmpowerU lessons to support academic goal-setting and resilience building. Each engaging lesson supports students as they learn and practice core resilience concepts. Students apply learning by setting personal goals and engaging in real-life scenarios. Each lesson also includes personal reflection. Students leave our program more self-directed and confident learners who can thrive in adversity.

Programs include access to online lessons, reflection journals, data to measure impact, and a supplemental library of resources with additional videos and activities to support academic resilience and self-management. Key components of EmpowerU's Summer Program:

- **Resilience Skill Acquisition Proven to Unlock Learning:** Our program develops vital resiliency skills to improve students persistence through challenges.
- **Evidence-Based Curriculum Delivered Daily:** Daily lessons boost learning using our evidence-based instructional model.
- **Expansion Activities:** Our extension resources provide the instructor with easy-to-use practice tools to enhance our program's impact.
- **Reflection Drives Student Engagement and Improvement:** Each lesson includes reflection that has been proven to increase resilience and support students in achieving their individual goals, overcoming challenges as well as driving noticeable improvements in persistence and academic engagement.
- **Measurable Outcomes that Boost Learning and Climate:** As students learn to manage their emotions and behaviors, engagement increase resulting in improved learning focus.

Tier II

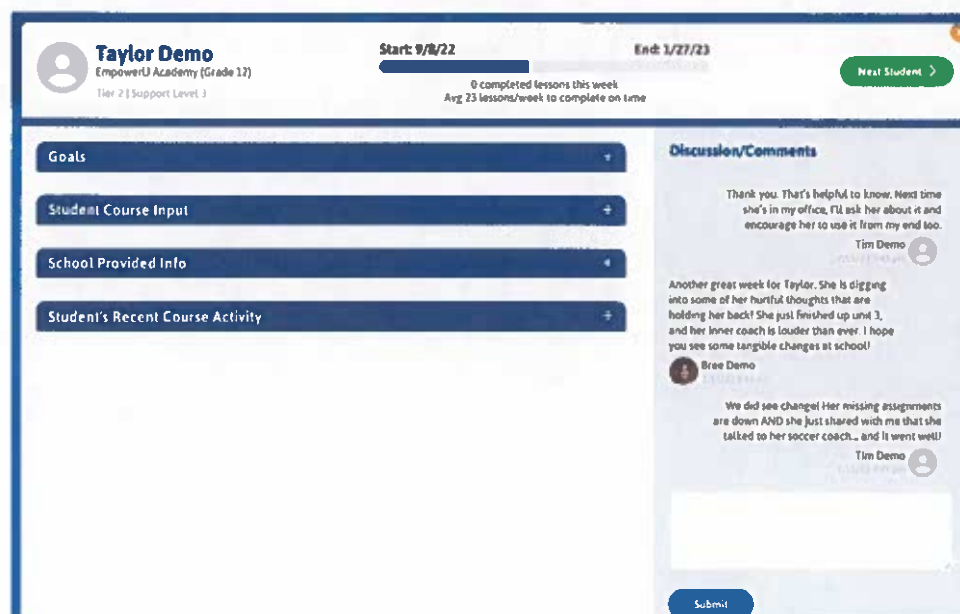
For students who would benefit from a higher level of support – often beyond the day-to-day support school staff can deliver – EmpowerU's Tier 2 With Coaching programs combine online, independent life skills lessons with asynchronous support and feedback from our remote workforce of EmpowerU credentialed instructors, often referred to as EmpowerU coaches. Each student's 1:1 EmpowerU coach provides them with highly personalized feedback and support each day, helping students take the steps forward they need to integrate life skills into the challenges of their day. The school staff (teacher, counselor, or behavioral health professional) at each building are able to monitor progress, view outcomes, and collaborate with EmpowerU coaches via EmpowerU's online portal/dashboard in real-time.

At the Tier 2 level of support, EmpowerU asynchronous coaches are the main facilitators of the course, collaborating with school staff overseeing the program via EmpowerU's dashboard.

Proposal for Summer Journey to Mineral County School District

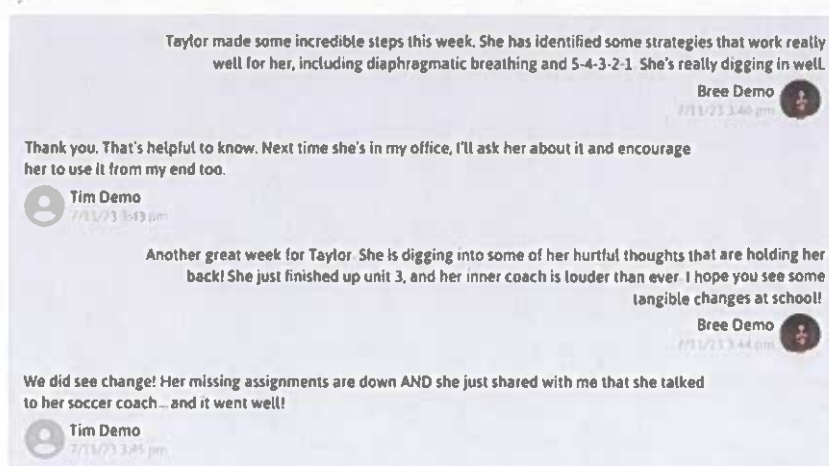


Sample feedback between student and EmpowerU Instructor through the safe EmpowerU portal at Tier 2.



Sample School Staff Dashboard that makes it easy to monitor the progress of EmpowerU students in real-time.

Proposal for Summer Journey to Mineral County School District



School staff can communicate with the EmpowerU instructor live through the portal when needed to collaborate and provide a full wrap-around of support.



Program Components

Assessment and Progress Monitoring/Reporting

Assessment in our instructional programs is driven by three considerations:

- Minimizing students' test-taking burden and loss of instructional time
- Providing valid and reliable measures of academic progress that meet district standards
- Providing useful formative information for our Common Core-aligned instructional programs

Catapult Learning has made every effort to provide an assessment system that is flexible, efficient, and meaningful.

Pre- and Post-Testing

We will administer a pre-assessment to each student entering the program. After pre-assessment analysis, student academic goals are set up, and an academic plan is written for each student. We use Renaissance Star 360 assessments, or a different third-party assessment if desired.

Ongoing Assessment and Evaluation

Assessment of student progress is achieved through daily observation of students during instruction (such as with our Daily Lesson Assessments) and periodic formal and/or informal assessments.

Monitoring and Reporting Student Progress

We currently use a variety of methods that track the progress made by our students. Individual student progress is carefully monitored by our staff on a continual basis in the small-group setting. This setting supports learning in a cheerful and work-centered atmosphere. Expectations for student behavior and participation are clear and consistent.

Instruction takes place at the edge of challenge and success. Our teachers closely address developmental steps taken by students. The teacher creates lesson plans and projects designed to help growth, based on what the student already knows and is ready to learn next. Finally, students are encouraged to learn strategies that are transferred to new learning situations.

Technology Requirements

For virtual services delivered through a technology platform, students will be required to have access to any modern web browser, meeting the following requirements:

- Device access: tablet, laptop, desktop, or Chromebook
- Internet access
- Ability to capture images
- Microphone and/or voice access
- Headphones and/or audio access



Motivation

Recognizing that motivation is one of the key forces that drives student learning, Catapult Learning has developed a motivation program that builds upon research on the use of incentives in changing behaviors. One of the most important motivational factors related to student achievement is self-efficacy. Self-efficacy is defined as an individual's beliefs about one's performance capabilities within a specific context. Self-efficacy has been positively related to higher levels of student achievement, higher levels of effort and increased persistence on difficult tasks. The relationship between motivation and school success is cyclical. Students who are motivated tend to succeed in school, and school success tends to increase students' motivation.

To address the motivation factor, our programs include:

- Positive learning environment (praise, encouragement and positive reinforcement)
- Materials matched to students' instructional level
- Clearly stated expectations and goals, individualized for each student
- Ample opportunities for practice and mastery
- Catapult Learning's motivation system links student performance and effort to rewards and tokens
- Certificates of Achievement

We prefer to implement our motivation system with our program. However, we can remove this feature at schools that would prefer we not use it.



Price Quote for Mineral County School District

Summer Pricing – 2024

K-8 Services – 4 Weeks

Number of Students:	116
Group Size:	Average of 9
Number of Groups:	13
Hours Per Week Per Group:	24
Number of Weeks:	4
Curriculum:	AchievePhonics or AchieveLiteracy, STEM, and EmpowerU Tier I

Cost of Service

Catapult Learning Summer Journey Program	\$254,556.00
--	--------------

High School Services – 4 Weeks

Number of Students:	24
Group Size:	Average of 12
Number of Groups:	2
Hours Per Week Per Group:	24
Number of Weeks:	4
Curriculum:	APEX License, STEM, and EmpowerU Tier II (Short Course)

Cost of Service

Catapult Learning Summer Journey Program	\$46,011.00
--	-------------

Price Notes

- The quoted prices will be honored for 90 days from the date of this proposal.
- All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program – to include number of Students, Group Size, Groups, and Hours per Student – may result in a change in price.
- The quoted prices and services included in the proposal are subject to the execution of a mutually agreeable contract, inclusive of billing terms.
- Standard payment terms are Net 30.



Summer Pricing – 2025

K-8 Services – 4 Weeks

Number of Students:	116
Group Size:	Average of 9
Number of Groups:	13
Hours Per Week Per Group:	24
Number of Weeks:	4
Curriculum:	AchievePhonics or AchieveLiteracy, STEM, and EmpowerU Tier I

Cost of Service

Catapult Learning Summer Journey Program	\$254,556.00
--	--------------

High School Services – 4 Weeks

Number of Students:	24
Group Size:	Average of 12
Number of Groups:	2
Hours Per Week Per Group:	24
Number of Weeks:	4
Curriculum:	APEX License, STEM, and EmpowerU Tier II (Short Course)

Cost of Service

Catapult Learning Summer Journey Program	\$46,011.00
--	-------------

Price Notes

- The quoted prices will be honored for 90 days from the date of this proposal.
- All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program – to include number of Students, Group Size, Groups, and Hours per Student – may result in a change in price.
- The quoted prices and services included in the proposal are subject to the execution of a mutually agreeable contract, inclusive of billing terms.
- Standard payment terms are Net 30.

ACTION ITEM #7

ACTION

ITEM #8



Pricing Proposal
Quotation #: 24200350
Created On: 11/20/2023
Valid Until: 6/14/2024

NV-County of Mineral County School District

Tommy Martinez

895 A Street
Hawthorne, NV 89415
United States
Phone: (775) 945-2403
Fax:
Email: martinez.tommy@nvmcsd.org

Inside Account Executive

Andrew Meshriky

290 Davidson Ave.
Somerset, NJ 08873
Phone: 732-564-8662
Fax:
Email: Andrew_Meshriky@shi.com

All Prices are in US Dollar (USD)

Product	Qty	Your Price	Total
1 Catalyst 9164I AP (W6E, tri-band 4x4) w/Meraki Cisco Systems - Part#: CW9164I-MR Contract Name: Open Market Contract #: Open Market	65	\$868.00	\$56,420.00
2 Meraki MR Enterprise License, 3YR Cisco Systems - Part#: LIC-ENT-3YR Contract Name: Open Market Contract #: Open Market	69	\$174.00	\$12,006.00
3 Catalyst 9166I AP (W6E, tri-band 4x4) w/MERAKI Cisco Systems - Part#: CW9166I-MR Contract Name: Open Market Contract #: Open Market	4	\$974.00	\$3,896.00
4 Meraki MS130-24X Cloud Mgd. 18GE + 6x(2.5GE) 370W PoE Switch Cisco Systems - Part#: MS130-24X-HW Contract Name: Open Market Contract #: Open Market	3	\$2,197.00	\$6,591.00
5 Meraki MS130-8X Cloud Mgd. 6GE + 2x(2.5GE) 120W PoE Switch Cisco Systems - Part#: MS130-8X-HW Contract Name: Open Market Contract #: Open Market	4	\$849.00	\$3,396.00
6 Meraki MS130-24 Enterprise License and Support, 3 Year Cisco Systems - Part#: LIC-MS130-24-3Y Contract Name: Open Market Contract #: Open Market	3	\$148.00	\$444.00
7 Meraki MS130-CMPT Enterprise License and Support, 3 Year Cisco Systems - Part#: LIC-MS130-CMPT-3Y Contract Name: Open Market Contract #: Open Market	4	\$68.00	\$272.00

Subtotal	\$83,025.00
Shipping	\$0.00
*Tax	\$0.00
Total	\$83,025.00

*Tax is estimated. Invoice will include the full and final tax due.

Additional Comments

The following is related to the Cisco items on this quote:

- Please see the following links to [Cisco's Security and Trust Center](#), [Trust Portal](#), [Online Privacy Statement](#), as well as [Customer Master Data Protection Agreement](#) which all are incorporated by reference into the EULA

SHI SPIN: #143012572

SHI-GS SPIN (For Texas customers ONLY): #143028315

For E-rate SPI orders, applicant shall be responsible for payment of any outstanding or ineligible costs if USAC rejects reimbursement claim in whole or in part.

Please note, if Emergency Connectivity Funds (ECF) will be used to pay for all or part of this quote, please let us know as we will need to ensure compliance with the funding program.

Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.

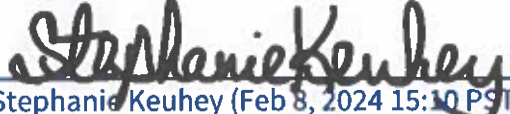
All orders for Cisco equipment and related software and services submitted, beginning on December 29, 2021, are non-cancelable and cannot be modified starting 45 days prior to the scheduled ship dates. Non-cancelable orders are not eligible for RMA for credit.

Thank you for choosing SHI International Corp! The pricing offered on this quote proposal is valid through the expiration date set above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order.

SHI International Corp. is 100% Minority Owned, Woman Owned Business.

TAX ID# 22-3009648; DUNS# 61-1429481; CCR# 61-243957G; CAGE 1HTF0

The products offered under this proposal are Open Market and resold in accordance with the terms and conditions at [SHI Online Customer Resale Terms and Conditions](#).


Stephanie Keuhey (Feb 8, 2024 15:10 PST)

ACTION ITEM #9

Service Order Form**Order Information**

Contracting Entity	Mineral Cty School Dist	Billing Account		Account Number	
Contact	Stephanie Keuhey	Phone	775-945-2403	Email	keuhey.stephanie@nvmcsd.org
CC Comm Rep	Matt Ryan	Phone	775-866-7633	Email	matt.ryan@cccomm.co

Service Details

Service Order ID		Requested Install Date	
Order Type	Change	Customer Identifier	
Service Term	36 Month		

Service Order Components

Type	Renewal - Transport and Internet Access
A Address	601 A. St. Hawthorne, NV
Z Address	

Pricing

Product	MCSD 1 GB - Internet	Type	MRC	Quantity	1	Amount	\$ 499.00	Total	\$ 17,964.00
Product	MCSDWV1 - Transport	Type	MRC	Quantity	1	Amount	\$ 1,000.00	Total	\$ 36,000.00
Product		Type	NRC	Quantity		Amount		Total	\$ 0.00
Product		Type	NRC	Quantity		Amount		Total	\$ 0.00


Order Notes

As is renewal being proposed in response to Form 470 #240006793

Grand Total

Monthly recurring charges total	\$ 53,964.00
Non-recurring charges total	\$ 0.00

Signatures

Customer		CC Communications
Signature		Signature
Printed Name	Stephanie Keuhey	Printed Name
Date	2/8/24	Date

Terms & Conditions

Customer acknowledges that Customer is ordering the service described above ("Service") from CC Communications. This Service Order Form shall be governed by and subject to the Master Services Agreement and Service Level Agreement between Customer and CC Communications. This Service Order form is subject to the CC Communications' standard MSA, SLA and Service Schedule, unless Customer and CC Communications have signed an alternative MSA, SLA and Service Schedule. This Service Order shall only be binding after acceptance in writing by CC Communications. By your signature represent that you have read, understand, and agree to all Terms and Conditions and that you are authorized to bind Customer company. You further agree that once CC Communications has signed the Service Order Form, Customer has entered into a binding contract for the purchase of services described above.

PRINT



Service Order Form

Order Information

Contracting Entity Mineral Cty School Dist Billing Account Account Number
Contact Stephanie Keuhey Phone 775-945-2403 Email keuhey.stephanie@nvmcsd.org
CC Comm Rep Matt Ryan Phone 775-866-7633 Email matt.ryan@cccomm.co

Service Details

Service Order ID Requested Install Date
Order Type Change Customer Identifier
Service Term 36 Month

Service Order Components

Type Renewal - Transport and Internet Access
A Address 751 A. St. Hawthorne, NV
Z Address

Pricing

Product MCSDWV1	Type MRC	Quantity 1	Amount \$ 1,800.00	Total \$ 64,800.00
Product	Type NRC	Quantity	Amount	Total \$ 0.00
Product	Type NRC	Quantity	Amount	Total \$ 0.00
Product	Type NRC	Quantity	Amount	Total \$ 0.00

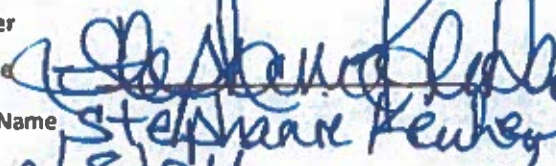
Order Notes

As is renewal being proposed in response to Form 470 #240006793

Grand Total

Monthly recurring charges total \$ 64,800.00
Non-recurring charges total \$ 0.00

Signatures

Customer CC Communications
Signature  Signature
Printed Name Stephanie Keuhey Printed Name
Date 2/8/24 Date

Terms & Conditions

Customer acknowledges that Customer is ordering the service described above ("Service") from CC Communications. This Service Order Form shall be governed by and subject to the Master Services Agreement and Service Level Agreement between Customer and CC Communications. This Service Order form is subject to the CC Communications' standard MSA, SLA and Service Schedule, unless Customer and CC Communications have signed an alternative MSA, SLA and Service Schedule. This Service Order shall only be binding after acceptance in writing by CC Communications. By your signature represent that you have read, understand, and agree to all Terms and Conditions and that you are authorized to bind Customer company. You further agree that once CC Communications has signed the Service Order Form, Customer has entered into a binding contract for the purchase of services described above.

PRINT

ACTION

ITEM #10

Date: 4/10/24

I am not able to return
to work and do the job
I was hired to do at
this time. I would like
to extend my leave
without pay please so
I can return when
able.

Thank you



GBC. LEAVES, BENEFITS, STAFF DEVELOPMENT, AND TRAVEL

GBC1. Leaves

The District believes that the regular attendance of employees is vital to the success of the District's educational program. Accordingly, employees are expected to report to work every day. However, the District does recognize that certain absences may be unavoidable. Therefore, full-time, year-round employees not covered by collective bargaining agreements are eligible for the following leaves:

1. Sick Leave

a. Policy

The District expects each employee to be available for work on a regular and reliable basis. The District will monitor attendance and leave use whether or not the employee has accumulated leave balances remaining in his/her sick leave account(s).

b. Sick Leave Accrual

Licensed employees will be credited with fifteen (15) days of sick leave at the beginning of each school year. Unused sick leave will continue to be carried over and added to the employee's sick leave balance up to a maximum of one hundred eighty (180) days. Sick leave accrual will cease when the employee's sick leave balance reaches one hundred eighty (180) days.

c. Use of Sick Leave

Sick leave is for use in those situations in which the employee must be absent from work due to

- 1) His/her own physical illness or injury.
- 2) His/her own exposure to contagious diseases or when attendance at work is prevented by public health requirements.
- 3) The need to care for a dependent child, spouse, or parent who resides with the employee or who is dependent upon the employee for support.
- 4) Medical or dental appointments for the employee provided that the employee makes a reasonable effort to schedule such appointments at times which have the least interference with the work day.
- 5) Any disability, including disability caused or contributed to by pregnancy, miscarriage, abortion, or childbirth.
- 6) A serious illness, accident, or death in the family. For purposes of this policy, "family" is defined as parent, spouse, or child for serious illness and accident. When a death has occurred, "family" is defined as an individual within the third degree of consanguinity or affinity as outlined on *Appendix GFA. Consanguinity / Affinity Chart*.

No employee shall be entitled to sick leave because of a condition arising from an injury purposely self-inflicted or caused by the employee's own willful misconduct.

Employees who are absent from work due to sick leave shall be at their residence, a medical facility, their doctor's office, or shall notify their supervisor of their whereabouts when using sick leave.

d. Abuse of Sick Leave

Use of sick leave for any purpose other than one listed in paragraph c above is evidence of abuse of sick leave. Abuse of sick leave is cause for disciplinary action, up to and including termination.

e. Return-to-Work

An employee on sick leave shall notify his/her administrator or manager/supervisor as soon as the employee is able to return to work. An employee returning from an extended absence shall give as much advance notice of return as possible. The District may also require a statement from a licensed physician or health practitioner certifying the employee's fitness to return to work.

f. Procedure

1) Leave Approval

An employee shall complete an appropriate leave request form as soon as the need for a leave is known. The District shall determine whether to approve use of accrued sick leave and shall approve such a request whenever it is deemed reasonable.

2) Notification

Any employee who is ill or unable to report to work for any reason shall notify his/her immediate supervisor no later than 30 minutes prior to the employee's normal work reporting time. In the event of a continuing illness, the employee shall continue to notify his/her immediate supervisor of his/her condition on a daily basis or at appropriate intervals authorized by the supervisor. The District may deny sick leave requests which are not in compliance with this policy.

3) Doctor's Certification

The District may require an employee to provide a medical doctor's statement certifying that the illness/injury incapacitated the employee from performing his/her duties, or that the employee's absence was necessary for him/her to make full and timely recovery or was appropriate to avoid the spread of a contagious disease. The statement will also certify the employee's fitness for return to work. A medical doctor's statement is required when specifically requested by the administrator or manager/supervisor. Whenever an employee qualifies for FMLA leave, the employee is required to submit to the District the *Certification of Health Care Provider* form referenced in the FMLA Policy.

2. Leave of Absence without Pay

a. Policy

The District may approve leaves of absence without pay for up to six (6) months for classified employees and up to one year for licensed employees. Such approval will be for exceptional circumstances and conditions, such as education or prolonged illness, when the approval of such leave is consistent with the District's needs, when the work of the office or department will not be impeded by the employee's absence, and when the leave will not require the appropriation of additional funds for the operation of the employee's department. The District will require the use of all accrued paid leave prior to granting leave without pay.

b. Procedure

1) Approval – Less Than 30 Days

Leaves of absence without pay not exceeding thirty (30) days may be granted by the supervisor/designee.

2) Approval – More Than 30 Days

The Board of Trustees may grant a leave in excess of thirty (30) days following written certification by the employee that the leave is consistent with the intent of this section.

3) Purpose

Leaves of absence without pay will not be granted for the purpose of seeking or accepting other employment, except when or if the District determines that the granting of such leave is in its best interest.

4) District Termination of Leave

The District may terminate any leave of absence without pay, except those granted pursuant to statute or regulation, prior to its expiration by providing written notice to the employee. The document granting the leave of absence will state the terms of the leave and any reason(s) for terminating such leave. Upon receipt of notice of termination of the leave, the employee is required to return to work within five (5) calendar days. In the event the District terminates a leave of absence, the employee will be returned to the same class or position s/he occupied when the leave of absence was granted.

5) Failure to Return

An employee who fails to return to duty within five (5) calendar days of notification of termination of leave is considered to have abandoned his/her employment, unless there is a proven compelling reason beyond the control of the employee.

6) Insurance

Employees on approved leave of absence without pay may continue their medical, dental, and life insurance coverage in accordance with COBRA health benefit continuation regulations.

7) Return from Leave

Granting of a leave of absence without pay does not guarantee immediate reinstatement to paid status provided, however, employees returning from leave taken pursuant to the Family and Medical Leave Act (FMLA) shall have the right to immediate reinstatement at the end of the approved leave. An employee who does not return from a leave of absence without pay on the

first work day following the end of a leave will be considered to have resigned.

8) Medical Leaves

The District may require a physician's certification or other appropriate type of verification to substantiate a need for a medical leave of absence without pay.

9) Seniority

An employee's seniority date will be reduced by the number of days off work for all unpaid leaves of absence in excess of fifteen (15) days during any 12 month period in accordance with any relevant terms of a collective bargaining agreement. (Also see special provisions below for Military Leave in Section 6.)

10) Benefit Accrual

If an employee is on unpaid leave for more than one-half (1/2) of his/her regularly scheduled work hours in any leave accrual period, no leave benefits shall be accrued for that period, nor shall the District contribute toward the cost of insurance benefits.

3. Court Leave

a. When Granted

Court leave will be granted to allow employees to serve as a juror or as a witness in a court proceeding, provided that neither the employee nor the employee's collective bargaining representative is a party to the action. Employees shall provide their administrator or manager/supervisor with relevant documents verifying the need for court leave as soon as the need becomes known.

b. Compensation

Subject to the following conditions, eligible employees shall receive their regular base rate of pay for those hours spent in court and traveling to and from the court when such time occurs during the employee's regularly scheduled work days and hours of work.

- 1) The employee's regular rate of pay shall be limited to compensation for court and travel time which occurs during the employee's regularly scheduled hours of work. Court leave will not result in payment of overtime or be considered as hours worked for purposes of determining eligibility for overtime.
- 2) Upon completion of jury/court/witness service for which the employee received his/her regular pay, the employee will immediately forward any compensation received from the court or other party to the District upon receipt. Reimbursements received for out-of-pocket expenses, such as meals, mileage, and lodging, may be kept by employees unless the District has reimbursed the employee for such expenses or such expenses were paid by the District.
- 3) An employee shall not receive pay for the work time missed if s/he is required to miss work because of court appearances in a matter to which the employee is a party or to serve as a witness for a party who has filed