



AMERICAN LEADERSHIP ACADEMY

Good Cause Exemption Narrative

American Leadership Academy North Las Vegas hereby requests a Good Cause exemption and petitions your consideration of the attached Charter Amendments to terminate the contract with the existing EMO, contract with new EMO providers, and change the school name, mission, and vision.

American Leadership Academy North Las Vegas (ALA) commenced operations in 2017 and have just finished their inaugural year. ALA contracted with VMV Consulting dba Charter One with a two-year contract commencing this previous school year. Through the course of the year it has become clear that the two entities have divergent priorities and that the continuation of the relationship was no longer in the best interest of either party. Representatives from both parties met and concluded that it would be best to split now and permit each entity pursue its desired course.

Whereas this separation was not a planned event, ALA missed the last Amendment Request window. In order to rebrand and put the requisite services into place, it is essential that approval be sought immediately rather than wait until the fall amendment window. Whereas both organizations have resolved to separate, to perpetuate the relationship another year would be untenable.

The name "American Leadership Academy" is licensed to the Arizona organization and its use was permitted only under the terms of the EMO contract. With the dissolution of the contract, ALA NLV would no longer have rights to the name, logo, mission, vision, and other intellectual property of Charter One and American Leadership Academy, LLC. It is therefore requisite that the existing Nevada school change its name, mission, and vision. The proposed name is Freedom Classical Academy. The proposed mission is to bring forth future leaders through the fusion of classical education and STEM instruction in an environment that promotes liberty and virtue. The proposed vision is: "Knowledge. Freedom. Leadership."

While most services included in the EMO contract can be assumed by existing school staff, some aspects will need to be outsourced. Specifically, Freedom Classical Academy seeks to contract with Charter School Management Corporation for the provision of back office services including accounting, payroll, and basic human resources. Additionally, Freedom Classical Academy seeks to contract with Founders Education Legacy, LLC, for employee leasing services. Both entities have previously been approved by the Authority Board to operate in the State of Nevada and currently serve schools in the Authority's portfolio.

The program of instruction for Freedom Classical Academy will remain unchanged as will on-site administration. The totality of proposed changes amounts to a rebranding with the addition of back-office service providers to fill gaps left by the outgoing EMO.

For the above-mentioned reasons, we humbly petition your consideration in this matter.

Cordially,

Mike Montandon,
Board President

STATE PUBLIC CHARTER SCHOOL AUTHORITY



EMO Separation Amendment Template

MS Word Template

1. SPCSA Proposal Cover Sheet

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this individual will serve as the contact for all communications, scheduling, and notices regarding your amendment. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your amendment, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

Primary contact person: _____

Mailing address:

Street/PO Box: _____

City: _____ State _____ Zip _____

Phone Number: *day* _____ *evening* _____

Fax Number: _____ Email: _____

Name of team or entity applying: _____

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

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2018-19 or 2019-20 school years? Yes No

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

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity

(a) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K						
1						
2						
3						

4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? Yes No

If yes, identify the EMO/ESP:

Effective January 1, 2016, Nevada law permits authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? Yes No

If yes, identify the CMO and any affiliated NV non-profit:

Applicant Certification:

Signature

Date

Printed Name:

2. Executive Summary

4 Page Limit

Provide a brief overview of your proposed school, including:

- (a) An overview of the mission and vision for the school
- (b) Proposed model and target community
- (c) The outcomes you expect to achieve
- (d) The key components of your educational model
- (e) The values, approach, and leadership accomplishments of your school leader or leadership team
- (f) Key supporters, partners, or resources that will contribute to your school's success

Freedom Classical Academy (Freedom) will be a second-year charter school serving the North Las Vegas population. Freedom currently operates as American Leadership Academy North Las Vegas but is seeking to sever ties with its existing EMO, VMV Consulting (DBA Charter One). As a function of this split, the school also seeks to change its name, mission, and vision. To fill the gap left by the split, Freedom will also need to contract with outside service providers that would be considered CMOs/EMOs under the current definition of the terms in use by the SPCSA. These changes constitute a rebranding of the school and a change in back-office service providers, but nearly every other aspect of the school's operations will remain unchanged including instructional model, key personnel, and overall school operations.

Freedom Classical Academy's mission is to bring forth future leaders through a fusion of classical education and STEM instruction in an environment that promotes liberty and virtue. The vision of the school is simply: "Knowledge. Freedom. Leadership."

Freedom currently serves a vibrant and diverse population that is comprised of over sixty percent minority students. Assessments through the first year of operation reveal that significant learning deficits are common among the population served, increasing with the grade level of the student. The average middle school student transferring from surrounding schools comes to Freedom with a 2-4 year learning deficit in mathematics and additional deficits in reading and writing. Through an aggressive remediation plan, Freedom has been able to begin bridging these gaps during our first year of operation and seeks to further close or eliminate remaining gaps in the coming school year.

Freedom Classical Academy is founded on the idea that true freedom is only possible through education. This concept is best embodied by Frederick Douglass in his autobiographical work, *A Narrative of the Life of Frederick Douglass*, where Douglass highlights his learning how to read as an essential step in his eventual escape from slavery. Similarly, modern students may escape economic or intellectual servitude through the accumulation of knowledge and the proper training of the mind. This is done through a classical pedagogy based on the Core Knowledge Sequence, civic engagement, training in 21st-century skills, and the instruction and implementation of leadership skills.

A classical education seeks to understand what it means to be human through the exploration of great literature, debate, and self-introspection. It seeks to discover truth, goodness, and beauty. The model

that Freedom will follow closely aligns with the trivium. The trivium is divided into three parts or phases: grammar, logic, and rhetoric. During the grammar phase, students accumulate facts and knowledge. These facts and knowledge act as the building blocks for deeper learning. The grammar phase represents grades K-5. After having accumulated a store of facts and knowledge, students then move to the logic phase, which roughly represents grades 6-8. During the logic phase, students learn how to evaluate the arguments and theories of others using the store of knowledge and facts they continue to accumulate. They learn how to identify fallacies and critique the works of others. During this phase, students learn to imitate the masters and build from existing foundations. Finally, students are ready to move to the rhetoric stage, representing grades 9-12. During the rhetoric stage, students are challenged to begin creating their own works and defend them against critique.

The Core Knowledge Sequence supports a classical education pedagogy by providing a framework for knowledge acquisition during the grammar phase and into the logic phase. The Core Knowledge framework carefully structures content to build upon previous knowledge, avoid repetition, and provide focus. Although Core Knowledge doesn't explicitly require adherence to a certain methodology of teaching, Dr. E.D. Hirsch's books outline the teaching methods that have been proven to provide the best learning outcomes. Freedom will utilize Direct or Explicit Instruction as its primary method of content delivery with increasing amounts of Socratic Discussion and critical inquiry as the students matriculate to higher grades.

Freedom Classical Academy (Freedom) not only seeks to provide students with the wisdom of the ages, but also the skills of the future. This is accomplished through explicit STEM instruction designed to help students accumulate knowledge, learn and refine skills, and develop critical inquiry processes essential to success in the modern work force. This process begins with a solid foundation in mathematics and science and is added upon with hands-on critical inquiry projects and technological training. Students at Freedom will have the opportunity to develop computer literacy, learn basic programming, build and manipulate robots, and demonstrate learning through the completion of challenging open-ended projects. Students will be required to apply creativity and ingenuity to develop solutions to real problems. By so doing, they learn how to think critically and work hard to solve complex problems.

Freedom idealizes servant leadership as the highest form of leadership. As a result, leadership and virtue become mutually supportive to one another: as an individual increases in virtue they also increase their ability to lead. David McCollough, the Pulitzer Prize winning historian, identified this concept when discussing George Washington. He states: "Washington wasn't chosen by his fellow members of the Continental Congress because he was a great military leader. He was chosen because they knew him; they knew the kind of man he was; they knew his character, his integrity."¹

Freedom's leadership model is built around ten virtues that have been aligned to leadership concepts. These virtues are: self-discipline, honesty, courage, humility, compassion, friendship, loyalty, responsibility, work, and perseverance. As students study each virtue, they are also taught principles from leading leadership literature including: *The 7 Habits of Highly Effective People*, *Good to Great*, *How to Win Friends and Influence People*, *Man's Search for Meaning*, *The Energy Bus*, and others.

To further implement these programs, the current Board and Executive Director of Freedom Classical Academy will all remain in place for the coming school year.

¹ McCollough, D. (2005). "The Glorious Cause of America." Retrieved online from: https://speeches.byu.edu/talks/david-mccullough_glorious-cause-america/

3. Meeting the Need

TARGETED PLAN

- (1) Identify the community you wish to serve and describe your interest in serving this specific community.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Explain how your model, and the commitment Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Describe how you will engage parents, neighborhood, and community members from the time that the amendment is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the EMO identified in the amendment or dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If much of the founding group and/or the EMO contractor is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

Freedom Classical Academy (Freedom) has been able to develop a network of organizations, agencies, and consultants to further establish the school in the coming school year. Freedom has found that most often, other operating charter schools in the state serve as the best source of information and support. In addition to other charters, Freedom has developed relationships with several service providers including Special Education Related Service providers, technological support and servicing companies, temporary staffing agencies, contractors, financial services providers, etc. Additionally, to ensure the smooth transition Charter One has agreed to provide consultation and support on an as-needed basis over the coming school year. With the combination of an ever-expanding network of local resources and the ability to mobilize the resources of the outgoing EMO on an as-needed basis, Freedom is confident that the school will be able to continue operations without any significant disruption.

4. Academic Plan

MISSION & VISION

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

- (1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

Freedom Classical Academy's mission is to bring forth future leaders through a fusion of classical education and STEM instruction in an environment that promotes liberty and virtue.

Freedom Classical Academy's (Freedom) mission strongly informs the daily activities and experience of the students by explicitly stating the school pedagogy and desired outcomes.

First, the school's desired outcome is to bring forth future leaders. This simple statement provides purpose and meaning to learning; students are to become leaders.

The rest of the mission statement outlines how students are to become leaders: through the school's chosen pedagogy and school environment. We will first consider the school environment.

The proper school environment sets the tone for learning. Beginning before students even arrive at school, the school's uniform policy helps eliminate socio-economic disparities and the accompanying disciplinary concerns. When students enter Freedom Classical Academy, they enter to learn free from concerns about what they themselves or anyone else is wearing. They are also free from distracting outfits and styles that otherwise would infiltrate that classroom.

Students enter a bright, purpose-built facility. Freedom Classical Academy was fortunate to work with seasoned charter school developers that have refined their designs over time to improve both the form and function of the school facility. Freedom's building is distinguished for being bright, inviting, and aesthetically pleasing. In addition to the architecture, decorations are carefully chosen to support the school mission and vision including leadership quotes and outstanding work posted on classroom bulletin boards in each hallway.

Once students enter the classroom, the school's pedagogy will heavily influence how content is delivered. As outlined in the Trivium, direct instruction is heavily emphasized in early grades and gradually replaced by Socratic discussion and critical inquiry as students get older. Freedom utilizes a teacher-centered instructional model that requires frequent student response and high levels of engagement. The instructional pace is brisk and the classroom environment is heavily structured to minimize distractions and increase efficiency through routines and procedures. Students are held accountable for results and must work hard to keep pace with the class.

- (2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

The vision of the school is simply: "Knowledge. Freedom. Leadership." Students of Freedom Classical Academy will be prepared with the academic ability and leadership skills necessary to make a significant positive impact on both their community and the world. Students will leave Freedom having learned the meaning and value of hard work. They will be armed with a vast store of knowledge and facts and the training in logic necessary to successfully utilize that knowledge and those facts. They will know that leadership stems from character and that lasting influence can only be maintained through selfless service, not compulsion.

All students at Freedom Classical Academy will be prepared for higher education, active civic participation, government service, and workforce participation. This will be accomplished through the completion of a rigorous academic program, civic engagement, and character development.

- (a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

Freedom Classical Academy's guiding priorities are increasing student academic performance, developing character and leadership traits, and creating community unity.

Student academic performance is easily measured and tracked through the school's assessment plan. While the ultimate goal of Freedom Classical Academy is to have all students performing at or above grade level, there are other near-term priorities that can be tracked en-route to that goal. First, Freedom tracks student growth both intra-year and longitudinally year-over-year. Since many students come to Freedom with learning deficits, student growth is a key indicator of how we are doing as a school.

Another academic measure that is important to Freedom Classical Academy is the reduction in performance gaps between minority and non-minority students at the school. Freedom's founding group specifically chose a racially diverse population to serve. By challenging all students and providing support where necessary, Freedom hopes to help all students that enter its halls succeed, independent of race or socio-economic status.

In addition to academic measures, Freedom also seeks to maintain measures of leadership development. Whereas servant leadership is emphasized at Freedom, total service hours of students is a fair metric for leadership attainment. Additionally, since the leadership program Freedom uses is tied to specific values, disciplinary referrals is another measure of how well the school is fulfilling its vision.

- (3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

- (a) Improving the academic achievement of pupils;
- (b) Encouraging the use of effective and innovative methods of teaching;
- (c) Providing an accurate measurement of the educational achievement of pupils;
- (d) Establishing accountability and transparency of public schools;
- (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
- (f) Creating new professional opportunities for teachers.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada? School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

- (1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:
- (a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
 - (b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
 - (c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

CURRICULUM & INSTRUCTIONAL DESIGN

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

- (1) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the EMO or CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (7) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

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

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

PRE-KINDERGARTEN PROGRAMS

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

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (*High School Applicants Only*)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

DRIVING FOR RESULTS

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

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

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic

growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

Goal	Evaluation Tool and Frequency	Baseline	2019-20	2020-21	2021-22

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

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (e) Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (5) Describe the process for collecting and reporting data across the network of EMO schools in Nevada and in other jurisdictions.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada switched to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*
- 5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 6. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*

7. *SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

At-Risk Students

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

Freedom Classical Academy defines an “at-risk” student as a student that is in danger of not succeeding academically and/or completing their schooling. Long-term perils of “at-risk” students are poverty, economic dependency, premature death, substance abuse, and incarceration. Freedom Classical Academy has developed a three-pronged approach to the identification of at-risk students, including: preliminary screening, classroom observation, and continual monitoring.

Preliminary Screening

Preliminary screenings for at-risk students are completed during the enrollment process through the first forty-five days of school. Information obtained on the application as well as educational records obtained from the student’s previous school help indicate any grade-level retentions, marked behavior problems, chronic health problems, homelessness, participation in special education, and language barriers.

At the beginning of each school year, all students will complete a standards pre-test to help identify students that are at-risk of academic failure that may not have been previously identified. Ongoing summative assessments will help identify students that fall behind during the school year so that intervention can be made.

A 45-day screening form will also be completed for all new students to help identify academic, physical, or behavioral indicators of at-risk students. At the conclusion of this period, students with identified concerns may be referred to the RtI process depending on the severity of the concern.

Classroom Observation

All teachers will monitor student progress to identify students that may benefit from academic or behavioral interventions. Teachers will collaborate with each other in professional learning communities to devise strategies for improving student behavior and academic performance. Additionally, teachers will collaborate with parents whenever possible to coordinate school-based and home-based efforts.

Continual Monitoring

In addition to the ongoing classroom observations, students will also be monitored by supporting staff including lunch and recess monitors, kitchen staff, the school nurse, the dean of students, and the truancy diversion program staff. In this way, Freedom Classical Academy can identify students with potential health problems, students not bringing lunches, students with excessive absences,

students with excessive disciplinary referrals, and students that may struggle socially. By aggregating this data together with their ongoing academic performance, Freedom staff will be more able to identify at-risk students and provide the appropriate supports to help them succeed.

- (2) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

Freedom Classical Academy will utilize a three-tiered Response to Intervention model. Tier One represents core instruction and encompasses approximately eighty percent of students. Students in this tier fall within normal ranges academically and are succeeding without additional support.

Tier Two represents students that are in need of additional support and encompasses approximately fifteen percent of the student population. Students in this group are referred to a Student Support Team (SST) and given additional tutoring and support to help them succeed. SST teams are comprised of an administrator, a special education case manager, and regular-education teachers from various grades. Teachers collaborate with parents both prior to and following an SST referral to gain additional insight and collaboration to ensure student success. The SST team works together to create a plan to help the child succeed and assist each other in implementing the plan. Students referred to a SST team receive additional instruction and support during a built-in RTI block during the school day.

Gifted and talented students may also be referred to an SST team for additional support. In contrast to their peers on the lower end of the spectrum, gifted and talented students will receive support in accelerating and extending their instruction to challenge them and keep them engaged. Gifted students will be placed with teachers that are highly qualified to provide gifted instruction.

Tier three represents students in need of intensive support and encompasses about five percent of the student population. Many students in this tier may receive special education services, but some may not. These students receive all of the supports listed for tier two students plus individualized instruction catered to their needs. Students that qualify for special education will receive instruction through highly qualified special education case managers, paraprofessionals, and licensed therapists during the school day. Extended school year services may be provided for students in Tier III to ensure their continued progress and avoid any detrimental breaks in instruction.

- (3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

Mitigating behavioral issues begins with strong classroom management. Prior to commencing instruction at Freedom Classical Academy (Freedom), teachers are required to participate in professional development addressing strong classroom procedures and routines as well as positive behavioral interventions and supports. Extra attention is being given to positive behavioral supports in order to avoid or rapidly mitigate negative behaviors early.

The classroom teacher will deal with students exhibiting early signs of behavioral concerns. The teacher will collaborate with the student's parents or guardians to gain insight into behavioral concerns and develop a plan to mitigate negative or disruptive behaviors in the classroom. Freedom believes that collaboration with parents is one of the best ways to mitigate negative behaviors. Where

possible, parents will be asked to observe in the classroom and help identify anything that is triggering negative behaviors and suggest interventions to the teacher. Positive behavioral intervention supports such as reward programs are best if implemented both at school and at home.

If a teacher needs additional support in mitigating negative behavior manifestations for a given child, the teacher utilizes the Student Success Team process. As previously explained, this process grants the teacher access to support from other teachers, special education staff, and a school administrator to help develop a plan to improve student performance and behavior.

Students that are not identified as special education students will be subject to the school's progressive discipline procedure and may be suspended or expelled for repetitive negative behavior.

Students that do qualify for special education services that continue to exhibit negative behaviors may be referred for a Functional Behavioral Assessment (FBA). If the result of the FBA indicates that the student needs intensive support, the student will be referred to special education for further evaluation and the potential modification of an IEP or development of a Behavioral Intervention Plan.

Special Education

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

The school's Executive Director, Jeremy Christensen, has worked in charter schools since 2009. During that time, he has worked closely with Special Education professionals as both a school administrator and a Director of Compliance.

Mr. Christensen has participated in many meetings pertaining to Special Education and is well versed in Special Education law and terminology.

Freedom Classical Academy (Freedom) will contract with related service providers to ensure that the needs of all students are met. Freedom currently contracts with related service providers for speech, occupational therapy, physical therapy, and school psychology. Through these providers, Freedom also gains access to a substantial network of additional experience and resources.

Freedom is also pleased to have a seasoned special education Director on-site to oversee the daily operations of the school's special education department. This individual has nearly twenty years of experience in Nevada and has already served a year in the role at Freedom.

Between the experience available on-site as well as the experience available through the extended network of those on-site, Freedom is confident that it will be able to provide a robust and compliant special education program for those whom we serve.

- (2) Identification: How will the school identify students in need of additional supports or services?

- (a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

During the enrollment process, parents will have the opportunity to share with Freedom whether or not their child received Special Education services at their previous school. If it is discovered that the child was previously receiving services under an IEP, the child will be appropriately flagged within Infinite Campus and records will be requested so that Special Education services can be provided upon enrollment. Where necessary, a transition IEP meeting will be held prior to or shortly following the student's admittance to the school to ensure continuity of services and a smooth transition from the previous school to Freedom. As outlined in the school's enrollment policy, Freedom does not discriminate based on special education status.

In addition to information gathered during the enrollment process, Freedom will utilize the Child Find process and require teachers to complete a 45-day screening form on all newly enrolled students. This screener allows for teachers to document concerns related to academics, communication, physical development, and emotional development. Any areas noted to be of concern will require classroom interventions and if interventions are not successful, the student will be referred to the Student Success Team for further action up to and including a referral for an evaluation for Special Education services.

The information gathered during the Student Support Team process as well as the evaluation process provides the IEP team with the information that is needed to provide appropriate services according to their child's disability. Students in the early grades who require Special Education services will receive specialized instruction in the identified areas of need from a certified and highly qualified Special Education teacher.

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

Students in grades 6-8 who are not demonstrating adequate growth academically will be provided classroom interventions and may be recommended to the Student Support Team if the classroom interventions prove to be unsuccessful. If the student does not demonstrate improvement after the consistent implementation of more intensive interventions, as recommended by the SST team, he/she will be referred for a Special Education evaluation to see if a disability is present that may be preventing the student from accessing content in the classroom.

Based on the outcome of the evaluation, students requiring Special Education services will receive specialized instruction in the identified areas of need from a certified and highly qualified Special Education teacher. The specialized instruction received by each student will be determined by the IEP team and revisions to the IEP will be made based upon student progress on an annual basis.

As Freedom will be serving students up through 8th grade it will be rare that a student reaches the age in which a transition plan is recommended. For students who do reach the appropriate age while

at Freedom, the IEP team will meet to create the child's transition plan which will include post-secondary goals and predetermined transition activities to prepare the student for post-secondary life. The case manager assigned to the student's transition plan will remain in communication with the high school in which the student transfers so that the new school fully understands the child's needs and the rationale behind the established transition plan.

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

Freedom will utilize a tiered intervention model for students who are struggling academically or behaviorally. With this approach all students receive interventions as needed in the classroom. Within this tiered model, progress monitoring is done at regular intervals to assess the effectiveness of the interventions and to determine if students are demonstrating improvement based on the identified areas of concern. Students that do not show improvement will be referred to the Student Support Team for further review and more intensive interventions. This tiered approach works to ensure the appropriate students are evaluated and identified.

Interim assessments and progress monitoring of all students receiving Special Education services will be used in conjunction with triennial evaluations to determine the need for continued Special Education services. Students that no longer qualify for special education services will be placed in general education classes that double as inclusion classrooms to begin with so additional support is available if needed.

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

Freedom will offer the full continuum of services for students with a range of disabilities including intellectual, learning and/or emotional. Services for all students will be determined using data collected by the MDT team and consensus amongst the IEP team. Freedom does not intend to offer complete programs related to specific disabilities (Autism, ED, etc), but plans to determine services on an individual basis. The supports that will be provided are defined by the amount of time that the student spends within the general education classroom. The four tiers of Special Education supports will include:

Level A Support: Students who require A level support based upon their identified needs will receive 80% of their services in the general education classroom with support from the Special Education teacher and/or a paraprofessional. These students may need to be pulled to a different location, such as a resource setting, for a portion of their services.

Level B Support: Students who require B level support based upon their identified needs will receive a larger portion of their services in a resource room setting with a highly qualified and certified

Special Education teacher and a paraprofessional. Students requiring this level of support will receive core curricular instruction to the greatest extent possible in the general education classroom with their peers.

Level C Support: Students who require Level C support will receive up to 70% of their services in a resource or self-contained setting and will interact with peers during specials or elective classes, lunch, and recess. Freedom will provide the necessary facilities to accommodate this level of support.

Level D Support: Students requiring D level support will be placed privately by Freedom in an approved program or referred back to the school district as authorized under Nevada Law and pursuant to SPCSA approval. The IEP team will determine the most appropriate placement based upon the child's identified needs and the program's offerings. Transportation to the chosen off-site location may be provided based upon the child's IEP.

Within each level of support, students will receive specific supports and interventions from both the general education and Special Education teacher. As previously mentioned, the supports and interventions that will be provided will be determined by the IEP team. Examples of interventions can include: afterschool tutoring, one-one-one instruction, individual counseling or other research-based methods or materials.

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

Special Education teachers will be invited to grade level PLC meetings on a monthly basis to foster collaboration and strengthen the services being provided to students with an IEP. During the PLC meeting, the general and Special Education teachers will review interim student assessment data to determine the effectiveness of instruction occurring in both the mainstream and resource classroom.

Areas of deficiency can be targeted when conducting the data analysis and the general education and Special Education teachers will use this information to determine the most appropriate modifications to the curriculum for upcoming lessons and units.

In addition to PLC meetings, Special Education and general education teachers who are team teaching in an inclusion or mainstream setting will collaborate on a weekly basis for planning purposes. Informal discussions are had on a daily basis amongst Special Education and general education teachers at the conclusion of each lesson and small adjustments to the pacing of instruction may be made based on informal assessment data gathered from student responses.

In addition to PLC and planning meetings, the Special Education Director will attend the monthly Team Lead meetings to further strengthen the collaboration between general education and Special Education. General education team leads are chosen based upon their leadership capabilities and instructional effectiveness and represent each grade level. Topics discussed during Team Lead meetings may include upcoming professional development needs, trends present in interim assessment data, and other important school-wide academic topics.

Freedom will utilize the Google file sharing system known as the Drive to upload and store both the general education and Special Education lesson plans across the school. The campus Special Education Director will be responsible for monitoring the general education lesson plans to ensure that students with an IEP are being provided the appropriate accommodations and modifications during instruction. The Special Education Director will be responsible for providing the general education teachers with clarification or guidance on the accommodations and modifications that should be seen. Special Education and general education teachers will also be able to view each other's lesson plans using the Google Drive system when questions may arise about what is occurring in the mainstream or resource classroom. This will increase the collaboration amongst the two teams and allow for greater consistency in content delivery.

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

Freedom has been able to hire a robust special education team including a Special Education Director, four Case Managers, and six Paraprofessionals in order to provide the full continuum of services to our students. When necessary, Freedom will recruit qualified Special Education staff through social media, online advertising, and career fair opportunities. Due to the competitive nature of recruitment, establishing connections with colleges that share your vision and prepare graduates for success within classical schools is important. It is the intention of the Freedom CEO to travel as possible to expand recruitment pipelines and develop relationships with key educational institutions. Long-term, this enables the school to attract candidates that are in harmony with Freedom -NLVs' mission and vision and substantively contribute to the accomplishment of such.

Despite the budgetary limitations that any school must face in advancing recruitment efforts, Freedom is confident that we will be able to attract a sufficient number of applications in order to properly staff the school.

One of the best sources of qualified applicants is referrals from school stakeholders. Once a stakeholder buys into the mission and vision of the school, they often seek to help the school achieve their mission and vision by referring their friends and family that would also buy into that vision. Freedom will be careful to elicit referrals from employees and parents that share our vision.

All Special Education teachers and related service personnel will possess the appropriate licensure according to Federal and Nevada Law. In addition to this, individuals will be selected based on their attitude, work ethic, commitment to the Freedom mission & vision, and love for children. To ensure that Freedom secures the top talent in the state of Nevada, Freedom will offer competitive salaries and benefits with extensive professional development opportunities.

Once qualified staff is in place, formal evaluations will be conducted bi-annually by administration to determine the quality of instruction and services that are being provided. Coaching will be provided during this process to improve instruction and individuals whose performance warrants, will be placed on a Performance Management Plan according to Freedom's progressive discipline policy.

- (6) **Staff Development:** How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

Freedom will provide all-staff professional development prior to the start of the school year on Child Find, classroom interventions, the Student Support Team process, and the purpose of Special Education. The Special Education Director will lead small group or one-on-one sessions with grade level teams or individual teachers to discuss the specific modifications to curriculum and instruction that will need to be implemented within the curriculum based on individual student needs.

Campus administration will evaluate general education teachers both formally and informally on their ability to address the needs of students with disabilities during instruction. Individual feedback from these evaluations will be shared with the general education teachers, and campus administration may recommend additional professional development for specific staff members as a part of this process. Additional professional development on the modification of curriculum and instruction will be provided by the Special Education Site Coordinator throughout the school year as needed.

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

All disciplinary actions that involve the removal of students from the campus for any period of time can only be initiated by the Dean of Students, Assistant Director, or Director. Each of these individuals have been trained in the proper procedures to safeguard students with IEPs.

When a special education student is having repeated difficulty behaving properly in the classroom setting, a member of administration, the Dean of Students, or the Special Education Director are sent to the class to observe. Where necessary, the teacher is coached on how to extinguish unwanted behaviors and promote positive behaviors. If a functional behavioral assessment and behavioral intervention plan have been put into place, those are reviewed with the teacher. If those have not been performed, the student is referred to the Special Education Director to initiate that process. If the teacher is doing all that is possible and the student still struggles, the IEP team may be assembled to discuss other options including a more restrictive environment.

No student with an IEP shall be suspended or expelled for a term exceeding 10 school days unless a manifestation determination meeting has been held and the offense was not related to the student's disability. If the student brings a weapon to school or otherwise poses a significant risk to themselves or others, the student will be placed in an alternative educational setting and continue receiving services in that setting until a permanent solution is found. A student with an IEP shall not be placed in an alternative educational setting for no more than 45-days.

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

Students who qualify for Special Education services will be monitored on a daily basis through informal feedback gathered during whole group, small-group, and one-on-one instruction. Additionally, Special Education teachers are required to monitor the progress of Special Education students towards their IEP goals on a weekly basis through assignments and assessments. The data from this progress monitoring is shared with parents on a quarterly basis through Special Education progress reports.

In addition, Freedom will conduct reviews of all IEP's on an annual basis after the completion of the IEP team meeting. The paperwork will be submitted by the Special Education teacher to the Site Coordinator for review. Feedback will be provided on each IEP to the teacher based upon a standardized compliance and quality assurance rubric. The rubric will be aligned to all state and federal IDEA requirements as well as best practices for writing goals and accurately presenting and addressing student needs.

Random audits of files will be conducted by Administration as a part of an annual process to ensure full compliance with state and federal requirements. Additional professional development may be offered based upon the identified trends.

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

Parents are involved heavily in the education of their child as Freedom believes that the parent is the child's first and most important teacher. To this end, all parents will be invited to periodic academic trainings, school-wide events, as well as bi-annual parent teacher conferences. In addition, general education teachers are required to communicate with parents on a monthly basis to provide a brief overview on the growth and learning of their child both academically and behaviorally. During these conversations, teachers share at-home strategies with parents that will support in-school learning and answer any other questions that the parent may have regarding their child.

As mentioned previously, parents of Special Education students also receive quarterly progress reports which highlight the progress of their child on their IEP goals. The Special Education teachers sends these reports out via mail and makes him/herself available to answer specific questions from the parents on the report either in person, via email or over the phone.

Lastly, and most importantly, parents are required members of the IEP team along with campus administration, the Special Education teacher, the general education teacher, related service personnel, and the interpreter of results. This involvement in the creation and revision of an IEP and all other IEP related decisions supports Freedom's desire for the parents to have a voice at the table when it comes to the education of their child. The case manager coordinates with the parents prior to the IEP meeting to ensure that they can attend and parents have been welcome to attend over the phone when they are not able to attend in person. Additionally, IEP meetings will be rescheduled when a parent is not able to attend.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

English Language Learners

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

Homeless/Migrant Services

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

SCHOOL STRUCTURE: CULTURE

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

Freedom Classical Academy (Freedom) has a culture built upon school-home collaboration, hard work, academic excellence, and character development.

Little in education has as much of a pronounced impact on student achievement as the student's home-life. Freedom believes that parents are the key to student success and works arduously to incorporate parents into the learning process. This begins with setting clear expectations for parents prior to enrollment and then doing all that is possible to keep them engaged following admittance. This includes constant communication at both the classroom and school level, conducting engaging community events, and being responsive to parent's needs and concerns.

Some classical schools create an elite-only ethos that repels applicants with sub-standard academic performance. Freedom does not discriminate against students based on academic achievement. We do, however, hold students to high standards once they are accepted. We want everyone to know that when you come to Freedom, you come to work.

The outcome of all that hard work should be academic excellence. We understand that instantaneous results are not always possible, but each student should be demonstrating academic growth and eventually academic excellence. It is Freedom's goal to be one of the top performing schools in the state by 2024 school year. At Freedom, we are results-oriented and we will not rest until we have the results we desire.

Finally, Freedom stands for personal development and character. As Dr. Martin Luther King Jr. once stated, "We must remember that intelligence is not enough. Intelligence plus character – that is the

goal of true education.²” We want the community to recognize Freedom Classical Academy as a force for good. We want students to understand that as part of the school, they have an obligation to live up to this standard and model the values taught at school.

- (2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (5) Describe how the school plans to align staff and students around high expectations for student behavior.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

- (7) Describe the school’s approach to help support all students’ social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement

² King, M. L. Jr. (1947). The Purpose of Education. Morehouse College Student Paper, The Maroon Tiger.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (5) Describe the core principles of the school's proposed parent grievance policy.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (6) Discuss any required dress code or uniform policy.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- (1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

A DAY IN THE LIFE & SCENARIOS

- (1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alexandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alexandra's?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0
	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

5. Operations Plan

BOARD GOVERNANCE

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The governance philosophy of Freedom Classical Academy (Freedom) respects the supremacy of the Governing Board as the ultimate authority of the organization while also respecting the operational autonomy of the school leader. More specifically, when operating as a body in a properly noticed public meeting, the Board sets the policy and direction of the organization. The school leader bears the responsibility of implementing those policies and caring for the operations of the school on a day-to-day basis.

In order to inform school policy and provide feedback, the school leader will form a parental advisory committee. This committee shall meet monthly unless otherwise restricted by participant schedules. The minutes and content of these meetings shall be made available to the school's governing board by the school leader.

- (2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 7). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2018-19 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) Provide, as Attachment 8, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (7) Identify any existing relationships that could pose actual or perceived conflicts if the amendmtn is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

As outlined above, the Board establishes policy while the school staff implements those policies and cares for the daily operations of the school. The school leader shall make regular reports to the Board regarding key performance indicators such as academic performance, finances, staffing, attendance, and other indicators as appropriate. These reports shall be made on a quarterly basis or upon request of the Board.

The Board treasurer shall be have read access to the school's accounting program and bank account in order to provide transparency and accountability into school finances.

- (11) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role

of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

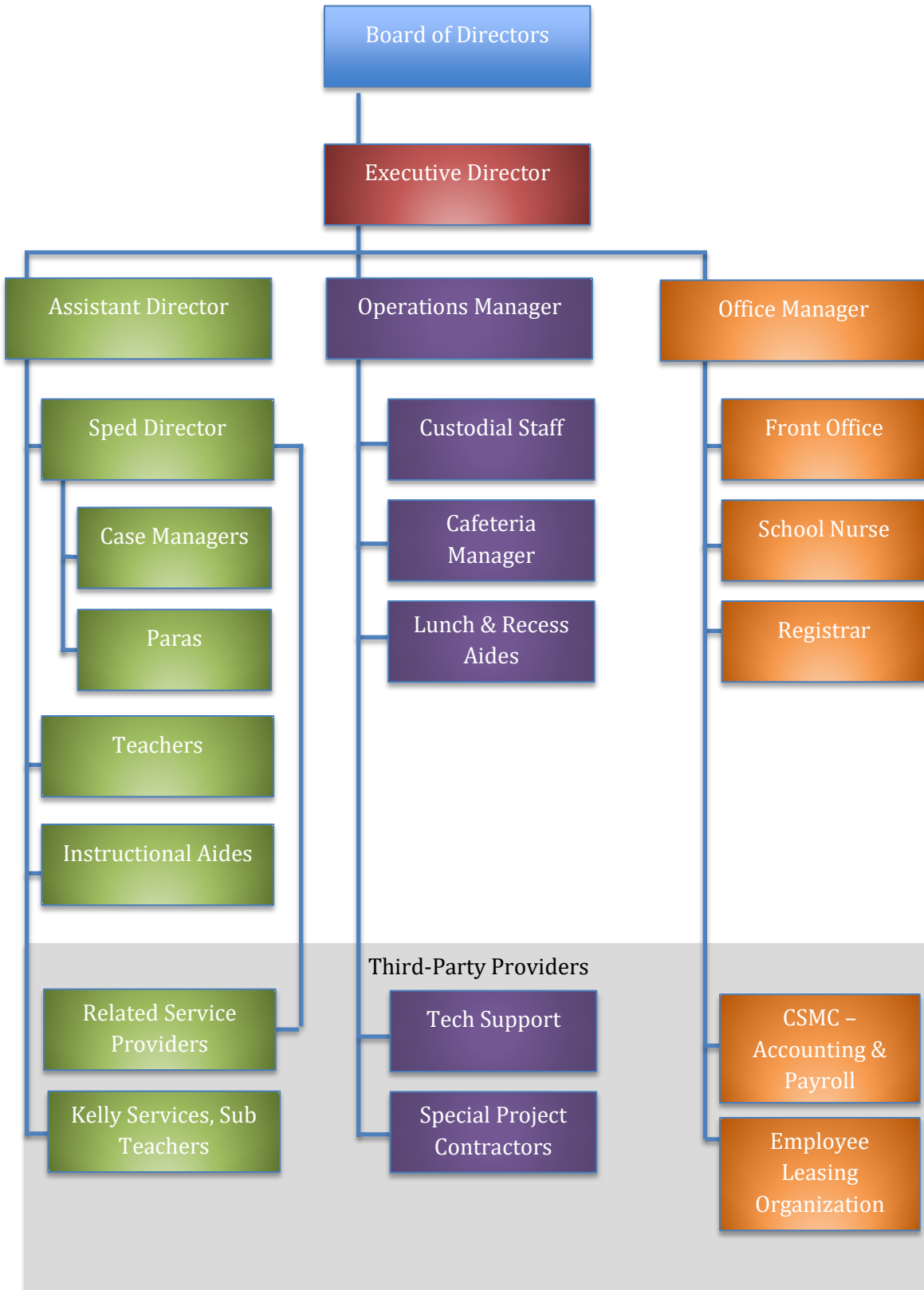
No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Goal	Purpose	Outcome Measure

LEADERSHIP TEAM

- (1) Describe the proposed organizational model; include the following information:
 - (a) Organizational charts for year one **and** one for when the school is at full capacity
 - (b) Job descriptions for each leadership role (provide as Attachment 2)
 - (c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2019-20 school year.

Organizational Chart



- (d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

- (a) School leadership, operations, and governance;
- (b) Curriculum, instruction, and assessment;
- (c) At-risk students and students with special needs;
- (d) Performance management; and
- (e) Parent and community engagement.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement. Existing campus administration already assumed these roles and only used EMO staff on a consultation basis.

- (3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (5) Explain your school leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader’s guidance?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

LEADERSHIP FOR EXPANSION

- (1) Describe the school and the EMO’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Freedom Leadership Academy (Freedom) does have aspirations to add campuses at some point in the future. Freedom prefers to promote leadership from within in order to perpetuate values and

norms already established at the existing site. Towards this end, teachers that have interest in transitioning to administration, and have the proper credentials, are given the opportunity to assume responsibility for special projects that require them to perform administrative roles. Additionally, they are included in an ongoing book club dedicated to the study of literature pertaining to the successful operation of a school and business. Once a position becomes available, the position is announced to staff first before announcing it publicly. If a suitable candidate is found on-site, they are promoted. If not, an outside applicant is hired.

It has been the experience of Freedom that suitable administrative candidates are plentiful in Las Vegas. This may seem contradictory given the teacher shortage, but there is an abundance of current teachers that have obtained Master’s or Doctorate degrees and the corresponding Admin endorsement and are looking to advance their careers. Whenever Freedom has posted an administrative job on Indeed.com, the volume of applications has been nothing short of overwhelming. While not all applicants are qualified, several are and the school can enjoy the luxury of being very picky to ensure the best candidate is selected.

- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 19). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

Jeremy Christensen currently serves as the Executive Director for Freedom Classical Academy. When the need arises for a regional director, Mr. Christensen will assume that role. This has not changed from the original application and the dissolution of the EMO has no effect on this item.

- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 19) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that applicants proposing schools with the intent or potential to add multiple campuses identify the regional leader (*Regional Director, Executive Director, etc.*) in the amendment or by the time of the capacity interview, if necessary. The SPCSA reserves the right to require such applicants to defer opening until the 2020-21 school year and to add additional criteria to the pre-opening requirements for such schools.

STAFFING

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

Proposed New School

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
------	---------	---------	---------	---------	---------	---------

Management Organization Positions						
Executive Director	-	-	1	1	1	1
Business Manager	-	-	1	1	1	1
Operations Manager	-	-	1	1	1	1
Academic Director	-	-	1	1	1	1
[Specify]	-	-	-	-	-	-
[Specify]	-	-	-	-	-	-
[Specify]	-	-	-	-	-	-
[Specify]	-	-	-	-	-	-
Total Back-Office FTEs	0	0	4	4	4	4
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	1	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Operations Manager	1	1	0	0	0	0
Dean of Students	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	36	36	36	36	36	36
Classroom Teachers (Specials)	5	5	5	5	5	5
School Counselor	1	1	1	1	1	1
SPED Director	1	1	1	1	1	1
SPED Case Managers	4	4	4	4	4	4
Paraprofessionals	6	6	6	6	6	6
Teacher Aides and Assistants	7	7	7	7	7	7
School Operations Support Staff	3	3	3	3	3	3
Total FTEs at School	68	68	68	68	68	68

Network

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of elementary schools	1	1	2	2	2	2
Number of middle schools	1	1	2	2	2	2
Number of high schools	0	0	1	1	1	1
Total schools	1	1	2	2	2	2
Student enrollment	1025	1025	2500	2750	3000	3075
Management Organization Positions						
Executive Director	-	-	1	1	1	1
Business Manager	-	-	1	1	1	1
Operations Manager	-	-	1	1	1	1
Academic Director	-	-	1	1	1	1
[Specify]	-	-	-	-	-	-
[Specify]	-	-	-	-	-	-
[Specify]	-	-	-	-	-	-
[Specify]	-	-	-	-	-	-
Total Back-Office FTEs	0	0	4	4	4	4
Elementary School Staff						

Principals	.5	.5	1	1	1	1
Assistant Principals	.5	.5	1	1	1	1
Office Manager	.5	.5	1	1	1	1
Operations Manager	.5	.5	1	1	1	1
Dean of Students	.5	.5	1	1	1	1
Classroom Teachers (Core Subjects)	24	24	48	48	48	48
Classroom Teachers (Specials)	3	3	6	6	6	6
School Counselor	.5	.5	1	1	1	1
SPED Director	.5	.5	1	1	1	1
SPED Case Managers	2	2	4	4	4	4
Paraprofessionals	4	4	8	8	8	8
Teacher Aides and Assistants	4	4	8	8	8	8
School Operations Support Staff	2	2	4	4	4	4
Total FTEs at Elementary Schools	42	42	84	84	84	84
Middle School Staff						
Principals	.5	.5	1	1	1	1
Assistant Principals	.5	.5	1	1	1	1
Office Manager	.5	.5	1	1	1	1
Operations Manager	.5	.5	1	1	1	1
Dean of Students	.5	.5	1	1	1	1
Classroom Teachers (Core Subjects)	12	12	24	24	24	24
Classroom Teachers (Specials)	2	2	4	4	4	4
School Counselor	.5	.5	1	1	1	1
SPED Director	.5	.5	1	1	1	1
SPED Case Managers	2	2	4	4	4	4
Paraprofessionals	2	2	4	4	4	4
Teacher Aides and Assistants	3	3	6	6	6	6
School Operations Support Staff	1	1	2	2	2	2
Total FTEs at Middle Schools	25.5	25.5	51	51	51	51
High School Staff						
Principals	0	0	1	1	1	1
Assistant Principals	0	0	2	2	2	2
Office Manager	0	0	1	1	1	1
Operations Manager	0	0	0	0	0	0
Dean of Students	0	0	1	1	1	1
Classroom Teachers (Core Subjects)	0	0	12	14	16	18
Classroom Teachers (Specials)	0	0	4	4	5	6
School Counselor	0	0	2	2	2	2
SPED Director	0	0	1	1	1	1
SPED Case Managers	0	0	3	3	3	3
Paraprofessionals	0	0	3	3	3	3
Teacher Aides and Assistants	0	0	3	3	3	3
School Operations Support Staff	0	0	4	4	4	4
Athletic Director	0	0	1	1	1	1
Total FTEs at High Schools	0	0	37	39	42	45

HUMAN RESOURCES

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

Freedom Classical Academy is currently approaching full staffing for the 2018-19 school year. At this time, only two teacher positions have not been filled.

Freedom utilizes a variety of strategies to recruit qualified teachers, including:

- Posting jobs on online forums and recruitment portals.
- Attendance at education career fairs at various colleges throughout the United States.
- Collaboration with colleges and universities to market job openings to recent and upcoming graduates.
- Solicitation for teacher referrals from school stakeholders.
- On-site teacher fairs

Freedom utilizes a multi-step application process. First, an applicant submits an application. The application is reviewed by a member of the school's Admin staff to ensure that the applicant possesses all of the qualifications for the position they are seeking. A phone interview is performed with the applicant to verify technical qualifications and seek any clarification on questions derived from the application. References are checked and copious notes are recorded throughout the process. If the phone interview and reference check are positive, the applicant is elevated to the next phase of the application process: the in-person interview.

In-person interviews are conducted by the school Director and Assistant Director. During the interview, applicants are asked a variety of questions to determine their alignment with school mission and values, their teaching experience, and skill set. All instructional applicants are required to either provide a video teaching sample or perform an in-person teaching sample to demonstrate teaching proficiency. Teachers that excel during the interview process will be offered employment contracts contingent upon the completion of a background check through the Nevada Department of Public Safety.

Teachers are selected to work at Freedom based on the following criteria:

- Possession of proper certifications and endorsements
- Alignment to the school's pedagogy, mission, and vision
- Experience
- Responses to interview questions
- Professionalism
- Performance during live teaching sample

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The school Director and Assistant Director bear the responsibility for hiring school personnel. Where applicable, other members of administration may be asked to sit in during an interview for a person that would be under their supervision.

The hiring process is outlined in question 1, above. Once that process is complete, a letter of intent is sent to the applicant outlining the proposed compensation, etc. The applicant then has until a given date to return the signed LOI to the school. Administration extends an official contract to the individual which then must be signed and returned. Once this is done, the Office Manager schedules a time for the applicant to obtain a fingerprint check through the Department of Public Safety. Once the background check report is returned from the Department of Public Safety and approved by the Director, the employee's information is passed to the payroll and benefits providers to complete the appropriate paperwork. This process is completed by the Office Manager who guides the new employee through the procedure.

Once all paperwork is completed, the employee is scheduled for training for their position and given an employee binder that includes the school's employee handbook, how-to guides, and other information pertinent to their position. Depending on the time of the hire, the employee is either scheduled for summer training or given a briefer on-the-job training by a member of administration. Where possible, incoming teachers spend a week observing instruction in another class and receiving training before assuming command of their own class. They are introduced to key personnel and team-mates and shown around the school. Follow-up observations and meetings are scheduled to ensure the new employee is acclimating to the new position and fulfilling job responsibilities in an acceptable manner.

If, during the course of the school year, an employee is underperforming they will be called to meet with their supervisor and develop an improvement plan. If the employee is not able to fulfill the terms of the improvement plan, they may have their employment terminated.

When an employee is terminated, they are notified by the campus Director. The Director, or a designee, accompanies the termed employee to their room to help them gather their belongings, collect any school property in the possession of the employee, and escorts them off-site. An employee

change form is completed by the Director and given to the Office Manager. The Office Manger sends the form to the payroll and benefits providers as well as to IT who will terminate access to school systems for the termed employee. The Office Manager then follows up with the termed employee to detail remaining compensation, benefits termination, etc.

- (5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 5, as well as any supporting protocols or documentation.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 6, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

While there is just one campus, the school leader is responsible for developing his/her own professional development plan. This plan may include local professional development provided by NDE, the Charter Authority, or other third-party providers. The school leader may also attend out-of-state conferences and trainings with prior Board approval. The school leader may also benefit from online courses and book studies. The school leader shall keep a record of professional development opportunities taken and make a report to the Board of Directors of the school at the end of each school year.

Once the school expands to multiple sites and it becomes possible to have an EMO or District Office, the Regional Director shall ensure that all school leaders receive ongoing professional development and evaluation. A report of all administrative professional development and evaluations shall be made to the Board of Directors of the school at the termination of each school year.

The evaluation instrument submitted in the original charter remains in effect.

- (7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

During the first year of operation, Freedom Classical Academy altered its administrative structure to better support teachers, smooth out school operations, and provide for the timely completion of all reports due to regulatory entities. The structure will be added upon for the 2018-19 school year to reduce redundancies in some areas and provide support in others.

Specifically, during the 2017-18 school year the admin structure was expanded to include both another Assistant Director as well as an Operations Manager. The Assistant Director position is being eliminated for the 2018-19 school year, but the Operations Manager position will remain and an Administrative Assistant position will also be added.

As outlined in the organizational chart included in this document, the Director of the campus directly oversees the Assistant Director, Office Manager, and Operations Manager. The Assistant Director has the direct responsibility for the implementation and monitoring of the school's

program of instruction. This individual spend most of her time in the classroom and working with teachers.

The Operations Manager oversees the supporting operations of the school including facility maintenance, school lunch, facility scheduling, event planning, OSHA compliance, and several other operational tasks.. The Operations Manager also works with third-party contractors such as HVAC contractors, pest control contractors, information technology providers, etc to ensure that the facility remains clean, functional, and safe. This position was created to reduce the non-academic burden carried by the Director and Assistant Director and free them up to monitor instruction

The Office Manager oversees the front and back office operations of the school including reception, registration, cash management, attendance, nursing, and basic human resources. This is done through overseeing the activities of three other individuals that help in the completion of these duties. The Office Manager also serves as a point-of-contact for the school nurse, a registered nurse, to procure necessary supplies, schedule screenings, ensure compliance, and schedule temporary nursing assistance when applicable.

The Office Manager will also serve as the liaison with the school's proposed accounting and payroll provider, Charter School Management Corporation. The current Office Manager has extensive experience in accounting and is able to coordinate paperwork, payments, etc to ensure the smooth financial operation of the school.

Charter School Management Corporation (CSMC) is a national back-office services provider for charter schools. The entity is currently managed by a former charter school operator with extensive experience and insight into school operations. CSMC has a Nevada-based account manager that currently works with a couple charter schools in the state. CSMC brings the experience and professionalism necessary to ensure that the school's accounting is accurate, timely, and compliant with applicable laws. CSMC will also process payroll as a function of their accounting services and provide annual audit support.

Freedom Classical Academy currently has three full-time custodians on-site to ensure facility cleanliness and complete basic maintenance tasks. Freedom works with temp agencies to obtain temporary support for major projects or in the event of illness.

Freedom has several aides that help support classroom management in the younger grades and monitor lunch and recess periods. These aides also help administer assessments and grade and report the results of curriculum-based assessments.

With this framework in place and the services of the proposed service providers, Freedom is confident in its ability to not only continue, but improve school operations.

(8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (10) Does your EMO utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

The proposed service provider, CSMC, has spent several years and significant funds to develop a user-friendly online HRIS. Should this provider be approved, school administration would have full access to the system to obtain reports and update information.

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

With the termination of the contract with Charter One, Freedom will require the professional services of third-party providers to fill select operations. Freedom has currently obtained a proposed contract from CSMC for the provision of accounting, HRIS, and payroll services. The proposed contract would be for \$225,000 per annum.

Freedom will also contract with a benefits provider. Freedom currently has three brokers competing for our business and will have final proposals the first week of June, 2018. One of the brokers competing for our business is our current benefits provider which would ensure the smooth transition from last year to the next.

Finally, Freedom was utilizing Charter One as an employee leasing company. Freedom has been in contact with Founder's Education Legacy, a 501(c)3 employee leasing entity which has agreed to serve as the employee leasing entity for Freedom as well. Freedom will compensate FEL for the services rendered including a per-employee setup fee and percentage of total payroll for leased employees. Freedom and FEL are currently in negotiation of the final contract but anticipate the cost to represent 4-5 percent of payroll cost for leased employees.

Both CSMC and FEL have been approved as CMO/EMO's in the State of Nevada and are currently serving other charter schools in the state. Freedom currently pays \$760 per student to Charter One for services rendered. Given the 2018-19 estimated enrollment, that would constitute \$779,000 in fees. The proposed changes would cost far less than the current arrangement and enable to school to keep between \$400-500k in the school.

SCALE STRATEGY

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the EMO and the new schools.

Freedom anticipates adding a K-12 campus at a future undetermined date. Based on the experience of opening the first site as well as the extensive experience of the school leader in opening several sites for American Leadership Academy in Arizona, the school is confident that the task could be performed without undue stress.

The primary benefit Freedom would have with a second campus is the mere existence of the first campus here in Nevada. The existing location will serve as a command base for the new campus as well as a training ground for potential administrators and other key personnel such as back-office staff.

A secondary benefit of the existing campus is reputation. It is hard to recruit for a school that is not even built. As the school continues operations and information about the school permeates the community, the probability of recruiting teachers that are aligned to the school's mission and vision increases.

Third, the existence of the first campus allows for the controlled transfer of select teachers to seed the new school. These teachers bring with them school culture, experience with the curriculum, and confidence. They serve as mentors for other teachers and help reduce the burden on administration.

Freedom is working to bank retained earnings in preparation for the second campus. These funds will help secure essential start-up materials. Additionally, it is anticipated that the school will need to work with a facility development company to build the structure and provide additional funding for furniture, fixtures, and equipment. When Freedom is ready to grow, it will engage multiple developers to obtain the best rate for the facility.

The lead administrator for the additional campus will be selected no later than six months ahead of the opening of the school to provide time for the individual to shadow existing school leaders and assume gradually increasing accountability for their own campus.

- (2) If your organization operates schools in other states, compare the EMO's efforts to scale operations to Nevada to past scale efforts in other states.

This is no longer applicable.

- (3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.

The fundamental features of the Freedom Classical Academy model are Classical Education, STEM instruction, and character development. These features will be incorporated through careful staff recruitment, training and professional development, and ongoing evaluation and audit.

Implementing the fundamental features of the school model begins with staff selection. All staff must be aligned with the mission and vision of the school including administrators, teachers, and support staff. When all staff are aligned for a common cause, everything else falls into place. This process begins in the initial interview where applicants are probed for alignment with school pedagogy and values. Those that are misaligned are not advanced while those that are move forward.

Freedom recognizes that its model requires significant staff buy-in and specific skills. For this reason, Freedom will utilize a rigorous professional development plan. Staff will be instructed in both the philosophy of the school as well as the knowledge and skills necessary to implement its program of instruction. This begins with a two-week pre-opening boot camp. Professional Development will extend through the school year and each teacher will be observed on a regular basis to ensure proper implementation of curriculum and instructional practices.

It is the goal of administration to be in every classroom each day for the first ninety days of school and frequently thereafter. Freedom recognizes that the first ninety days are crucial to setting standards, making adjustments, and providing support. Following the first ninety days, errant behaviors and practices are much harder to cull and the probability for success decreases.

A classical education pedagogy will be implemented through a carefully constructed and sequenced curriculum map for each grade level. Teachers will be given the majority of the lessons they are required to teach along with the key objectives and supporting material. Teachers will be monitored for pacing to ensure they remain on-track to complete the curriculum for the school year.

Elements of classical education such as Socratic Discussion are often challenging for teachers to implement. To help teachers make the transition to this method of instruction, administration will model lessons as necessary and provide direct coaching.

STEM instruction will be implemented through rigorous math and science curricula in the general classroom and the addition of a technology elective throughout the school. Additionally, engaging experiments and activities aligned with learning objectives will be utilized to supplement the science curriculum and stimulate critical inquiry.

Finally, character development will be implemented through the delivery of weekly leadership lessons aligned to the school's values. These lessons will be pulled from great literature, history, and leadership texts. Teachers and students will be required to apply their knowledge of a value by conducting a leadership assembly presentation on the assigned value. This way students teach each other the values as well. Finally, students will be encouraged to participate in school-sponsored service projects.

(4) Explain any shared or centralized support services the EMO or its affiliates will provide to schools in Nevada.

Charter One will no longer provide centralized services. As discussed previously, Charter One may provide specific consultation services on an as-needed basis to ensure a smooth transition over the coming school year.

CSMC will provide centralized accounting and payroll services as well as basic HR services through their HRIS portal should their contract be approved.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the EMO and/or its affiliates in the term sheet and draft

contract provided later in Attachment 23. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.

It is proposed the CSMC provide back-office support services including accounting, payroll, and human resources. The proposed contract has been attached for your review. The cost for their services are accrued on a per-pupil basis and each campus will pay according to their enrollment.

It is further proposed the Founders Education Legacy provide employee leasing services to Freedom Classical Academy. These services will be assessed on a per-employee basis and allocated according to the campus the employee originates from. It is estimated that the cost for these services will be 4-5% of the annual salary of each leased employee.

- (6) Identify any school positions which will be employed by the EMO or may be employed by the EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual’s activities by school employees or the board?

The primary administrator for each school site shall remain an employee of the charter school. Founders Education Legacy will provide leasing services for employees with special circumstances that require that arrangement, inasmuch as they are not the primary administrator for a given campus. The proposed arrangement provides for near complete control of the organization by school employees and helps avoid any third-party entanglements.

- (7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	NA	Sets performance goals.	Recommends goals to the Board.
Curriculum	NA	Selects curriculum.	Recommends curriculum to the Board and implements the selected curriculum.
Professional Development	NA	Delegates to School Leader.	Develops a professional development plan and implements it.
Data Management and Interim Assessments	NA	Establishes policy.	Implements policy.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Promotion Criteria	NA	Establishes policy.	Implements policy.
Culture	NA	Establishes policy.	Implements policy.
Budgeting, Finance, and Accounting	Supports the school and follows policy.	Establishes policy.	Implements policy.
Student Recruitment	NA	Establishes policy.	Implements policy.
School Staff Recruitment and Hiring	NA	Delegates to School Leader.	Develops a recruitment plan and implements it.
HR Services (payroll, benefits, etc.)	Provides basic HR services including payroll. Benefits to be provided through a broker.	Establishes policy.	Implements policy.
Development/ Fundraising	NA	Establishes policy.	Implements policy.
Community Relations	NA	Establishes policy.	Implements policy.
IT	NA	Establishes policy.	Implements policy. Contracts with third-party support as necessary.
Facilities Management	NA	Establishes policy.	Implements policy.
Vendor Management / Procurement	NA	Establishes policy.	Implements policy.
Student Support Services	NA	Establishes policy.	Implements policy. Contracts with consultant as necessary.
Other operational services, if applicable	NA	Establishes policy.	Implements policy. Contracts with consultant as necessary.

(8) Provide, as Attachment 20B, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole
- (b) Year 3 network as a whole
- (c) Year 6 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external

organizations that will play a role in managing the schools. Clearly show the EMO's role and the role of positions employed by the EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

STUDENT RECRUITMENT AND ENROLLMENT

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

- (1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

Freedom Classical Academy (Freedom) will employ a rigorous marketing plan to ensure that enrollment targets are met and all community demographics receive appropriate notice and outreach.

The current campus is already full for the coming school year with a significant waitlist of additional applicants. Freedom has an established Facebook page and website that will be renamed if this application is approved. These resources will be leveraged in recruitment attempts for future school sites.

Additional marketing efforts include mailer campaigns to the neighborhoods surrounding the school, email campaigns, social media campaigns, flier campaigns at local supermarkets, community events, campus tours, and much more. When available, Freedom will also seek to work with local media outlets to bring community awareness to the school and highlight its mission and vision.

Freedom has developed relationships with local designers and printing firms in order to create and distribute quality marketing material for the school.

Freedom will reach out to economically disadvantaged families, ELL families, special education students, and other at-risk groups by specifically addressing the needs of these groups on the school website and on marketing materials. Where possible, marketing materials will be made available in Spanish also to ensure equal access to information on the school.

Families that do not have access to internet will be permitted to enroll at the front office or enrollment trailer of Freedom.

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

Freedom will begin open enrollment November 1st of each year. The open enrollment period will extend to the last Friday in January of each year, at which a lottery will be conducted, if necessary. Re-enrollment will begin with open enrollment but close one week earlier in order to establish grade-level capacity prior to the lottery. Re-enrolling students will be given priority enrollment. Students that fail to submit re-enrollment paperwork prior to the lottery run the risk of losing their positions to incoming students. Re-enrolling students that submit paperwork late cannot displace a new student that has already been accepted in accordance with the school’s enrollment policy.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) Complete the following tables for the proposed school to open in 2019-20. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2019.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-K						
K						
1						
2						

3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

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

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

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

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

11						
12						
Total						

- (4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the amendment that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2018-2019) to ensure that the school is ready for a successful launch in fall 2019. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

SCHOOL MANAGEMENT CONTRACTS

- (1) How and why was the EMO selected?

Both CSMC and Founder’s Education Legacy were referrals of Founder’s Academy. When it was determined that Freedom Classical Academy would be breaking away from Charter One, the school leader reached out to Founder’s Academy to ascertain availability of employee leasing services through Founder’s Education Legacy. In the ensuing conversations, the enthusiastic referral to CSMC was made. The school leader contacted CSMC who visited with Mr. Christensen on-site and made a presentation and subsequent proposal.

Both CSMC and Founders Education Legacy were prime candidates for selection due to the limited nature of their services and their fair pricing. Freedom was not seeking a full-service EMO provider and only requested limited back-office services. Both organizations responded positively and are adaptable to the needs of Freedom Classical Academy.

- (2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

Both proposed service providers are completely independent of Freedom Classical Academy and currently share no common employment or conflict of interest.

The Board of Freedom Classical Academy sets all policy as well as the direction of the school. The school leader acts on behalf of the Board to implement their directives and manage the daily operations of the school. Included in these duties is the direct oversight and evaluation of all service providers.

Whereas the proposed service providers will have very limited roles with Freedom Classical Academy, internal controls are fairly simple. No employee of Freedom may receive compensation from the service providers. Freedom employees must disclose to the Board any gifts or benefits received from the service providers and may be required to reject/return such items.

An annual audit of accounting and financial controls must be performed by a state-approved independent auditor at the completion of each fiscal year. School personnel shall review the books maintained by the service provider on a regular basis to identify any errors in accounting and provide for correction. The Board treasurer shall have read access to the school's books in order to review reports and financial standing at any time.

- (3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

Both proposed service providers are completely independent of Freedom Classical Academy and currently share no common employment or conflict of interest.

- (4) Please provide the following in Attachment 23:

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 - (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
 - (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
 - (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- (5) Provide, as Attachment 22, a copy of the education management organization's three most recent audits and other historical financial documents for the EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the amendment to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.
 - (6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 18.
 - (7) Complete the EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the EMO Data Request template for each of the EMO's schools as Attachment 18.
 - (8) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as part of Attachment 17.

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.

- (1) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (7) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter amendment. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

SERVICES

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

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement. The existing food provider will continue with Freedom Classical Academy next year.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement. There are currently on-site custodial and maintenance staff. Additional help can be secured as-needed.

- (d) School health and nursing services

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement. There is currently a registered school nurse on-site.

- (e) Purchasing processes

Minor purchases that do not require pay orders will continue to be processed on-site by the Office Manager. Staff members that want to make a purchase must submit a purchase request form indicating what they want to purchase, who the vendor is, the rationale for the purchase, and the total cost of the purchase (attaching any applicable quotes). The purchase must be reviewed and approved by either the Office Manager or the Director of the campus. Purchases not pre-authorized may not be reimbursed, at the discretion of the campus Director. The Office Manager will be responsible for writing a check or using the school debit card to make the purchase and submitting the proper paperwork to CSMC for accounting purposes.

Larger purchases that require pay orders will be sent to CSMC for processing and inclusion in accounts payable. Prior to any purchase being sent to CSMC, the purchase must be approved by the Director. Large purchases that are not pre-approved in the budget require Board approval prior to submission.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

Freedom Classical Academy will contract with third-party technical support on an as-needed basis to ensure the operation of school technology.

For the school's managed switches and telephony, the school will continue the contracts with the current providers.

For on-site technical support, computer repair, device management, and audio/visual support the school Director will provide the first line of defense. Where he is not available or the need exceeds his skill level, a third-party provider will be secured. School administration has scheduled a meeting with a local service provider that currently services other charter schools and has leads on other education-focused technology firms. Proposals will be requested from potential providers and evaluated by the school administrator. A final IT support provider will be chosen before the coming school year.

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

The school's current office manager has received training on Infinite Campus basics and the school leader has received training on both Infinite Campus basics as well as database management. While many of the school's needs can be met with the expertise of these individuals, Freedom has requested the continued support of Charter One's SIS expert to ensure a smooth transition. This arrangement will also provide for ongoing training as the office manager obtains greater levels of proficiency on the system.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (5) In addition to the narrative above, provide as Attachment 12, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

FACILITIES

- (1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:
- (a) The desired location of the school facility;
 - (b) The number of general education classrooms required each year;
 - (c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;
 - (d) Space requirements for administrative functions, food services and physical education

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement. The school has sufficient office space to accommodate the necessary administrative staff.

- (2) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:
- (a) Total project cost
 - (b) Financing and financing assumptions
 - (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 13. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(6) Explain the organization's plan to maintain the independent facility.

Freedom Classical Academy is pleased to have a brand new school facility with minimal maintenance requirements.

Freedom Classical Academy employs three custodial/maintenance workers. The lead custodian has several years' experience working for Clark County School District and is well versed in facilities management. The school purchased all of its own maintenance equipment including floor machines, mowers, edgers, etc in order to provide for the complete self-service of facility maintenance both inside and out.

In addition to the on-hand staff, Freedom also has contracts with local service providers for specialized services including HVAC maintenance and repair and pest control. On an as-needed basis, Freedom will contract with additional service providers to complete special projects or major repairs.

ONGOING OPERATIONS

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

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(2) Provide, as Attachment 14, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

6. Financial Plan

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

Accounting, payroll, and major purchases will all be ran through the proposed accounting service provider, Charter School Management Corporation (CSMC). All bills for accounts payable will be sent to the school who will upload them electronically to the service provider and file the paperwork for auditing purposes. The service provider shall keep accurate and timely accounting records in compliance with local and federal laws. The service provider will prepare all documentation for the annual audit and will interface with the auditor to provide the necessary records and answer questions. The auditor shall be independent and selected by the school from the pre-approved list of auditors provided by the state.

All bank accounts, credit cards, and debit cards will be obtained in the name of the school. The Office Manager shall be responsible for establishing and maintaining all school accounts.

Time sheets will be managed on-site by the Office Manager and submitted electronically to the service provider prior to payroll. All salaries, bonuses, stipends, and other pay variances will be sent to the service provider by the Office Manager after administrative approval.

The rationale for selecting CSMC was outlined in section 1 of "School Management Contracts" contained in this document.

(2) As Attachment 15, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 15. Include the following:

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
 - (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
 - (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
 - (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
 - (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.
 - (4) Submit, as Attachment 21, a detailed budget for the operator at the regional network level (the format of this is left to the applicant's discretion).
 - (5) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

Freedom will procure an independent third-party auditor to evaluate the financial and administrative operations of the school, pursuant to NAC 387.625 and NAC 387.775. The school shall comply with GASB, GAAP, and the Nevada Chart of Accounts for public school accounting.

The governing board of Freedom has adopted financial control policies including cash control policies, purchasing policies, credit card policies, petty cash policies, expense reimbursements, deposits, etc. All policies comply with Nevada Law and Authority guidelines.

The Director shall be responsible for implementing the policies of the Board, including the policies pertaining to school finance. The Director shall oversee the Office Manager to ensure all policies are followed with exactness.

- (6) Provide independent audits for each schools for each of the past three years for any under management at any point during that period as attachment 17.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (7) Complete the audit data worksheet in Attachment 18. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 17.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

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