

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2018 FALL CHARTER SCHOOL FACILITIES AMENDMENT REQUEST

Schools Requesting to Relocate or Consolidate Campuses  
via an Amendment Which Does Not Result in an Increase  
in Contractual Enrollment Cap or a Reduction in Current  
Enrollment of Grade Levels

*Amendment Request Due October 1 – 15, 2018*

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## **Section I: Introduction**

Dear Charter School Governing Body,

On behalf of the State Public Charter School Authority and our 25,000 incredible students, I thank you for considering the submission of an amendment request to relocate or to consolidate facilities under an amended and restated charter contract.

The development and release of this Amendment Request format reflects the sweeping education reforms adopted during the 2015 Legislative Session and our recognition of the opportunities and challenges that many of our existing operators have faced as they have grown their schools. The process of pursuing a new location and of closing down an existing facility and moving to another location can be quite complex, placing many demands on school leadership and members of the leadership team. Some schools have struggled with unanticipated expenses or other serious setbacks due to a lack of planning and appropriate due diligence by members of the governing body.

We have designed this process to allow governing bodies and leadership teams to assist in this process through an evaluation of their own capacity and determine where they will need to invest additional resources to ensure success. As with all submissions to the State Public Charter School Authority, this amendment request is intended to be a document which is the result of deep, thoughtful engagement by the governing body and staff employed by the school. While the Authority acknowledges and appreciates the contribution of vendors and contractors, including education management organizations, to the growth and vitality of the state's charter school movement, it is important to emphasize that the sole legal accountability for the promises and commitments made by the school to students, parents, families, the surrounding community, and to the people of Nevada and their authorized representative, the State Public Charter School Authority, lies with the governing body of the school and its direct, authorized employees.

The SPCSA is committed to quality in every aspect of our operation, and we firmly believe that quality authorizing leads to quality schools. Our statutory responsibility compels us to provide our students and families with the very best options the charter community can provide. We are confident that we have created a demanding, thorough, and transparent amendment request and review process.

As you complete your amendment request, please feel free to contact our team with any questions. Again, thank you for your interest in recommitting to this vital work and investing more of your time and talents in our effort to build and deliver a high quality public school option to every student in Nevada.

Sincerely,

Patrick J. Gavin  
Executive Director

## Section II: Instructions

### OPERATOR APPLICANT INSTRUCTIONS

#### Specifications

- It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers; external experts; and parents, families, and the general public.
- This request may be completed with responses following each question (e.g., the questions following the italicized headings.). Please leave the text of the question in the document to facilitate review and public transparency.
- All narrative elements of the application must be typed with 1-inch page margins and 11-point Cambria font, single-spaced.
- All headings must be in 11, 12, or 14 point Cambria font.
- Tables may be in either 11 or 10 point Cambria font.
- Each major section (Meeting the Need, Operations Plan, Financial Plan, etc.) must begin on a separate page, as indicated in the amendment request document.
- All pages must be consecutively numbered in the footer, including all attachments.
- The table of contents must identify the page number of each major section of the narrative and each required attachment.
- Schools are encouraged to utilize Microsoft Word's cross-referencing features to allow for automatic updates to page numbers within the document for any element discussed in more than one section. Simply referring reviewers to content in another section or expecting reviewers to seek out and infer an answer from information which may or may not be found in an attachment is unacceptable and will be deemed unresponsive. Petitioners are expected to exercise appropriate judgement in balancing responsiveness with excessively duplicative content. It is highly advisable to answer the question posed and refer the reviewer to additional contextual information that will inform review with transitional and referential phrases such as "As discussed in greater detail in the Section \_\_ beginning on page \_\_, the school will..." and "Reviewers seeking more information on \_\_ may wish to refer to the section labeled \_\_ beginning on page \_\_. More specifically, the school will..."
- References and citations should be placed in the footer.
- The name of each major section and attachment, e.g. "Attachment 1," etc. must be placed in the footer to facilitate easy review and navigation of the materials. Bookmarking of individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
- Schools are encouraged to use Microsoft Word's styles features (<http://shaunakelly.com/word/styles/stylesms.html>) to manage formatting, provide for bookmarking and cross-referencing, and facilitate the generation of the table of contents and other features through the heading styles functionality.

- If a particular question does not apply to your team or application, simply respond with an explanatory sentence identifying the reason this question is not applicable to your school AND including the term “not applicable” within the sentence.
- All questions, including those identified as “Not Applicable” and tables not utilized must be left in the document. Tables which are accompanied with directions permitting the school to modify the number of rows and to customize the designated content may be changed as indicated.
- Applicants **MUST** submit amendment requests electronically in Epicenter, the statewide document management center for school submissions to the State Public Charter School Authority. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those individual pages containing signatures or facilities documentation, must be submitted as converted (not scanned) documents and must be clearly named to facilitate review and public transparency.
- The following is a list of attachments to accompany the application:

Attachments Necessary to Assess Facility Compliance

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Occupy a New or Additional Facility or to Consolidate Facilities Which Neither Increases Enrollment Beyond the Contractual Cap Nor Reduces Current Enrollment or Grade Levels
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Occupy a New or Additional Facility or to Consolidate Facilities Which Neither Increases Enrollment Beyond the Contractual Cap Nor Reduces Current Enrollment or Grade Levels
4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility **OR**, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement **OR** a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **OR**, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board

member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school **OR** a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

8. Full Certificate of Occupancy Indicating the Facility Has Sufficient Capacity to Accommodate the Current Enrollment or the Contractually Approved Enrollment **OR** a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy for space sufficient to accommodate the current or contractually approved enrollment prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265
9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation **OR** a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.
10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265

Applicants are reminded that all requests for amendments are public records and are posted on the SPCSA web site. Once a request is approved, it is expected that the complete charter application and the approved amendments will be posted on the school's web site or will otherwise be made available via electronic means upon request from any member of the public. To ensure the broadest range of accessibility for public documents, the SPCSA strongly encourages applicants to consult the Accessibility Guidance offered by our peer authorizer, the Massachusetts Department of Elementary and Secondary Education: <http://www.doe.mass.edu/nmg/MakingAccessibleDocuments.pdf> and <http://www.doe.mass.edu/nmg/accessibility.html>. The usage of the Microsoft Word styles feature discussed earlier will also help to facilitate accessibility.

## Submission Instructions

1. **Schools must submit their complete amendment request into the Charter Amendment section of Epicenter by October 15, 2018**
2. In order to complete and submit your request, you will need to meet the following minimum technology requirements:
  - a. A local copy of Microsoft Office Word 2007 and Microsoft Office Excel 2007
  - b. A local copy of Adobe Acrobat Standard or Professional or a third party PDF-creation solution that allows for converting, combining, and consecutively paginating files into portable document format
  - c. A local copy of Microsoft Office Project and Microsoft Office Visio or other software or a school-selected suitable web-based equivalent (e.g. Lucidchart for flowcharts) with the capacity to produce detailed Gantt charts, flowcharts, and explanatory graphics for inclusion in the Microsoft Word narrative or the requested attachments
  - d. Microsoft Internet Explorer Version 9 or above OR Google Chrome Version 40 or above
  - e. A reliable Internet connection
  - f. A laptop or desktop computer with at least 50 Mb of free space to store downloaded amendment request documents and local copies of your submission
3. Schools may upload amendment requests up to 5:00 pm PT on the due date. Once the request is submitted, schools will be unable to access, edit, or revise the documents.

## Guidance and Resources for Applicants

Schools are encouraged to familiarize themselves with **current** Nevada law and regulations relating to charter schools. As Nevada's statutes and regulations are continuing to evolve, it is advisable to monitor and evaluate all changes to ensure that any proposed changes to the charter meet current expectations. The Authority does not have the capacity or the statutory authority to provide individual guidance or legal advice. Charter schools are encouraged to consult the Charter School Association of Nevada and an attorney who is well versed in charter school law for guidance in interpreting those elements of statute and regulation for which the Authority has not incorporated its policy expectations in this document.

Nevada Revised Statutes: NRS 386.490 et seq. contains the vast majority of law pertaining to charter schools: <https://www.leg.state.nv.us/NRS/NRS-386.html#NRS386Sec490>.

During the 2015 legislative session, the state adopted a number of reforms related to charter schools. Key bills which passed include:

- SB509: Balances additional operating flexibility for charter schools with broad changes in charter school authorizing and accountability:  
[https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB509\\_EN.pdf](https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB509_EN.pdf)
- SB460: Provides for an accountability framework to evaluate the performance of a small subset of charter schools which have a mission to exclusively serve opportunity youth, students with

disabilities, and other particularly vulnerable populations:

[https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB460\\_EN.pdf](https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB460_EN.pdf)

- SB208: Codifies existing minimum expectations regarding the notification of families when a new charter school is scheduled to open in a community and changes the expectations around recruiting and enrolling students: [https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB208\\_EN.pdf](https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB208_EN.pdf).
- SB390: Permits but does not require charter schools to give admissions preference to students who attend overcrowded schools or underperforming schools within a 2 mile radius of a campus: [https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB390\\_EN.pdf](https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB390_EN.pdf)
- SB200: Permits but does not require charter schools on military bases to give admissions preference to students of personnel residing on or employed by the military base: [https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB200\\_EN.pdf](https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB200_EN.pdf)

Nevada Administrative Code: As a state with a biennial legislature, Nevada relies heavily on its regulatory framework to provide guidance on the interpretation and execution of its laws. The provisions of NAC 386.010 through 386.47 govern the administration of the state's charter school program: <https://www.leg.state.nv.us/NAC/NAC-386.html>.

The state adopted a number of changes to the NAC regarding charter schools during the 2014 interim. Most of these modifications reflect the creation of the SPCSA in 2011 and the creation of a charter school accountability system in 2013. Some of these changes have not yet been codified into the existing NAC:

- R036-14A: <http://www.leg.state.nv.us/Register/2014Register/R036-14A.pdf>
- R069-14A: <http://www.leg.state.nv.us/Register/2014Register/R069-14A.pdf>
- R075-14A: <http://www.leg.state.nv.us/Register/2014Register/R075-14A.pdf>
- R076-14A: <http://www.leg.state.nv.us/Register/2014Register/R076-14A.pdf>

Due to the legislative changes during the 2015 session, schools should anticipate that many of these regulations will be revised to reflect the most current law during the fall of 2015 and all of 2016 as Nevada continues to adopt best authorizing and oversight practices and policies from other leading charter school states. This amendment request document is one of the first efforts to incorporate those changes.

Pursuant to SB509, the Authority may require that schools enter into amended and restated charter contracts as a condition of granting an amendment; this mechanism allows us to require schools to develop additional technical amendments and contractual changes as statutory and regulatory requirements evolve.

### **Additional Guidance and Resources for Schools**

The Nevada charter school movement and the SPCSA have undergone dramatic changes in the past four years as a result of legislative changes in the 2013 legislative session and the sweeping education reforms adopted during the 2015 legislative session. As noted above, the policy and operating



landscape for charter schools has undergone significant shifts, including some changes which have yet to be codified into regulation and standard practice.

In light of these changes and the Authority board's deep commitment to accountability and continuous improvement, the expectations and standards for charter application approval and for ongoing operation and expansion have continued to evolve and our process has become increasingly more rigorous. Consequently, schools are strongly cautioned against excessive borrowing of language from "boilerplate" Nevada charter application material and sample resources that are widely available on the internet, including legacy materials on a variety of state web sites, including documents maintained for a subset of existing schools on the SPCSA website.

Schools are encouraged to avoid quoting entire statutes or regulations, or including documents that could just as well be referred to rather than provided in their entirety in the application. Do not simply print materials off the Nevada Department of Education's website or the State Public Charter School Authority's website for inclusion in the amendment request; the Review Team can access those websites if necessary. Including documents and statutes and regulations in their entirety will result in an unmanageably large submission. Rather than quoting or including the entire text of statute, regulation and/or documents in the application, include only relevant excerpts or summarize the statute, regulation or document. Do not hesitate to provide citations of relevant statutes or regulations along with a thoughtful, original discussion of *how* the school intends to implement the requirements of the law, regulation, or process in a way which is *fully aligned* with the mission, vision, and program outlined in the application. In designing their policies, processes, and procedures, schools are encouraged to consider the who, what, where, when, and why for each element in the school's operating system.

### **Overview of the Fall 2018 Expansion Amendment Cycle**

It is important to note that in contrast to other statewide independent charter school board authorizers with similarly sized portfolios, the SPCSA currently has very limited staff approved to manage school communications, the charter application process, the amendment request process, the pre-opening process for new charter schools and new campuses, performance management of existing charter contracts, or the process for renewing and closing charter schools based on performance issues. All State Public Charter School Authority employees other than the Director are primarily funded as either state agency fiscal support staff or as staff to the agency's district-like local education agency funding. Consequently, schools are cautioned that timelines for review and feedback may be subject to change or modification.

## Section III: Request for Amendment

### CAMPUSES OPENING FALL 2019 AND BEYOND

**Please submit an amendment request that addresses the following questions / issues.** There are no page limits for individual sections except for the Executive Summary. The total amendment request may not exceed 128 pages (not including the requested attachments and the 28 pages of questions and tables included in this document).

Please keep in mind that your amendment request is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to expand. Review teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on a reviewer. Responsive answers are critical: ensure that you have fully answered the question and have thoroughly researched the relevant section of law, regulation, and policy. Organization and clarity are essential: use of appropriate cross-referencing by page number and, where appropriate, sub-section headings to linked areas of the application when elaborating on or demonstrating alignment to a key strategic element of the proposal will limit the possibility that an essential point is missed by a reviewer due to a lack of clarity and specificity.

### EXECUTIVE SUMMARY

- An overview of the mission and vision for the school

The governing body has created an institutional mission which provides for challenging and engaging curriculum with our first responsibility to differentiate instruction to meet the needs of all learners. In carrying out our day-to-day activities we strive to support the development of creative, abstract, critical and higher order thinking skills through the implementation of STEAM, common core requirements, and the Next Generation Science Standards. We also aim to provide students with the opportunity to develop problem solving/critical thinking skills through the creation of dynamic curriculum that delivers students with options that adapt, modify, extend or differentiate how the individual learner will be taught.

It is EIAA's mission to provide students, kindergarten through eighth grade, with an education that is differentiated and will address the academic ability in each subject area while ensuring high academic standards. In order for this mission to be reached it is essential to have a curriculum in place that will meet the needs of each student in a developmentally appropriate fashion using dynamic curriculum in as many real world situations as possible. This requires critical thinking, or the ability to analyze facts and evidence to make the most comprehensive decisions. The technology opportunities that have been developed addresses the need for technology literacy and provides enriched learning opportunities while focusing on the implementation of STEAM in our institution.

It is the position of administration that in order to reach our vision to its fullest, teachers must take an interest in their own personal growth by establishing annual thought-provoking yet measurable goals. The expectations are that each and every staff member be their very best and be open to change and

new innovative strategies that have data driven results. Each teacher has established their own vision and mission statement along with each classroom, with the assistance of the students.

- A list of the current school campuses and any relocated or consolidated campuses proposed in this amendment request
  - Identify the school's "founding campus" with the Roman numeral I, the second approved/proposed campus with the Roman numeral II, etc. For the sake of clarity, please also identify the local/marketing name of each campus (e.g. Charleston Campus, South Reno Campus, etc.) in parentheses.

I. Elko Institute for Academic Achievement, 1031 Railroad Street, Suite 107, Elko, Nevada 89801

- Proposed facility and target communities

The learning community we wish to serve as a result of the relocation is the same community we are currently serving with the new location only being within two miles from our current location. With the relocation of the facility,

- The outcomes you expect to achieve at the new location

EIAA will continue to provide the highest level of educational learning environment for the 198 students that currently attend EIAA. Our primary objective in serving this community aligns with our commitment to every student in having an opportunity to succeed, both academically and personally. EIAA was established in 2009 in order to provide families with school choice when seeking a quality education for students within Elko County.

EIAA will continue to place our primary focus on student achievements and student success, but with the proposed facility comes the opportunity for expansions that the current facility does not offer. It is the goal of the governing body to increase our student capacity from one classroom for each of grades Kindergarten through eighth to two. This would double our student enrollment. The proposed facility has the availability for expansion opportunities that the current facility does not. The proposed facility also has the capabilities for EIAA to enter into a lease/purchase option, if so desired.

- The key components of your educational model for the relocated school

Progress in student achievement is what drive's improvement and the data collection completed is the measure that determines the results. As the information becomes available, the instruction, methods of delivery, and content is measured against the results. As deficits are identified all of these are addressed accordingly. The concern occurs with the timing of the data being collected, which then becomes a challenge when trying to establish new intervention strategies that coincide with the current needs.

Because we rely so heavily on student enrollment to operate, we must hold our institution to higher standards in order to be competitive with the public schools in Elko. The way we achieve this is to provide the highest quality of education using the most innovative techniques available. In order to accomplish this, we must have staff that is trained in the delivery system of these methods. Our institution prepares for these advances in technology and teaching methods through creative and intentional professional development for every staff member.

- The values, approach, and leadership accomplishments of your school or network leader and leadership team

EIAA administration has worked with the staff to develop a schedule that continuously focuses efforts on the centralized goal of increasing student achievement. We were able to identify several areas in need of additional training, and EIAA administration has partnered with each teacher through the process of observations, individual meetings, and group meetings to identify any existing deficits needing to be addressed. In addition, the professional development has assisted in identifying areas that need to be focused on with more depth and intentionality.

Administration has also made it a priority for teachers to be able to implement programs and procedures within their classroom they are most familiar with and have been taught. There are no set guidelines to academic methods, pacing schedules, etc. This is being left to the teachers and their discretion based on student development within their classrooms. When a teacher is allowed to use the skills they have been trained in, they become more competent in their delivery and confident in their abilities.

The culture in the school has not always been positive and optimistic. The creation of the school was based on a vision that was forced on all those involved and was executed without the legal means necessary from the state or support of the community and staff. The hostility that was occurring between the board members, along with the adverse status that had arisen from the criticism within the educational circles, created an unstable learning environment for both the staff and students. The reputation of the school within the community had developed with toxic levels of adversity.

EIAA has made huge progress in the relationships that have been established with both the community, its parents, and the students. It was through the attrition of the former administrations that the relationships with stakeholders was destroyed and access to educational service needs and directions was denied. Through very intentional and concentrated efforts, and the re-establishment of new staff and administration, these relationships have been restored. EIAA has taken great measures to rebuild its reputation and to establish total accessibility to its students and stakeholders for all school improvement needs that have been created over the last several years. We have become an educational institution that can be competitive with the public school system and this can be attributed to the help of all stakeholders.

- Key supporters, partners, or resources that will contribute to your relocated school's success

EIAA's key supporters include all of our current stakeholders, including students, parents, teachers, staff, and governing body. EIAA has involved all of these groups in the planning process through parent night events and classroom activities.

The PTSO has also become a very significant source for EIAA in maintaining positive relationships with parents and stakeholders. The board has been actively involved in building and sustaining a positive relationship within the organization between teachers, parents, and administration. They serve in the classrooms daily, conduct food drives for families in need within our institution, recruit help from outside sources as needed, and are persistent in their presence in the community to promote their causes.

The proposed facility landlords have also been an actively involved in the educational process of constructing a school with our middle school math class. They have partnered with the teacher to develop a project based learning opportunity that allows the students to be architects, engineers, contractors, and finance experts.

## MEETING THE NEED

### TARGETED PLAN

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

Elko Institute for Academic Achievement (EIAA) is located in the City of Elko and provides 22 openings to students in each grade kindergarten through eighth grade. We have an enrollment that consists of students from the City of Elko, Spring Creek and outlying areas of Elko County. EIAA was established in 2009 in order to provide families with school choice when seeking a quality education for students within Elko County.

With the new location only being within two miles from our current location, the learning community we wish to serve as a result of the relocation is the same community we currently serve. We will continue to provide the highest level of educational learning environment for the 198 students that currently attend EIAA. Our primary objective in serving this community aligns with our commitment to every student; providing opportunities to succeed, both academically and personally.

There are several factors EIAA uses to evaluate how the school defines success within its educational outcomes, such as: student achievement (both academic and personal), safe learning environment, and overall school climate.

The first indicator is the performance framework provided from the Nevada Department of Education that is a result of the annual CRT's administered to grades 3 – 8. The elementary school has consistently held a 3 star rating demonstrating EIAA has some areas of success as well as some areas that need improvement. The middle school currently has a 5 star ranking and has been named among the higher performing schools in Nevada in both student proficiency and student growth. Another indicator used by EIAA to monitor educational success is the detailed student portfolio that includes student summative assessments and behavioral concerns that arise. EIAA also utilizes MAPS testing, DRA's, and i-Ready data to monitor school-wide growth.

In order to create a positive learning environment, EIAA also began applying the 7 Habits into the daily curriculum beginning in the 2018-19 school year. Both teachers and students are now realizing short and long term goals for academic and personal achievements. By implementing the 7 Habits and whole child instruction, EIAA hopes to provide instructional strategies that establish a social and personal understanding of the high expectations for student performance and behavior. This, in turn, will create a vehicle for our students to achieve their best as they are faced with high demands and challenges.

Climate is the leading stimuli within any organization; it drives the overall stability and progression. The climate also has the power to destroy faster than any other factor. The working environment within our subject school has developed from hostile and dysfunctional to a community that is extraordinary and supportive. It is conducive to the growth and strategic plans EIAA has established as a team for the future of the school. All stakeholders at EIAA have worked diligently in overcoming the reputation that has preceded us and to become a leading edge educational institution.

- (2) Explain how your relocation, 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.

With SPCSA's mission to *"improve and influence public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship"*, EIAA's is dedicated to providing a first class academic experience for all of our students. All of our stakeholders, including our governing board, administration, staff, and our parent organization, have forged strong partnerships with intentionality in order to provide our students with the highest level of support. Our academic plan centers on closing all achievement gaps through the implementation of highly effective strategies so all of our students achieve their maximum academic potential.

The relocation of EIAA would allow the school to continue to serve those in Elko County with a school of choice when a quality education is the primary objective.

EIAA's mission is to provide students grades K-8 with an education that will be differentiated and addresses the academic ability in each subject area while ensuring high academic standards. The goals of EIAA are to improve the opportunities for pupils to learn and to encourage the use of effective teaching methods. EIAA's purpose is to prepare students to continue to be lifelong learners while focusing on their strength/ gifts and improving skills within areas of need. Each classroom encourages, and supports, student-centered and inquiry-based learning and incorporates research-based, hands-on investigations that integrate mathematics, science and technology.

The culture in the school has not always been positive and optimistic. The creation of the school was based on a vision that was forced on all those involved and was executed without the legal means necessary from the state or support of the community and staff. The hostility that was occurring between the board members along with the adverse status that had arisen from the criticism within the educational circles created an unstable learning environment for both the staff and students. The reputation of the school within the community had developed with toxic levels of adversity. Currently, the overall environment within our institution is built upon being proactive, supportive, and cooperative in order to promote an intentional learning atmosphere where students are encouraged to explore and expand their educational goals. The expectations for teachers are extremely high and they are expected to exercise best practices, and at the same time, given the autonomy to create the methods and materials being used within their own classroom. This has led to EIAA's 10% increase in enrollment from three years ago. Now every classroom is at capacity through eighth grade, with the exception of one. This demonstrates EIAA is meeting the needs of the community in which it is serving.

### **STRATEGIC PLANNING**

- (3) Specifically identify the key risks associated with this relocation or consolidation plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of relocation and consolidation in general and as they relate specifically to their school's specific plans based on current and historic experience of charter schools and similar types of social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:

- a. Inability to secure facilities/facilities financing;

The existing ten year lease is due to expire in September, 2019, and with no opportunities for future development within the current facility and a proposed increase in monthly lease, it was determined by the governing body it would be necessary to relocate. Over the last year, we have spent an enormous amount of time searching possible locations within the area that would be suitable for an educational facility. The proposed facility consists of approximately 3,000 square feet more than we currently have, and the landlord would deliver the space fully built out including all classrooms and playground area with no financial obligations from EIAA other than through the monthly lease agreement. Said landlord has also designated two more areas within the facility that would be built out for future growth without charging for those areas until such time EIAA is ready to occupy this space.

Our current lease agreement calls for an annual payment of \$125,500 with a 3% increase each year, and the new proposed lease agreement would be \$129,195. per year with a \$3.25/square foot triple net. Based on our current enrollment capacity of 198 students, and the projected monthly DSA's received from the state, our auditor is confident EIAA would not exceed 10% of our total budget for these facility expenditures.

EIAA has been recognized for its solid financial standings over the last few years, and the school's audits have demonstrated a fiscal responsibility that would be conducive to our financial obligations in the proposed facility.

- b. Difficulty raising philanthropic funding to support the relocation or consolidation in the new location;

A local realtor has been working with us to locate a site that would serve the needs of all stakeholders. The realtor has been working without expectations of receiving any commissions being due from EIAA at the conclusion of the relocation, if approved.

Meridian Pacific, LTD, the landowner/developer has provided the school with the ability to expand at a future date by building-out additional square footage within the facility being proposed. This additional square footage would not be charged until such time we are ready to occupy the space.

Additional philanthropic funding is not necessary at this time. We are not in any financial obligations beyond the monthly lease to the landlord.

- c. Insufficient talent pipeline/difficulty transferring and recruiting faculty to the new location;

Currently, all faculty positions are filled by qualified and licensed personnel that will be able to relocate to the new facility. There are no foreseeable needs to recruit new faculty members at this time.

To ensure Elko Institute for Academic Achievement has qualified staff it has implemented an evaluation process that encompasses four different layers of evaluations that are conducted depending on whether it is being performed on administrative, classified, certified, or contract employees.

It is the policy of our organization all certified positions have the appropriate degree and licensing to be highly qualified prior to employment. The classified and contract employee are similar in that some are required to have licenses and not a degree and others are required to have a degree and no license.

There are several different situations that have been adopted when it comes to the licensing/certification and minimum educational levels that will be considered for employment at EIAA.

The licensing and education requirements for each of the certified, classified and contract employees have been adopted and are upheld and monitored for all staff members when appropriate.

The licensing requirements for certified staff members teaching Special Education classes are different than those teaching K-6 which are different than those teaching 7-8 while they all need to hold, at minimum, a bachelor's degree. The policy at EIAA is teachers will maintain appropriate licenses according to the grade in which they are teaching. Within each license there are testing requirements and a number of continuing education hours that must be obtained before renewals will be issued. These are different dependent on the type of license held.

Another policy that has been discerned is the contracts and/or benefits for the employees at EIAA. There are four different employee contracts utilized at our organization depending on whether you are a certified, classified, contracted or independent contracted employee. Some are negotiable and some are not.

In recent years, due to the shortages of licensed personnel available, EIAA has worked with staff to acquire the necessary licenses through alternative measures. We are now able to provide all students the services that are necessary to obtain a quality education through highly qualified personnel. With the support of the organization, all teachers hold the appropriate licenses and are provided the necessary means to maintain these.

- d. Insufficient leadership pipeline/difficulty transferring and recruiting school leaders to the new location;

EIAA is in a position unique from most public schools in our area. Because we are a small rural school, administration has been able to establish invaluable relationships with all stakeholders in order to achieve our overall goals. We currently have one and a half administrative positions that will be following EIAA into a new location, so there is no need at this time to recruit for these positions.

There are always going to be challenges that will need to be addressed in any business or industry and the ability to suppress the negative outcome is the fundamental responsibility of the leaders within EIAA. The effects of those elements that are ignored can be detrimental to the overall stability of any institution. The ability to recognize and then overcome these challenges is a strategic process that is ongoing.

Examples of the adverse effects this culture can create is in the numbers. In the first three years of its inception the school had six Principals, 30 different board members, and on the verge of a shut down from the state Charter Authority. With no leadership available and the lack of a single direction in sight, the school was in turmoil.

The impact of this turmoil was evident in the classroom more than anywhere else. Students were being advanced grades, sometimes 2 grade levels, due to a lack of appropriate staffing; one third grade class had three teachers in one year, and the instability was evident in the number of students that were transferring to other schools. There was a lack of trust that had developed between the parents and administration and it was questionable whether EIAA would be able to provide the level of education that had been stipulated and promised, keeping in mind these were supposed to be the highest levels of students within the school system.

EIAA administration worked with the staff to develop a schedule that will continuously focus our efforts on the centralized goal of increasing student achievement. We were able to identify several areas we



felt we needed additional training. EIAA administration has partnered with each teacher through the process of observations, individual meetings, and group meetings to identify any existing deficits that need to be addressed. In addition, the professional development has assisted in identifying areas that need to be focused on with more depth and intentionality. We are now a leader in matching curriculum to student ability. We actively promote self-efficacy and encourage students to think critically, produce creatively, develop special talents and embrace challenges.

The administration also values the holistic approach when it comes to the overall culture of our school. Under the command of new leadership, EIAA was able to refocus its efforts on providing a learning environment that endorsed higher expectations using extremely motivating curriculum standards with a large emphasis on technology. With this new identity and direction, we began to rebuild our educational foundation that is comprehensive and open to every parent and/or child that wished to excel in their educational experience. In the last few years we have been able to regain the trust of the stakeholders and improve relationships resulting in increased loyalty and positive responses.

- e. Misalignment between the needs of the school which are prompting the relocation or consolidation and the needs of parents who may have selected the current campus due to geographic considerations

Due to the proposed location remaining in the City of Elko and being less than three miles from the existing school, there are no geographic considerations that need to be taken. EIAA has never provided transportation for its students; therefore, parents have always been responsible for transportation.

- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

EIAA has developed a collective setting that promotes a shared responsibility for all students within our organization; no matter the grade they are currently enrolled. By focusing on each student's educational potential, we strive to elevate those students into those curriculum lessons that allow the fostering of students strengths. Recognizing a student's ability to exceed current grade curriculum in specific content areas and allowing them the opportunity to move up for instruction is one way we could be a leader in innovative teaching methods. Because our organization is based on a 22 to 1 class size, we have a unique opportunity to achieve this innovation that the public-school system does not.

An essential foundation in building our school sustainability, which ultimately results in high achieving students, is a centrally dynamic staff who are deeply proficient in the Common Core standards, and who understand and implement best practices. Highly intentional professional development plays a vital role in this process. Effective professional development is the vehicle that drives our staff forward creating positive change with the end result of high achieving students once again becoming the main goal.

Data indicates the numbers are staying consistent within reading with 30% of the total population at risk for Tiers 3 or 2+ years behind grade level, 27% at Tier 2 or 1 year below, and 43% on or above grade level. EIAA implemented school-wide reading intervention programs and developed professional development training around intentional reading instructions within the classroom.

The data for math shows a better overall view of the proficiency levels being achieved. The total Tiers 3 at risk for math is 9% school-wide, 34% at Tier 2, and 57% on or above grade level. There were five of the six grades that had less than 10% of their students identified in Tier 3.

The data collected on student achievements is compiled and compared against each other for consistency and patterns that exist within student growth. These are also analyzed to determine student learning gaps and configurations that exist between grades, teachers, and achievement levels. The tracking mechanisms are reviewed throughout the year to evaluate whether curriculum and teaching methods are accomplishing the goals and objectives that have been established. If they are falling short, then the curriculum and methods of delivery will be reanalyzed and adjusted as needed.

The school has consistently held a 3 star rating for the elementary school and in the current year a 5 star rating for the middle school. The middle school was recognized for being one of the top ten achieving schools in the state of Nevada. Being able to reach the optimum 5 star rating is always going to be the ultimate goal of the school for both elementary and middle school.

2. Discuss lessons learned during the school's past facilities experience and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenges encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

When the school first opening in 2009, it was housed in an open warehouse that contained no walls. Classrooms were separated using partitions and/or nothing at all and the playground consisted of a fenced open dirt and asphalt lot. Administration was sought out through local interest and was removed within one month of operation. This administrator was replaced with members from the governing body while seeking the replacement. There was a potential candidate brought in, and it was determined that administrator was not a good fit. Then the governing body hired an interim administrator that had no administrative experience. He filled the role for approximately six months when he was replaced by another board member for the remainder of the year. This all took place within the first two years of existence.

In the first three years the school was opened it hired five administrators and countless teachers due to the instability of the structure in which it was created and a governing body that had different ideas about the direction EIAA should be taken. Hiring qualified staff members became almost impossible, because they did not want to be connected to the reputation or the turmoil, and parents that did not support a "gifted and talented" only school. Due to the finger pointing and derogative remarks, bridges were burned between the public school system and the charter school. The lack of loyalty that existed amongst the stakeholders was devastating to EIAA to the point it almost shut down.

In 2010, walls were constructed, but there were no ceilings or doors on any of the classrooms. Because there were no ceilings, there were incidences that involved corner braces failing and falling during class.

In 2014, the school obtained a line of credit to install ceilings and lighting within each of the classrooms. The school still is unable to install doors on classrooms, due to fire codes and the widths of the hallways.

Each of the classrooms has no way of securing their class from the dangers of any outside threats. The school safety committee has had to become very imaginative in the creation of a security plan that would ensure the safety of our students and staff in case of emergencies. Administration has been instrumental in identifying the security needs of the school and has worked very closely with the local police and fire to develop a security plan that could be implemented within the facility we currently reside. Staff training has been established on an ongoing basis with a certified office in school safety.

Throughout the ten years we have resided in the current facility, we have incurred several occasions where we have learned many lessons on "what not to do" and "what works well with a limited budget".

## **PARENT AND COMMUNITY INVOLVEMENT**

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

The input from stakeholders is essential, in order to establish a positive relationship that carries into the operation of EIAA. There are several ways in which the stakeholders are made a partner within Elko Institute for Academic Achievement (EIAA) with the following just to name a few.

The week before school begins, EIAA holds an open house, parent conference night where the parents were able to meet their child's teacher and discuss the upcoming year's expectations. During these open houses and conferences, teachers spend one-on-one time with the parent to get a full understanding of their expectations, both for their student and the teachers moving forward.

The first week of school, EIAA held a parent-student math/ice cream social night where the parents and students were invited to attend. Each classroom devised a math concept students and parents could complete together. Our middle school had a blank floor plan of the proposed site and had the students and parents work together to design our new facility. This was an opportunity for parents to be involved in identifying their expectations of our learning environment.

Parents and family involvement is essential in the success of EIAA. It is through the volunteer time committed by parents that have provided teachers and staff opportunities to build relationships that have a direct correlation to the student achievement results by providing an additional support system.

All staff and stakeholders continue to collaborate together to determine maximum effectiveness in our institution for our students at EIAA. There has been a great deal of effort expended into creating sustainability for our school. Due to our small school setting, our governing body, staff, and parents have daily, weekly, and monthly opportunities to collaborate together. This collaboration occurs in multiple settings with a high level of intentionality. Our Parent Teacher Student Organization (PTSO) attends our staff professional development sessions at least once a month. Our staff attends our PTSO monthly meetings, as well. We have a large amount of parent volunteers in our classrooms and helping at our school every day. As such, there is a deep level of understanding from all stakeholders of the inner workings of our school. We are aware of and frequently discuss the goals of our school, as well as our successes and perceived deficits to determine what we are doing well and where we need to focus more attention. It was through this process all three of the mentioned competencies were identified.

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

In order to create an effective partnership with parents, neighbors and local businesses within the community, administration will need to completely inform and support the ideas presented for the intended plan so a cohesiveness can be established between all involved stakeholders.

The involvement of the stakeholders will be the most important aspect of this plan, and their willingness to partake in its execution is necessary for it to even be considered viable.

The stakeholder's resources deliver the impetus to the entire plan. Their knowledge, establishing learning opportunities that involve the student's participation and/or the time involved with the plan is

what will determine whether the plan will be a success. Each of these will be different according to the situation, stakeholder commitment, and legal conditions that may apply.

The efforts made by the administration, teaching staff and PTSO to reach these parents and stakeholders will need to expand into several areas within the community. We need to strive to not just reach them, but to get them personally involved and invested to the end. Planning and creating family nights could be a possible way to draw in the parents and kids to spend some quality time exploring the possibilities presented. Involving the parents in this project engages and encourages them to not only get involved with the classroom, but also teaching their child a valuable lesson in the meantime.

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

There are two identified values EIAA has become recognized for within the community and by all of the stakeholders. The first is the higher standards and expectations our students and teachers are held. The second is the close community that has been created between all of the stakeholders of EIAA. The size of EIAA, nine teachers with a maximum of 22 students per class, allows for us to establish a closer relationship and stronger understanding of each student's needs, parent's expectations, and a sense of support between staff and administration. These are both values EIAA considers to be advantages over the public school district.

The PTSO has also become a very significant source for EIAA in maintaining positive relationships with parents and stakeholders. The board has been actively involved in building and sustaining a positive relationship within the organization between teachers, parents, and administration. They serve in the classrooms daily, conduct food drives for families in need within our institution, recruit help from outside sources as needed, and are persistent in their presence in the community to promote their causes.

EIAA has made huge progress in the relationships that have been established with the community, its parents, and the students. It was through the attrition of the former administrations the relationships with stakeholders were destroyed and access to educational service needs and directions was denied. Through very intentional and concentrated efforts, and the re-establishment of completely new staff and administration, these relationships have been restored. EIAA has taken great measures to rebuild its reputation and to establish total accessibility to its student and stakeholders for all school improvement needs and improvements that have been created over the last several years. We have become an educational institution that can be competitive with the public school system and this can be attributed to the help of all stakeholders.

This last year EIAA adopted the Covey 7 Habits into every classroom; this has served to build a positive, proactive culture. Within this program, EIAA established monthly family nights where families, teachers and administration come together for fun, but also to be informed of any happenings that need to be discussed.

- (4) Discuss the community resources that will be available to students and parents at the relocated or consolidated campus. Describe any new strategic partnerships the relocated or consolidated

campus will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program to support this transition.

Improvement initiatives are constantly being reviewed and enriched. Several of these initiatives have been introduced by stakeholders themselves that have a vested interest in the success of EIAA, which would not have occurred if they were not convinced we were worth the efforts. One of the largest initiatives undertaken is forming partnerships with our business and industry stakeholders to create motivating curriculum directly related to real world applications. Teachers are only able to successfully create this inspiring curriculum with the assistance of our community stakeholders. With the information acquired through the stakeholder satisfaction measures taken, we have been able to obtain partnerships with our community stakeholders to complete this initiative. This is only one example of how we have used the information regarding stakeholder satisfaction to build invaluable relationships.

The increased number of returning students and increased sibling enrollment is another source of information that conveys parents are satisfied with their child's education. The loyalty demonstrated by our parents has increased dramatically over the last three years. We have experienced a sustained student base that was not present before, and on top of that, the waiting lists are increasing. All of which indicates our community has started gaining trust in our overall goals, objectives, and values.

The eighth grade class spends the entire year dedicated to future-centric learning that prepares students to tackle the major global challenges of the 21<sup>st</sup> century in meaningful ways. This project gives students the opportunity to deeply pursue a creative interest they would otherwise not experience in our academic program at EIAA. Students will have the opportunity to take what they have learned in research, writing, math, reading and social studies and apply it to a real-world problem they are passionate about. Students will be involved in researching, interviews with community leaders, working collaboratively with global constituents, developing a project/product that will be presented to the community in which it will serve.

In the end, each student will have created a product that serves a community they have identified as "in need". They acquire mentors whom are leaders within each specific area of need they are working with to develop proposals, blogs, project overviews, contracts, PSA's and elevator pitches that will be presented to a live audience. The end product will be accessible to the public.

The expectations by all stakeholders of our organization are extremely high. We have worked diligently to promote our institution as a leader in educational opportunities and have a reputation for having higher expectations than those at the public school. This mentality has been accepted by all and we strive to maintain our credibility. The unwavering dedication demonstrated from administration and staff tends to be contagious in nature and leads to the effectiveness of managing the needs and expectations.

- (5) Describe the school's ties to and/or knowledge of the target community for the new or consolidated facility. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

EIAA will be serving the same community it is currently servicing. The fluctuating economy in Elko is aligned with the employment base that is so reliant on mining. Because mining can be so volatile and tends to follow a 10 year cyclical pattern, preparing for student enrollment can be pretty consistent as long as those trends stay the course. Because we are designed with a maximum allowed student base,

this factor does not typically affect us like it does the public school system. If our student population fell below half of the 22 students for any given classroom, we would look at blending grade levels.

A second challenge to be continually observed and analyzed is the competitive environment that has transpired between the public-school system, home schooling, and our charter school. Because the original founders were very vocal and public attitude of our school being 'superior', and the criticism of the public-school system, there is a lingering effect that has had a negative impact on the school from the public's perspective. With the employment of new administration and staff, this has been diminishing, but is still a factor that needs to be resolved. The initiative adopted and embraced by both staff and administration is to ensure our teaching methods and performance surpass those that have been established as standard, making us the leading force in providing the greatest educational experience for our students.

EIAA was designed on creating real-world learning opportunities by utilizing the expertise of individuals and businesses within the community and making contact with those individuals outside the community that can provide invaluable information. The learning opportunities also include using the natural resources available. There are a number of businesses and individuals that we have made contact with to help in our educational endeavors. Each of our field trips requires contact with the Elko County School District or Northeastern Nevada Transit system for our bussing needs, due to not having a transportation system of our own, along with securing parent volunteers.

Local industries and businesses partner with the middle school in providing occasions for the students to learn about career opportunities. This relationship has opened doors for students to be involved in planning their future with the help of industry leaders. It also gives these business leaders a sense of pride in being able to contribute to the success of these student's goals.

Elko Institute for Academic Achievement holds several events each year. Some are to raise money for clubs, such as the Walking Taco Feed that raises money for the science club, and others are to offer opportunities for stakeholders to be involved with the school in an informal setting. The most successful event that has taken place over the last couple of years was the carnival to raise money for our middle school students to go to Washington D.C. This event was a collaborative effort and organized with the help of the middle school parents, local businesses, staff, and students. Money was raised by selling tickets for each event, a live auction, silent auction, and food. The net profits were then divided evenly between those students that participated in the event and were going to Washington DC

- (6) Identify any organizations, agencies, or consultants that are partners in planning and relocating or consolidating the campus, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the campus development.

The seventh grade math class is using this year to complete a Project Based Learning product that includes: Conceptual Designs, Supply Lists and Budgets, 3D models, Cost Analysis, and Statistical Analysis for our new school using the existing layout of the proposed building. The proposed developer, local architect, engineer, and CPA has partnered with our middle school math teacher to assist in this project. These partnerships have proven to be instrumental for the students who have now become personally vested in the relocation being proposed. It is also through this project in the classroom that parents are getting involved. The students have proven to be an integral source of information for the developers and architects when determining what students are looking for when developing and designing a facility that students will use.

**PRE-KINDERGARTEN PROGRAMS (All Operators Currently Operating or Proposing to Operate Pre-K)**

*A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at [http://www.doe.nv.gov/Early\\_Learning\\_Development/](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 at the new/consolidated campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria

EIAA does not have any plans to expand into a Pre-Kindergarten program at this time.

## OPERATIONS PLAN

(1) Organization Governance Structure & Board Development:

- (a) Describe how the organization's governance structure will adapt to oversee and support the transition plan. Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campus(es).

The board will continue to govern the school through the smallest form of complete governance. The structure of the board will be reduced from a nine member to seven member board during the transition of the school. The board's roles and responsibilities will remain the same; however, the impact of time will increase. During this transition, it is expected several of the board members will be taking a more active role in certain aspects of the development, treasury, operations, and parent/community relations.

- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the transition plan.

The presiding board has expertise with land and building transactions, finances, law, human resources and education. The board as a whole will reach out to seek other expertise if deemed appropriate and necessary.

- (c) Identify any Board development requirements relative to the organization's governance needs at each stage of the transition.

The board has added new members and needs to complete additional training around roles, responsibilities and Open Meeting Law. If other development opportunities arise that are deemed to be of value during the transition period, then the board will schedule those opportunities to be attended by the board or a subset thereof.

- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

Each board member is responsible to make known to the board any circumstances that could involve a potential conflict of interest. Any contract with the school involving a member of the board, or the board member's family shall be approved by the board with the interested member abstaining. Currently, EIAA is working to develop a more comprehensive set of Standards and Procedures around conflict of interest and ethical behaviors. **Attachment 12**

The ethical foundation at EIAA is built on trust and respect. Establishing trust and respect between teachers and administration, teachers and students, teachers and parents, and so on is what drives all successful outcomes. Without these all lines of communication would be broken and with EIAA would lose what has elevated it above ordinary. Because stakeholders have established that level of trust and respect, we have also been able to develop an environment of empathy. Students are able to make



mistakes without the fear that commonly occurs afterwards. The lessons that are learned through these mistakes is what becomes the focus, not the penalties.

(2) Organization Charts and Decision-Making Authority:

(a) Provide the following organizational charts:

- *Current*
- *Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses operated by the school)*
- *Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses operated by the school)*

The organization charts should represent all national and state 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. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

EIAA's three year vision for the school is to be able to expand our kindergarten through fourth grade by one classroom each. This would bring our total student capacity from 198 to 308. By the sixth year, EIAA's vision is to double our overall capacity to two classrooms for each grade level K-8. This would bring our capacity to a total of 396 students.

The organizational chart found in **attachment 13** reveals the current roles within the organization. The roles and responsibilities would remain constant through the three year vision and goals. **Attachment 14** depicts an addition of one administrator to align with the addition of the remaining classrooms grade fifth through eighth.

(3) Describe the proposed organizational model for the campus and the school as a whole.

EIAA will continue to operate under the organizational model provided. Given our size, we feel there is no need to change what is already working.

(4) Describe the leadership team's individual and collective qualifications for implementing the transition plan successfully, including capacity in areas such as:

- (a) Facilities development;
- (b) School leadership;
- (c) School business operations and finance;
- (d) Governance management and support to the Board;
- (e) Logistics and transportation;
- (f) Parent and community engagement both to maximize the number of students who relocate to the new/combined facility and to backfill any vacancies that result.

In the sense of schools, EIAA is relatively new and therefore, some of our skills are still being developed. However, individually and collectively the leadership team does have many skills applicable to the transition EIAA is currently contemplating.

The school administrators have demonstrated abilities with respect to school guidance from student to staff to parents. The school recently moved from a three star school to a five star school under this leadership. EIAA's enrollment numbers also continue to increase. The board views this as a direct result of visible leadership within the school on a daily basis, as well as parent and community engagement.

The school administration is also very effective at developing year-end fund balances, budgeting effectively and increasing revenue streams into the school budget. Although the current school does not completely fit EIAA's needs, the school leadership has been effective in balancing school improvements and limited finances with potential transition into another facility. This requires consistent and tough budgeting while still allowing for growth opportunities. EIAA currently is doing this very well.

Previous experience by our administration within city governments has led to the development of management and guidance abilities with respect to facilities and school business operations. The EIAA board is also diverse in experience and leadership. The board has experience and skill with law, human resources, property management, finances, education and children. Our board is comprised of an Attorney, a Human Resources representative, a Land Specialist, a Certified Financial Officer, an Educational Administrator, an Educator and a Parent. As a board, this group works very well together and is able to collaborate on large projects. EIAA also believes this board is reflective and representative of the community we serve. Currently, only two of our board members have children at EIAA. The board aims to have diverse opinions and not always seen through the eyes of a parent.

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

Currently, Ashley Perkins and Lori Lynch cross train on each other's functions. The administrative staffs also cross train on several functions for which they are responsible. The board by the nature of the composition has redundancies built in. When board members are to be replaced, we look within the community for replacement of both the person as well as a complimentary skill set.

## **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) As a new or expanded campus, the mandates of SB208 (2015 session) apply to any school which is seeking to relocate or consolidate facilities. Explain the plan for student recruitment and marketing for the new/consolidated campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208. 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.

EIAA is located in the City Elko Nevada which has a population of just over 20,000 people with the city limits consisting of 4.6 miles between the two furthest points. EIAA serves both Elko and several outlying communities including Wells, Carlin, and Spring Creek, just to name a few. The distance between our current location and the new proposed location is 2.1 miles, therefore, EIAA will continue to serve the same population it currently serves. Over 70% of our current population resides within zones that consist of schools that are either 1 or 2 star. Due to these conditions we market at risk students across all of the attendance zones within Elko County.

- (2) Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school currently operates facilities. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison to the school's current zoned schools.

EIAA opened in 2009 with the original founders' vision to operate under a private school model that would service Gifted and Talented students. There were many lessons learned and growing pains through the first few years of operation. EIAA did not originally have a Special Education Department nor did they intend to enroll any at risk or special education students. EIAA was marketed to families in a very small population of Elko. As EIAA became familiar with the requirements of a public charter school, the administration, board and vision of the school grew and changed. EIAA slowly started to implement a Special Education Department. The Kindergarten teacher would serve as a ½ day kindergarten teacher in the morning and a Special Education teacher in the afternoon. As the board and administration changed so did their vision, outreach to the community, and the relationship between EIAA and Elko County School District. EIAA currently markets to all of Elko County's population including students at risk for academic failure. Below is a table of EIAA's demographics compared to the district for which we serve.

2018-2019										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	192	2%	4%	18%	2%	68%	0%	6%	30.53%	9%
Elko										
2017-2018										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	178	3%	3%	18%	1%	69%	0%	6%	5%	10%
Elko	9924	6%	3%	31%	0.79%	59%	0%	1%	34.20%	12%
2016-2017										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	172	3%	4%	18%	1%	69%	0%	2%	25.14%	8%
Elko	9907	5%	0.65%	31%	0.93%	59%	0.25%	0.55%	33.45%	12.33%
2015-2016										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	173	2%	2%	17%	1%	75%	0%	2%	25.97%	11%
Elko	10149	5%	0.80%	31%	1%	59%	0.56%	0.55%	33.10%	10.90%
2014-2015										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	182	2%	1%	18%	1%	75%	0%	2%	10.32%	7%
Elko	9859	6%	0.84%	30%	1%	60%	0.61%	0.55%	34.95%	11.19%
2013-2014										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	153	2%	1%	19%	1%	76%	0%	0%	41%	4%
Elko	9945	6%	0.74%	30%	0.96%	61%	0.44%	0.52%	35.77%	10.77%
2012-2013										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	156	1.90%	0%	20%	N/A	76%	0.50%	N/A	N/A	7%
Elko	9841	5%	0.82%	30%	0.96%	61%	0.32%	0.51%	34.23%	9.99%
2011-2012										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	148	4%	0.01%	8.70%	2%	84%	N/A	N/A	N/A	5%
Elko	9611	6%	1%	29%	1%	61%	0.16%	0.36%	34%	9.83%
2010-2011										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	160	0%	0.50%	5.00%	0.20%	85%	0.50%	0%	N/A	0%
Elko	9530	6%	1%	29%	1%	61%	0.16%	0.28%	31.20%	9.98%
2009-2010										
School/District	Total Enrolled	AM In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Free and Reduced	IEP
EIAA	197	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Elko	9392	6%	1%	28%	1%	62%	N/A	N/A	32.90%	9.86%

- (3) Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach

and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>1</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

EIAA is in constant contact with the administrators from the Elko County School District and the resource officers who serve both EIAA and the Elko County School District. EIAA has enrolled numerous students who were struggling to be successful in the Elko County School District. EIAA has given numerous students an opportunity to be successful in our setting as opposed to being sent to Elko's Junior Detention Center or a facility for correctional care. Working in conjunction with the school resource officers, the majority of these students have been successful in turning around their academics and behavior. In addition to being in contact with the Elko County School District and resource officers regarding struggling students, EIAA advertises open enrollment through many different modes including newspaper, radio, and communication with the local pre-schools, vendor booths at the local home shows and pumpkin patch, Facebook, and our school website. School recruitment has become a goal in order to improve waiting list by the end of the 2018-2019 school year.

EIAA currently experiences a high retention rate from year to year by establishing an open communication line with parents. We strive to establish an environment that creates cohesiveness between EIAA, parents and students in order to achieve overall student success. We develop opportunities to discuss what is working, what needs adjustment, and establish a plan moving forward. Our focus is not only on our IEP students, but all of our struggling students throughout the year. We strive to find a balance between those strategies that work to establish an environment where students can thrive and be successful while maintaining high expectations.

Data has become an emphasis for our teachers and school. We have designed professional development opportunities for teachers to analyze data, create individual student portfolios, and develop intervention plans to move them forward. Sharing this data with parents supports our goals to stay on track academically, allows us to create highly intentional goals for the student to grow and be successful, and provides information for making action plans.

(4) 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.

EIAA held its open enrollment beginning March 1 through April 19, 2018 with the lottery taking place on April 20, 2018. These dates will be designated EIAA's open enrollment period for each subsequent year. The enrollment period will last a minimum of 45 days with the lottery taking place the following day.

(5) 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

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<sup>1</sup> See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

EIAA's goal is to reach maximum enrollment capacity, which is 198 students; our current enrollment is at 189 students. All grades kindergarten through eighth are at capacity with the exception of eighth grade. EIAA has never been at full enrollment, but we currently have the largest enrollment since inception other than our first year. The school originally had two kindergarten classes, an AM and PM class, which would consist of 44 kindergarteners. This model was unsuccessful in that the school realized they would have to merge and flex students into one first and one second grade classroom. EIAA's board filed for an amendment to include only one kindergarten class of 22 students to match the enrollment of the following grades.

EIAA has struggled to fill our Jr. High for multiple reasons. In the past, we lost students because parents wanted them to have an opportunity to play sports. Because EIAA did not have a facility where this could be incorporated, they felt their student would have a better chance of making the team if they attended the public school. This last year, we had seven students who transferred from Elko County School District into our 7<sup>th</sup> grade class credit deficient per our charter. EIAA worked with these parents and students to provide opportunities to make up credits; however, students came over with no credits and were unable to make them up leading to grade retentions. EIAA has identified the needs necessary to move forward and knows there is a need to be proactive when it comes to filling the Jr. High. One aspect in EIAA's favor is the overall growth EIAA students have obtained while here and how successful our Jr. High students have been moving into high school. With a full enrollment in 7<sup>th</sup> grade, EIAA should not have to experience another large group of students coming in credit deficient.

- (6) 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 and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

At the end of the 2017-2018 school year and at the beginning of the 2018-2019 school year, EIAA sent an email out to all of staff members in regards to enrollment. Attached to the email was EIAA's enrollment policy which is aligned to all legal stipulations. If staff or parents need clarification on any parts of this particular subject, it is the policy of EIAA to provide an open door and a willingness to explain the process and the laws further.

- (7) 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?

EIAA is located in a small town and the proposed relocation will only be 2.1 miles from our current location, therefore, EIAA will serve the same population of students. EIAA's struggle with enrollment is only experienced at the middle school level. We lost a group of students in the past due to sports and the ability to be on a school team at the district level. EIAA has since started club sports and after school team activities, such as robotics, where our students can compete. We are currently working to improve our recruitment strategies for the middle school. Our student's success and growth has been our number one tool in recruiting 7<sup>th</sup> and 8<sup>th</sup> grade students. Several teachers at the high school level have become our biggest advocates pointing out that they know when a student comes from EIAA based on their work ethic and knowledge of the content. We are confident with our middle school student's success, combined with a refined recruitment plan, we will be able to fill our 8<sup>th</sup> grade classroom.

Discussions have been started between our governing body and stakeholders regarding branching out to two classrooms per grade. This would also provide an opportunity for our students and school to put some collegiate teams together. EIAA will continue to use all communication channels available to promote our institution to the public.

(8) Complete the following tables for the new campus in 2018-19 (If campus will relocate/consolidate in 2018-19, please adjust the tables accordingly).

(a) Minimum Enrollment

Grade Level	Number of Students					
	2019-20		2019-20		2019-20	
Pre-K	NA	Pre-K	NA	Pre-K	NA	Pre-K
K	22	K	22	K	22	K
1	22	1	22	1	22	1
2	22	2	22	2	22	2
3	22	3	22	3	22	3
4	22	4	22	4	22	4
5	22	5	22	5	22	5
6	22	6	22	6	22	6
7	22	7	22	7	22	7
8	22	8	22	8	22	8
9	NA	9	NA	9	NA	9
10	NA	10	NA	10	NA	10
11	NA	11	NA	11	NA	11
12	NA	12	NA	12	NA	12
Total	198	Total	198	Total	198	Total

(b) Planned Enrollment

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

11	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA
Total	198	198	198	198	198	198

- (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	NA	NA	NA	NA	NA	NA
K	22	22	22	22	22	22
1	22	22	22	22	22	22
2	22	22	22	22	22	22
3	22	22	22	22	22	22
4	22	22	22	22	22	22
5	22	22	22	22	22	22
6	22	22	22	22	22	22
7	22	22	22	22	22	22
8	22	22	22	22	22	22
9	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA
Total	198	198	198	198	198	198

- (9) Describe the rationale for the number of students and grade levels served in year one of the relocated or consolidated campus and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

**BOARD GOVERNANCE**

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups in making decisions which impact students and families.

The board philosophy is to govern the school through the smallest form of complete governance. We are the executive, legislative and judicial branches of government housed within one board. We reach out to and involve key stakeholders on vision, policy and discipline. We promote board meeting attendance, as well as provide feedback through the school and homes by providing announcements and correspondence on matters of import to all stakeholders.

- (2) Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the relocation/consolidation or new statutory or regulatory requirements, including SB509?

Currently, EIAA is operating under the *EIAA Ethical Standards - Conflict of Interest guideline*. EIAA is also subject to NRS Open Meeting Laws and guidelines developed through Nevada Commission on Ethics. As



well, each board member is responsible to make known to the board any circumstances that could involve a potential conflict of interest.

The board is asking for a change in structure; the board is submitting this request to reduce the members from nine to seven members. It is our goal to be highly intentional in our structure and governance. With this reduction we feel we will be able to accomplish a more effective form of governance.

The requested change is not a result of the relocation, rather a change in direction and focus in order to meet our mission and vision.

- (3) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the relocation/consolidation request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school. This includes any relationship within the third degree of consanguinity or affinity between a board member or school employee and any party who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

There are no existing, proposed or contemplated relationships that could pose actual or perceived conflicts if the relocation/consolidation is approved.

- (4) Describe any advisory bodies or councils to be formed to inform the board of stakeholder input regarding the relocation or consolidation, 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.

A financial review committee (non-quorum) has been established where three board members and the school's financial advisor are reviewing our current financial status. This committee is also reviewing the impacts of the contemplated relocation. This committee does not affect the reporting structure as it relates to the school's governing body and leadership.

- (5) 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 related to the relocation or consolidation.

We will follow the same procedure the board currently has in place to hear objections from parents or students regarding policies, procedures and practices. The board welcomes and encourages attendance in the monthly board meeting. Comments and concerns are voiced during these meetings. The board will determine the level of discussion required and may add the topic to the next month's agenda. If the topic is on the agenda a robust discussion in a public forum is undertaken. At that time, if action is required the board will move forward with a vote and take required steps.

## 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 for students whose parents may have selected the former campus due to transportation accessibility.

To date, EIAA has never provided transportation for their students and there are no plans at this time to change these service options. The parents have always been responsible for the transportation requirements needed to attend EIAA. Elko County does make available the county transit system for several of our students, but the arrangements are made by the parents.

- (b) Food Service: Outline your plans for providing food service at the relocated or consolidated campus, 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.

Both the current and proposed facility do not contain a kitchen within the facility, therefore, students are expected to bring a lunch. There are microwaves available for heating food and hot water for soups. The Student Council also sells items that can be purchased for lunch and snacks.

- (c) Facilities maintenance (including janitorial and landscape maintenance) for the new/consolidated facility.

Janitorial services are currently being conducted through a contract services agreement that would continue to carry over into the proposed facility. The amount that we currently pay for janitorial services is \$35,000 annually. Due to the location of the proposed facility being located within a private shopping plaza, the maintenance and landscaping falls on the landlord of the development. EIAA will incur a responsibility for paying its pro-rata share of common area maintenance and insurance for the shopping plaza at an estimated annual NNN of \$3.25/sf.

- (d) Safety and security (include any plans for onsite security personnel) for the new/consolidated facility.

Just as stated above, the proposed facility is located in a private shopping plaza and all surrounding security requirements for the facility would be the responsibility of the landlord.

As far as the safety and security of the inhabitants of EIAA, all measures will be taken to ensure the safety and security of our students will be our top priority. EIAA has been working with the local police department/fire marshal to develop a safety plan based on the risk assessments conducted on EIAA.

EIAA has an active safety committee, which includes both officials, that meets throughout the year to analyze, develop and improve the safety of the school according to the suggestions being identified. EIAA has no plans to include on-site security, but we have a contract with the local school resource office that provides service and support as needed.

The proposed facility will include security measures that ensure a lock-down; lock-out system is in place at the time of occupancy. These systems will be installed by the developer with the direction of EIAA and the state fire marshal. EIAA also holds a monthly training session with a certified school safety officer.

## **FACILITIES**

- (1) Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

The need for a new facility is paramount in the overall state of mind and morale for both the students and staff alike. Being located in a warehouse, even though there are now separate rooms for each class, is not conducive to a positive, up-lifting educational environment. The outside area is extremely small and offers no room for physical activities for the students. The classrooms consist of concrete floors, have no doors on the rooms, and just feel drab defeating the whole "Welcome to our school" mentality we are trying so hard to achieve.

In the 10 years since the school was founded, the board has secured enough funds to take the facility from an open warehouse with no walls, using partitions to separate classrooms, to constructing individual classroom walls and ceilings. There is also a small outside play area with an activity center that the PTSO purchased for the kids.

The facility where the school is now located is in a commercial warehouse that is being leased from a private landowner for the period of ten years. The structure itself provides a safe physical environment with a furnished room for each classroom but lacks in several areas schools are accustomed to having available. There are no resource rooms, labs, kitchens, library (other than those found in the individual rooms that teachers have created), or common areas. Due to the lack of a kitchen, the students are required to bring a sack lunch with the school providing microwaves and hot water.

To date there have been no construction or developments made to the existing facility that have impacted the school schedules. All adjustments made to the facility have been completed during the summer months when teachers and students were away.

- (2) Detail the school's plan for the future of the facility which it is vacating, identifying all tasks, activities, and costs related to vacating the facility, including moving expenses, lease termination, subletting, or sale of the facility. Describe contingency plans in the event that any sublease or other critical path assumption falls through.

Since the facility being vacated is owned by a private landowner, there will not be any additional costs accrued relating to subletting of the facility. The existing terms of the lease agreement expire on September 5, 2019, and according to the lease, we need to provide a 90 day notice of termination to ensure there will be no additional fees assessed.

Nevada Division of Forestry has been contacted regarding the moving of equipment and supplies. Utilizing the inmates at the Carlin Correctional Center the costs to relocate will be minimal, if any at all.

- (3) Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

Meridian Pacific, Ltd., 1801 Tiburon Blvd, Suite 800, Tiburon, CA 94920 is in the process of acquiring the proposed property and the relationship would be directly between said developer (landlord) and EIAA (tenant). There will be no management organization involved with this proposed site.

- (4) If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:
  - (a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4
  - (b) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5
  - (c) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6
  - (d) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any familial or business connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7
  - (e) A copy of the Certificate of Occupancy at Attachment 8
  - (f) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as Attachment 9
  - (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

Not applicable at this time.

- (5) If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to occupancy by the full student body, please provide:
- (a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 **OR** the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as **Attachment 4**
  - (b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 **OR**, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as **Attachment 5**
  - (c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 **OR**, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as **Attachment 6**

EIAA assures that they will submit all required documentation in compliance with NAC.386.3265.

- (d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 **OR**, if a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as **Attachment 7**
- (e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as **Attachment 8**

- (f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 **as Attachment 9**
- (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as **Attachment 10**

EIAA understands that there will be OSHA requirements with the proposed relocation , and It is EIAA's intent to comply with all regulatory compliance measures necessary to meet these.

- (6) For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.

- (a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third party financing, etc.
- (b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 8. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 9.

Not applicable at this time.

- (7) Please include the organization’s plans to finance these facilities, including: Total project cost for each facility
  - (a) Financing and financing assumptions
  - (b) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole

All project costs will be absorbed by the developer of the proposed facility. EIAA will have no financing assumptions nor any debt related to this relocation outside the lease obligations.

**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? Does the school anticipate contracting with the local school district for school police services at the new/consolidated facility? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies at the new/consolidated facility?

EIAA's first point of process was creating an Emergency Management Committee and ensuring all required personnel were participants pursuant to Nevada Revised Statutes. This committee meets on a regular basis to research and discuss best practices within the school safety realm. It was determined the school's previous safety plan was not in compliance with best practices, so EIAA teamed up with the certified school safety specialist and Elko fire marshal to align the safety plan with the current best practices. The plan is continually reviewed and updated as needed.

EIAA has also teamed up with the school resource officers within Elko County for any security measures that need to be addressed. These officers are contract employees through the local law enforcement agencies and there are no additional costs associated with these services to EIAA. EIAA will also install security equipment at the proposed location as identified by the Emergency Management Team. The modification needed for structural safety will be addressed with the developer to be installed at the time of construction.

The Emergency Management Committee will be responsible for the plan implementation and follow through. All communication with the law enforcement agencies and public safety agencies is continual and will they remain to be at the forefront of the planning, drills and enforcement of the safety plan.

- (2) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, 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. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by large schools and districts in this and other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a large school context.

EIAA obtained Workers' Compensation and employer's liability from Nevada Retail Network Self Insured Group. The current workers' compensation policy has no limit pursuant to NRS 616.3791, 616.37915, and 616.3792 and the NAC.

Under the Commercial Umbrella policy through Philadelphia Indemnity Insurance Co, the liability insurance for staff and students and directors and officers covers Each Occurrence, Aggregate and Prod/Comp Ops at \$3,000,000 with a Retained Limit of \$10,000. Employee Benefits Liability and Aggregate has a \$1,000,000 limit and Underlying Liability Limits for Auto and General Liability provides a \$1,000,000 limit on CSL, Each Accident, BI Each Accident, BE Each Person, PD Each Accident, and Each Occurrence, \$2,000,000 on General Aggregate and Products/Completed Operations Aggregate, and \$1,000,000 for Personal Adv Injury, Damage to Rented Premises, and Medical Expenses.

Under the General Liability policy the General Aggregate and Products/Completed Operations Aggregate limits are \$2,000,000. The Personal & Advertising Injury, Each Occurrence, and Employee Benefits limit is \$1,000,000. There is a \$100,000 limit on Damage to Rented Premises (Each Occurrence) and \$5,000 on Medical Expense (Any One Person).



EIAA is also has a Named Insureds policy and a Commercial Property policy that includes \$300,000 limit on business Personal Property, \$750,000 limit on Business Income with Extra Expense and Tenants Improvements and Betterments.

EIAA does not foresee any additional insurance needs beyond the current policies with the proposed location.

## FINANCIAL PLAN

- (3) Provide 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 the budget narrative in. 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 in a clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
  - (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.

EIAA's Governing Body and Administration work diligently to ensure all of EIAA's funds are governed with the upmost of fiduciary responsibility. The most prominent goal is ensure sustainability for EIAA through the creation and implementation of a streamlined and effective budget as well as an annual audit. EIAA's Governing Body worked with our landlord to negotiate a more competitive lease amount, and is in the process of creating a savings account to set aside our annual rent on a monthly basis as well as realized savings. EIAA's Governing Body also submitted an application for possible land accrual with the intent of eventually building our own school. As such, EIAA is currently working on locating and implementing additional funding streams to diversify our revenue sources in order to realize sustainability.

The fiscal responsibilities lie in the hands of the governing body and Principal. It is the role of the administration to ensure EIAA is compliant in all matters relating to fiscal management. EIAA must meet all fiscal constraints set forth by state statutes such as, at least three signers on every account held, fiscal reporting at every open meeting held by the governing board and PTSO, and the mandatory reporting requirements that must be submitted to the state regarding student enrollments. It is also the responsibility of administration to keep up-to-date with all legislative regulations and laws that affect EIAA's fiscal responsibilities and condition. The governing board must ensure EIAA operates within their financial means and pledge to its stakeholders that they comply with all fiscal mandates.

- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The fiscal responsibility for EIAA is pursuant to the Nevada Revised Statutes and the reporting agencies. Budgetary measures must be adhered to and administered accordingly. EIAA must submit an annual budget that has gone through the budgetary process as set by state law that includes a preliminary budget hearing and final budget hearing that is held within an open meeting. According to NRS 387.303,

the school must also submit an annual compilation of reports; biennial budget request for State Distributive School Account.

The apportionments received from the state based on enrollment have their own finance reporting and expenditure standards that must be followed. EIAA shall establish criteria for determining budgetary priorities that are directed at improving the achievement of pupils and improving classroom instruction.

The budget and financial condition of the school are under the direction of the governing body and an independent auditing firm that oversees the financials. EIAA must also have an independent audit performed each year to verify that the budget is in compliance with state regulations.

In the past year, a new accountant was appointed to the position and discovered the budget was being administered using a nongovernmental format. Since that time, the budget has been recreated using governmental accounting methods as required. An independent audit report has been submitted to the Nevada Department of Education on an annual basis, and all of the fiscal obligations have been met. EIAA is in good standing with the State of Nevada.

EIAA currently pays \$115,000 annually for rent for its current location at 1031 Railroad Street, Elko, NV. The annual payment of \$115,000 was froze in 2014 and per the lease agreement, was scheduled to have 3% annual increases and would have cost EIAA \$147,000 in annual rent for the fiscal year-ended 2019. If EIAA were to stay in the current location, the annual lease would likely be \$150,000 annually.

The proposed lease with the new landlord will be \$129,000 annually for five years and then will go to \$142,000 annually. The landlord will provide the construction for the new location and there is no anticipated capital projects money needed to ready the location to house EIAA.

As there are no anticipated additional staffing needs for the new location, there are no additional budgeting needs for EIAA's proposed new location. EIAA has had the following Changes in Fund Balances over the following years:

	FISCAL YEAR 2018	FISCAL YEAR 2017	FISCAL YEAR 2016
<b>Revenues</b>			
Program revenues:			
Operating grants and contributions	\$ 297,648	\$ 316,769	\$ 67,743
General revenues			
Local school support taxes	1,769,529	1,565,706	1,544,880
<b>Total revenues</b>	<u>2,067,177</u>	<u>1,882,475</u>	<u>1,612,623</u>
<b>Expenditures</b>			
Instruction			
Regular instruction	854,553	889,618	729,681
Special instruction	252,578	258,650	111,182
Support services			
School administration	391,783	479,795	481,000
Operation and maintenance	188,661	182,620	176,820
Debt services and Sponsorship	52,220	41,758	29,345
<b>Total expenditures</b>	<u>1,739,795</u>	<u>1,852,441</u>	<u>1,528,028</u>
<b>Revenues over Expenditures</b>	<u>327,382</u>	<u>30,034</u>	<u>84,595</u>
Fund Balance, beginning	335,402	305,368	220,773
Fund Balance, ending	<u>\$ 662,784</u>	<u>\$ 335,402</u>	<u>\$ 305,368</u>

EIAA anticipates no changes in the noted increases to fund balances in the coming years as there is no required outlay of capital with the new location.

EIAA has a weighted DSA enrollment of 170 students consistently the last three years. EIAA for fiscal year-ended 2018 received basic support of \$1,374,993 and outside support of \$237,166, net of sponsorship fees.

EIAA does not need to rely on an annual increase of DSA to finance the change in location nor does EIAA need to rely on fundraising or other funding as the rent expense will be decreasing over the anticipated 5 years versus staying in its current location.

The only anticipated expenditures would be moving costs and the EIAA plans to budget \$10,000 in expenditures to facilitate the move.

If revenues are lower than anticipated, EIAA will use their net fund balance and promote with local business to try and fund raise in the community. However, EIAA would be in the same circumstance if there is no move in location.

- (4) Submit a completed financial plan for the proposed new/consolidated campus as **Attachment 11**. The format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) In the case of a multi-site school: submit, as Attachment 12, a detailed budget for the school at the network level. The format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative.

EIAA does not have a plan to develop a multi-site school at this time.

- (6) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

EIAA is not currently fundraising for the proposed site; however, in addition to our DSA, EIAA depends on grants, Legacy Funds from the local mines, and parent/community events for many financial needs throughout the year. EIAA offers nine afterschool clubs that are paid for through club fundraising; there are also many learning opportunities for our students off-site that are funded through fundraising activities, such as Washington DC, Holocaust Conventions, Science and Writing Retreats, and hands-on enrichment activities.

The governing body is not actively involved with the fundraising for each of the clubs and individual events; however, moving forward the governing body will be discussing capital campaigns for the purpose of long-term planning of school ownership.

The Administrator shall be responsible for properly accounting for all funds received and all expenses incurred in the operation of EIAA. The Administrator shall exercise his/her responsibility to the highest ethical standards and shall conform to generally accepted principles for governmental accounting. Such accounting shall be done in a manner easily reviewed by EIAA's board and lends itself to auditing. Financial statements will be made available to board members on a monthly basis.

EIAA shall be audited annually at the close of each fiscal year. The board shall appoint an independent auditor licensed to practice in Nevada, and knowledgeable in government/non-profit accounting to conduct the audit. The independent auditor shall submit a report to the Board that includes the audited financial statements and an opinion regarding those financial statements.



**ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT**

1031 Railroad Street, Suite #107  
Elko, Nevada 89801  
(775) 738-EIAA (3422)



September 17, 2018

Nevada State Public Charter School Authority  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706

Dear Charter School Governing Body:

On behalf of the Governing Body of Elko Institute for Academic Achievement (EIAA), please accept this charter amendment request to relocate our facility under the *Amendments Which Does Not Result in an Increase to Contractual Enrollment Cap* process and to allow for a reduction in board members from nine to seven..

This Letter of Intent serves as a request for a good cause exemption from the established timeline of September 1 set forth within the Charter Authority. We realize this Letter of Intent is being submitted outside this timespan; however, under the recommendation of authority staff, EIAA pulled their application previously submitted during the spring 2018 cycle. The application was pulled until which time we were able to provide more comprehensive details. We have recently located a facility that would meet both our physical and financial needs for a viable relocation. With the identified limitations of our current location, we feel it is in the best interest of fulfilling our long-term goals that we move forward with relocating. Our current lease is due to expire in August of 2019. In order to avoid the re-negotiation process with our current leaseholder, we will need to proceed as quickly as possible with this relocation process.

During the last Board meeting on August 30, 2018, there was a discussion and unanimous approval to request a charter amendment to reduce the existing governing body from a nine member board to a seven member board. It was determined having a seven member board would better serve the overall objectives and vision of our school's operation. We also feel this is necessary in order to meet the quorum requirements on a more consistent basis. Having a smaller board will allow us to create a more cohesive governing body without changing the overall vision of the institution.

Thank you in advance for the consideration you give to our requests and if you have any further questions, please do not hesitate to contact Ashley Perkins (Principal), Lori Lynch (Vice Principal), or myself at 775-738-3422.

Sincerely,

Leslie L. Olmstead  
Elko Institute for Academic Achievement  
Board President

**ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT  
NOTICE OF REGULAR BOARD MEETING**

The Elko Institute for Academic Achievement Board will meet in regular session on Thursday, **January 25, 2018.**

ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT (“EIAA”), 1031 Railroad Street, Elko, NV 89801, at 5:30 P.M., P.S.T.

Attached with this notice is the agenda for said meeting of the Board.

In accordance with NRS 241.020, the public notice and agenda was posted on the EIAA website, [www.eiaanv.net](http://www.eiaanv.net) , and the following locations:

**(1) ELKO COUNTY COURTHOUSE- 571 Idaho Street, Elko, NV 89801**  
**Date/Time Posted: February 15, 2018 at 3:30 pm**

**(2) ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT- 1031 Railroad Street, Elko, NV 89801**  
**Date/Time Posted: February 15, 2018 at 2:00 pm**

**(3) ELKO POLICE DEPARTMENT- 1448 Silver St, Elko, NV 89801**  
**Date/Time Posted: February 15, 2018 at 2:30 pm**

**(4) ELKO CITY HALL- 1751 College Ave., Elko, NV 89801**  
**Date/Time Posted: February 15, 2018 at 2:45 pm**

**Posted by: Rachele Olsen**

**Name**

**Signature**

The public may contact Lori Miner, 1031 Railroad Street, Elko, NV 89801 or by calling (775) 738-3422 to request supporting material for the meeting described herein. The agenda and supporting material is available at EIAA, 1031 Railroad Street, Elko, NV or on the website at [www.eiaanv.net](http://www.eiaanv.net)

**NOTICE TO PERSONS WITH DISABILITIES**

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Lori Miner, 1031 Railroad Street, Elko, NV 89801 or by calling (775) 738-3422.

\_\_\_\_\_  
Rachele Olsen



**ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT  
ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT BOARD  
AGENDA  
REGULAR MEETING  
5:30 P.M., P.S.T, THURSDAY, February 22, 2018  
ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT  
1031 RAILROAD STREET, ELKO, NEVADA  
(At the Multi-Purpose Room)**

This notice and agenda has been posted on or before 9:00 a.m., on the third working day before the meeting at the following locations:

- (1) ELKO COUNTY COURTHOUSE  
571 Idaho Street, Elko, NV 89801
- (2) ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT  
1031 Railroad Street, Elko, NV 89801
- (3) ELKO POLICE DEPARTMENT  
1448 Silver St., Elko, NV 89801
- (4) ELKO CITY HALL  
1751 College Ave., Elko, NV 89801

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**NOTICE: President of the Board reserves the right to change the order of the agenda and if the agenda is not complete, to recess the meeting and continue on another specified date and time. The Board may combine two or more agenda items for consideration; and the Board may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. In the event that public comment is allowed during any agenda item, the President reserves the right to limit such comment and terminate any further comments. The President reserves the right to place any restrictions on comments by the general public. Any such restrictions must be reasonable and may restrict the time, place, and manner of the comments, but may not restrict comments based upon viewpoint.**

1. Call to Order and Roll Call.
2. Public Comment. (Discussion) This is a period devoted to comments by the general public, if any, and discussion of those comments. In the interest of privacy and due process, the public is requested to not raise personnel issues, except in a legally noticed closed personnel session of the board. No action may be taken upon a matter raised. There is a 2-4 minute time limit for each person commenting. **(NON ACTION ITEM)**
3. Consent Agenda. Information concerning the following consent agenda items has been forwarded to each Board member for study prior to this meeting. Unless a Board member or visitor in the audience has a question concerning a particular item and asks that it be withdrawn from the consent list, the items are approved at one time by the Board of Trustees.
  - (a.) Approval of minutes of previous meetings. The minutes of the meetings for November 30, 2017.
  - (b.) Approval of the current financials as provided by James Glennon. **(FOR POSSIBLE ACTION)**

4. Review, discussion, and possible approval/disapproval/modification of the 2017-2018 budget presented by James Glennon. **(FOR POSSIBLE ACTION)**
5. Review, discussion, and possible approval/disapproval/modification of a policy for excess revenue funds for facilities. **(FOR POSSIBLE ACTION)**
6. Review, discussion, and possible approval/disapproval/modification of possible investing for EIAA. **(FOR POSSIBLE ACTION)**
7. Review, discussion, and possible approval/disapproval/modification of the EIAA Ethical Standards Conflict of Interest Policy. (Second reading) **(FOR POSSIBLE ACTION)**
8. Review, discussion, and possible approval/disapproval/modification of EIAA marquee. **(FOR POSSIBLE ACTION)**
9. Review, discussion, and possible approval/disapproval/modification of EIAA to contribute funds for the purchase of a marquee.**(FOR POSSIBLE ACTION)**
10. Review, discussion and possible approval/disapproval/modification of EIAA to purchase materials and labor to install buzzer doors into lunch room.**(FOR POSSIBLE ACTION)**
11. Review, discussion of Administrative reports, presented by Ashley Perkins, concerning staff training, professional development, teacher observations, grants, enrollment. **(NON ACTION ITEM)**
12. Review, discussion of PTSO, presented by Monique Sorenson **(NON ACTION ITEM)**
13. Review, discussion, and possible approval/disapproval/modification for the authorization of EIAA to submit new build and or remodel application to the Charter Authority.**(FOR POSSIBLE ACTION)**
14. Capital Campaign. Ongoing items, concerns and updates of current projects for Board discussion and decisions requiring possible board action. **(FOR POSSIBLE ACTION)**
15. Board Reflection Period (Discussion) This agenda item is to provide time for the board to reflect on items of concern addressed by public comment and or items that need to be set on the agenda for future meetings. No action can be taken at this time. **(NON ACTION ITEM)**
16. Public Comment. (Discussion) This is a period devoted to comments by the general public, if any, and discussion of those comments. In the interest of privacy and due process, the public is requested to not raise personnel issues, except in a legally noticed closed personnel session of the board. No action may be taken upon a matter raised. There is a 2-4 minute time limit for each person commenting. **(NON ACTION ITEM)**
17. Adjournment. **(FOR POSSIBLE ACTION)**

**ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT  
ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT BOARD  
MINUTES  
REGULAR MEETING  
5:30 P.M., P.S.T, THURSDAY, February 22, 2018  
ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT  
1031 RAILROAD STREET, ELKO, NEVADA  
(At the Multi-Purpose Room)**

**NOTICE TO PERSONS WITH DISABILITIES**

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**NOTICE: President of the Board reserves the right to change the order of the agenda and if the agenda is not complete, to recess the meeting and continue on another specified date and time. The Board may combine two or more agenda items for consideration; and the Board may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. In the event that public comment is allowed during any agenda item, the President reserves the right to limit such comment and terminate any further comments. The President reserves the right to place any restrictions on comments by the general public. Any such restrictions must be reasonable and may restrict the time, place, and manner of the comments, but may not restrict comments based upon viewpoint.**

1. Call to Order and Roll Call.

Dennis-Call to order the Elko Institute for Academic Achievement notice of regular scheduled board meeting scheduled for February 22, 2018 on Railroad Street. The board meeting was posted at the Courthouse, Police Department, EIAA and Elko City Hall.

In Attendance Board- Dennis Zimmerman, Monique Sorenson, Rama Paris, Leslie Olmstead, Jeremy Draper. Staff-Ashley Perkins, Jackie Gooch. Public-Laila Miguel, James Glennon

Dennis- We have a quorum.

2. Public Comment. (Discussion) This is a period devoted to comments by the general public, if any, and discussion of those comments. In the interest of privacy and due process, the public is requested to not raise personnel issues, except in a legally noticed closed personnel session of the board. No action may be taken upon a matter raised. There is a 2-4 minute time limit for each person commenting. **(NON ACTION ITEM)**  
Gooch-Science Fair project please judge before you leave.

3. Consent Agenda. Information concerning the following consent agenda items has been forwarded to each Board member for study prior to this meeting. Unless a Board member or visitor in the audience has a question concerning a particular item and asks that it be withdrawn from the consent list, the items are approved at one time by the Board of Trustees.

(a.) Approval of minutes of previous meetings. The minutes of the meetings for November 30, 2017. (b.) Approval of the current financials as provided by James Glennon. **(FOR POSSIBLE ACTION)**  
Jeremy moved to consent all items.

Leslie seconds

Passed by all.

Dennis- Let it reflect that I am running the meeting in light of Leslie having a sickness and not a lot of voice.

4. Review, discussion, and possible approval/disapproval/modification of the 2017-2018 budget presented by James Glennon. **(FOR POSSIBLE ACTION)**

James- You should have in front of you a spreadsheet. It is the budget vs. actual. There is the actual for 15-16 and the actual for 16-17. We are still getting a idea of what kinds of grants are coming in. What gets reported to the department of education is truncated. The DSA was estimated as 1.64. But it is hard to say what the actual will be. It has been hard to decipher there new reporting scheme. I think the actual will be 1.62. We have gotten more kids as the year as gone on so that may change. The general trend is we are having more and more grant money subsidize the day to day operation. We may get 1.95 with all the funding. We already have 19,000 and I only budgeted 18,000.

Dennis-We need to have a discretionary fund of about \$2,000.00 so that when things are needed then you (Ashley) can spend it without having a board meeting. You decide you got it. If you need paper materials or balloons then you can get it.

James-It looks like about \$125,000.00 of a slush fund. If there are more grants then you will have more of this fund. In about 5 years the cash has about doubled.

Ashley-Right now we have grants that are paying for the subs.

Leslie-They over paid us for DSA and now we are paying it back.

James-Is there anything you want me to go into more detail? Our cash balance is about \$835,000.00 as appose to 5 years ago when it was about half that. We don't have to submit the amended budget until later this fiscal year.

Leslie- Is this a look back or a look forward.

James-Some is a look back and some forward. You also said this is with current staffing, right? We had a thing from November talking about higher per-diem on subs did you calculated that into this budget?

James-I put in an inflation factor of about 3% in there. The cost of labor is always going up. The cost of insurance is always going up. I do not have a firm number.

Leslie-What is the DSA per student?

James-My guess is 1.6.

Leslie-No, per person.

Ashley-About \$8,000 and some change.

Dennis-With the group insurance you have a budget of 42.

James-Group insurance keeps getting wacked. The end of July to the end of August that number won't be firmed up for a while. The next round of insurance is due in March or April. It effects this year a little bit. It is mostly dependent on earnings.

Ashley-Our new insurance quote looked pretty good.

James-Yeah

Ashley-We usually budget a 3% increase. We are only getting a 1% increase. Our deductible drop from 3500 to 500. It is much better plans.

Dennis-Is that something our agent found for us or did we seek it out?

Ashley-Our agent brought the plans to us.

Leslie-What is our average overhead per employee?

James-Labor is about 80% of our costs.

Leslie-Yea but if I wanted to hire a teacher today and I wanted to pay her \$100,000.00 How much do I need to add onto that?

James-About 40% overhead.

Leslie-I am looking at this number and I am curious we are down one person on staff and where you have us finishing with a profit would not have covered her salary plus her overhead. What changed substantially from last year?

James-DSA. DSA hasn't been as stellar. I would have to really investigate that part.

Leslie-We also have \$125 almost \$200,000 in grants. Where else did we add money? Everything being the same we would not finish in the black this year.

Ashley-I can tell you that we are paying out right now last year we received funds for Special Ed aid. We don't find out about any of that until the end of the year.

Gooch-We also have people that aren't fully endorsed teachers that are just long term subs. They might not be getting the same benefits as everyone else.

Ashley-They do get retirement and all that as well. If we were to hire a licensed teacher and they are contracted they would make more than a long term sub.

Leslie-Besides the DSA I would feel better having a more solid answer to that question. If everything else had stayed the same we would not be able to project 2018 as being profitable. Is there anything else that we can tighten up as far as spending? Are we overspending in areas that we don't need to? Are we spending in areas that we need to but wasn't budgeted?

James-Well that is Ashley's job. You and Debbie see it on a day to day basis. It also comes back to your job is to educate. If you scrimp every dollar and not provide the service.

Leslie-I am not talking about not providing the service. We don't have a balance that is reflects.

Ashley-When you compare our spending from last year this year's numbers are lower. If it doesn't come out of the grant it comes out of the general fund.

Leslie-In the next couple of months we are going to have to look at what we are doing with the administrative portion of what is happening. Are we able to afford it?

James-Part of the budget process is a little different. Connie's approach was here is what I want to do in the expense side. I will make it happen on the other end. Part of the original budget is go out and hustle cash. The budget is just a guess.

Rama-Health services is an extra \$10,000.00 this year because we have to pay for a nurse.

Ashley-We did. I can tell you that the nurse grants that were written and a couple of others when benefits were factored in the full benefit wasn't factored in. Benefits were factored in at 25%. Benefits are well over 25%. I know that has had a huge impact. That is one thing we have been looking at to call up the people that are giving us grants and making adjustments in the grants themselves. If it doesn't come out of the grants it comes out of the general fund.

Leslie-Remind me what has to happen with this. Do we have to submit it and I have to sign or what?

James-If you say that it is ok it gets dropped into an excel sheet for the department of education. That then gets signed and submitted back. I give it to Debbie and she pours over it. We give it to the Department of Education and say this is the updated version of it.

Rama-When is it actually due again?

James-You can augment it all the way to the fiscal year. If you want we can do it June 29<sup>th</sup>.

Rama-Is this something you have to submit by a particular date?

James-We start to know now.

Dennis-So what I am hearing is that we can approve this budget if we choose to tonight or we can choose to table this and do more review and adjustment if needs be to this particular budget.

James-I am not oppose to you tabling this.

Leslie-I move that we table the budget for further review.

Monique-Seconds it.

Motion passes by all. Tabled for further discussion.

##### 5. Review, discussion, and possible approval/disapproval/modification for creating initial investment amount. **(FOR POSSIBLE ACTION)**

Leslie-In the November meeting we brought this up. James gave us the audited numbers. We had more money than we expended. When we discussed it there was a proposal that we push half of it into an investment. We are pretty limited in what we can invest in. I can't remember if you sent it out to everyone or just Ashley and I.

Ashley-I sent to all of you.

Rama-We all got it.

Dennis- How much was it?

Leslie-It would be about \$30,000.00, right?

James-There is \$800,000.00 in cash sitting on the balance sheet. It is floating between 8 and 600. 100,000 would not be as long as you could get liquidity out of it. It is really a matter of how much do you want to put away in one investment? But half of the year was at 30,000.

Leslie-Do we invest the \$30,000.00 into something not liquid? Or do we invest a higher amount into something that is more liquid? Or do we do both?

James-Isn't the next line item the investment policy? Maybe we should jump to that one and then come back.

Leslie-How much do we have to keep readily accessible?

Jeremy-It is 8.3%. Basically one month.

Dennis-So if we have 6-800 sitting in a regular checking account. I don't understand why we would be investing at this time. It is such a narrow margin. We might want to wait till we have more excess.

Rama-If we have 125,000 at the end of the year. If we end up with that kind of money that we can roll over into the next year at that point you would want to put some of that away.

James-We budgeted 1.85 that is \$152,000 on a monthly basis.

Ashley-Some of the money has to go and pay into the summer, right?

Leslie-I am not proposing that we invest all the money. We don't spend \$847,000.00 a month. Maybe it makes sense to push some of that money into an investment as long as it is pretty liquid then we can get into it if we need it.

James-The easiest low hanging fruit from the local government is the Local government investment pool with the state of Nevada treasurer. You are buying into a mutual fund of a mutual fund. It is highly liquid to my knowledge, It is earning more than having the money sit in a checking account.

Rama-Is there a penalty for withdrawing it early?

James-Not to my knowledge.

Jeremy-Not to the kind of investment we would be putting the funds into. We take what our audited net income is maybe we take 50% of it for the future facility or something like that. The city does a similar thing. We take our audited balance that we have excess of. We split that up into capital equipment and capital projects.

James-The reason the local government makes more sense is because it is so much cheaper the fees are really low compared to if you want to buy NRS stuff you would pay some good commissions. The local government one makes more sense. They do the record keeping for us. I am just nervous about the fees. 10 years ago you could get decent rates on what you are restricted on with NRS.

Leslie-The local investment pool has no fees?

James-It is lower. The state of Nevada is running it for the local governments. It was created about 10 years ago to help consolidate and lower fees and get better rates of return for local governments. There was some fear in 2009 that the state of Nevada was going to take it from them.

Rama-Is that a possibility? I know that having been involved in several state run commissions that they have garnered out monies. Is that a possibility?

James-It is possible whether you are investing in that or not. If the state of Nevada says you need to give us \$400,000.00 and shut up and do it. What choice do you have?

Leslie-Is it FDIC insured?

James-It is probably SIPC. I think if you got your toe wet. So far all we are getting is the interest from the credit union.

Leslie-I agree with Jeremy that the audited fund balance that we have at the end of the year half of that should be invested.

James-The net earnings not the fund balance.

Leslie-\$800,000.00 in a bank account gets minimal interest. Why would we do that? I would like to see at least \$100,000.00 of that could go into something relatively quickly. We can see what those numbers look like. We aren't going to spend \$700,000.00 in one month. When is our next DSA payment? We just had one.

James-Mayish. The beginning of the year hits pretty fast.

Laila-Does the school have a cash flow projection like on a monthly basis? Or where you know the funds that you have go in and out are. You can see a running balance.

Ashley-It is more split up by quarter. We can easily figure out month to month.

Laila-It would be specific to when the funds are coming in.

Ashley-We get one big check and it tides us over for the quarter. Our revenue that comes in or our money that comes in is from grants. Our DSA we only get that one check for that whole quarter. We have to budget out kind of like when the teachers still get paid in June and July and half of August even though we aren't still here. That is all stuff we have to budget in.

Laila-I can provide you this service. I don't know if I can do it without being part of the board. I can provide you with a cash flow on a weekly or monthly even quarterly.

Leslie-When we get that quarterly payment it would make sense to if you can move it in and out relatively quickly. Maybe February and March we invest.

James-With the restriction on the state of Nevada we are buying into bonds. We could have the loss of principle if we pull it out too fast. We have to think about more long term than that.

Leslie-So this fund is basically bonds more than anything else. I think we should put about half of what we had for residual from last year. That would be about \$30,000.00. Then we could leave it and forget about it. We should at least start the conversation.

Rama-That is half the \$30,000.00?

James-\$30,000.00 is a good place. \$30 is perfect.

Dennis- We have to think about an initial amount and have the discussion.

Leslie-I think we should at least start the conversation. I think when we talk about this initial investment amount around policy in general I would be in favor when we get to the audited statement every year with the net income that we move half of it. That is what I am interested in.

James-That is October.

Leslie-When that happens we just move that over to the government pooled investment fund.

Dennis-That would be down in the next agenda item. As far as looking at this from a decision perspective of an initial amount to start this process. I think we need to settle on that. Then jump into the identification of investment policy. My thought is from an initial investment perspective having the discussions and everything else. I think it is probably a good idea it will give us a little more return on our money. Instead of it just sitting in a checking account making nothing. We might make a little bit back on our investment on top of that. That is where my thoughts are.

Ashley-We join that group they are the ones watching it, right?

Rama-It isn't going to be a burden on Debbie is it?

James-We will still have to monitor it. We pushed \$8million from the college foundation into the entrance. We could get much cheaper rates of return. You will get statements.

Ashley-Laila are you sure you don't want to apply for a board position?

Laila-Like I said I do feel like I have a lot to offer. I don't have the time that might be required. I don't know I might be able to commit to 5 hours a week. I don't know if it takes more than that. I would love to sit on the board. I don't want to sign up for something that I would be doing a disservice for and not being fully available for. I am available for meetings and for an hour or two for doing stuff.

Leslie-I move that we have James Glennon pursue more information on the Nevada local government pooled investment fund. Also that we have an initial investment amount of the audited 2017 net income and we take half of that.

Rama-I second that motion.

Monique-How long does it have to sit to make money?

James-I think it starts to accrue interest a little bit every day that you are invested. I would say it has to be there at least 6 months to recoup your drag of going through the transaction costs.

Jeremy-According to their website the net distribution rate for January of this year was 1.37 whereas the net distribution rate for January of last year was .76. It is trending up.

James-We had a good year. You are following the market to a certain degree. The market was up 19% last year.

Jeremy-The lowest I see is .08 in 2014. 5-10% of the investment is liquid.

James-The first time I walked into Eureka County to do their audit they had 80 million dollars in the Nevada State bank not earning one dollar. This is why they set this up.

Dennis-I have a motion to pursue the Nevada local government fund and invest half of the funds from last year for investment. All those in favor.

All passed.

6. Reviewing, and revising a draft investment policy previously presented by James Glennon. **(FOR POSSIBLE ACTION)**

James-It is a recap of what the NRS had written. What if you run a loss? If you run a \$30,000.00 loss would you take \$15,000.00 out? You could restrict it say we only do certain accounts. Like certain types of investments.

Ashley-Would that 50% investment be a part of that policy?

James-I want to clarify we are saying the audited but are we talking about the fund level or the governmental level? I know I am nerding it up but I would assume the fund level. The fund level is the more accurate level.

Leslie-Rama I don't know if we want to put the percentage amount on there. Not in the policy.

Rama-It is too restrictive.

Leslie-Who knows maybe we want to get crazy.

James-What if you run a loss? Are you going to claw it back?

Leslie-We will need to think about that too. I think we need to do some more work around the investment policy itself. We may need to add some more things around it takes some things away. I would like to table this policy.

Rama-Seconds tabling.

Motion passes to table.

7. Review, discussion, and possible approval/disapproval/modification of the EIAA Ethical Standards Conflict of Interest Policy. (Second reading) **(FOR POSSIBLE ACTION)**

Rama-I make a motion to accept the EIAA Ethical Standards Conflict of Interest Policy.

Dennis-I think this is a good policy.

Monique-Seconds the motion.

Dennis-Any other discussion?

Motion passes.

8. Review, discussion, and possible approval/disapproval/modification of EIAA to contribute funds for the purchase of a marquee.**(FOR POSSIBLE ACTION)**

Laila-I got two quotes. One is a local one, Esco and the other one is out of Florida. (She showed a visual of what it would look like). We are trying to figure out a way to communicate with our families. Notes don't always get home. LED and manual and different color. The local company is Esco. We will have to make sure it is ok with our landlord. We have some fund raising ideas. We are also working with student council. We will go out to the community and see what kids of contributions we can get there. We are also looking to see how interested the school is in all this. The multi-colored one is about \$16,000.00. That one would look the best. The manual one someone would have to put the letters on. . If you look around town most of the schools have this kind. The one color one would probably be the one we would try to get. We were going to ask for a percentage match. We did not have anything specific contributions in mind.

Leslie-How much is the one color LED sign?

Laila-\$13,000.00 student council is interested. We haven't had time to talk about budget.

Leslie-What about from PTSO.

Laila-We are definitely interested. We are going to be developing our budget. It will be based on how heavily involved we can get everyone. Our budget is developed in July. I can email all this to you as well.

Rama-If we get a new location would we be able to relocate it?

Laila-Yes, but it will require some electrical. We have some fund raising ideas and student council and PTSO want to be involved. LED one color is \$13,000.00 and \$16,500.00 for the multicolored one.

Dennis-I think we should get the multicolored marquee. In my mind if we are going to make a 13-16,000 dollar investment we should get the one we want from the beginning. If we reach for the stars we will get close.

Leslie-You want the top of the line?

Dennis-I think that one looks best and will be the best.



Laila-I think so too. Even if there aren't any funds to contribute the next step may be approving to install the sign. We will tailor our fundraising and our community outreach to accommodate whichever sign is decided upon.

Leslie-How much did student council raise for the table and bench and garbage cans?

Ashley-I don't remember off the top of my head. I can tell you they are working on putting the sound system in the gym too.

Monique-Part of me wants to say 3.

Ashley-I remember thinking wow that is pretty spendy. There were some cheaper options.

Leslie-I feel like we are out of the budgeting sequence for both the PTSO and for Student Council. They are obviously working on something, right? Maybe this year we can donate a quarter of the amount this year, student council fund raises a quarter, PTSO a quarter and then the board donates the final quarter the following year. Or that too much?

Laila-A quarter is about \$4,000.00. I think we can manage.

Leslie-It would be 4,000 for PTSO, \$4,000 for Student Council, and it would be a total of 8,000 for the board over a two year period.

Ashley-So what do you think of the financing it in the mean time? Or do we just wait and don't have it and wait till we get the funds?

Dennis-What kind of money do we have in this private source account currently that is coming in from Legacy Fund?

James-About 3,000.

Dennis-It is incidentals and extras.

Ashley-Is that something? I was looking at that too. But it goes straight to the students. We don't use it for supplies. It is for student activities or trips.

Leslie-Would a Marquee be for the students?

Ashley-Essentially everything we get is for the students.

Gooch-I think I would be sad that we couldn't go on a field trip because all the money had to go to pay for the sign.

Leslie-Do we budget for it and then do it after we have raised the money. Having 2 capitalistic carnivores and in the pay you back mode that doesn't ever come to fruition. If we install it first and say you need to raise the money I don't think there will be as much desire to as if we had a campaign that this is what we want to do.

This is what we are working towards.

Ashley-So this year we can tell them we will pay for part of it and if they can raise the rest we can install it.

Leslie-If we did that it would allow both the PTSO and the Student Council to budget for it. If we got half way through their budget cycle. Maybe sometime next year right around this time it could go in.

Laila-So like a match?

Leslie-By that time you should of raised about half the money. We can start a campaign for it right now like with a thermometer. We start with an initial investment and this is the total. We put in the 4,000 and then next year we put in the next 4,000 along with the fund raised money. Maybe it doesn't require PTSO to do much. Maybe we can create enough enthusiasm for it.

Dennis-I like that approach.

Leslie-The sooner the thermometer hits 16,000 the sooner the marquee is going to go up. We can full court press it and not have it take two years.

Ashley-You guys are willing to go out and look for money too. They may get someone to donate all the money.

Laila-The first step is approving the sign

Ashley-We just need to talk to Steve and get some landlord permission.

Leslie-What is the mobility of this sign?

Laila-It does have to be hard wired in. That will take some electrical work.

Ashley-Is that in this quote?

Laila-It is. The permits and the installation are all in that quote from Esco but not from the other place because they are not in town. That is why Esco is a little higher. I think we could talk him down a little too. It does take some installation and permitting. It is moveable.

Ashley-I think the sign is a great idea. It is worth working out the kinks.

Dennis-The item here is for us to decide whether to go with the sign or not. Also if EIAA will contribute some funds to that particular movement.

Ashley-If we were to take the sign with us what kind of hole will it leave?

Laila-I have no idea. I am envisioning a hole in the siding.

Jeremy-Some screw marks in the siding. Nothing that can't be fixed.

The idea is that it would attach to the building.

Dennis-The new renters would have to modify everything anyway.

Ashley-I am just wondering with our lease if trying to get out of our lease that would be an issue. Or if we would have to fix that before we left.

Dennis-I am sure there is already some language in there about stuff like that. We have modified everything quite extensively since being here.

Rama-It shouldn't be a very big hole.

Ashley-I don't know if it is wires and bolts.

Leslie-It is like mounting a TV on the wall.

Ashley-Alright.

Leslie-I move that we approve with going forward with getting permission from the landlord. And move forward with the purchase of a Marquee with the board spending \$8,000.00 over two years if required. Up to 8,000.

Rama-Seconds the motion.

Dennis-Further discussion.

Jeremy-Yes, a couple of things with this James we need to modify this in the budget for next year to include that. Also since it is more than \$10,000.00 we need to get 2 quotes. Two written quotes for similar boards. I would recommend Esco and Nevada Advertising. That is because we are contributing funds. Anything over \$10, 0000.00 requires 2 quotes.

Leslie-I make the same motion along with Jeremy's changes.

Laila-I will take care of the second quote. The PTSO will get started on some fund raising.

Leslie-If you started fundraising now even though it is out of your cycle and out of student councils maybe it would be a good way for the two groups to collaborate.

Monique-We can go into the community more. A lot of our fundraising is this community here in our school. If we went out it would be not compete too much.

Dennis-Part of what I see going out in the community like for the DC Trip some of those student did pretty good and in a short amount of time from businesses and such.

Leslie-Reach out to Katy at Barrick as a community outreach they often match funds. Put in a Community in investment applications.

Laila-Absolutely. Do you have her info?

Dennis-Yes I do. With this particular item we have the motion to move forward with the purchase of the sign and the board contributing up to \$8,000.00 over two years. The extra line item in the budget. Also getting permission from the Landlord for the sign and the 2<sup>nd</sup> written quote for the sign.

One abstained Monique

Motion passes

9. Review, discussion and possible approval/disapproval/modification of EIAA to purchase materials and labor to install buzzer doors into lunch room.**(FOR POSSIBLE ACTION)**

Dennis-Is this part of the audit for security.

Ashley-Securing those doors should be #1 in our security plan. It is about \$10,000.00. The reason it is so expensive is because it is an emergency exit. It has to tie into the fire and sprinkler system. State Fire has to do it. I had some other electrical people that were willing to come in without labor and material but they aren't certified. We have to go through somebody like State Fire. We have enough within our budget as far as building improvements. But it is a pretty significant amount so I wanted to run it by you guys before I made the decision to put them in. My recommendation is that we put them in. I know my vote doesn't count. This would be for teacher's peace of mind and Lori and my peace of mind. It is one extra level of security. I think it would be beneficial.

Dennis-Does anyone else have comments?

Rama-What is the two buttons?

Ashley-Well, anyone has to be able to open it from the inside. You can't lock anyone inside. The only way you can get in is with a key code or Lori lets you in. Otherwise it is a 1200 lb. magnet that makes it so you can't get through.

Rama-It is locked all the time during the day?

Ashley-It would be locked all day.

Rama-From the office in?

Ashley-Yes.

Dennis-So you would have proximity badges for your teachers so they can pop in and out because the printer is right there. They would just proximity back in. The kids would have to get buzzed. Any parents that come to participate or help would have to be buzzed.

Ashley-Yep. Anyone coming in that is not a staff member would have to be buzzed.

Rama-A student would have to be buzzed.

Ashley-Anyone can leave. We can't lock them in.

Dennis-The only other concern I have would be the doors in the back are secured by the playground. These doors here. If it is a hot day you can open these doors and you can get some air flowing. The security door in the front that is locked doesn't prevent intruders from coming in from these particular doors.

Ashley-Most of the time these are locked. No one is allowed to come in these other doors. I even have a hard time getting in the lunch room doors when I leave my key. The heavy traffic is through the front. When Lori gets busy and there are lots of parents. There are parents and kids just walking back.

Dennis-I too think it is a good idea to have that kind of security. A lot of places have different kinds of security. If someone really wants to get in they will be able to but it may take them a little more time.

Ashley-I don't think anyone thinks that it will prevent everything from happening. That is why we are still doing some drills and talking to our students.

Dennis-Education

Ashley-Educational stuff. The teachers are meeting with officer State so they are trained. It is just another layer of protection.

Leslie-Do you have to press a button on the lunch room side to get out?

Ashley-It is on the door. The way he explained it to me that it is not locked from the inside. By law the NRS statues says you have to be able to get out.

Leslie-So the button is on the door?

Ashley yes.

Rama-Is it a push bar?

Dennis-Either that or sometimes they have those little sensors that whenever anyone walks up to the door it will automatically unlock it. They can go out.

Ashley-In the lunch room there is constant motion going on.

Laila-As a parent I love this idea. I don't mind the inconvenience. My child it would give him a level of security. You can never be too safe.

Monique-I agree with that. It will help with some of the parents as well. It happens often.

Ashley-It happens so much. Lori is up front talking to other people and they are just walking past. Teachers are being constantly put on the spot. They have to say you need to go back to the office you need to get a badge. It will help with all of that as well.

Laila-Another thing to consider is the workload on Lori.

Ashley-We had a family night for our emergency plan. Most of the parents they have appreciated that we are talking about getting security. One of the parents was questioning why we were talking to our kids about our emergency plan. I even talked about the reunification process and how it would take some time. Most of the parents were understanding that it would take extra time. We have had people say they don't want to bring their kids here because we don't have door on the classrooms. That being a security concern for many of our parents.

Leslie-I motion that we purchase materials and labor to install the buzzer doors on the lunch room per the provided quote.

Monique- seconds the motion.

Motion passes.

Leslie-I don't think you should stop doing drill even though it has had some bad press.

Ashley- We are going to do some reverse evacuation drills and lock down drills. I went in and talked to the 6-8<sup>th</sup> graders. I was pretty frank about it. I shared some videos with them. They have been watching the news. Most of them had formed their own opinions. I haven't had any negative feedback from teacher or students or parents. I am waiting to do this with the younger kids too but with more age appropriate materials. So far with the older kids they are right on board with us.

10. Review, discussion of Administrative reports, presented by Ashley Perkins, concerning staff training, professional development, teacher observations, grants, enrollment. **(NON ACTION ITEM)**

Ashley-We have gone over the emergency plan with the teachers and our actual plan is not public. Teachers are on board. I have a poster that we will hang around the school with our call out procedures. Our actual plan is not public. I informed the parents of that. They don't even want us bringing it to the board meeting. They don't want to be made public. I talked with 6<sup>th</sup> grade. Teachers are onboard. We are going to start doing some lock down drills. Officer Stake came to our parent night. That was good. He is excited and onboard to work with us. He is the active assailant officer for the sheriff's office.

The Science Fair is in progress. Gooch has been hard at work getting the students and teachers on board. She has been trying to get everyone going on their Science Fair Projects. Our Science Fair is in progress.

Jackie-March 13-16 is the Elko Science Fair. We are doing pretty well with it. The deadline for scoring is tonight.

Ashley-What happens if we don't have 3 scores per board?

Jackie-We could extend it out to the weekend but we need to get it done. The rubric is the same one they are using at county level. Are we a STEM school? If we are, we need to put our money where our mouth is. I don't see that support as much as I use to. I just feel like we are slacking on that. We are saying that we are but reading takes the priority of I totally get that. But I don't see a lot of integration of science in reading. As the coach person I don't walk in and say ok let's do science. I say ok let's learn to do the research. Let's do informational text. Everything that goes along with science. It is not a stand-alone thing. Some teachers are saying Science is a three day a week for ½ hr. I just need to know is that our mission? If it is not I am in the wrong place. I need to know. I don't know what our mission is anymore.

Ashley-On that note we just got a new grant for computer science. It is to bring robotics more into the classroom for kindergarten-8<sup>th</sup> grade. It is a \$10,000 grant. It is also for some PD for some teachers for the new computer science standards that are coming down. We can do coding and bring robotics into the classroom. There is a summit in Vegas June 18th. Instruction is going strong we are zooming into reading. K-3 is being restructured to fit the reader's workshop. Our 7<sup>th</sup> grade has used it for the last 2 years. We are adapting and restructuring. We are working on in house enrollment. It ends March 4th. Open Enrollment is March 5-19. I am working on finishing up evaluations. We are scheduling a lead testing for our water. One of the big projects Debbie and I are trying to get done is all of our students in Junior High that have transferred in we have to take all of their old classes and manually input them in. This is class by class and grade by grade for their transcripts. It is very time consuming. We are making our way through that. Next week is reading week. We have the read-a-thon. Our insurance we got our quote back and there is a 1% increase but it is a much better plan. Our deductibles look like they will drop from 3500 to 500. I have a question our kindergarten teacher wants to take her class on a field trip to Twin Falls, ID. It would be to the museum there. In the past issue with taking multiple classes is that when we use the school district buses we have to go in front of the board because it is an out of state thing. But she is wanting to use the vans. I don't know what a board think about this. I don't know how you feel about teachers taking out of state field trips.

Leslie-How many chaperones would she take?

Ashley-Right now she is getting me the itinerary and the budget and who would go. She is already has several parents that would be going.

Monique-Who would drive?

Ashley-Crane and either myself or Hepworth. Or one of us on staff.

Jeremy-Is this just a one day trip?

Ashley-Yes.

Leslie-There and back in one day?

Ashley-Yep.

Leslie-When?

Ashley-Any Friday in April or beginning of May. I was thinking possibly the beginning of May. That is when all of our older kids are testing.

Leslie-Ideally when would she leave?

Ashley She was thinking around 7 and get back about 4.

Jackie-In the past it was pretty rushed but we took the entire school. With just one class it would be pretty nice.

Leslie- My only real preference on that would be all daytime driving. They can stay up there as long as they are back within daylight hours. I would prefer no night driving. We do have the vans and they should be fine to go up there.

Ashley-They use to take the trip before I ever got here. I don't think it was an issue with the Charter Buses. The issue we were having was with the insurance and the school district.

Rama-What do they see there?

Ashley-She has a whole list of standards she is covering.

Ashley-That was my first question.

Jackie-It is a good opportunity.

Ashley- It is \$4 a kid once they are there.

Dennis-I am ok with it. Daylight hours is a good criteria.

Jeremy-That is fine.

Dennis-The board is ok with it.

Ashley-Our enrollment is 187 which is up 2 from my last report.

Leslie-Before we leave this topic you talked about grants and robotics and Jackie just talked science being a silo activity. Is that accurate?

Jackie- Yes it is a silo.

Ashley-I can tell you right now that it is much easier to integrate in the older grades. K-2 it is very hard when you are trying to teach reading and you are trying to find content on their reading level and their skills. Those are skills that are more isolated. They are going to be a lot more separate. Trying to find content that matches the science standards at a level where you are trying to work on their reading abilities and certain reading skills is tough. It is something I struggled with a lot at those grades. It is much easier in 3<sup>rd</sup> grade and still somewhat difficult with my struggling students.

Leslie-What is happening from a staff standpoint? In those classes where it easy to integrate in 4-8<sup>th</sup> is it still being treated as silo?

Ashley-In 7<sup>th</sup> and 8<sup>th</sup> they are their own science.

Jackie-Where I was going with this is that we changed the credits for 7<sup>th</sup> and 8<sup>th</sup>. They get more allowable math and science credits because we commit more time to it. That we stand out with the STEM connection. I am struggling with that it is still silo it is a set time. It is seen as a different thing. Some of it is the mindset of the teachers. We put up a schedule but when I was in the classroom the schedule was very flexible. If we needed to go overtime then we did. We are more of we need our block for reading and our block for math, If there is time for anything else then we will get there. Instead of integrating science into all of those subjects it is getting more shoved out again. We had talked about programs that we can purchase we need to have more hands on and where we are looking at science every day. Science is everything. I don't know how to get people on board with it being cross curricular.

Leslie-Where are you with this?

Ashley-I have to say across the board we are incorporating this. There are some stand alone. I have told all of my teachers that I need my students reading by 3<sup>rd</sup> and 4<sup>th</sup> grade. If they aren't reading then they aren't going to be able to read a science book. My K-3 their focus is learning how to read. Yes the science is important. They are working to get a lot more. I struggled implementing those in. I have been to other schools that are hands on. They have set times to when they do their reading instruction. We have teachers teaming up with each other to bring STEM into the classroom.

Jackie-I have seen that but it has significantly dropped.

Ashley- Myers specifically ask if they can do robotics in the classroom. She has been talking to more of the other teachers too. We are a more STEM driven school than most around us.

Leslie-What kind of push back are you getting as far as science from grades 4-8<sup>th</sup>?

Ashley-To say that it is not happening that it is not fair. Science hasn't been my push I have Gooch here to do that. Shedd loves science. He tries to make it as fun and doable as possible. 3<sup>rd</sup> grade is always doing projects. In 4<sup>th</sup> grade they are working with adaptation. I understand where Jackie wants to be. Are we there, no?

Rama-Are we providing them with the curriculum?

Gooch-That is the thing with the next gen. It is anti-material. If you look at the standards everything is merged together. Next generation has gone as far as including the common core standards. This is for math and reading with the science standards and how they come together. You can't always buy a kit. It crosses multiple standards. Everything is being shoved upstairs.

Leslie-As the science coach for the school what is the opportunity for you to put some expectations on the teachers and coaching the teachers. Are all of the teacher required to know the science standards for their grade level?

Laila- I know that Royce's strength is in reading. Each teacher has their strength.

Ashley-Yes they do. There is another set of standards on top of what you already have coming next year.

Ashley-I think we do need to change the mindset. We need to understand how the kids learn. I do think you have a purpose here. You have got to get the literary standards. Our STEM is very strong.

Leslie-With all these standards is there enough time in the day?

Ashley-No. There have been studies to show it would take 3 years to cover everything that is required for the 1 year.

Leslie-If we chose not to be a STEM school would there still be science standards.

Ashley-Yes.

Leslie-So this is not an elected standard?

Ashley-There are only more standards coming next year. Not instead of but on top of what we already have.

Dennis-So taken the time that you already have you have to fit in more lecture and teaching time. This is on top of a day that is already full. Some things are going to have to give and take. We aren't going to be able to get it all in. If kids are coming in and they don't know how to read in the first place I guarantee whatever class they go into they aren't going to get anything out of it. I don't know how we can solve all this tonight.

Ashley-I do thing we need to change the mindset. We need to understand how children learn.

Jackie-If this is our mission then we need to truly make it so.

Ashley-You do have a purpose here.

Laila-As a parent my son comes home talking about what the eyeball looks like. The fact that the science fair is mandatory. The scientific method is a huge and important thing. The afterschool activities reflect the science theme: science club, robotics. How did STEM become the focus?

Jackie-Since we can't offer things like Home Ec. and Spanish we wanted to offer something. Last year I could recommend students into AP literature and AP Science.

#### 11. Review, discussion of PTSO, presented by Monique Sorenson **(NON ACTION ITEM)**

Monique-Toy/Food drive went well. We made \$1200 for the bingo night.

Laila-It was great for just a couple of hours. We got some awesome things from the community. It was for Kindergarten and 8<sup>th</sup> grade graduation.

Ashley-The only way to make it bigger would be to have a bigger facility.

Leslie-If we need a bigger facility we could rent the igloo for not very expensive.

Laila-We haven't made as much on lunch. We think that is because we haven't pushed it as much. We are looking at Dr. Seuss/reading week this next week.

#### 12. Review and discussion of facility options. **(NON ACTION ITEM)**

Jeremy-This is a combination item with item #13.

Dennis-(He introduced item 12 and 13 together.)

Jeremy-I have been working with Ashley on this. And Connie before that. We have also had some parents that have also had a part in this that own construction companies or engineers. We have been getting information

put together for us. We need to decide what our option are. The board should be aware that our lease for this building is up September of 19. If we are staying here we need to start that discussion and any additional costs. Preliminary plans have been drawn up. It gives us an idea of what a new school could look like. We have looked at the cost associated with it. 8 ½ to 10 million dollars. The purchase of land. Some realtors have started to look for us the cost is about \$80,000-120,000 an acre. We want about 5-7 acres. It is raw land. It has no improvements and no roads. Some of the land doesn't have a road in front of it. The cost for a road is \$850-\$1,000 a foot. It does add up quickly. One property we looked at there is \$1.1 million of improvements to do. Ashley also looked at some modular constructions. It is a premanufactured building. It is built off site in a factory the cost for that is about \$3million. The cost for that is about 3 million dollars. The other option is we might want to find an existing building and do a lease to own option. We could put some money into that and do a remodel. For new construction it is about 300 a square foot, a modular construction it would be 125 a square foot, 50-100 a square foot for a remodel. A remodel would be about \$900,000.00. We can go out and get a loan for it. If we lease it back from the property owner over 5 years that is \$180,000.00 a year. The issue I see is that we put \$115,000.00 a year right now for our lease payment. We are limited at that. We started looking at some budgets. The preliminary numbers based on this \$115,000.00 and the amount we put away for our facility we spend about \$621 per student on facility cost. With our current enrollment of 187 students that is &116,000.00 a year that would go towards facilities. If we would do a lease and a remodel on a 12,000 square foot building looking at some lease rates you are looking at \$1-1.35 per square foot per month plus the cost of a remodel. Depending on how we did that there are options out there. It is going to take a lot of fund raising and effort. If we did new construction we would have to fund raise \$3million. The charter authority would want to know if we are at full capacity. For some of the classes we are. If we were to build a new school can we fill those new classrooms? We could stay here for another 5 years. We can start some of that negotiations. Another is to look at some raw land and figure out how to purchase that. We are talking to some realtors right now. Or a remodel of an existing building in town and see if the property owner would do a lease to own. We need to have the blessing of the Charter Authority to move forward. Ashley has some applications one for a remodel another for the new build. We need to see what the Charter Authority thinks. They would review our finances and see if we are financially sound on it. I think if we go long term on it and put money aside it isn't much to start but as we build up I think it is something we can make happen here in a few years.

Leslie-If we remodel the building. Would we be moving from a building the same size as this one?

Jeremy-Yes it is about 12,000 square feet.

Leslie-Would there be room for modulars? If we put modulars there would that be part of the remodel or would that be a new building application?

Jeremy-A New building application.

Ashley-If they go off of the main building Ely is looking at the same thing. They told them they would have the one application and then have to make amendments to that application and send financials. They would let us amend based on what we needed.

Leslie-So we would go in with remodel.

Ashley-Yea.

Leslie-Does that site have room for modules?

Jeremy-On the site next to it is room.

Ashley-There are two lots next to it.

Rama-So we would be going from this size building to another the same size?

Jeremy-The difference there is that building is a lease to own.

Ashley-Our \$12,000.00 a month would be going to us eventually. Here it is not.

Leslie-It would be remodeled all at one time.

Ashley-There is room on the lot for putting on another building.

Jeremy-They were planning on expansion up there. Part of the reason we aren't being too specific on location is we have a lot of people out there looking for us so we don't want to single anything out at this point.. We want the board to decide on which way to go. I think the remodel is the way to go. We might be able to get donations to help reduce the costs.

Ashley-Another benefit to the remodel is the time line we are now looking at.

Leslie-Given some of the conversations I had earlier in the year a lot of the schools financial people will look at your wait lists as essentially your credit rating. I think based on our wait list it will put us out of the running for a new building. I think a remodel makes more sense. A remodel basically put us in a new building.

Ashley-Are you talking about the loan people or the Authority? I can tell you that Learning Bridges application that was just granted. Our enrollment is higher. Their school is structured just like ours. Our numbers are higher and our waiting list is longer. Our star rating are also higher. We look much better for a new build.

Leslie-But with financing.

Ashley-Yes financing is a whole different story.

Leslie-Plus it puts us in unsustainable ground as far as what we would have to pay out for a new building. I think if we can get into a remodel building that make more sense. It would be like a new build. It could put us in a situation where we would be able to purchase a second building. If we are looking at 13 here I would recommend going with a remodel application. Not for a new build.

Ashley-They are pretty flexible if we were to decide if someone were to give us \$5million one day and we decided to do a new build instead.

Leslie-The remodel with the lease option to purchase would make the most sense.

Rama-Would we have enough time to do this by September of 2019?

Jeremy-Yes. With the remodel you have 2- 3 months for design. Up to 6 months for new construction. So really nine month. The application to the charter authority it April 10<sup>th</sup>. Possibly start some negotiations with the property owner. If the property owner isn't willing to then there is no reason to go forward with the application. What we put in for facilities fund isn't much.

Leslie-I move that we submit a remodel application with the Charter Authority and start a conversation with the property owner and realtor.

Monique-Seconds the motion

Motion passes by all

13. Review, discussion, and possible approval/disapproval/modification for the authorization of EIAA to submit new build and or remodel application to the Charter Authority.**(FOR POSSIBLE ACTION)**

This item was combined with item 12.

14. Board Reflection Period (Discussion) This agenda item is to provide time for the board to reflect on items of concern addressed by public comment and or items that need to be set on the agenda for future meetings. No action can be taken at this time. **(NON ACTION ITEM)**

I came in and talked with Ashley. I wanted to get your thoughts. Contracts are coming up. I want everyone's input on this Principle/Principle and Principle/Vice Principle. If we try to do it the same time as a board meeting it would last forever. Doing a couple of work sessions would make sense.

Jeremy-If you lesson it to less than a quorum the concern I have it being considered serial communication.

Maybe we should meet with Ashley and then meet back with the board.

Leslie-So we can meet with 3 board member and Ashley then meet back as a board.

Dennis-That small committee can make a decision and then the rest of the board can stand by that decision.

Leslie-That group can come up with multiple options and the pros and cons. Then a presentation back to the board. The pros and cons and cost.

Dennis-So you will work with Ashley to develop that?

Leslie-I can.

15. Public Comment. (Discussion) This is a period devoted to comments by the general public, if any, and discussion of those comments. In the interest of privacy and due process, the public is requested to not raise personnel issues, except in a legally noticed closed personnel session of the board. No action may be taken upon a matter raised. There is a 2-4 minute time limit for each person commenting. **(NON ACTION ITEM)**

Jackie-I got really sick this past month. I learned all about our sick leave. We don't match what the county has as far as sick leave. We get paid a little bit more than their teachers do. The district get 15 days of sick leave. They roll over indefinitely. We get 13 and we are limited to a maximum of 20. It is a use it or lose it thing. Is there any way we can do anything with that? Are you open to negotiation? I would make the agenda to say



something about matching the districts benefits. Is there any way to get information about how many days we have? We have no way to track it except we get these sheets back every once in a while when we put in for time. It doesn't show up on our pay stub or anything. Most places do that. They show you how much time you have used or have to use.

Ashley-We have all the records of all of that.

Jackie-But it is our sick leave it shouldn't be cryptic. We shouldn't have to sit down with anyone to figure it out.

Ashley-That is also why we give the leave sheets back to you. I am not saying we can't add anything. It is out there.

Jackie-I got 8 leave sheets back at the same time.

Rama-I am sure we can do that it is on quick books. It just needs to be asked.

Leslie-What was it about the district?

Jackie-They get 15 days a year and it can be rolled over forever. We get 13 and the maximum we are allowed to have is 20. Can we make this a agenda item for next time?

Leslie-Are we contracted at the same amount of days?

Jackie-No we are not. We have never been.

Ashley-What do you mean? As far as days of work.

Jackie-Oh you mean work. Sorry.

Leslie-Do we have the same amount of contracted days? To answer your question yes it has to be on the agenda. We can't make a decision until it is part of the agenda item. I know when I reviewed those contracts the sick leave seemed a little light.

Dennis-We will have to look at the numbers associated with that. The burden costs as things roll over. It would have to say in the policy if it was a payout benefit or if you quit you for fit that benefit. You would still have to pay the wages even though the teacher want here. On top of that the substitute.

Leslie-Does it roll over the 15 onto the 15 and become accumulative?

Jackie-The maximum you can have right now is 20.

Rama-At the district yes they roll over and become accumulative. There is no max. I had over a years' worth. They didn't pay me a years' worth of wages though.

Jackie-It's like \$60 a day.

Leslie-We will have to do the cost benefit analysis.

Ashley-It has come up before. This was before I came here. There has been a lot of discussion.

Jackie- Also with our health insurance. Will it change or do we still have Aetna?

Ashley-It will still be Aetna.

Jackie- Have the vans been serviced? When I took the vans in December one of the doors won't stay shut. Do we have a contract with somebody?

Ashley-They go and have been serviced. They were serviced last month for their 5,000 mile thing.

Dennis-Are you reporting those things into someone?

Jackie-Lori.

Jackie-Every time I got in I couldn't get my door to shut unless you slam it. They are not that old. You shouldn't have to slam anything. The last thing is the location. We walk to the library and the convention center. We have a lot of things that we walk to that we engage in the community with. That need to be considered too when looking at a school remodel location. Can we still keep doing all these things? Is the ethical policy going to be shared with the staff?

Ashley-I can definitely share it. It is more based around the admin side and grants and the board. My last concern was many of the grants are supplementing the general fund. The grants are very detailed and you can't share the money around. You have to account for it. That is a concern of mine. How can the grants be supplementing something we had to do and we get money to do additional stuff?

Ashley-We pay for subs with the grant for teachers to go to PD. Now that is supplemented with the grants because it is written into the grants. All of the grants are specific and we have to report monthly on what we are spending the money on. Depending on what the grant is for and what is in the grant can come and can be supplemented. It is very ear marked and if we don't use it right we can lose it all.

Dennis-Is there anything else?

Jackie-No.

16. Adjournment. (**FOR POSSIBLE ACTION**)

Leslie-Motions to adjourn the meeting.

Rama-Seconds the motion

All passes

Parcel Number 001-660-060 Owner NORRIS, JUNE A TR ET AL  
Location 2450 MOUNTAIN CITY HWY Town ELKO CITY

Improvements					
Sngl-Fam Detached.	0	Non-Dwell Units..	1	Sq Ft Garage.	0 Att/Det
Sngl-Fam Attached.	0	MH Hookups....	0	# Bdrms..	0 #Baths.. .00
Multi-Fam Units....	0	Wells.....	0	# of Stories.....	1.0
Mobile Homes.....	0	Septic Tanks.....	0	Sq Ft Basement.....	0
Tot Dwell Units:	0	SqFt Bldgs	91,223	Sq Ft Fin Basement.....	0

Use/Appraisal Data					
Current Land Use Code.:	400	(To change, go to Tax Year Data screen)			
Zoning Code(s).....	C				
Special Ownership.....		Special Prop.....		Class.....	2.00
Re-appraisal Group.....	Y	Factoring Group...	00	Developer Discount.	
Re-appraisal Year.....	2011	Orig Constr Year..	1991	Weighted Year.....	0

User-defined Fields: 2nd Set (F11=Show 1st set of fields)				
Building Permit Code	CADD; COMM ADTN/REMDL	Building Permit #...	11-000422	
Permit Description..	1100' COMM REMODEL	Permit Date:YYYYMMDD	2011/09/12	
		Permit Value	45,000.00	

F3=Save & Exit    F10=Other Functions    F12=Cancel    F13=Ownership/Description  
 F15=Legal Description    F16=Misc Notes    F17=Factoring History    F20=Tax Years  
 F21=Personal Property    F22=Ag Land    F23=Exemptions    F24=Livestock Counts

Bring restrooms  
to ada code

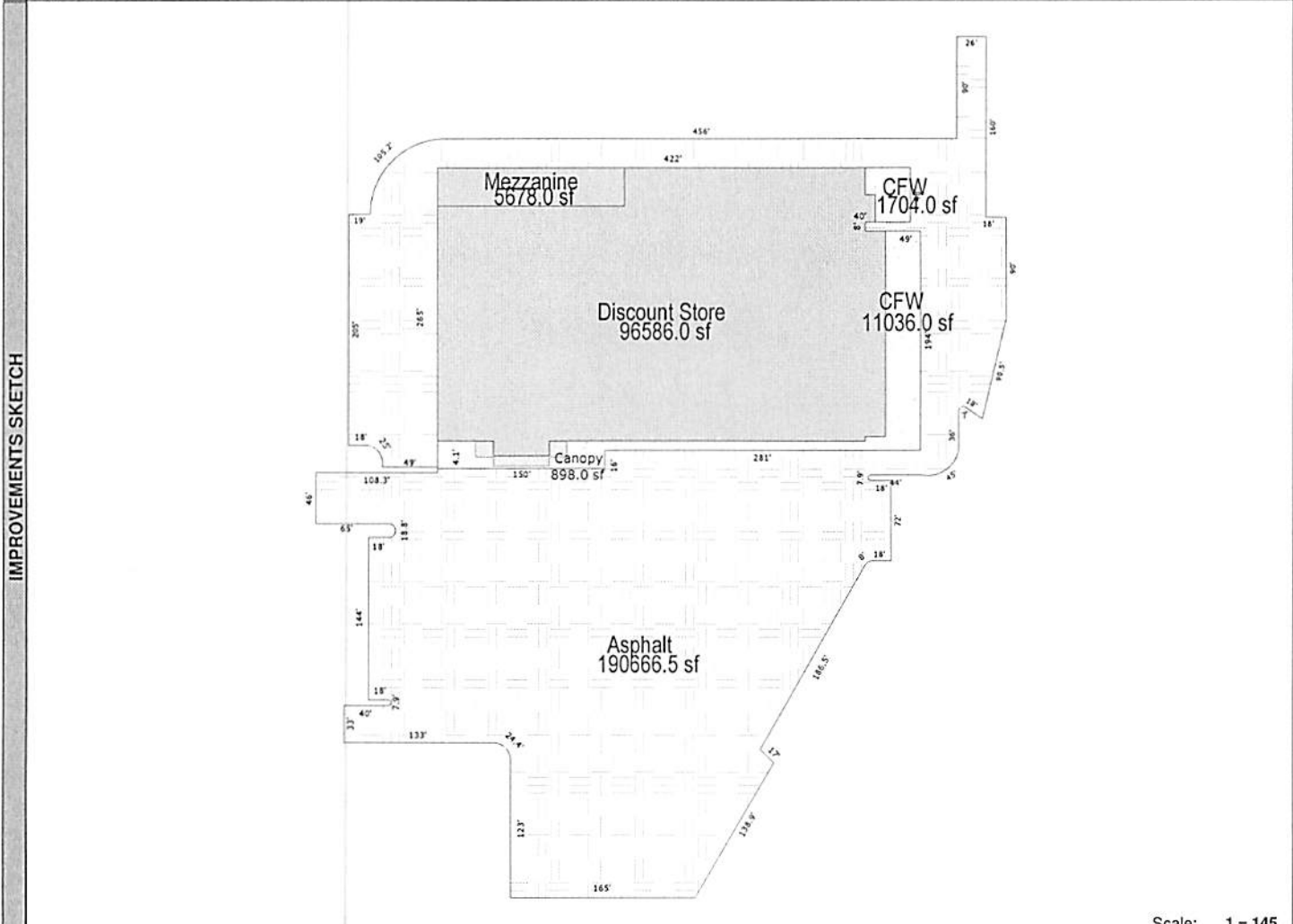
Terrri Millich

# SKETCH/AREA TABLE ADDENDUM

Parcel No 001-660-060

File No KMART

SUBJECT	Property Address	2450 MOUNTAIN CITY HWY						
	City	ELKO	County	ELKO	State	NV	Zip	89801
	Owner	NORRIS, JUNE A TR ETAL						
	Client							
	Appraiser Name	JANET IRIBARNE	Inspection Date	5/23/2012				



Scale: 1 = 145

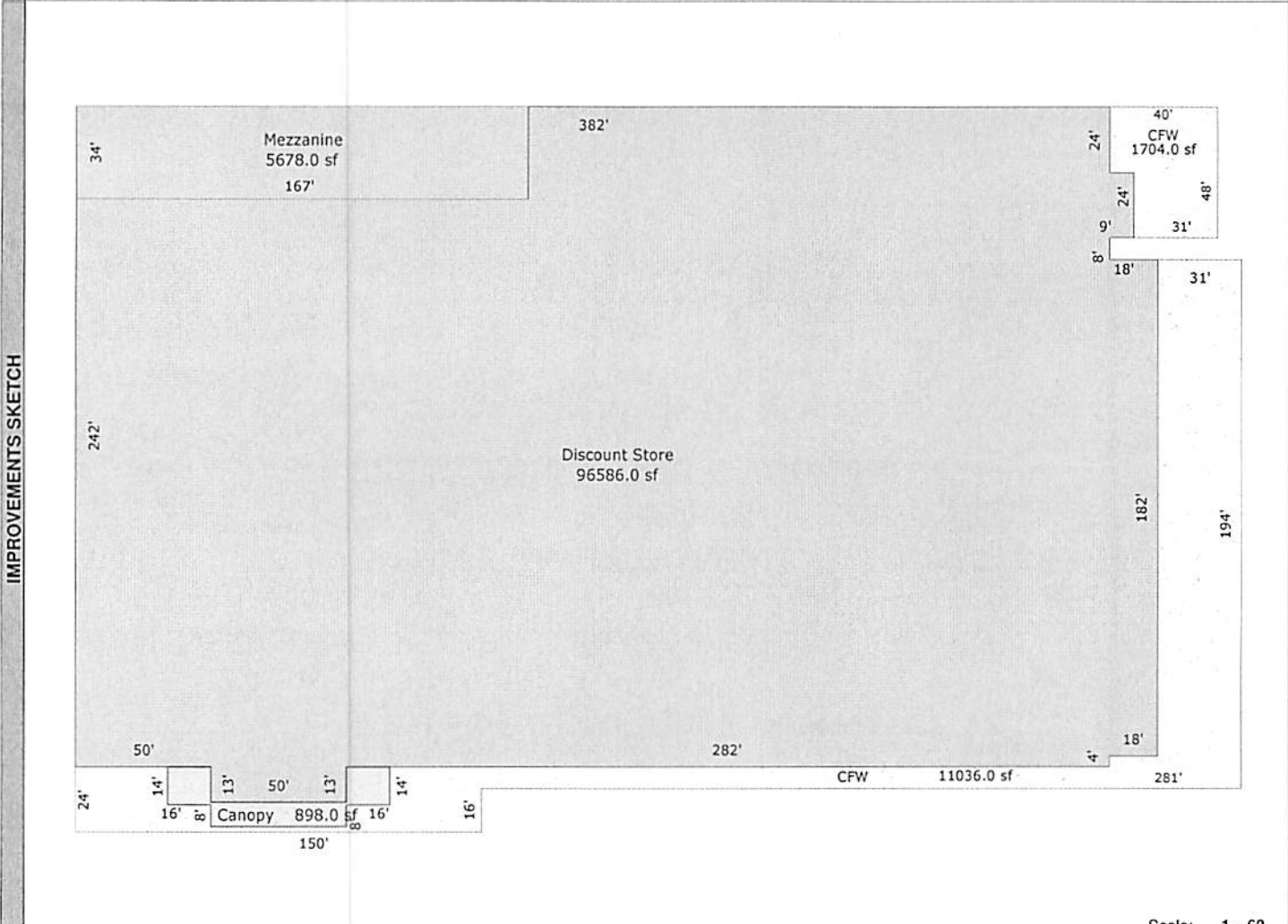
AREA CALCULATIONS	AREA CALCULATIONS SUMMARY						Comment Table 1	
	Code	Description	Factor	Net Size	Perimeter	Net Totals		
	GBA1	Discount Store	1.00	96586.0	1328.0	96586.0	Comment Table 2	
	GBA2	Mezzanine	1.00	5678.0	402.0	5678.0	Comment Table 3	
	CNPY	Canopy	1.00	898.0	234.0	898.0		
ASPH	Asphalt	1.00	190666.5	4389.4	190666.5			
flatwork	CFW	1.00	11036.0	1308.0				
	CFW	1.00	1704.0	176.0	12740.0			
Net BUILDING Area			(rounded w/ factors)			102264		

# SKETCH/AREA TABLE ADDENDUM

Parcel No 001-660-060

File No KMART

SUBJECT	Property Address	2450 MOUNTAIN CITY HWY						
	City	ELKO	County	ELKO	State	NV	Zip	89801
	Owner	NORRIS, JUNE A TR ETAL						
	Client							
	Appraiser Name	JANET IRIBARNE	Inspection Date	5/23/2012				



Scale: 1 = 60

AREA CALCULATIONS SUMMARY						Comment Table 1	
Code	Description	Factor	Net Size	Perimeter	Net Totals		
GBA1	Discount Store	1.00	96586.0	1328.0	96586.0		
GBA2	Mezzanine	1.00	5678.0	402.0	5678.0		
CNPY	Canopy	1.00	898.0	234.0	898.0		
flatwork	CFW	1.00	11036.0	1308.0			
	CFW	1.00	1704.0	176.0	12740.0		
Net BUILDING Area (rounded w/ factors)					102264	Comment Table 2	
						Comment Table 3	



Attachment 4

[Assessor Home](#)
[Personal Property](#)
[Sales Data](#)
[Secured Tax Inquiry](#)
[Recorder Search](#)
[GIS Map](#)

**Parcel Detail for Parcel # 001-660-060**

**Location**

Property Location [2450 MOUNTAIN CITY HWY](#)  
 Town [ELKO CITY](#)  
 District [11.0 - City of Elko](#)  
 Subdivision Lot Block  
 Property Name [K-MART](#)

[Add'l Addresses](#)  
[Assessor Maps](#)  
[Legal Description](#)  
[Ag Land](#)

**Ownership**

Assessed Owner Name [NORRIS PROPERTIES LLC ET AL](#)  
 Mailing Address  
 Add'l Owners [19835 NW NESTUCCA DR PORTLAND OR 97229-2833](#)  
 Legal Owner Name [NORRIS PROPERTIES LLC ET AL](#)  
 Vesting Doc #, Date [742629 06/25/2018](#) Year / Book / Page [18 / 0 / 0](#)  
 Map Document #s

[Ownership History](#)  
[Document History](#)

**Description**

Total Acres [8.590](#) Square Feet [0](#)  
 Ag Acres [.000](#) W/R Acres [.000](#)

**Improvements**

Single-family Detached <a href="#">0</a>	Non-dwelling Units <a href="#">1</a>	Bedrooms / Baths <a href="#">0 / .00</a>
Single-family Attached <a href="#">0</a>	Mobile Home Hookups <a href="#">0</a>	Stories <a href="#">1.0</a>
Multiple-family Units <a href="#">0</a>	Wells <a href="#">0</a>	Garage Square Ft... <a href="#">0</a>
Mobile Homes <a href="#">0</a>	Septic Tanks <a href="#">0</a>	Attached / Detached
Total Dwelling Units <a href="#">0</a>	Buildings Sq Ft <a href="#">96,586</a>	
	Residence Sq Ft <a href="#">0</a>	
	Basement Sq Ft <a href="#">0</a>	Basement
	Finished Basement SF <a href="#">0</a>	Bedrooms / Baths <a href="#">0 / .00</a>

[Improvement List](#)

**Appraisal Classifications**

Current Land Use Code [400](#) [Code Table](#)

Zoning Code(s) [ZC](#)  
 Class [2.00](#)  
 Re-appraisal Group [Y](#) Re-appraisal Year [2014](#)  
 Original Construction Year [1991](#) Weighted Year

**Assessed Valuation**

Assessed Values	2018-19	2017-18	2016-17
Land	390,845	390,845	390,845
Improvements	1,710,307	1,683,017	1,735,227
Personal Property	0	0	0
Ag Land	0	0	0
Exemptions	0	0	0
<b>Net Assessed Value</b>	<b>2,101,152</b>	<b>2,073,862</b>	<b>2,126,072</b>

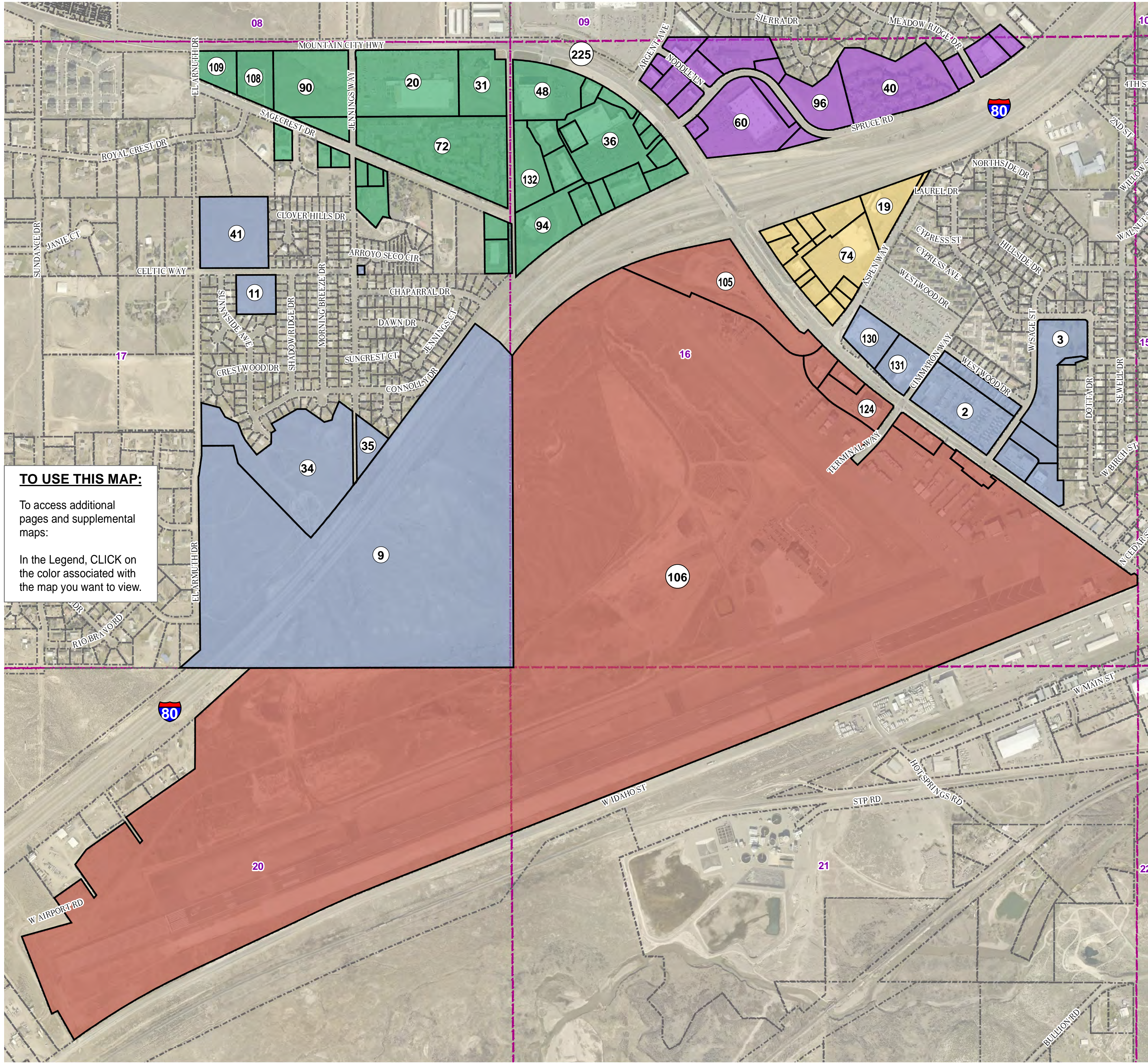
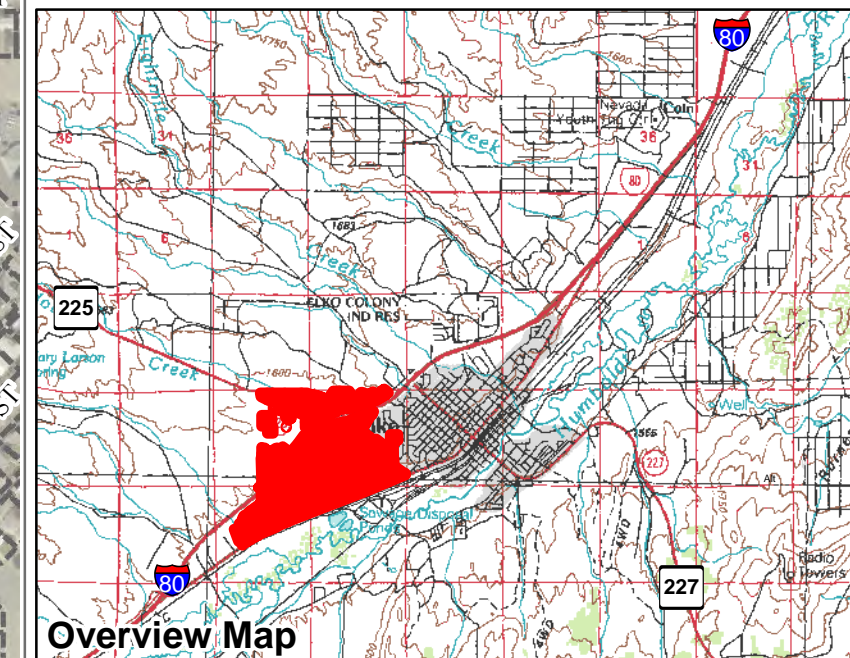
Increased (New) Values	2018-19	2017-18	2016-17
Land	0	0	0
Improvements	0	0	0
Personal Property	0	0	0

**Taxable Valuation**

Taxable Values	2018-19	2017-18	2016-17
Land	1,116,700	1,116,700	1,116,700
Improvements	4,886,591	4,808,620	4,957,791
Personal Property	0	0	0
Ag Land	0	0	0
Exemptions	0	0	0
<b>Net Taxable Value</b>	<b>6,003,291</b>	<b>5,925,320</b>	<b>6,074,491</b>

Increased (New) Values	2018-19	2017-18	2016-17
Land	0	0	0
Improvements	0	0	0
Personal Property	0	0	0

[Back to Search List](#)

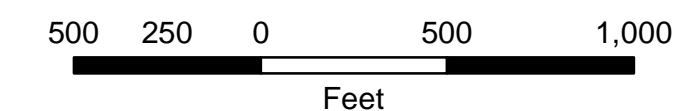


### Legend

- Public Land
- Township/Range
- Section
- County Line

### Plat 660

- Page 1
- Page 2
- Page 3
- Page 4
- Page 5



This map does NOT represent a survey. It is compiled from official records, including surveys and deeds. Recorded documents should be used for detailed legal information. Unless approved by Elko County Assessor, other uses are forbidden.

**FOR ASSESSMENT USE ONLY**

Background - 2015 Pictometry Flyover.

### **3-2-8: PQP PUBLIC, QUASI-PUBLIC DISTRICT:**

This district is intended to accommodate public or quasi-public institutional uses.

#### **A. Principal Uses Permitted:**

Adult care facility.

Cemeteries.

Hospitals, sanatoriums or similar healthcare facilities; provided, that:

1. The site shall contain a net land area in accordance with State law and/or occupancy tables specified in the Uniform Building Code, latest edition.
2. All loading facilities shall be screened from adjoining properties, and insofar as practicable, from the view of patients from the interior of the building.

Museums, convention centers and civic auditoriums.

Public administrative offices.

Public airport and associated private land uses of a light industrial nature (hangars, flight school, flight service, etc.).

Public parks; provided, however, that existing parks shall not be encroached upon for other public or quasi-public building purposes (i.e., no school buildings, firehouses, etc., may be allowed in parks).

Public schools, colleges or universities.

Residential facility for groups.

**B. Accessory Uses Permitted:** Accessory buildings, structures and uses customarily incidental to a permitted use, except as otherwise provided herein.

#### **C. Property Development Standards For Permitted Principal Uses:**

1. Minimum Setback From Any Street Line: Not less than one and one-half ( $1\frac{1}{2}$ ) times the height of the principal building.
2. Minimum Setback From Interior Side And Rear Lot Lines: Not less than the height of the principal building, plus one additional foot for each five feet (5') or part thereof that such building exceeds thirty five feet (35') in the aggregate horizontal dimension of the wall generally parallel to such side or rear lot line.



3. Maximum Building Height: In accordance with requirements of the current City Airport Master Plan.
4. Maximum Lot Coverage: The total ground floor area of all buildings shall not exceed thirty five percent (35%) of the net site area.

D. Conditional Use Permits Required:

1. The establishment, expansion or change of any use, including principal permitted uses, shall be governed by the conditional use permit procedure, as set forth in section [3-2-18](#) of this chapter.
2. Similar uses determined to be functionally comparable to principal permitted uses in this zone.
3. For purposes of application of the conditional use permit procedure, "use expansion" shall be defined as any building expansion involving an addition of one thousand (1,000) square feet of the gross building footprint or an addition of five percent (5%) of the gross building footprint, whichever is greater.

E. Property Development Standards For Accessory Buildings:

1. Maximum Height: Regulations applicable to the principal building shall apply.
2. Location: Accessory buildings, whether attached or detached, shall be located in accordance with location on the lot as approved by the planning commission.

F. General Regulations:

1. Site Plan Approval: Prior to issuance of a permit, site plans shall be reviewed and approved by the city administrative staff.
2. Outdoor Storage Prohibited: The outdoor storage of goods or material shall be prohibited, except when enclosed by a screen wall in a location approved by the building inspector. (Ord. 805, 12-13-2016)

**MERIDIAN PACIFIC, LTD.**

August 30, 2018

Leslie Olmsted  
 EIAA Governing Body President  
 Elko Institute for Academic Achievement  
 1031 Railroad Street  
 Elko, NV 89801

**Re: Lease Proposal for Elko Institute for Academic Achievement for space located at  
 2450 Mountain City Highway, Elko, NV 89801**

Dear Ms. Olmsted,

MP Elko, LLC ("Landlord") offers this non-binding Letter of Intent ("LOI") to lease the above-referenced property to ("Tenant") under the following terms and conditions:

1. <b>Landlord:</b>	MP Elko, LLC
2. <b>Tenant:</b>	Elko Institute for Academic Achievement
3. <b>Premises:</b>	<p>a. <b>Size:</b> Approximately 14,355 sf (initial) and 3,256 sf (expansion) for a total of 17,611 sf at 2450 Mountain City Highway, Elko, NV, as shown on Exhibit A ("Premises").</p> <p>b. <b>Landlord's Work:</b> Landlord shall deliver space fully built out including all classrooms and playground area with suspended ceiling, HVAC, recessed lighting, burnished floor, front doors and required restrooms.</p> <p>c. <b>Tenant Improvements:</b> Full build out would include all classrooms.</p> <p>d. <b>Playground Area:</b> Landlord will build out playground area.</p> <p>e. <b>Environmental:</b> Landlord will deliver the Premises free of any environmental contamination. Tenant will be responsible for any new environmental contamination caused by Tenant's operations after the date Tenant commences business on the Premises.</p>
4. <b>Use:</b>	<p>The Premises shall be used for the purpose of operating a charter school. Tenant shall not change the use without Landlord's prior written approval. Such approval shall not be unreasonably withheld.</p>

MERIDIAN PACIFIC, LTD.  
 1801 Tiburon Boulevard, Suite 800  
 Tiburon, CA 94920  
 415/789-5530 fax: 415/789-5564

MERIDIAN PACIFIC  
 94-050 Farmington Highway, Suite E1-3  
 Waipahu, Hawaii 96797  
 808/677-6700 fax: 808/671-2427

www.meridianpacificltd.com

5.	<b>Lease Type:</b>	Triple Net ("NNN") whereby tenant is responsible for all operating, repairs and maintenance, real estate taxes (if applicable) and insurance.		
6.	<b>Initial Term:</b>	<p>Ten (10) years from Rent Commencement Date with rents as detailed below. Delivery Date is estimated to be May 1, 2019.</p> <p>a. <b>Rent Commencement:</b> The earlier of a) ninety (90) days after Landlord delivers premises to Tenant in shell condition or b) the day Tenant opens for business whichever first occurs.</p> <p>b. <b>Option Terms:</b> Two (2) additional five (5) year terms, immediately following the Initial Term. Written notice shall be provided no later than 180 days prior to the expiration of the Initial Term. The rent shall increase ten (10%) percent every five (5) years.</p> <p>c. <b>Expansion:</b> Rent on 3,256 sf expansion will not commence until the additional students for that space have been enrolled.</p>		
7.	<b>Rent (Initial):</b>	<b>Minimum Rent – Initial (14,355 SF)</b>		
		Period	Annual \$ / SF	Annual
		Years 1-5	\$9.00	\$129,195.00
		Years 6-10	\$9.90	\$142,114.50
		Years 11-15	\$10.89	\$156,325.95
	<b>Options:</b>	Years 16-20	\$11.98	\$171,958.55
		Years 21-25	\$13.18	\$189,154.40
	<b>Rent (Expansion):</b>	<b>Minimum Rent – Includes Expansion (17,611 SF)</b>		
		Period	Annual \$ / SF	Annual
		Years 1-5	\$9.00	\$158,499.00
		Years 6-10	\$9.90	\$174,348.90
		Years 11-15	\$10.89	\$191,783.79
		Years 16-20	\$11.98	\$210,962.17
		Years 21-25	\$13.18	\$232,058.39
8.	<b>CAM/Taxes/Insurance:</b>	Tenant shall be responsible for paying its pro-rata share of common area maintenance and insurance for Shopping Center. Estimated annual NNN for 2019 is \$3.25/SF.		
9.	<b>Signage:</b>	Tenant shall have the right to place exterior sign(s) on the Premises at Tenant's expense. All signage shall be subject to the prior written consent of Landlord and in compliance with all applicable laws, ordinances, codes, orders and regulations.		

10.	<b>Insurance:</b>	Tenant shall, at its own expense, carry and maintain Owner, Landlord and Tenant General Liability Insurance covering the Landlord and Tenant with respect to the Premises. Such insurance is to be written by a company of Tenant's choice licensed to do business in the State of Nevada and to have minimum limits as set forth in the Lease document. Tenant shall furnish Landlord with current certificates of insurance, and shall name Landlord as additional insured.	
11.	<b>Maintenance Requirements:</b>	<b>Utilities:</b>	Tenant to pay for its own utility consumption charges.
		<b>Electricity:</b>	Electricity shall be separately metered and paid by Tenant.
		<b>HVAC:</b>	Tenant will pay for the proper maintenance of the equipment upon occupancy, including any repair or replacement costs of the equipment.
12.	<b>Assignment / Subletting:</b>	Tenant shall not transfer, assign, sublet, enter into license or concession agreements, change ownership or hypothecate the Lease or Tenant's interest in the Premises, or otherwise permit occupancy of the Premises by anyone other than Tenant or its affiliates without Landlord's prior written consent.	
13.	<b>First Right of Refusal:</b>	Effective after Year 5 and to the end of the Initial Term, Tenant shall have first right of refusal to lease vacant space as available within the 2450 Mountain City Hwy building. Tenant must accept or decline Landlord's lease terms of available space in writing to Landlord within ten (10) days of Landlord notification.	
14.	<b>Hazardous Materials:</b>	Tenant shall not cause or permit any Hazardous Materials (as defined in the Lease) to be brought upon, transported through, stored, kept, used, discharged, or disposed of in or about the Premises.	
15.	<b>Surrender:</b>	Upon surrender, the Premises shall be free and clear of all claims, liens, hazardous materials, charges, and encumbrances, contracts, service agreements, etc. made or suffered by Tenant, except such liens, charges and encumbrances as Landlord shall have approved in writing prior to surrender.	
16.	<b>Binding Obligation:</b>	This LOI is only intended as the basis for the preparation of a definitive Lease, which is subject to the Tenant's and Landlord's final review and approval. This LOI does not create a binding obligation or liability by either party on the terms and conditions outlined above or any other terms and conditions, unless and until the parties have entered into and executed a written definitive Agreement.	

Please sign below to signify your agreement to the foregoing. Should you have questions or require additional information, please call.

Sincerely,  
MP ELKO, LLC

By: 

Name: Gary L. Pinkston

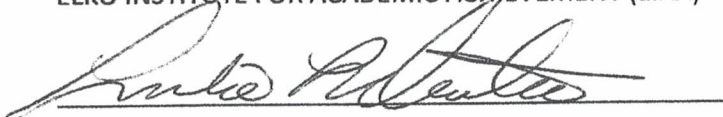
Title: President

Date: 8-30-18

**ACKNOWLEDGED AND AGREED:**

This 30<sup>th</sup> day of August, 2018

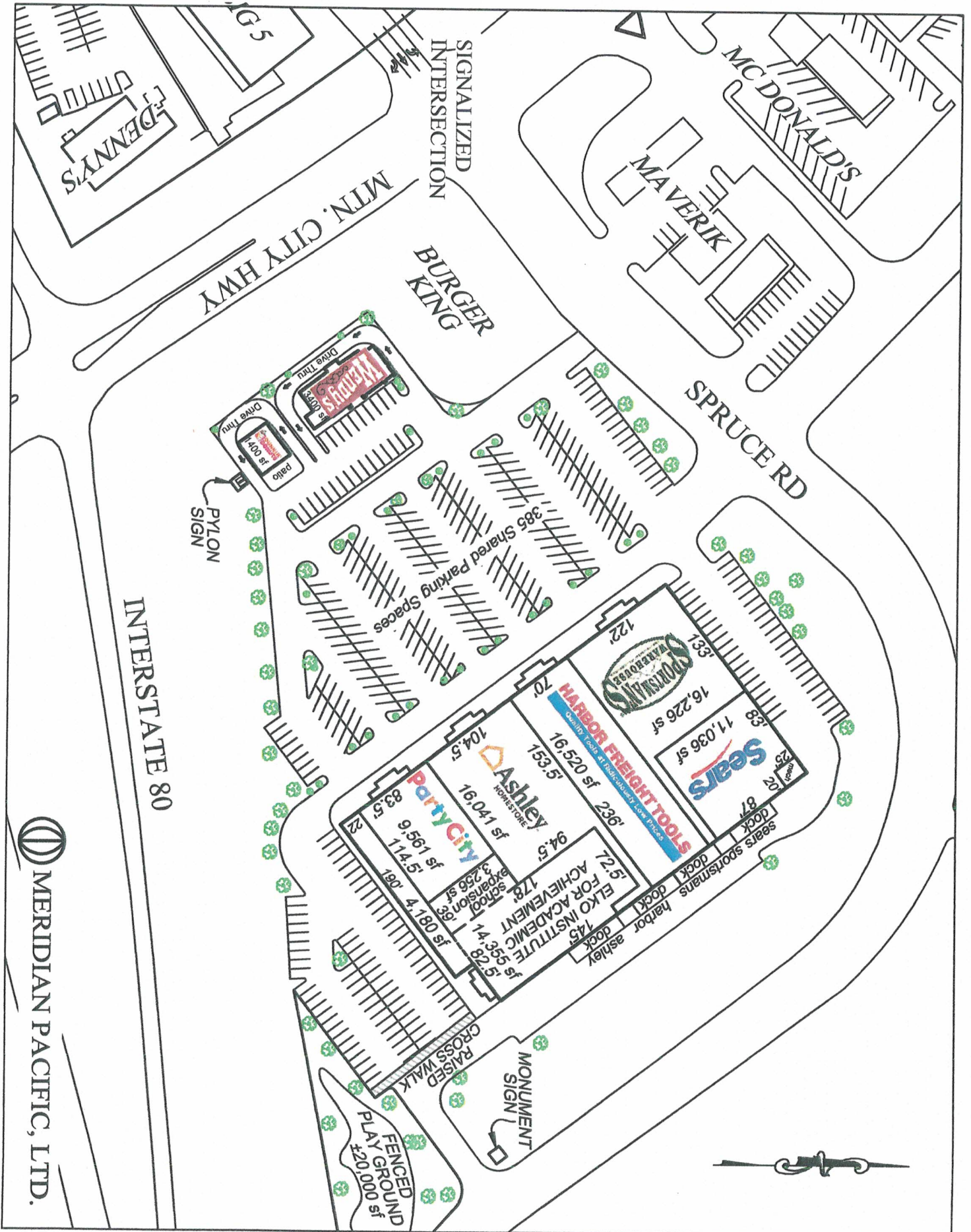
By: ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT (EIAA)

  
Signature

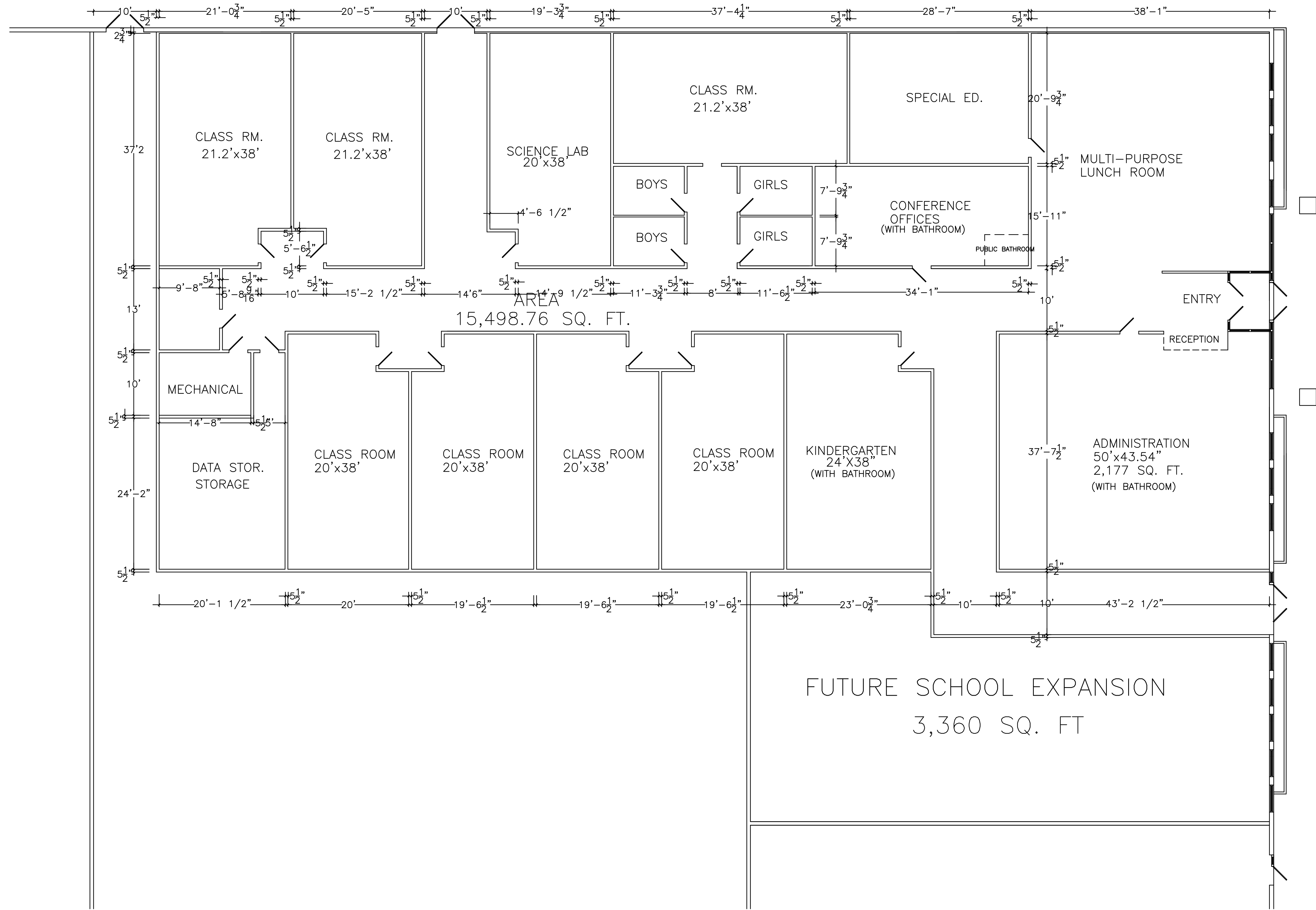
Leslie Olmsted Leslie L. Olmsted

Its: Governing Body President

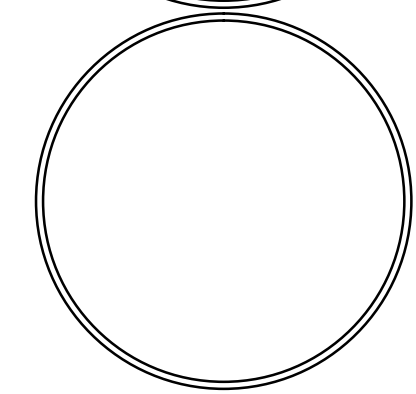
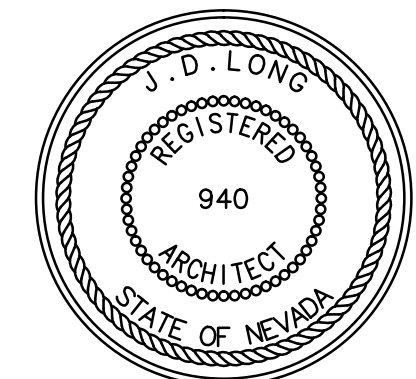
cc: Jim Winer, Coldwell Banker



MERIDIAN PACIFIC, LTD.



FLOOR PLAN  
1/4" = 1'-0"



**J.D. Long, Architect**  
 NCARB  
 960 Idaho street, elko, nevada 89801  
 ph. (775) - 738-4735 fax. (775) - 738-7319

PROPOSED EIAA RE-LOCATION

revised	
date	
drawn	
checked	
proj. no.	
sheet	

MERIDIAN PACIFIC, LTD.

October 12, 2018

Lori Lynch  
Elko Institute for Academic Achievement  
llynch@eiaanv.net  
(775) 738-3422

Re: 2450 Mountain City Highway, Elko, NV 89801  
Proposed Charter School Location – (approximately 14,000 – 17,000 SF portion)

Dear Lori,

Listed below is the current and future owner and landlord contact information for the above referenced property location. This information has been updated from the fully executed Letter of Intent signed on August 30, 2018.

Current Owner

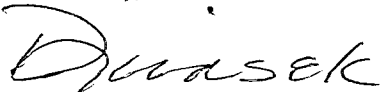
Daniel A. Norris  
Norris Properties, LLC  
Susan Elizabeth Norris Trust

Future Owner and Landlord

MP Elko II, LLC  
1801 Tiburon Blvd, Suite 800  
Tiburon, CA 94920  
(415) 789-5530

If you need further information, please call.

Sincerely,



Debbie Jirasek  
Property Manager

Agent for MP Elko II, LLC  
MERIDIAN PACIFIC, LTD.  
1801 Tiburon Boulevard, Suite 800  
Tiburon, CA 94920  
415/789-5530 FAX: 415/789-5564

MERIDIAN PACIFIC  
94-050 Farrington Highway, Suite E1-3  
Waipahu, Hawaii 96797  
808/677-6700 FAX: 808/671-2427

www.meridianpacificltd.com





**City of Elko**  
**Building Department**  
1753 College Avenue  
Elko, Nevada 89801  
(775) 777-7220 fax (775) 777-7229

October 11, 2018

Elko Institute for Academic Achievement  
Mrs. Lori Lynch  
1031 Railroad Street  
Elko, NV 89801  
[llynch@eiaanv.net](mailto:llynch@eiaanv.net)

Re: Process for application

Dear Mrs. Lynch,

The City of Elko Building Department has been asked to provide you information regarding the process in which you would apply for the proper permits in order to move the school to a new location.

You would need to submit plans for review to the Building Department with the City of Elko. An application and two sets of plans need to be submitted. Once plans are accepted, the building department will ask for a plan review check so the plans can get routed through plan review. The plan review timeline runs approximately 4-6 weeks, excluding any correction notices.

After plans have been accepted and routed through plan review by the Planning Department, Community Development, Fire Department and the Building Department a permit along with approved plans will be issued. The Building Permit will be issued after payment of fees for all associated permits (building permit, mechanical permit, electrical permit, plumbing permit, water meter and water/sewer connection fees, if applicable).

Once the permit has been issued and all required inspections have been completed and signed off on the inspection card a Certificate of Occupancy will be issued. A move in letter can be issued prior to receiving a Certificate of Occupancy in order to allow for business move-in. This is an approval for tenant move-in only, not for business opening. A Certificate of Occupancy is required before the building can be open to the public or business can be conducted.

If you have any further questions, please feel free to contact me.

Sincerely,

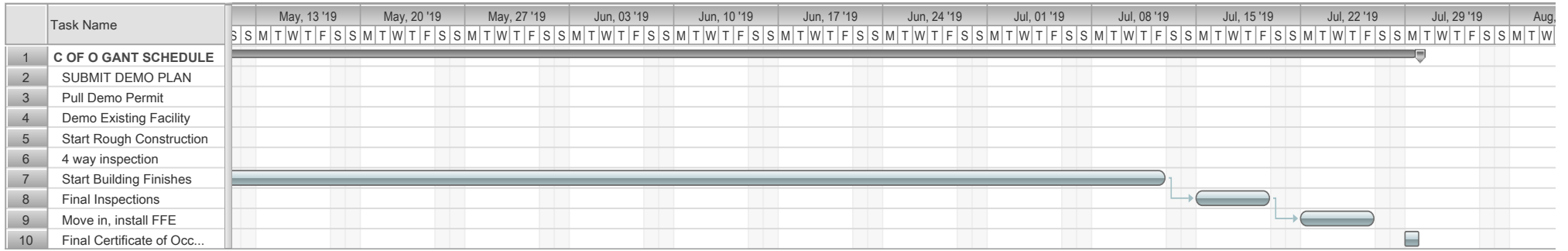
Jeff Ford, CBO.CBCO.  
Building Official

Building Department  
1753 College Ave  
Elko, NV 89801

775-777-7221  
Fax 775-777-7229

Task Name	Planned Start Date	Planned Finish Date	Assigned	Complete	Dec, 24 '18							Dec, 31 '18							Jan, 07 '19							Jan, 14 '19							Jan, 21 '19							Jan, 28 '19							Feb, 04 '19													
					M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1 C OF O GANT SCHEDULE	1/2/2019	7/29/2019		<input type="checkbox"/>	[Gantt bar from Dec 24 to Feb 4]																																																							
2 SUBMIT DEMO PLAN	1/2/2019	1/3/2019		<input type="checkbox"/>	[Gantt bar from Dec 24 to Dec 25]																																																							
3 Pull Demo Permit	1/4/2019	1/4/2019		<input type="checkbox"/>	[Gantt bar from Dec 27 to Dec 28]																																																							
4 Demo Existing Facility	1/7/2019	2/6/2019		<input type="checkbox"/>	[Gantt bar from Dec 30 to Jan 6]																																																							
5 Start Rough Construction	2/7/2019	4/9/2019		<input type="checkbox"/>	[Gantt bar from Jan 13 to Jan 20]																																																							
6 4 way inspection	4/5/2019	4/8/2019		<input type="checkbox"/>	[Gantt bar from Jan 27 to Jan 30]																																																							
7 Start Building Finishes	4/9/2019	7/12/2019		<input type="checkbox"/>	[Gantt bar from Feb 3 to Feb 10]																																																							
8 Final Inspections	7/15/2019	7/19/2019		<input type="checkbox"/>	[Gantt bar from Feb 17 to Feb 21]																																																							
9 Move in, install FFE	7/22/2019	7/26/2019		<input type="checkbox"/>	[Gantt bar from Feb 24 to Feb 28]																																																							
10 Final Certificate of Occupancy	7/29/2019	7/29/2019		<input type="checkbox"/>	[Gantt bar from Feb 28 to Feb 28]																																																							

Task Name	Feb, 11 '19			Feb, 18 '19			Feb, 25 '19			Mar, 04 '19			Mar, 11 '19			Mar, 18 '19			Mar, 25 '19			Apr, 01 '19			Apr, 08 '19			Apr, 15 '19			Apr, 22 '19			Apr, 29 '19			May, 06 '19																															
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10 Final Certificate of Occ...																																																																				



	Task Name	05 '19			
		T	F	S	S
1	<b>C OF O GANT SCHEDULE</b>				
2	SUBMIT DEMO PLAN				
3	Pull Demo Permit				
4	Demo Existing Facility				
5	Start Rough Construction				
6	4 way inspection				
7	Start Building Finishes				
8	Final Inspections				
9	Move in, install FFE				
10	Final Certificate of Occ...				



# CITY OF ELKO

## Planning Department

Website: [www.elkocity.com](http://www.elkocity.com)  
Email: [planning@elkocitynv.gov](mailto:planning@elkocitynv.gov)

1751 College Avenue • Elko, Nevada 89801 • (775) 777-7160 • Fax (775) 777-7119

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September 20, 2018

Elko Institute for Academic Achievement  
Mrs. Lori Lynch  
1031 Railroad Street  
Elko, NV 89801  
[llynch@eiaanv.net](mailto:llynch@eiaanv.net)

Re: Process for application

Dear Mrs. Lynch,

The City of Elko has been asked to provide you information regarding the process in which you would apply for the proper permits in order to move the school to a new location.

Planning and Zoning, we would require a Conditional Use Permit be submitted to our office twenty one (21) days prior to the Planning Commission meeting in which you would like it to be heard. It is a public hearing held the first Tuesday of every month. If approved, it would allow you to move forward with the application submittal to the City of Elko Building Department for the construction of the school. If denied, you would have 10 days to file an appeal which would be a public hearing heard by the City Council.

Once the submittal is made to the Building Department, they will process the application through the various departments, including Planning and Zoning, for review.

Please let me know if you have any questions.

Respectfully,

Cathy Laughlin  
City Planner

Cc:

Jeff Ford, Building Official  
John Holmes, Fire Marshal



**City of Elko**  
**Building Department**  
1753 College Avenue  
Elko, Nevada 89801  
(775) 777-7220 fax (775) 777-7229

September 26, 2018

Elko Institute for Academic Achievement  
Mrs. Lori Lynch  
1031 Railroad Street  
Elko, NV 89801  
[llynch@eiaanv.net](mailto:llynch@eiaanv.net)

Re: Process for application

Dear Mrs. Lynch,

The City of Elko Building Department has been asked to provide you information regarding the process in which you would apply for the proper permits in order to move the school to a new location.

You would need to submit plans for review to the Building Department with the City of Elko. The plan review timeline runs approximately 4-6 weeks, excluding any correction notices.

If you have any further questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Jeff Ford". The signature is written in a cursive, flowing style.

Jeff Ford, CBO.CBCO.  
Building Official

Building Department  
1753 College Ave  
Elko, NV 89801

775-777-7221  
Fax 775-777-7229

MATT GRIEGO  
FIRE CHIEF  
Email: mgriego@elkocitynv.gov

MARY HASSETT  
ADMINISTRATIVE ASSISTANT  
Email: mhassett@elkocitynv.gov



JACK SNYDER  
DEPUTY CHIEF  
Email: jssnyder@elkocitynv.gov

JOHN HOLMES  
FIRE MARSHAL  
Email: jholmes@elkocitynv.gov

**CITY OF ELKO - FIRE DEPARTMENT**

911 W. Idaho Street  
Elko, NV 89801  
(775)777-7345 FAX (775)777-7359

September 20, 2018

Elko institute for Academic Achievement  
Mrs. Lori Lynch  
1031 Railroad Street  
Elko, Nevada 89801  
[llynch@eiaanv.net](mailto:llynch@eiaanv.net)

Re: Process for application

Dear Mrs. Lynch,

The City of Elko Fire Department has been asked to provide you information regarding the process in which you would apply for the proper permits in order to move the school to a new location.

You would need to submit a plan review to the State Fire Marshal's office in Carson City, NV, and to the Building Department with the City of Elko, as they will process the plan review application through the various departments, including Fire, Planning and Zoning, for review. I am unable to give you a timeline for approval or comments from the State Fire Marshal's office, as it is on a first come, first serve basis.

The City of Elko Fire Department does have an Inter-Local Agreement with the State Fire Marshal's office, and they will advise if this is something that will send to my office for review or not.

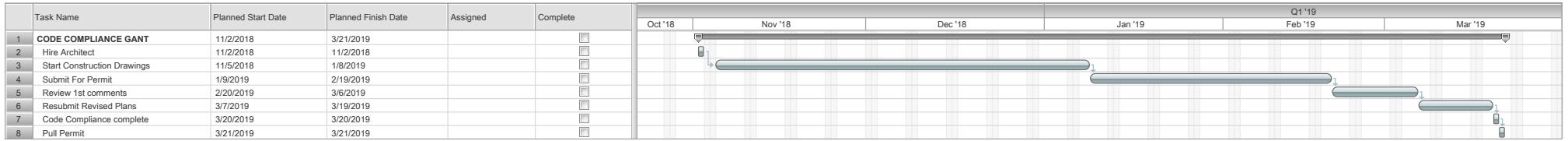
Please let me know if you have any questions.

Respectfully,

John Holmes, Fire Marshal  
Prevention Division  
City of Elko Fire Department

Cc.  
Jeff Ford, Building Official  
Cathy Laughlin, City Planner







Attachment 10

Lori Lynch &lt;llynch@eiaanv.net&gt;

---

**Re: Elko Charter application**

1 message

---

**Lori Lynch** <llynch@eiaanv.net>  
To: mmodrcin@spsca.nv.gov

Thu, Oct 11, 2018 at 5:20 PM

Thank you for your reply.

What I was unclear about was deleting the instructions to the application itself, not our instructional model.

Lori

On Thu, Oct 11, 2018 at 5:16 PM Mark Modrcin <mmodrcin@spsca.nv.gov> wrote:

Lori,

Thanks for reaching out with these questions.

I actually spoke with Mr. Lankford regarding OSHA over the phone, and I think we are squared away.

Regarding your other questions, please see my answers in red below.

If you have a few minutes tomorrow, please give me a call to discuss so as to make sure you have a complete and successful submission.

Best,

Mark

**From:** Lori Lynch <llynch@eiaanv.net>  
**Sent:** Thursday, October 11, 2018 3:04 PM  
**To:** Mark Modrcin <mmodrcin@spsca.nv.gov>  
**Subject:** Elko Charter application

Good afternoon! So I am having a problem acquiring documentation from Division of Industry regarding the OSHA compliance. I have been leaving messages for over 3 weeks and today I have talked to six different people who are stating that they are not the ones to provide this to me. HELP! What do I do for attachment 10?

For my application questions:

1. When I submit this do I include the instructional section or do I just include the application from the Executive Summary? **If the instructional model will not change under the amendment, you can simply restate that under the instructional section. This statement will help my review team in our evaluation understand that you are solely proposing a change in location.**
2. If I need to include additional attachments, do I start those numbers from 11 since they have been defined 1-10 in the application even though they will not be in order according to the information in the application? **Yes—starting with**

#11 is fine.

Attachment 10

3. The application does not specify where the cover letter from the board president, agenda, or the minutes go in the application/attachments? **Please include as a separate, numbered attachment. The order is not nearly as critical as the substance.**

Thank you for your help! Lori



Attachment 10

Lori Lynch &lt;llynch@eiaanv.net&gt;

---

**Re: my address**

---

**Lori Lynch** <llynch@eiaanv.net>  
To: jlinkford@business.nv.gov  
Cc: bob.harris@business.nv.gov

Fri, Oct 12, 2018 at 11:00 AM

Thank you for your help!

On Fri, Oct 12, 2018 at 10:51 AM Jess Lankford <jlinkford@business.nv.gov> wrote:

Ms. Lynch,

I have found that the Safety Consultation and Training Section have help charter schools with applications in the past. I have forwarded your information to that agency and expect they will attempt to contact you today. If there is anything else I can do please feel free to contact me.

Sincerely,

Jess Lankford

Chief Administrative Officer

Nevada Occupational Safety and Health Administration

P 702-486-9020 F 702-990-0358

[jlinkford@business.nv.gov](mailto:jlinkford@business.nv.gov)

<http://dirweb.state.nv.us/OSHA/osha.htm>

nevada-seal-vector-891697 5

**From:** Lori Lynch [mailto:[llynch@eiaanv.net](mailto:llynch@eiaanv.net)]  
**Sent:** Friday, October 12, 2018 10:17 AM  
**To:** Jess Lankford <[jlinkford@business.nv.gov](mailto:jlinkford@business.nv.gov)>  
**Subject:** Re: my address

I was just going to call. Did you get my email yesterday? I resent it to you have I got the bounce back. Jackie confirmed that I had it correct the second time. Here is the information again if you did not get it.

83

## Attachment 10

First of all THANK YOU! You have just taken a huge burden off my shoulders. Here is the information you requested:

Elko Institute for Academic Achievement

1031 Railroad Street, Suite 107

Elko, NV 89801

We are applying for a charter change so that we can relocate our school into a new facility. The application that we are using is the:

2018 FALL CHARTER SCHOOL FACILITIES AMENDMENT REQUEST

Schools Requesting to Relocate or Consolidate Campuses via an Amendment Which Does Not Result in an Increase in Contractual Enrollment Cap or a Reduction in Current Enrollment of Grade Levels

Thank you again,  
Lori Lynch

On Fri, Oct 12, 2018 at 9:00 AM Jess Lankford <[jlankford@business.nv.gov](mailto:jlankford@business.nv.gov)> wrote:

For your record, my email address

Sincerely,

Jess Lankford

Chief Administrative Officer

Nevada Occupational Safety and Health Administration

P 702-486-9020 F 702-990-0358

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<http://dirweb.state.nv.us/OSHA/osha.htm>

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**ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT**  
**5 YEAR FORCASTED STATEMENT OF REVENUE & EXPENDITURES ANALYSIS**

	<b>Forecasted</b>				
	<b>6/30/2019</b>	<b>6/30/2020</b>	<b>6/30/2021</b>	<b>6/30/2022</b>	<b>6/30/2023</b>
<b>REVENUES</b>					
DSA Funding	\$ 1,720,000	\$ 1,754,400	\$ 1,789,488	\$ 1,825,278	\$ 1,861,783
Federal & State Grants	250,000	252,500	255,025	257,575	260,151
Special Education	50,000	44,544	31,125	16,998	20,804
Miscellaneous	30,000	30,300	30,603	30,909	31,218
<b>Total Revenue</b>	<u>2,050,000</u>	<u>2,081,744</u>	<u>2,106,241</u>	<u>2,130,760</u>	<u>2,173,956</u>
<b>EXPENDITURES</b>					
<b>Instructional</b>					
Salaries	719,050	737,026	755,452	774,338	793,696
Benefits	255,933	262,332	268,890	275,612	282,502
Purchased services	176,339	180,747	185,266	189,898	194,645
Supplies	92,296	94,604	96,969	99,393	101,878
	<u>1,243,618</u>	<u>1,274,709</u>	<u>1,306,576</u>	<u>1,339,241</u>	<u>1,372,722</u>
<b>Administration</b>					
Salaries	230,485	236,247	242,153	248,207	254,412
Benefits	91,191	93,471	95,808	98,203	100,658
Purchased services	56,049	57,450	58,887	60,359	61,868
	<u>377,725</u>	<u>387,168</u>	<u>396,847</u>	<u>406,768</u>	<u>416,938</u>
<b>Operations and maintenance</b>					
Rent	115,000	129,000	129,000	129,000	129,000
Purchased services	52,393	53,965	55,584	57,251	58,969
Supplies	10,230	10,537	10,853	11,179	11,514
	<u>177,623</u>	<u>193,502</u>	<u>195,437</u>	<u>197,430</u>	<u>199,483</u>
<b>Student Transportation</b>					
Purchased services	2,850	2,936	3,024	3,114	3,208
<b>Building Improvement</b>					
Purchased services	5,000	10,000	2,000	2,000	2,000
<b>Debt Services</b>					
Debt & sponsorship fee	50,000	50,000	50,000	50,000	50,000
<b>Total Expenditures</b>	<u>1,856,816</u>	<u>1,918,314</u>	<u>1,953,884</u>	<u>1,998,553</u>	<u>2,044,350</u>
<b>Forecasted Revenues over Expenditures</b>	<u>\$ 193,184</u>	<u>\$ 163,430</u>	<u>\$ 152,357</u>	<u>\$ 132,207</u>	<u>\$ 129,607</u>

(no assurance is provided)

## **EIAA ETHICAL STANDARDS**

### **CONFLICT OF INTEREST**

The following ethical standards will serve as a guide for the conduct of all employees of charter schools.

1. No official or employee of a charter school may seek or accept any gift, service, favor, employment, engagement, emolument, or economic opportunity which would tend to improperly influence a reasonable person in his or her position to depart from the faithful and impartial discharge of his or her duties in connection with the school.
2. No official or employee of a charter school may use his or her position in the school to get or give unwarranted privileges, preferences, exemptions, or advantages for himself or herself or any member of his or her household, any business entity in which he or she has a financial interest or to any other person. Nor shall any official or employee of the school, without prior approval of a supervisor where applicable, offer, give, or loan any school property or unpaid services of the school to anyone.
3. No official or employee of a charter school may approve, disapprove, vote, abstain from voting, or otherwise act upon any matter in which he or she has a financial interest without first disclosing the full nature and extent of such interest. Such a disclosure shall be made before the time when the official or employee is to perform his or her duty, or concurrently with that performance. If the official or employee is a member of any decision-making body, he or she shall make disclosure to the chairperson and other members of the body. If the official or employee is not a member of such decision-making body and holds an appointive office, he or she shall make disclosure to the supervisory head of the appropriate organizational unit; or if he or she holds an elective office, to the general public in the area from which he or she is elected.
4. No official or employee of a charter school may participate as an agent of the school in the negotiation or execution of a contract between the school and any private business in which he or she has a financial interest. For the purposes of this subsection, "financial interest" shall mean direct or indirect ownership or beneficial interest in more than one percent (1%) of any class of stock or equity interest of such business entity, or where the official or employee manages, operates, controls, participates in, or is connected, directly or indirectly, with such business entity in any manner, including without limitation, as a director, officer, employee, owner, partner, agent, advisor, or consultant. Unless specifically prohibited by law, an official or employee of a charter school, as such, is not precluded from making a bid on a contract with that school if the contracting process is controlled by rules of open competitive bidding, the sources of supply are limited, he or she has not taken part in developing the contract plans or specifications, and he or she will not be personally involved in opening, considering, or accepting offers.



5. No official or employee of a charter school may accept any salary, retainer, augmentation, expense allowance, or other compensation from any private source for the performance of his or her duties as an official or employee of that charter school.

6. No teacher employed by a charter school shall tutor his or her students for pay in established curriculum subject matter areas during the school year unless special permission to do tutoring has been granted by the administrator.

7. If an official or employee of a charter school acquires, through his or her official relationships, any information that by law or practice is not at the time available to people generally, he or she may not use the information to further the his or her economic interests or those of any other person or business entity.

8. No official or employee of a charter school may suppress any governmental report or other document because it might tend to affect unfavorably his or her private financial interests.

9. No official or employee of a charter school may accept compensation from any private person or business entity to represent or counsel such person or entity on any issue pending before the governing body or any administrative department of the school concerning any matter upon which the governing body or the particular department may be making a decision.

10. No employee of a charter school shall use his or her knowledge or special information about pupils to solicit funds or to sell products to pupils or adults.

11. Each official or employee of a charter school shall immediately report to the administrator accidents and a safety hazards he or she may detect.

12. Each employee of a charter school shall maintain a standard of supervision, control, and protection of students commensurate with his or her assigned duties and responsibilities.

13. A. 34 CFR 75.525 - A Grantee may not permit a person to participate in an administrative decision regarding a project if:

1. The decision is likely to benefit that person or a member of his or her immediate family; and
2. The person:
  - a. Is a public official; or
  - b. Has a family or business relationship with the grantee.

B. A grantee may not permit any person participating in the project to use his or her position for a purpose that is – or gives the appearance of being – motivated by a desire for a private financial gain for that person or for others.

## **SUSPECTED DISHONEST OR FRAUDULENT ACTIVITIES**

By the nature of its business, the charter school employs people in situations and circumstances where irregularities in the handling of money, documents, and equipment are possible. If an official or employee suspects an irregularity, it should be identified and investigated promptly in order to protect the interests of the school and the taxpayers.

The support and cooperation of all school employees and officials in carrying out the intent of this policy is very important in the context of maintaining public confidence in the integrity of the school and its operations. In the event of a loss, it will also be necessary for the school to make every reasonable effort to recover such losses, and this policy will facilitate that effort.

Possible dishonest or fraudulent activities may include, but are not limited to, the following:

1. Intentional alteration or misstatement of school reports and records;
2. Forgery or alteration of checks, drafts, promissory notes, securities, shipping or receiving documents or records, etc.;
3. Any misappropriation or misapplication of funds, securities, supplies, or any other assets of the school;
4. Any irregularity in the handling or reporting of money transactions involving school funds;
5. Unauthorized sale or other disposal of school furniture, fixtures, or equipment; or
6. Intentional alteration or misstatement in reporting of items such as employee expenses, vacation time, personal time, sick leave, overtime, or of other records such as licenses or in-service credits, etc.

School administrators should be familiar with types of possible dishonest or fraudulent irregularities which may occur in their schools and among those under their supervision, and they should be alert for any indication that such an irregularity might exist or has occurred. Any employee suspecting irregularity should notify the administrator. The administrator shall determine whether or not the irregularity should be investigated by an internal audit, local law enforcement authorities, or both. If the suspected irregularity involves the administrator, then the president of the governing body should be notified.

