

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2019 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For the: **Doral Academy of Northern Nevada**

Date Submitted: [August 14th, 2019](#)

Current Charter Contract Start Date: [July 1, 2017](#)

Charter Contract Expiration Date: [June 30, 2023](#)

Key Contact: [Indra Winquest](#)

Key Contact title: [Board Chairperson](#)

Key Contact email and phone: Indra.Winquest@doralnnv.org 775-745-7591

Date of School Board approval of this application: [August 14th, 2019](#)

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying for):

1. [Add Distance Education](#) ____
2. [Add Dual-Credit Program](#) ____
3. [Change Mission and/or Vision](#) ____
4. [Eliminate a Grade Level or Other Educational Services](#) ____
5. [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#) ____
6. [Enrollment: Expand Enrollment in **Existing** Grade Level\(s\) and Facilities](#) X
7. [Enrollment: Expand Enrollment in **New** Grade Levels](#) ____
8. [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#) ____
9. [Facilities: Occupy New or Additional Facility](#) ____
10. [Facilities: Occupy a Temporary Facility](#) ____
11. [Facilities: Relocate or Consolidate Campuses](#) ____
12. [RFA: Transportation](#) ____
13. [Other changes](#) ____

Table of Contents

Section I: Introduction.....	3
Section II: Eligibility Requirements	3
Section III: Amendment Types	4
Section IV: Processing Schedule.....	5
Section V: Deadlines.....	5
Section VI: Application Process	5
Section VII: Application Instructions.....	6
Section VIII: Attachments for Applications	8
Section IX: Elements of Successful RFAs.....	9
Section X: General Requirements Section.....	10
A) EXECUTIVE SUMMARY	10
B) MEETING THE NEED	12
C) ACADEMIC PLAN.....	16
D) FINANCIAL PLAN	21
E) OPERATIONS PLAN.....	24
SPECIFIC RFA SECTIONS.....	40
RFA: Academic Amendments	40
1. RFA: Add Distance Education.....	40
2. RFA: Add Dual-Credit Program.....	42
3. RFA: Change Mission and/or Vision.....	42
4. RFA: Eliminate a grade level or other educational services	42
5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO	42
6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities.....	45
7. RFA: Enrollment: Expand Enrollment in New Grade Level(s).....	46
Facility RFAs	46
8. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320).....	46
9. RFA: Occupy New or Additional Sites (NAC 388A.315).....	46
10. RFA: Occupy a Temporary Facility.....	47
11. RFA: Relocate or Consolidate Campuses.....	47

Facility RFA Attachments required	49
12. RFA: Transportation.....	50
13. RFA: Other Changes.....	50

Section I: Introduction

The mission of the State Public Charter School Authority (SPCSA) is 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.” This mission includes assisting chartered public schools in making orderly enrollment, facility, financing and other changes to enable them to provide high-quality educational choices to students and their parents in Nevada.

As SPCSA public schools grow and progress they may wish to consider changes, additions or other improvements to their structure, facilities, legal relationships, school size or location(s). NRS 388A, NAC 388A and individual chartered public school contracts list various potential changes a school may consider making. These changes require that the school request and receive approval of the SPCSA Board to a Request For Amendment (RFA) before proceeding, except in the case of an emergency. The school must submit the RFA to the SPCSA describing the intended change and providing documentation to support approval of the requested change, to be confirmed by an amendment to the school’s charter contract signed by a representative of the board or the designee of the board.

These considered changes can be made through amendments to charter school contracts with the SPCSA, pursuant to NRS 388A.223 *et seq*, NAC 388A.305 *et seq*, and their respective Charter Contract. This Request For Amendment (RFA) application is provided by the SPCSA in fulfillment of its responsibility to develop a policy and procedure “for amending a written charter or charter contract and the criteria for determining whether a request for such an amendment will be approved....” NRS 388A.223. This RFA describes the “manner in which such procedures and criteria will differ if the sponsor determines that the amendment is material or strategically important.” NRS 388A.223.

This universal RFA application replaces all prior specific project RFA applications the SPCSA provided. It includes two sections. The first is a standard section which all RFA applicants must complete. It calls for general information about the school. The second section contains specific requests for supporting documentation to support the applicant’s request for specific contract amendments. Applicants need only submit one complete application for one or more amendments being recommended. That application should include supporting documentation for the general application section and specific supporting documentation for each specific amendment being requested.

Section II: Eligibility Requirements

To be eligible for consideration of approval of a contract amendment a school must submit a complete and accurate RFA, in accordance with the requirements and directions stated herein prior to the deadlines stated herein.

To be eligible to submit an amendment, the school must be in good standing in all three domains of the Authority’s academic, financial, and organizational performance frameworks and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation. “All schools begin outside of the intervention ladder and are considered to be in Good Standing.” Charter School Performance Framework¹. Schools with questions about their eligibility should contact SPCSA staff.

Ineligible schools may include, but are not limited to, those schools which operate an elementary, middle, or high school rated below the three star level; schools which operate an elementary, middle, or high school program that is a priority or focus school; schools which operate high schools with graduation rates below 60 percent; schools with

¹ <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Performance%20Framework.pdf>

compliance issues, including participation warnings or penalties on the Nevada School Performance Framework; and schools with financial framework deficiencies.

A school which does not have at least one independent financial audit and one year of academic performance data in the Nevada system of accountability is ineligible to apply for an expansion amendment unless the school was approved by the Authority as an EMO replication of a high performing charter school in another state or the operator applied as a CMO applicant and has replicated a high performing charter school model from another state. In such cases, the school will be required to submit updated academic, financial, and organizational performance data in all three domains from the replicated EMO school or CMO school network. In the event that the Authority mandates a system-wide assessment to supplement the statewide test and provide for additional data in the event of a testing irregularity or a change in state testing provider, schools should expect that data from that assessment will outweigh data provided from a school's internal assessment system.

All applications and the actions being requested for approval must be in compliance with NRS 388A, NAC 388A and all other relevant federal laws and regulations and SPCSA policy.

Schools with questions about eligibility should contact SPCSA staff for further clarification.

Section III: Amendment Types

NRS 388A, NAC 388A and individual chartered public school contracts list potential changes a school may consider making. The school must request and receive approval from the SPCSA Board of the Request For Amendment before the school may proceed with the intended change.

The following is a list of the RFA applications which are now being replaced by this universal RFA application. The approval for any material change considered for a school, including affecting facilities or operations, for which an express amendment was or was not earlier provided may now be handled through this single RFA application. Actions requiring an amendment to a charter school contract include those in the following list. Schools should contact the SPCSA if they are considering any change or addition to what was approved in their charter contract. For all RFAs, the General Section of this application must be completed according to the instructions herein. Specific RFA requirements for the below RFAs have specific requirements which must also be completed.

1. [Add Distance Education](#)
2. [Add Dual-Credit Program](#)
3. [Change Mission and/or Vision](#)
4. [Eliminate a grade level or other educational services](#)
5. [EMOs: Entering, amending, renewing, terminating Charter Contract with an EMO](#)
6. [Enrollment: Expand Enrollment in Existing Grade Level\(s\) and Facilities](#)
7. [Enrollment: Expand Enrollment in New Grade Levels](#)
8. [Facilities: Acquire or Construct a new or additional Facility that will not affect approved enrollment](#)
9. [Facilities: Occupy new or additional facility](#)
10. [Facilities: Occupy a Temporary Facility](#)
11. [Facilities: Relocate or Consolidate Campuses](#)
12. [RFA: Transportation](#)
13. [Other changes requiring or not requiring approved RFAs:](#)
 - a. As described in NAC 388A.335 regarding a request for **an amendment not otherwise described**
 - i. If the governing body of a charter school wishes to amend its written charter or charter contract, as applicable, in **a way that is not described** in NAC 388A.310 to 388A.335.
 - ii. **Material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - iii. **Nonmaterial amendment** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

- b. Other **non-amendment changes**. Pursuant to NAC 388A.340 the governing body of a charter school (1) shall notify the sponsor of the charter school not later than 10 days after the charter school makes any change to the mailing address, telephone number, facsimile number, articles of incorporation or bylaws of the charter school.

Applicants seeking more than one amendment may now use this RFA template and provide supporting documentation as requested in the general and applicable specific sections below.

The General Requirements Sections of this application describe general supporting documentation required for RFAs.

The Special Sections describe specific supporting documentation required for specific RFAs requested to enable specific changes being pursued by the school board.

For applicants seeking to make changes for which amendments are not listed above, contact SPCSA staff regarding what, if any, documentation may be required.

Section IV: Processing Schedule

RFA applications are processed according to the following schedule. Boards/Schools must submit their completed amendment request into the Charter Amendment section of Epicenter by 5:00 pm PT within the deadline schedule provided below for the relevant Spring or Fall application cycle.

If a below date falls on a federal or state officially recognized holiday, the submittal will be due no later than 5 p.m. Pacific Time on the first working day following said holiday.

Section V: Deadlines

	Spring Cycle	Fall Cycle
Notice² of Intent to submit Request for Charter Amendment (RFA)	Due between March 1 - 15	Due between September 1 - 15
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action	June board meeting	December board meeting

Charter school expansion (i.e., additional campuses and/or grade levels) requests **must be submitted** at least 9 months prior to the proposed implementation. For example, a school wishing to expand in the 2020-2021 school year must submit an amendment to Authority staff no later than the fall cycle of 2019.

Section VI: Application Process

1. The school board determines that an applicable change is or may be required. The board may direct a representative of the school to contact the SPCSA to explain the potential change and request guidance or may direct a representative to prepare and submit a Notice of Intent and RFA including supporting documentation according to the deadlines set forth above.
 - a. Pursuant to NAC 388A.305(1) the “governing body of a charter school shall hold a public meeting that complies with the provisions of chapter 241 of NRS before the governing body submits to the sponsor of the charter school a written request for an amendment to its written charter or charter contract, as applicable, pursuant to NRS 388A.276. The governing body of a charter school may not request such an amendment unless a majority of members of the governing body vote to approve making the request.”

² Notice or Letter of Intent

2. Applicant submits a timely submitted notice.
3. SPCSA transmits a confirmation of receipt of the NOI and may contact the applicant with any questions or comments.
4. Applicant submits a timely submitted and Request for Amendment (RFA) including all applicable requested supporting documentation.
5. SPCSA transmits a confirmation of receipt of the RFA and may contact the applicant with any questions or comments.
6. SPCSA staff, and potentially external reviewers, begin the completeness check process. SPCSA Staff may contact the applicant for more information, for more clarity, or to let the applicant know their application is insufficiently complete and cannot be processed at this time without substantial improvements to completeness, clarification or other aspects.
7. Staff transmits to applicant confirmation of completeness or determination that the RFA application is substantially incomplete so that it will not be processed at this time.
8. Upon confirmation of completeness, SPCSA staff, and potentially external reviewers, begin the review process of the RFA. SPCSA Staff may contact the applicant for further clarification and with requests for additional information or to explain issues with the RFA.
9. Staff will discuss with applicant SPCSA staff’s likely recommendation based on staff’s review and analysis of the RFA submitted. Applicant may determine if it wishes to proceed.
10. Staff will schedule a Board meeting date during which to present applicant’s RFA along with staff’s recommendation.
11. If the Agency Board approves the RFA, then staff will
 - a. work with the applicant to make the amendment changes to the contract and to secure an updated, mutually executed contract, to enable the school to proceed to implement the terms of the amendment.
 - b. implement the process to monitor the fulfillment of any conditions of the amendment, pursuant to the amended contract.
12. In the alternative, pursuant to NAC 388A.305(2) and except “as otherwise provided in NAC 388A.310 to 388A.335, inclusive, if the governing body of a charter school requests an amendment to its written charter or charter contract, as applicable, pursuant to NRS 388A.276, the sponsor of the charter school may authorize its staff to approve the amendment as the sponsor deems appropriate.” In such a case, staff will
 - a. work with applicant to make the amendment changes to the contract and secure an updated, mutually executed contract,
 - b. implement the process to monitor the fulfillment of any conditions of the amendment.

Applicants may contact the following SPCSA staff with any questions regarding this RFA Application.

1. Mike Dang, 702.486.8879, mdang@spcsa.nv.gov
2. Danny Peltier, 775-687-9178, dpeltier@spcsa.nv.gov
3. Mark Modrcin, 702-486-8271, mmodrcin@spcsa.nv.gov

Section VII: Application Instructions

Specifications

1. 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.
2. Application responses made in this file should add no more than 50 pages to this approximately 40 page “core” application for a total of up to 90 pages—in addition to all required appendices/attachments.
3. RFA submittals must all be in an electronic format. The RFA “core” application must be in a searchable pdf format. (Do not print it to hard copy and scan it.) Site, architectural and similar plans which can only forward may be in the pdf format submitted to the applicant by their consultant or professional.
4. Leave the text of the questions in the document and add your responses following each question. This will facilitate reviews, document access (hyperlinked table of contents) and enable better public transparency.
5. Begin each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) on a separate page.

6. All pages in the core application must remain consecutively numbered, as they are, in the footer and include the total number of pages, such as “Page 25 of 80.”
7. A RFA may not require all attachments described in this document. Place an “N/A” where appropriate—next to the respective “Attachment __.” Do not leave them blank.
8. The name of each attachment, e.g. “Attachment 1,” etc. must be placed in the header of the first page and header/footer of remaining pages to facilitate review and navigation. Bookmarking individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
9. Attachments may have independent page numbering.
10. The table of contents must identify the page number of each major section of the narrative and each required attachment—or simply respond within the MS Word version of this Application with its Table of Contents.
11. You do not need to try to fix the Microsoft Word formatting in this application if the formatting doesn’t automatically generate the correct or best font or outline number/letter when you enter text. As long as you include your response in the proper section we will ignore a misplaced outline number/letter.
12. References and citations should be placed in the footer.
13. If a particular question does not apply to your team or application, simply respond with a statement explaining why the question is not applicable AND including the term “not applicable” or “N/A” within the sentence.
14. 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.
15. Any budget or numerically oriented sheets must be submitted in a working Microsoft Office Excel file in addition to a pdf attachment.
16. When submitting resumes and biographies of proposed new board members and staff, label each document with the individual’s affiliation with the proposed school (board member, principal, teacher, etc.) and combine the files into a single converted PDF document.
17. Review all elements of your request for completeness before submitting. Incomplete requests will not be accepted, and schools are not able to amend, revise, or supplement their request after it has been submitted unless the SPCSA, at its sole discretion, requests additional information or the SPCSA board votes to reject the request and the applicant chooses to resubmit a revised request at a later date.
18. Schools are strongly encouraged to maintain final Microsoft Word versions of all written materials. In the event that a school elects to resubmit a request with additional content and documentation, the school will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants upon request.
19. Applicants are reminded that all requests for facilities or enrollment expansion 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>.

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.

Section VIII: Attachments for Applications

- 1) A letter (1-3 pages) approved and submitted by the governing body of the charter school clearly summarizing and explaining the RFA and the contract changes being requested, submitted with documentation (meeting minutes) showing the request was approved and submitted by the governing board of the charter school following a public meeting held pursuant to chapter 241 of NRS.
- 2) Letters of Community Support/Partnership
 - a) May be scanned to PDF.
- 3) School and network leadership team job descriptions
- 4) Resumes for proposed school leader
 - a) For RFAs where a new school leader would be installed
- 5) Student achievement data with NSPF rankings
 - a) For the greater of the prior three, two, or one year(s), if available.
- 6) Competencies used for school leader selection
 - a) For RFAs where a new school leader would be installed
- 7) Regional Director resume or job description
 - a) Where applicable
- 8) CMO/Local Network organizational charts
 - a) Where CMOs/EMOs are or will be involved
- 9) New Board Member Information Sheets
 - a) For any current board members new since the opening or the last prior RFA
- 10) Incubation Year Planning Table
 - a) For expansions into new facilities
- 11) EMO agreement documentation
 - a) If school will contract with a non-profit or for-profit EMO for additional services or
 - b) This expansion will result in additional payments to an existing EMO
 - c) OR an assurance that the school is not contracting with an EMO
- 12) Operational execution plan
- 13) Budget narrative
 - a) Include a description of planned/projected changes to enrollments with resulting budget impacts to revenues and expenses.
- 14) Financial Plan
 - a) Submit working Excel model showing budgeted new/marginal/additional revenue and expense changes contemplated from proposed changes as well as impacts on surplus/deficits and statement of position
 - b) Include copy of most recent annual budget submitted
- 15) Local Network Budget
 - a) Where applicable
- 16) For schools which replicate an EMO or CMO model from another state which do not yet have Nevada performance data:
 - a) School performance data sheet and data from network's internal assessments demonstrating that the Nevada school is performing at a level similar to schools in other geographies.
 - b) Historical financial documents for the entity including
 - i) audited financial records for the entity and,
 - ii) if any of the schools operated by the management organization are technically separate entities,
 - (1) audited financials for each such school as well as any other campus by campus financial evaluations conducted by charter school authorizers.
 - c) At least three years of school financial audits are required for any school operating for three years or longer. This may be provided in the format of your choosing.
- 17) School Data Worksheet

Section IX: Elements of Successful RFAs

Successful amendment requests demonstrate the following characteristics:

Domain	Criteria
Organizational and Governance Accountability	Strong Governing Team that Significantly Exceeds Statutory Minimum Criteria with Proven Track Record of Transparently and Accountably Governing a Multi-Million Dollar Public Entity
Leadership	School and Network Leaders with Exemplary Track Record of Academic and Operating Results with Similar Model/Population Strong Operating Team with Proven Track Record of Transparently and Accountably Operating a Multi-Million Dollar Public Entity
Academic Accountability	Proven School Model With Proven Track Record of Producing 4/5 Star Results with Target Population
Fiscal Accountability	Strong School and Network Financial Model With Proven Track Record of Increasing Annual Fund Balances ³ Track Record of Clean Audits
Business Relationships	Transparent and Appropriate Client/Vendor Relationship with Any Identified Service Providers

³ Such fund balance increases are intended to track free cash on hand, and should be exclusive of any capital refresh, expansion, or bond-mandated reserves budgeted for and maintained by the school.

Section X: General Requirements Section

A) EXECUTIVE SUMMARY

4 Pages or less per RFA

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members.

Doral Academy of Northern Nevada (DANN) is a K-8 school replication of the highly successful curriculum model of Doral Academy Inc. (Doral Inc.). The school is located at:

3725 Butch Cassidy Drive
Reno, NV 89511

The Doral Inc. Affiliation is a key partnership in the success of the curriculum development plan. Doral Inc. has successfully opened and implemented this Arts Integration curriculum model and best practices at their schools in Florida and Nevada. DANN is art integrated school that replicates the successes of the Doral schools in Florida and the Las Vegas area. The board is made up of 7 members who meet all of the requirements under state law and are leaders in the community. The Board Chair, Indra Winqest, has extensive experience working with public boards as the Director of Parks & Recreation for the Incline Village General Improvement District. Additionally, several board members are involved in the arts community in Northern Nevada, including the founding Board President of Sierra Nevada Ballet, Steven Porter. Board Member Leslie Hermann was the K-12 Principal of all three public schools in Incline Village and now serves as a consultant with the Dave & Cheryl Duffield Foundation. Doral onsite leadership is Angela Orr, who was the Director of K-12 Social Studies Curriculum for Washoe County School District prior to becoming the principal, and Jami Curtis as the Assistant Principal.

2. Statement and overview of the mission and vision

Mission: Doral Academy of Northern Nevada (DANN) is dedicated to creating an enhanced and engaging educational experience. DANN will provide an academically challenging learning environment with a strong emphasis on arts integration teaching strategies, which will increase literacy, as well as cognitive, social, and emotional development. Teachers, parents, students, and staff will establish and achieve individual student goals to build a foundation for all DANN students to be college and career ready.

Vision: DANN will promote students to be participating citizens in the societal enrichment of the communities in which they live and serve. DANN will foster lifelong skills including: critical and analytical learning, confident decision making, problem solving, working collaboratively, and imaginative and creative thinking.

3. Specific statement of the request

(Example:) “The Board of the above named charter school, operating under a current contract with a start date of July 1, 2017 and a six-year expiration date of June 30, 2023 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment

- ___ 7. Facilities: Occupy additional sites
- ___ 8. Facilities: Relocate or consolidate campuses
- ___ 9. Facilities: Occupy a temporary facility
- ___ 10. Other (specify): _____

(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

- 4. A summary explanation of the reasons that the charter school is seeking to the charter school is seeking to make this specific requested change.

Doral Academy of Northern Nevada (DANN) is seeking approval from the Nevada State Public Charter School Authority to amend its current charter to allow the expansion of its enrollment in existing grade levels from 636 (during the 2018-19 school year) to 834 students during the 2019-20 school year.

- 5. Description of proposed target model and target communities

DANN's target community is the Greater Truckee Meadows area. In this region, public schools have traditionally struggled with double-digit achievement gaps for Hispanic/Latino populations. Additionally, middle schools have experienced a significant drop in academic performance – particularly for students with individualized education plans (IEP)s, English language learners (ELL), and students who qualify for free and reduced lunch (FRL). DANN's enrollment consists of students from 21 zip codes across 5 Northern Nevada counties, including many zip codes that have been identified by the SPCSA as areas with identified academic needs.

- 6. Key components of your educational model for the expanded school

DANN's curriculum model includes four key components:

- 1. Standards Aligned Curriculum to the Nevada State Academic Content Standards in English Language Arts (ELA) and Mathematics. In Science, DANN has aligned their curriculum to the Next Generation Science Standards;
- 2. Arts Integration: Arts Integration instructional strategies and methods are best practices utilized to teach the curriculum fusing an art form (drama, music, art, etc.) within the learning process;
- 3. Basal Textbooks and Other Support Materials: standards aligned materials that support learning;
- 4. Data Driven Instruction Model: Doral Inc. has the philosophy that their schools should meet the needs of the community in which they are located and the students they serve.

DANN's model aligns with the SPCSA's mission because Arts Integration is proven to prepare students for college and career success and is based on a model for best practices. By providing an engaging, proven model for secondary education, DANN's Arts Integration framework will help to alleviate the middle school performance drop-off schools in the Greater Truckee Meadows area are currently experiencing.

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

The Doral, Inc. Arts Integration model has been proven to produce meaningful gains for subgroups. Specifically, two Florida high schools following this model are ranked as some of the best high schools in the nation by US News and World report: Doral Academy Charter High School (ranked #22 out of 911 Florida high schools and #351 nationwide with a 53% FRL and 94% minority population) and Doral Performing Arts and Entertainment Academy (ranked #13 out of 911 Florida high schools and 148 nationwide with a 51% FRL and 91% minority population).

Angela Orr joined DANN on April 22, 2019 and her leadership immediately made an impact. Principal Orr's leadership focuses on collaboration between all stakeholders, developing the staff through coaching, mentoring, and hands-on professional development. Prior to joining DANN, Principal Orr served as the Director of Curriculum & Instruction: K-12 Social Studies for Washoe County School District. She is also the Founding Board Member & Treasurer: Nevada Center for Civic Engagement, the Founding Board Member, Treasurer & Instructional Specialist: Learning Forward Nevada, and was an Instructional Specialist/Project Director, Nevada Teaching American History Project. Principal Orr has received many honors and awards, including an appointment to the National Social Studies

Supervisors Association Board, the NNCSS Leadership in Education Award, the WEA Most Influential Educator Award, the Nevada Social Studies Teacher of the Year Award, and the International Reading Association Celebrate Literacy Award.

DANN's Assistant Principal, Jami Curtis, served as the Interim Principal of DANN during the transition from the previous principal to Angela Orr. During that time, Ms. Curtis implemented and carried out extensive data driven education initiatives that put the focus on Math and ELL proficiency and growth, particularly for students with identified academic needs.

8. Key supporters, partners, or resources that will contribute to your expanded school's success.

DANN's affiliation with Doral, Inc. in Florida has been a key partnership in the success of the curriculum development plan. Doral Inc. has successfully opened and implemented this curriculum model and best practices at their schools in Florida and Nevada.

DANN has also established important partnerships with the following organizations/businesses:

- [Kennedy Center of Performing Arts](#), an entity that provides professional development for schools on implementing Arts Integration across the curriculum.
- [Doral Academy of Nevada \(Las Vegas\) Network](#), as a replicated model school, DANN will also benefit from the support of the Doral Academies of Las Vegas.

Additionally, the following community partnerships have been vital in DANN's inaugural school year and beyond:

- Nevada Museum of Art
- Sierra Arts Foundation
- Charter School Association of Nevada
- The University of Nevada, Reno School of the Arts
- United Construction
- Carson City Endodontics
- EZAIR Trampoline Park & Lazer Tag Arena
- Chase Global Services
- Dentistry for Kids Reno
- Johnson Law Practice
- Tri Sage Consulting
- Optimizing You
- Arbonne
- Kiggins Family Dentistry

NOTE

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate "No change" for any below requested response that has not changed from your charter school contract.**
3. **Indicate "N/A" for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond "N/A" to any Specific Requirements RFA section for which they are not applying.**

B) MEETING THE NEED

TARGETED PLAN

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

DANN's original target community is located in the Greater Truckee Meadows area. In this region, public schools have traditionally struggled with double-digit achievement gaps for Hispanic/Latino populations. Additionally, middle schools have experienced a significant drop in academic performance – particularly for students with individualized education plans (IEP)s, English language learners (ELL), and students who qualify for free and reduced lunch (FRL).

However, as charter school attendance is not limited to geographical zoned boundaries, DANN's current student body is comprised of students from a total of 5 different counties and 21 different zip codes. 16.5% of DANN's enrolled students are from zip codes that were classified as areas of "demographic and academic need" as stated in the recent *Demographic and Academic Needs Assessment of 2019*.

These zip codes include: 89408, 89431, 89433, 89434, 89441, 89451, 89502, 89503, 89506, 89508, 89509, 89512, 89701.

One of the goals of DANN stakeholders is to provide access to the arts through arts integrated curriculum and collaboration with arts organizations in the community to those students who come from these areas of high academic needs that may not otherwise have access to the arts. For example, all 5th through 8th grade students have the opportunity to take ballet at school through DANN's partnership with the Sierra Nevada Ballet.

- (2) Explain how your expansion model or RFA, 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.

The requested expansion of enrollment in existing grade levels will not alter DANN's educational model or commitment to serve its target population and current student body.

As stated in the previous question above, DANN already serves a number of students who reside in zip codes designated as areas of need per the AB 462 *Academic and Demographic Needs Assessment 2019*. During subsequent school years, DANN will continue to reach out and market to neighboring zip codes, such as 89509, 89503, 89512, and 89502, in order to bring their quality educational model to students of the highest needs in the state of Nevada.

South Reno continues to be one of the fastest-growing areas in the state of Nevada. In this area, elementary schools have struggled with double digit achievement gaps for Hispanic population subgroups, and middle schools have experienced significant decreases in academic performance – particularly for students with individualized education plans (IEPs), English Language Learners (ELLs), and students qualified for free and reduced lunch (FRL). For the last three years, students from these sub population categories have consistently performed below the state average in items such as graduation rates, ACT Assessments, and the Smarter Balanced Assessment (for both Math and English Language Arts).

The Doral Arts Integration model, which DANN follows, has been proven to produce meaningful gains for such subgroups. Specifically, two Florida high schools following this model are ranked as some of the best high schools in the nation by US News and World report: Doral Academy Charter High School (ranked #22 out of 911 Florida high schools and #351 nationwide with a 53% FRL and 94% minority population) and Doral Performing Arts and Entertainment Academy (ranked #13 out of 911 Florida high schools and 148 nationwide with a 51% FRL and 91% minority population).

Additionally, DANN recently received a 5 Star Rating based on the 2017-2018 Nevada School Rating report and achieved a Total Index Score of 87.86. In terms of Academic Achievement, DANN received a 25/25 and 33/35 for Student Growth. Also, based upon data provided by the Nevada Department of Education, DANN is projected to have a 5 Star Rating in both its Elementary School and Middle School for the 2018-19 school year. DANN's model aligns with the SPCSA's mission because Arts Integration is proven to prepare students for college and career success and is based on a model for best practices. By providing an engaging, proven model for secondary education, DANN's Art Integration framework will help to alleviate the middle school performance drop-off South Reno schools are currently experiencing.

GROWTH RATE AND RATIONALE

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

DANN currently does not have any solidified or board approved plans for developing new schools in Nevada. However, the board is considering the possibility of opening another K-8 school in the Donner Springs/Hidden Valley area of Reno (zip code 89502).

89502 is a zip code recently identified as an area of academic need by the AB 462 *Academic and Demographic Needs Assessment 2019*. Currently, the zip code houses 11 schools which received a 1 or 2 Star Rating during the previous 2017-2018 Nevada School Rating report. It would be the intention of the Governing Board of Doral Academy of Northern Nevada to serve this community and bring its quality educational model to another part of the Greater Truckee Meadows area that is in need.

- a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

DANN's rationale for the proposed six-year growth as described above is evidenced in the growing waitlist and daily applications received at the school. Currently, DANN has a waitlist of 360 students with an additional 560 students who applied for enrollment at the school after the school's lottery process for the 2019-2020 was completed. In order to facilitate this community demand, DANN has examined areas where the school could possibly expand while simultaneously meeting the prioritized educational needs of our state.

At this time, DANN is requesting an amendment to expand its enrollment in existing grades as projected student interest and growth will increase more than 10% of what the charter was originally approved for.

- (2) Specifically identify the key risks associated with this growth 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 replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site 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;
- b. Difficulty raising philanthropic funding;
- c. Insufficient talent pipeline/difficulty recruiting faculty;
- d. Insufficient leadership pipeline/difficulty recruiting school leaders;
- e. Misalignment between the founding school and leader and new campuses and leaders, and;
- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

If approved, DANN's expanded enrollment brings on the obvious challenge of serving additional students who need additional attention, which could in turn affect DANN's overall State Reported Star Rating. DANN has proven its ability to maintain high standards, high proficiency, and high growth as it has experienced increased

enrollment in the past. In order to ensure that all academic needs of all its students are met, DANN has already recruited and hired effective and quality teachers to lead students toward academic success. Additionally, through the leadership of Principal Orr and Assistant Principal Curtis, DANN will continue to provide professional development, coaching and to work collaboratively with their teachers in order to ensure the success continues.

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

DANN has learned from previous experience that with tremendous growth, both the administration and staff have to be on the same page when it comes to student achievement. Since opening its doors in 2017, DANN's reputation as a high quality, high performing school has increased demand and interest in the school. As enrollment has grown over the past couple of years, it became apparent quickly that the school would need to focus on the most effective and important tools: being data driven with focus and attention given to each individual student. Doing so allowed the school to lead students toward high academic proficiency, as measured by the SBAC in both ELA and Math, as well as student growth as measured by the 2017-2018 Nevada School Rating. With this requested expansion, DANN will ensure the continued success of its students by applying these lessons learned.

PARENT AND COMMUNITY INVOLVEMENT

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

DANN understands the vital importance of community input, engagement, and support. Parents have expressed their interest and demand to expand the enrollment of the school in discussions through Parent Teacher Organizations, various school committees and primarily through public board meetings.

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

Communication between teachers and parents has always been strong at DANN. If approved for expansion of enrollment, DANN will continue to engage parents through the school's already established and effective marketing and communication methods. These include, but are not limited to, the following: flyers, newsletters, website content, social media, PTO events, public board meetings, and utilizing its growing list of community partners.

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

The requested expansion of enrollment in existing grade levels and facility will not affect DANN's current engagement plan of parents in the life of the school.

This plan currently includes regularly scheduled communications through the following means:

- E-mail Newsletter: At least every month, parents receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail may be sent home with the student.
- DANN School's Website: The School's website is a resource with a wealth of information for families. The website is designed to meet the needs of the DANN community and includes information on:
 - DANN's Mission, Vision and History
 - DANN's School Schedule and Calendars
 - DANN's Curriculum

- Frequently Asked Questions
- DANN’s Governing Board Meetings: Public Notices, Agendas, and Minutes
 - DANN’s Governing Board Meetings are open public meetings that are held, on average, every other month.
 - Directory of Administration and Staff
 - Uniform Policy Information and Links for Purchasing
- News and Announcements
- DANN Facebook Page

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

The requested expansion of enrollment in existing grade levels and facility will not affect DANN’s current list of community resources and partners.

(5) Describe the school’s ties to and/or knowledge of the target community. 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?

The requested expansion of enrollment in existing grade levels and facility will not affect DANN’s knowledge and/or ties to the target community.

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

The requested expansion of enrollment in existing grade levels and facility will not affect DANN’s current community agencies, organizations, or consultants.

However, the school is deeply committed to bringing the community together to improve educational outcomes for all students. As such, the school will continue to seek out and establish strong community partnerships.

C) ACADEMIC PLAN

The requested expansion of enrollment in existing grade levels and facility will not affect DANN’s current Academic Plan, and therefore Section C) Academic Plan is not applicable.

MISSION & VISION

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

Explain whether the proposed mission and vision for the school/network is different from the existing school’s mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Historical Performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
 - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.
 - (ii) *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*
- (b) **Interventions:** Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

(2) Academic Vision and Theory of Change

- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

(3) Performance Management

- a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
 - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx) for each class scheduled to be provided by the school for each grade level to be served following this proposed

expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

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/. 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 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.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

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

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective

courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

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

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
 - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how

students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

D) FINANCIAL PLAN

This section must be completed for all applications.

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

The Doral Academy of Northern Nevada (DANN) board of directors oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the EMO. All claims for payment from

charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

DANN intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

- (2) **Attachment 13**__. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following:
- (a) A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for DANN includes the per-pupil revenue assumption of \$7,402 for the 2019-2020 school year, with an estimated 1.50% increase each subsequent year thereafter. Assumption of \$7,402 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year. Included with the state funding, the budget created for DANN also includes the per-pupil local revenue assumption of \$1,368. Based on the first quarter of FY20 for Reno, it is currently \$1,451. Therefore, our estimated local portion and assumed 1.5% increase each year are conservatively based.

- (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 13**__. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows DANN to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. DANN budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated funding source.

- (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.

Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated expenditures

- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

DANN has presented a fiscally conservative budget for their first 6 years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated budgeted expenses.

- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

Based on the first quarter of FY20 for Reno, the local revenue portion per-pupil is currently \$1,451. Therefore, our estimated local portion of \$1,368 provides a conservative cushion in the event revenue portions come in lower than what we are seeing currently. DANN currently has an unaudited Days Cash on Hand calculation of approximately 80 days as of 06/30/19, which provides adequate back-up if some revenue portions are not met.

- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

DANN did not rely on philanthropic revenue for their operations in their budget. Refer to Attachment 21 (Budget) for a more detailed overview of all the budgeted revenue and expenses.

- (3) Submit a completed financial plan for the proposed school as an **Attachment 14** (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).

Refer to Attachment 14 (School Budget)

- (4) Submit, as an **Attachment 14**, a detailed budget for the operator 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).

Refer to Attachment 14 (School Budget) – Attachment 15 (Network Budget) not applicable.

- (5) Provide, as an **Attachment**, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

Provided upon request.

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

Refer to Attachment 17 (Audit Information)

- (7) 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.

Doral Academy of Northern Nevada does not rely on fundraising programming to support the day-to-day operation of their school and as such this question is not application to Doral Academy of Northern Nevada.

- (8) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in

overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

The financial policies and procedures adopted by the Board are reflected at the campus. The Board and Academica Nevada work with and train the school principal and Office Manager on Doral Academy of Northern Nevada in all financial policies and procedures. The Doral Academy of Northern Nevada Board oversees all aspects of the fiscal management of the school. The Board reviews financial statements at minimum once a quarter. Academica Nevada prepares the financial statements for the Board Meetings. Academica meets with the school principal during the development of annual budgets to receive her input. Academica Nevada then presents annual budgets to the Board for their consideration.

Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school supervises the budget and day-to-day cash collections at the school. Academica Nevada meets regularly with the school principal to review the budgets.

The person designated to draw all orders in pursuance to NRS386.573 for the payment of monies belonging to the charter school is usually the school principal. Each campus employs an Office Manager to work with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase order and with properly submitted vouchers approved by the governing body.

The Doral Academy of Northern Nevada school principal is responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Doral Academy of Northern Nevada's Board outsources payroll process to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, is done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance are provided as outlined in the agreements. Mandatory payroll deductions are withheld as required by state and federal law. Payroll information is uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

E) OPERATIONS PLAN

- ◆ **Indicate "No Change" to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

1. Historical performance

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

No change. Not applicable.

- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?

DANN has not had any interventions since its opening. This question is not applicable.

- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

If approved, DANN's governing board intends to focus on data driven results and decision-making, expanding

the arts integration model and increasing community partnerships.

2. Organization governance structure & board development:

- (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). 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 campuses.

The requested expansion of enrollment in existing grade levels and facility will not affect DANN's Board composition, their roles and responsibilities, or the Board's development priorities. Therefore, this question is not applicable.

- (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 growth plan.

The Board Members of Doral Academy of Northern Nevada (DANN) are highly qualified in their professional fields, and bring substantial administrative, business operations, finance, legal and educational qualifications to the DANN Board. The DANN Board Chair, Indra Winquest, has extensive experience working with public boards as the Director of Parks & Recreation for the Incline Village General Improvement District. Additionally, several board members are involved in the arts community in Northern Nevada, including the founding Board President of Sierra Nevada Ballet, Steven Porter. Board Member Leslie Hermann was the K-12 Principal of all three public schools in Incline Village and now serves as a consultant with the Dave & Cheryl Duffield Foundation. Please see the attached Board Member resumes for further detail on the Board's professional qualifications.

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

No change. The requested expansion of enrollment in existing grade levels and facility will not affect the Governing Boards' governance needs. Therefore, this question is not applicable.

- (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.

No change. The requested expansion of enrollment in existing grade levels and facility will not affect the Governing Boards' conflict of interest policy. Therefore, this question is not applicable.

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:

(i) Current

(ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)

No change. The requested expansion of enrollment in existing grade levels and facility will not affect DANN's organizational chart or decision-making authority. Therefore, this question is not applicable.

(iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

DANN's Governing Board has speculated the possibility of opening another K-8 campus in the Donner Springs/Hidden Valley region of Reno to open in the 2021-2022 school year. However, this expansion would not alter or change the structure or organization of DANN's Governing Board.

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.*

DANN's Governing Board has speculated the possibility of opening another K-8 campus in the Donner Springs/Hidden Valley region of Reno to open in the 2021-2022 school year. However, this expansion would not alter or change the structure or organization of DANN's Governing Board.

4. Describe the proposed organizational model; include the following information:

a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment ____**)

No change. The requested expansion of enrollment in existing grade levels and facility will not change DANN's job descriptions or shared/central office roles. Therefore, this question is not applicable.

b) Resumes of all current leadership (provide as an **Attachment_3 & 4__**).

Please see Attachment 3 and Attachment 4

c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment ____**)

No change. This question is not applicable.

5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:

- (a) School leadership;
- (b) School business operations and finance;
- (c) Governance management and support to the Board;
- (d) Curriculum, instruction, and assessment;
- (e) At-risk students and students with special needs;
- (f) Performance management; and
- (g) Parent and community engagement.

Although DANN is not requesting an amendment to add additional school sites at this time, the leadership team at Doral Academy of Northern Nevada has significant leadership, operations and instructional expertise. Principal Angela Orr brings nearly two decades of educational experience, board governance knowledge, and curriculum expertise, most recently as the Director of Curriculum & Instruction: K-12 Social Studies for Washoe County School District. She is also the Founding Board Member & Treasurer: Nevada Center for Civic Engagement, the Founding Board Member, Treasurer & Instructional Specialist: Learning Forward Nevada, and was an Instructional Specialist/Project Director, Nevada Teaching American History Project. Principal Orr has built her career on creating and facilitating rigorous professional development courses and conferences for teachers, creating and disseminating award winning curriculum and resources, and collaborating across districts, schools and organizations to improve education in Nevada.

Assistant Principal, Jami Curtis, served as the Interim Principal of DANN during the transition from the previous principal to Angela Orr. During that time, Ms. Curtis implemented and carried out extensive data driven education initiatives that put the focus on Math and ELL proficiency and growth, particularly for students with identified academic needs. Additionally, as the Interim Principal, Ms. Curtis implemented increased and effective communication with the DANN community through a regular school newsletter and developed DANN's afterschool enrichment program that consists of over 40 offerings for all students, including offerings such as Guitar, Russian Language, Lego-Robotics, and Latin Dancing. At DANN, Ms. Curtis has worked with students, teachers, and parents to build and ensure an inclusive environment with a special focus on students with special needs. Prior to coming to DANN, Ms. Curtis developed the French language program at Damonte Ranch High School as the SEL Coordinator and French Teacher. At Damonte Ranch High School Ms. Curtis oversaw and monitored teacher/student rapport through Social and Emotional Learning and monitored campus-wide behavior and support strategies through Positive Behavioral Interventions and Supports.

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

No change. This question is not applicable.

7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

No change. This question is not applicable.

8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

No change. This question is not applicable.

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

No change. This question is not applicable.

2. LEADERSHIP FOR EXPANSION

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

No change. This question is not applicable.

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

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable.

- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ___) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable.

3. STAFFING

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Sample Excerpt—Complete using Excel file

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

Please see Attachment 13 and Attachment 14.

4. HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
 - 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;
 - 4) The school’s philosophy regarding internal promotions;

- 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.
 - c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
 - d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
 - e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.
- 5) This question is not applicable. The requested expansion of enrollment in existing grade levels and facility will not affect these components.

5. SCALE STRATEGY

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

This question is not applicable. Scale strategy is not related to the requested expansion of enrollment in existing grade levels and facility.

- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

This question is not applicable. Scale strategy is not related to the requested expansion of enrollment in existing grade levels and facility.

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

This question is not applicable. Scale strategy is not related to the requested expansion of enrollment in existing grade levels and facility.

- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

This question is not applicable. Scale strategy is not related to the requested expansion of enrollment in existing grade levels and facility.

- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment** _____. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.

This question is not applicable. Scale strategy is not related to the requested expansion of enrollment in existing grade levels and facility.

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

This question is not applicable. Scale strategy is not related to the requested expansion of enrollment in existing grade levels and facility.

Function	Mgmt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgmt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgmt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

6. 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.

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

This question is not applicable. There is no new campus.

- b. 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 will operate facilities before approving the proposal. 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.

This question is not applicable.

- c. 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 lottery⁴ 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.

This question is not applicable. The requested expansion for enrollment will not change the school's recruitment strategies.

- d. 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.

This question is not applicable. The requested expansion for enrollment will not change the school's enrollment calendars.

⁴ 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.

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

Doral Academy of Northern Nevada (DANN) is seeking approval from the Nevada State Public Charter School Authority to amend its current charter to allow the expansion of its enrollment in existing grade levels from 636 (during the 2018-19 school year) to 834 students during the 2019-20 school year.

The Governing Board of DANN will be responsible for monitoring progress towards this requested enrollment target.

- f. 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?

This question is not applicable. The requested expansion for enrollment will not affect the school’s training about legal requirements.

- g. 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?

This question is not applicable. The requested expansion for enrollment will not affect the school’s existing student recruitment plan.

- h. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Grade Level	Number of Students				
	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K					
K	100	50	75	75	75
1	104	108	54	81	81
2	104	108	108	54	81
3	104	108	108	108	54
4	104	112	112	112	112
5	78	112	112	112	112
6	90	96	128	128	128
7	90	93	96	128	128
8	60	90	93	96	128
Total	834	877	886	894	899

2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

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

K	100	100	100	100	100
1	104	100	100	100	100
2	104	100	100	100	100
3	104	100	100	100	100
4	104	100	100	100	100
5	78	100	100	100	100
6	90	120	120	120	120
7	90	90	120	120	120
8	60	90	90	120	120
Total	834	900	930	960	960

- 3) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Grade Level	Number of Students				
	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K					
K	100	100	100	100	100
1	104	100	100	100	100
2	104	100	100	100	100
3	104	100	100	100	100
4	104	100	100	100	100
5	78	100	100	100	100
6	90	120	120	120	120
7	90	90	120	120	120
8	60	90	90	120	120
Total	834	900	930	960	960

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

The rationale for these projected student enrollment numbers is based on current enrollment numbers as well as the school’s growing waitlist.

- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

This question is not applicable. There is no new facility opening.

- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

This question is not applicable. There is no expansion to new grade levels.

7. BOARD GOVERNANCE

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”

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

No change from original application or most recent amendment. The requested expansion for enrollment will not affect or change the school’s board governance philosophy.

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

No change from original application or most recent amendment. The requested expansion for enrollment will not affect or change the school’s board governance structure.

- c. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** ____). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.

No change from original application or most recent amendment. The requested expansion for enrollment will not affect or change the school’s governing board members.

- d. Provide, as part of **Attachment** ____, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

No change from original application or most recent amendment. The requested expansion for enrollment will not affect or change the school’s governing board members.

- e. 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 expansion or new statutory or regulatory requirements, including SB509?

No change from original application or most recent amendment. The requested expansion for enrollment will not affect or change the school’s practice of ethical standards or conflicts of interest policy.

- f. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion 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; 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.

No change from original application or most recent amendment. The requested expansion for enrollment will not affect or change the school’s governing board relationships.

- g. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors

of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

No change from original application or most recent amendment. The requested expansion for enrollment is not related the history of the board.

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

No change from original application or most recent amendment. The requested expansion for enrollment does not affect or change board member training.

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

No change from original application or most recent amendment. The requested expansion for enrollment does not affect or change board’s relationship with the staff.

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

No change from original application or most recent amendment. The requested expansion for enrollment does not affect or change board member advisory bodies or councils.

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

No change from original application or most recent amendment. The requested expansion for enrollment does not affect or change board member policies and procedures.

- l. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

No change from original application or most recent amendment. The requested expansion for enrollment does not affect or change board member accountability.

Goal	Purpose	Outcome Measure

8. INCUBATION YEAR DEVELOPMENT

- a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment ___**.
- b. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- c. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

These questions are not applicable. Incubation Year Development is not related to the requested expansion for enrollment in existing grades and facility.

9. SCHOOL MANAGEMENT CONTRACTS

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO).

- a. How and why was the EMO selected?
- b. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- c. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- d. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- e. Please provide the following in **Attachment ___**:

1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
5. Provide a brief overview of the EMO/CMO's history.
6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

These questions are not applicable. The requested expansion for enrollment in existing grades and facility does not impact the school's current EMO contract.

10. SERVICES

1. Provide **Attachment** 12 describing how the school leadership team will support operational execution.

2. Provide narrative or evidence illustrating 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.
3. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
 - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - iii. Facilities maintenance (including janitorial and landscape maintenance)
 - iv. Safety and security (include any plans for onsite security personnel)
 - v. Other services

Please see Attachment 12.

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

The requested amendment for expansion in enrollment for existing grades and facility does not affect or change DANN's technology infrastructure and support mechanisms.

The following list is an outline of DANN's technology infrastructure and support mechanisms:

- Internet is provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each classroom has one teacher computer and two student computers.
- Each office staff member will have a computer to utilize. There will be two computer labs and at least one laptop cart.
- DANN contracts with a service provider for support in device management and user support.
- DANN follows their Acceptable Use Policy

5. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

DANN currently partners with Academica Nevada. For the past five years, Academica has provided service in Nevada. Staff is well versed managing student information using the statewide Infinite Campus system. DANN has hired a full time registrar who is the school wide leader in managing the system. Academica also provides registrar trainings including one specifically on Infinite Campus. Additionally, the school registrar and Academica staff attend trainings hosted by the SPCSA.

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

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

In accordance with NRS 386.650, the school participates in SAIN Automated Student Information System and thereby uses software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School reports data required by NRS 386.650 to its sponsor. The School, sponsored under the auspices of the Nevada State Board of Education uses Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed.

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

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

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

In addition, DANN complies with NRS 388(5) to ensure that any and all school service providers as defined in NRS 388(3) and NRS 388(4) provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388(7). Strict compliance with this statute is enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, pursuant to NRS 388(8), the Principal ensures that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

7. Provide, as an Attachment 12, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

Please see Attachment 12.

11. 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? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

DANN treats the safety and security of its students, staff, and visitors extremely seriously. To ensure best-case outcomes for regular practices and emergencies, the Principal has created an Emergency Management Plan developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the DANN community, but the Principal and Campus Monitor have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students receive regularly scheduled trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to chemical spills, active shooter, and fire drills.

All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter and AED emergency procedures. These procedures are practiced at least quarterly and more where required by state or federal regulation. In all drills, students are expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures takes place during the summer staff training and training for students takes place during the first ten days of school.

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 multi-site charter school networks in 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 multi-site context.

With an increase number of staff to meet the needs of the increased enrollment, the subsequent coverage and premium of DANN's insurance plan also increases. The General liability for all DANN employees is well insured under an umbrella of \$10 million.

SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

- a. Executive Summary
 - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
 - ii. A list of the current school campuses
 - iii. Proposed model and target communities by zip code

- iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
- v. The key components of your educational model and how the distance education program aligns with the educational model.
- vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
 - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
 - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
 - i. Describe the system of course credits that the school will use.
 - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
 - iii. Describe how the school will ensure students participate in assessments and submit coursework.
 - iv. Describe how the school will conduct parent-teacher conferences.
 - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
 - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
 - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education 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?
- e. Scale Strategy
 - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
 - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
 - i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
 - ii. 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 distance education applications and how long the window will last prior to conducting a lottery.
 - iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?
- g. Services
 - i. Provide a description of how the school leadership team will support the distance education 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.

- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

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

3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.
- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate “N/A” for any below requested response that is not applicable to your request.

4. RFA: Eliminate a grade level or other educational services

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO

a) School Management Contracts

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all

performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

b) Financial Plan

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. 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.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**___ (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).
6. Submit, as an **Attachment**___, a detailed budget for the operator 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).
7. Provide, as an **Attachment**___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment**___. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**___.

Attachments Necessary for EMO Amendment

- 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 Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a

Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.

- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider’s non-profit or for-profit status
- 9) Documentation of Service Provider’s authorization to do business in Nevada (e.g. current business license)
- 10) Letter from Board chair requesting Good Cause Exemption.
- 11) Agenda for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 12) Draft or Approved Minutes for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 13) Budget Narrative
- 14) School Budget
- 15) Network Budget
- 16) Historical Audits
- 17) Audit Data Worksheet
 - (a) Academic Performance Worksheet
 - (b) Good Cause Exemption Letter
 - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

What is your current enrollment for the prior years in your current contract?

2018-2019	Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Enrollment	100	104	78	78	78	78	60	60	0

What is your projected enrollment for the years for which you are requesting an expansion?

2019-2020	Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Enrollment	100	104	104	104	104	78	90	90	60

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

Facility RFAs

8. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

9. RFA: Occupy New or Additional Sites (NAC 388A.315)

- a. Complete the general sections above and the general and specific facility sections below

- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

10. RFA: Occupy a Temporary Facility

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

11. RFA: Relocate or Consolidate Campuses

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

General Facility RFA requirements

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.
2. 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.
3. 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.
 - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
 - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - d) 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 AND an assurance the school will submit final documentation in compliance with NAC 386.3265.
 - e) 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 an **Attachment** ____.
 - f) A copy of the Certificate of Occupancy at **Attachment** ____.
 - g) 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 an **Attachment** ____.
 - h) 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 an **Attachment** ____.
4. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, 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 an **Attachment** ___ 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 an **Attachment** ___.
- 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 an **Attachment** ___ 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 an **Attachment** ___.
 - 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 an **Attachment** ___ 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 an **Attachment** ___.
 - 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 an **Attachment** ___ 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 an **Attachment** ___.
 - 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 an **Attachment** ___.
 - 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 an **Attachment** ___.
 - 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 an **Attachment** ___.
5. 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 an **Attachment** _____. 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** _____.

6. Please include the organization's plans to finance these facilities, including:
 - a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.
 - b) Total project cost for each facility
 - c) Financing and financing assumptions
 - d) 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.

Facility RFA Attachments required

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 Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
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 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 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
-

12. RFA: Transportation

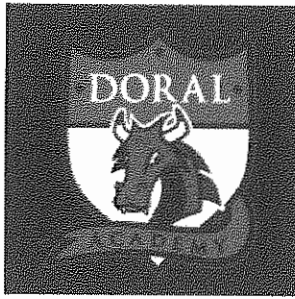
1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
 - o The number of students to receive transportation, including their grades
 - o The hours transportation is to be provided
 - o The physical location(s) proposed as pick-up and drop-off locations
 - o The entity/vendor providing transportation
3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
 - o The proposed schedule for practicing student evacuation
 - o A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

13.RFA: Other Changes

1. **For certain other RFA requests**
 - a. See NAC 388A.330
 - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.
2. **For all other RFA requests not otherwise described**
 - a. See NAC 388A.335
 - b. Complete all applicable sections above, general and specific
 - c. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - d. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

3. Nonmaterial amendments

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.



Doral Academy of Northern Nevada

August 13, 2019

State Public Charter School Authority
1749 North Steward Street, Suite 4D
Carson City, Nevada 89706

Re: Request for Good Cause Exemption from Amendment Deadline

Executive Director Feiden:

Doral Academy of Northern Nevada requests a good faith exemption from the current amendment schedule to amend their charter contract with the SPCSA to expand enrollment in existing grades and facilities.

Currently, the contract between Doral Academy of Northern Nevada (DANN) and the SPCSA sets the maximum enrollment at 720 students. In the 2018/2019 school year DANN's enrollment was as high as 636 students. Due to high demand, extensive waitlists, budgetary constraints, and a calculation error by our management organization, prior to the lottery for the 2019/2020 school year DANN inadvertently approved enrollment numbers that exceeded the maximum enrollment and the 10% yearly growth allowed under the charter contract. The DANN board approved enrollment as follows:

Kinder	1	2	3	4	5	6	7	8	Total
100	104	104	104	104	78	90	90	60	834

Upon discovery of this error, The DANN Board of Directors approved submittal of a Letter of Intent to apply for an amendment to the charter contract in the normal course. However, in a conversation with the SPCSA staff we were encouraged to seek this good faith exemption to the application cycle with the intent of having this amendment heard during the August SPCSA board meeting.

As the DANN school year commences on August 26, 2019, we are asking that an exemption be granted and that the application to expand enrollment in existing grades and facilities be heard as soon as possible.

Sincerely,

Indra Winqest

Doral Academy of Northern Nevada, Board Chair

MINUTES
of the meeting of the
BOARD OF DIRECTORS of DORAL ACADEMY OF NORTHERN NEVADA
August 14, 2019

The Board of Directors of Doral Academy of Northern Nevada held a public telephonic meeting on August 14, 2019 at 9:00 a.m.

1. Call to Order and Roll Call

Board Chair Indra Winquest called the meeting to order at 9:05 a.m. with a quorum present. In attendance were Board Members Danielle Cherry, Steve Porter, Tiffany Carmona, Leslie Hermann, Nettie Oliverio, and Indra Winquest.

Member Jen Johanson was not present at this meeting.

Also present were Academica representatives Amanda Safford and Colin Bringhurst.

2. Public Comment and Discussion

There was no request for public comment.

3. Review and Possible Action to Approve the Minutes from the June 25, 2019 Board Meeting

Member Hermann moved to approve the minutes from the June 25, 2019 board meeting. Member Carmona seconded the motion, and the Board voted unanimously to approve.

4. Discussion and Possible Action to Approve the Submission of a Charter Amendment for Doral Academy of Northern Nevada to Increase Enrollment Numbers

Ms. Amanda Safford addressed the Board and explained that approval was needed from the Board in order to submit a charter amendment to increase enrollment numbers. The Charter Authority had asked for the school to submit the charter amendment application in August, as opposed to the regular October time-frame. Mr. Colin Bringhurst addressed the Board and stated that this charter amendment was specifically to increase enrollment, adding that the other charter amendments for which they submitted letters of intent would be submitted in October.

Member Winquest moved to approve the submission of a charter amendment for Doral Academy of Northern Nevada to increase enrollment. Member Carmona seconded the motion, and the Board voted unanimously to approve.

5. Public Comments and Discussion

There was no request for public comment

6. Adjournment

This meeting was adjourned at 9:11 a.m.

Approved on: _____

**Secretary of the Board of Directors
Doral Academy of Northern Nevada**

DRAFT

Indra Winquest
10555 Elm Glen Ct, Reno NV 89521
(775) 745 - 7591
iwinquest@yahoo.com

Dynamic and results oriented person with strong communication skills. Articulate and persuasive in working with leadership, staff, peers, and the public. Consistently meets and exceeds goals, while maintaining and improving public satisfaction. Strong decision-making and leadership skills. Loyal and open to new ideas. Always willing to accept and overcome new challenges.

Professional Experience

Incline Village General Improvement District 893 Southwood Blvd, Incline Village, NV 89451

Director of Parks & Recreation 7/2015 - Present

Responsible for the leadership and management of all District parks and recreation facilities and programs; for supervision of staff and management of resources consistent with the general administrative direction of the General Manager; oversees development of comprehensive recreation programs and operational and development phases of parks, recreation areas and facilities, playgrounds and specialized areas.

Responsibilities include the management of four private beaches, boat ramp facilities, six multi use playing fields, Recreation Center, Tennis Center (11 courts), Disc Golf Course, 2 community pools. Additionally, all community programming including aquatics, seniors, youth and family specialty programs, youth and adult sports, fitness, health & wellness and a variety of special community events. Responsible for all aspects of operational and capital budgeting as well as project management. Overall, responsible for an annual budget of \$6.8 million. Responsible for 20 full time year round direct reports and between 75 and 250 part time staff depending on the season.

Superintendent/Assistant Director of Parks & Recreation 9/2008 – 7/2015

Plan, direct and oversee activities for recreation programming areas including aquatics, youth and adult sports, youth and family programming, seniors, tennis and fitness.

Directly or indirectly manages all recreational venues including the tennis center, recreation center, playing fields, private beaches, disc golf course, exercise course, indoor and outdoor swimming pools and other parks and open spaces.

Participate in development of goals and objectives for the Parks & Recreation Department. Develop and recommend annual operating budget and capital improvement budgets for assigned areas of responsibility.

Work with area of responsibility on the research and implementation of parks and recreation specific capital improvement projects including long range planning.

Work extensively with operating software for administering all recreation department programs and facilities. Provide leadership to the Parks & Recreation department organizational planning and process improvements.

Participate in the development of marketing strategies, promotions and publications for all Parks & Recreation programs, services and facilities.

Prepare and deliver presentations and serves as District representative at meetings of community groups, schools, and other professional or industry associations. Prepare monthly and annual reports for district Board of Trustees including periodic presentations at meetings.

Manage twelve subordinate supervisors who supervise up to 200+ employees in areas of assigned responsibility.

Recreation Manager – Sports/Tennis Center/Athletic facilities

3/2008 – 9/2008

Essential Duties and Responsibilities include overseeing the administration of all Adult and Youth Sports programs, as well as various special events and department functions. Prepare information necessary for marketing and administering sports programs. Adult Programs administered include Softball Leagues; Softball Tournaments including ASA sanctioned National Qualifier's, Indoor Soccer, Basketball, and Volleyball. Youth Sports Programs include Basketball, Softball, Soccer, and Volleyball. Additionally, the position is a Liaison with other Youth Sports Organizations including Little League, Pop Warner, AYSO, ASA Softball. Responsible for all aspects of facility booking for recreational venues.

Position manages a full service Tennis Center that includes 11 courts; retail pro shop, youth and adult sports clinics and camps, private lessons, tournaments, and various special events. Responsible for managing Tennis Center staff including a Director of Tennis, four USTA teaching professionals. Responsible for hiring, training and developing efficient strategies to enhance the overall service levels.

Recreation Supervisor – Sports/Athletic Facilities

4/2005 – 3/2008

Essential Duties and Responsibilities include overseeing the administration of all Adult and Youth Sports programs, as well as various special events and department functions. Prepare information necessary for marketing and administering sports programs. Adult Programs administered include Softball Leagues; Softball Tournaments including ASA sanctioned National Qualifier's, Indoor Soccer, Basketball, and Volleyball. Youth Sports Programs include Basketball, Softball, Soccer, and Volleyball. Additionally position is a liaison with other Youth Sports Organizations including Little League, Pop Warner, AYSO, ASA Softball. Responsible for all aspects of the operating budget and cost management.

Senior Recreation Clerk

5/2003 – 4/2005

Responsible for Recreation Counter operations including adult and youth program registration and point of sale applications including sale of boat launch and daily beach passes. Managing the resident Recreation Pass process, including administering the Parcel Master Software database for property deeds and applicable information. Class Software Administrator for applications necessary to department operations. Responsible for facility booking for district private beaches as well as staff support for district recreational facilities. Managing office supplies and orders. Processing daily cash sales reports, as well as other applicable reports. Served as support for department staff that included sports, aquatics, programs, and upper management.

Tahoe Keys Property Owners Association, South Lake Tahoe, CA
Recreation Specialist
6/1994 – 12/2002

Head Lifeguard managing up to 12 seasonal Lifeguards, Aquatics Maintenance Specialist, Swim Lesson Instructor and Summer Day Camp Coordinator for ages 7 – 12 years. Responsible for upkeep of two pools, two spas, 7 tennis courts, a putting green and 4 outdoor Basketball Courts. Coordination of Day Camp geared toward Sports and Arts & Crafts.

Skills/Accomplishments

- Certified CPR/First aid/AED since 1990
- Certified Lifeguard and Swim Instructor from 1989 – present
- Certified Pool & Spa Operator 1995-present
- Licensed Clinician for the National Alliance for Youth Sports to train youth coaches
- Incline High School Varsity Girls Softball Coach 2008 - 2010
- Incline High School Varsity Girls Basketball Coach 2013 – present
- 2014 NIAA Nevada 2A State Basketball Champions (Incline High School)
- Incline Middle School Girls and Boys Basketball Coach 2007 - present
- 2012 Nevada Recreation & Park Society Elmer H. Anderson Parks Excellence Award – NT Lions Club Disc Golf Course

Affiliations/Professional Growth

- Nevada Recreation & Park Society - participated in State Conference in 2006, 2008, 2010, 2012, 2014, 2016, 2018
- California Park & Recreation Society – participated in State Conference in 2008, 2009, 2012, 2013, 2015, 2017
- National Park & Recreation Society – participated in National Conference 2007, 2009, 2011, 2014
- National Alliance For Youth Sports – participated in National Conference in 2006 (3 CEU units)
- Certified through Essential Management Skills certification program
- Organizing committee – I CAN Run fundraising event 2007-2010
- Board member with Red White and Tahoe Blue 2014-present
- Staff liaison to the Board of the Incline Tahoe Foundation 2014 - Present

Education

University of California – Santa Cruz
Santa Cruz, CA
BA Global Economics 1998

Lake Tahoe Community College
South Lake Tahoe, CA
AA Degree Spanish 1995

STEVEN M. PORTER
21 Heath Circle
Reno, Nevada 89509
775-737-9101
Fax 775-737-9102

CURRICULUM VITAE

EDUCATIONAL BACKGROUND

**B.S. Degree in Pharmacy, Massachusetts College of Pharmacy, Boston,
Massachusetts - conferred 1968**

PROFESSIONAL EXPERIENCE

California Correctional Health Care Service

February 01, 2013 – Present

**Pharm II, PIC High Desert State Prison, Susanville Ca 96127
State Award for outstanding Service in the Field of Pharmacy 2010-2011**

February 01, 2011 – January 31,2013

**Pharm 11 (High Desert State Prison), PSM (High Desert State Prison-California
Correctional Center)**

Formulary maintenance: Ensures that current copies of the CDCR system-wide formulary are available to **Provides Supervision across both prisons' pharmacies within the Susanville location:**

- Supervises the preparation, manufacturing and the dispensing of drugs and pharmaceuticals and filling of prescriptions;
 - Includes ensuring the proper supervision of staff that dispenses controlled substances.
- Responsible for maintaining drug and chemical supplies: Manages and maintains inventory, assuring adequate and efficient inventory management, compliance, and participation in inventory control programs as required by the system-wide Director of Pharmacy;
- Ensures proper handling and record keeping of drugs, poisons and narcotics as required by State and Federal law and ensures the records are accurate and retrievable.

- Advises and consults with the physicians and specialists on drug matters that are pertinent to the proper prescribing and dispensing of medications to inmates.
- Supervises and conducts audits monthly in all medication areas in the facility to assure all drugs and medications are stored and handled properly in accordance with Department policies and State and Federal law and regulations.
- Ensures the proper maintenance of:
 - Patient medication records.
 - Accurate records of all drugs dispensed to the clinics and the infirmaries.
 - All required pharmacy records.
- Monitors drug therapy for contraindications, interactions, allergies and appropriateness.
- Ensures the provision of patient information and counseling.
- Identifies and optimizes synergies and economies-of-effort across both pharmacies.

Program implementation and sustainability (Administration):

- Ensures pharmacies meet the legal and accreditation/certification requirements and complies with all CDCR system-wide policies and standards.
- Implement drug-therapy guidelines, system-wide Pharmacy Policy and Procedures, Therapeutic Interchange programs and other initiatives by the system-wide Pharmacy and Therapeutic (P&T) Committee and the system-wide Director of Pharmacy for use by physicians, nurses and pharmacists.
 - Ensures that system-wide Pharmacy Policy and Procedures manuals are available to pharmacy as well as nursing, providers, and other healthcare staff.
 - Prepares various reports as requested by the system-wide Director of Pharmacy.
 - Prepares reports for both local pharmacy operations in support of the local initiatives of both pharmacies.
 - Works collaboratively with other disciplines to ensure the delivery of safe and effective drug therapy.
- Works with healthcare staff and advises all providers of formulary changes approved by the system-wide P&T Committee.
- Ensures the security of drugs stored within the pharmacy, clinics and all other medication areas.
- Ensures the maintenance of inventory and records of controlled drugs and other drugs as required by Department policies and State and Federal laws.
- Identifies and optimizes the clinical synergies of the two local pharmacy and therapeutics committees.

Staff Supervision:

- Leads in obtaining and retaining highly qualified staff.
- Ensures that the pharmacies are adequately staffed during all hours of operation.
- Schedules pharmacy staff and assign duties to promote efficient operation of pharmacy services of both local pharmacies.
- Provides appropriate technical and customer service training for pharmacy staff.
- Monitors and evaluates staff performance.
- Ensures adequate staff development.

- Applies progressive discipline as necessary.

Other responsibilities:

- As needed, provides Pharmacist (I, II) services in both or either pharmacy (Per the Standard Duty Statement of these two positions).
- Participates in the development and implementation of the Performance Improvement Program.
- Participates with Infection Control to identify and resolve unsafe and unsanitary practices.
- Participates as a member of each institution's Health Care Management Team.
- Participates in multi-disciplinary programs, committees, meetings and functions required by the pharmacy department.
- Maintains a current knowledge of drug therapies and drug reactions and interactions by reading professional literature, attending seminars and utilizing professional affiliations.
- Explores, identifies, and implements opportunities to optimize synergies between the two institution's pharmacies.
- Performs other duties as assigned

Drug Consultants, Inc.

Pharmacist- High Desert State Prison

July 2008-Dec 2008 Pharm 11

May 2009-Jan 31 2011 Pharm 11

Supervises and assists in the preparation, manufacturing and the dispensing of drugs and pharmaceuticals and filling of prescriptions; responsible for maintaining drug and chemical supplies; ensures proper handling and record keeping of drugs, poisons and narcotics as required by State and Federal law and ensures the records are accurate and retrievable; advises and consults with the physicians and specialists on drug matters that are pertinent to the proper prescribing and dispensing of medications to inmates; supervises and audits (monthly) all medication areas in the facility to assure all drugs and medications are stored and handled properly in accordance with Department policies and State and Federal law and regulations; maintains patient medication records; monitors drug therapy for contraindications, interactions, allergies and appropriateness; provides patient information and counseling; interprets and fills drug orders; provides drug information to meet the needs of physicians and nurses through direct contact or in-service program; contacts and confers with physicians regarding questions or irregularities on prescriptions.

Maintains and manages inventory assuring adequate and efficient inventory management and compliance and participation in inventory control programs as required by the system-wide Director of Pharmacy; supervises staff that dispense controlled substances; ensures the security of drugs stored within the pharmacy, clinics and all other medication areas; maintains inventory and records of controlled drugs and other drugs as required by Department policies and State and Federal laws; implements drug-therapy guidelines,

system-wide Pharmacy Policy and Procedures, Therapeutic Interchange programs and other initiatives by the system-wide Pharmacy and Therapeutic (P&T) Committee and the system-wide Director of Pharmacy for use by physicians, nurses and pharmacists; ensures that current copies of the CDCR system-wide formulary is available to healthcare staff and advises all providers of formulary changes approved by the system-wide P&T Committee; ensures that system-wide Pharmacy Policy and Procedures manuals are available to pharmacy as well as nursing and provider and other healthcare staff.

Ensures that the pharmacy is adequately staffed during all hours of operation; schedules pharmacy staff and assigns duties to promote efficient operation of pharmacy services; provides appropriate technical and customer service training for pharmacy staff; applies progress discipline as necessary.

Prepares various reports as requested by the system-wide Director of Pharmacy; maintains pharmacy records; ensures the pharmacy provides optimal service, meets legal and accreditation/certification requirements and complies with all CDCR system-wide policies and standards and maintains accurate records of all drugs dispensed to the clinics and the infirmaries.

Works collaboratively with other disciplines to ensure the delivery of safe and effective drug therapy; participates in the development and implementation of the Performance Improvement Program; works to resolving unsafe and unsanitary practices; participates in multi-disciplinary programs, committees, meetings and functions required by the pharmacy department; maintains current knowledge of drug therapies and drug reactions and interactions

PIC Report Responsibilities- see attached Appendix 1

Rx Relief (2007- July 2008)

Pharmacist- California Correctional Center
Aug 2007-April 2008 Pharm 1
May 2008-June 2008 Pharm 11

High Desert State Prison
May 2008-June 2008 Pharm 11

Walmart (2002-to July 2012)- Carson City, Susanville, Jackson, Placerville

Pharmacist
PIC at Jackson and Placerville stores

Raleys / Village Pharmacy (2001-2002)

Pharmacist

Cameron and Co. (2001-2002)

Pharmacist

Village Market Pharmacy (5/1985 to 5/2001)

Incline Village, NV

Owner/operator. Community Pharmacy offering personalized service in retail and home health care.

Pharmacare Services of Nevada (10/1988 - 10/1999)

Reno, NV

Corporate officer. Home infusion company offering pharmaceutical home health care in Northern Nevada.

Tahoe Forest Hospital (2/1980 - 4/1985)

Truckee, CA

Director of Pharmacy services.

Founding pharmacist responsible for initiating development of in-patient pharmacy services. Duties included building a pharmacy, creating a unit dose and IV add-mixture delivery systems, as well as administrative responsibilities.

Vails Pharmacy (7 /1979 - 2/1980)

Truckee, CA

Retail Pharmacist

Serrano Pharmacy (11/1978 - 4/1979)

Los Angeles, CA

Retail Pharmacy Manager

V.A. Hospital (4/1978 - 8/1978)

Los Angeles, CA

Temporary appointment as staff pharmacist. Duties included unit dose, ward stocking, operating satellite pharmacy, narcotic and investigational study controls and clinical pharmacy i.e., monitoring creating clearance on all antibiotic patients.

MacCaulay's Pharmacy (4/1976 - 4/1978)

Hingham, Mass.

Retail Pharmacist

Timmermans Pharmacy (1/1974 - 3/1976)
New York, NY

Retail Pharmacist

Children's Hospital (10/1970 - 11/1973)
Boston, Mass.

Staff pharmacist. Duties included ward stocking, in-patient and out-patient pharmaceutical manufacturing, and hyperalimentation IV additive program. Additional duties included the implementation of a unit dose program into existing structure of pharmacy.

Doctor Donald Gatch (6/1969 - 6/1970)
Blufton, S.C.

Duties included operating a medical clinic in a rural poverty stricken area, dispensing medication and maintaining patient profiles, and field work. Additional duties included development of funding programs and the forming of a comprehensive health program with state and federal government officials, local members of the health profession, and local community members.

Children's Hospital (11/1968 - 6/1969)
Boston, Mass.

Staff Pharmacist

PROFESSIONAL LICENSES

Registered Pharmacist, Massachusetts, 1968
Registered Pharmacist, New York, 1974
Registered Pharmacist, California, 1978
Registered Pharmacist, Nevada, 1985

COMMUNITY ACTIVITIES

Sierra Nevada Ballet- Board President since 2001

**Parasol Community Foundation –Board Member Member
of Arts4Nevada**

Member of the Carson City Arts and Culture Collaboration

Member of the Reno Arts Consortium

**Member of the Parasol Community Collaboration Member
of the Incline Village Golf Club**

Danielle M. Cherry

385 Teramo Drive - Reno, NV 89521 dcherry@nvfundraiser.com (775) 857-7226

WORK EXPERIENCE

DANIELLE CHERRY & CO.

April 2008 – Current

Campaign Finance Director & Fundraiser

- Responsible for all fundraising efforts (events, call sheets, meetings, contribution solicitations)
- Fundraising efforts include regular calls to lobbyists and government relations representatives to share the clients issues and views and solicit contributions
- Regular meetings with legislators, government relations representatives, lobbyists and candidates to establish relationships and garner support
- Manage client data & complete contribution and expense reports
- Produce an initial and ongoing finance plan for each client

GOVERNOR OF NEVADA, Carson City, NV 2008

January 2007 – April

Executive Assistant & Scheduler

- Research, prepare & develop daily briefing materials for the Governor including information on current local, state, and national issues and background information for each of the Governor's meetings and events.
- Plan and execute events for the Governor and work with various groups to help them plan their events around the Governor
- Meet daily with the Governor to go over his schedule and other concerns.
- Manage the development of the Governor's daily schedule while constantly seeking venues and opportunities for the Governor to deliver remarks on his initiatives.
- Evaluate meeting requests and then plan and execute travel and events throughout the state. Coordinate between the Governor's policy, press, and security detail, and Cabinet level agencies to ensure the Governor always safely arrives at the correct location at the correct time – is on top of what is happening, and is prepared with remarks.
- Research the background information for the Governor's remarks and coordinate with the press team to execute.
- Prepare and track the Governor's personal and business correspondence and maintain a continually growing list of contacts.
- Work with the Nevada Congressional Delegation to ensure that the State's priorities are met and the Governor's initiatives are known.
- Take meetings and phone calls with legislators, CEO's, special interest groups, etc. on behalf of the Governor

CONGRESSMAN JIM GIBBONS, Washington, DC 2006

November 2005 – December

Executive Assistant & Scheduler & Office Manager

- Maintained the Congressman's master calendar, scheduling all events and coordinating weekly travel from Nevada to Washington, D.C.
- Managed the office's \$1.6 million dollar budget, processed bills, staff and Congressman travel reimbursements, and payroll, while preparing regular budget statements for the Congressman and Chief of Staff
- Coordinated weekly "constituent coffees" and provided the Congressman with a briefing sheet of relevant issues for each group in attendance. During the events met with special interest groups to discuss issues on behalf of the Congressman
- Prepared a daily briefing binder for the Congressman with a briefing packet for each meeting and event. Briefing packets included background information, current issues, agendas, etc
- Supervised office administrative staff and oversaw office's internship program

CONGRESSMAN JEFF FORTENBERRY, Washington, DC *Legislative Correspondent & Staff Assistant*

August 2005 – November 2005

- Responsible for receiving, logging and responding to all incoming mail
- Researched and stayed on top of current and past legislative issues and wrote written responses to constituent letters and inquiries

- Took constituent calls and discussed legislative issues and the Congressman's position
- Developed a monthly mail piece outlining the Congressman's current accomplishments
- Maintained the web site and assisted with the weekly message

SUPREME COURT OF THE UNITED STATES, Washington, DC

May 2005 – August 2005

Legal Publications Intern

- Processed, tracked, and published the confidential Court Bench Opinions
- Maintained department & opinion security prior to release of Opinions from the Bench by The Chief Justice
- Served and was in constant communication with high-ranking court officials, law clerks, editorial staff & staff at all levels
- Planned and executed a program for all of the Supreme Court Interns where a high-ranking court official or Supreme Court Justice spoke at a weekly intern luncheon program
- Route phone requests, escort visiting dignitaries, etc.

EDUCATION & AWARDS

B.A. in Graphics Communications (dual degree in marketing & business), minor in Accounting

Graduated Magna Cum Laude from Point Loma Nazarene University, San Diego, CA. 3.78 GPA.

Academic Achievements:

Phi Delta Lambda Honors Society (top 15% graduating class), Dean's Scholarship Recipient, Art & Design Departmental Scholarship, Electronic Document Systems Foundation Board of Directors Scholarship recipient

TECHNICAL SKILLS

Software

Operating Systems: All versions of Windows & Mac OS

Graphics: Adobe Illustrator, Photoshop, InDesign, PageMaker, Acrobat/PDF, Quark Xpress

Internet: Netscape, Explorer & experience with Web Design

Business: Intranet Quorum, Microsoft Office (Excel, Word, PowerPoint, Outlook), QuickBooks Pro

REFERENCES

See Attached Document

TIFFANY B. CARMONA

EXPERIENCE

Beacon Trust Company

Reno, NV

Trust Officer

September 2015 to September 2016

Vice President, Treasurer, Senior Trust Officer (Senior Leadership Team)

September 2016 to Present

- Oversee leadership of Reno office (headquarters) of Beacon Trust Company
- Manage Trust Services department, consisting of four Trust Officers, two Senior Trust Administrators, three Transaction Analysts, one Fiduciary Controller, four Senior Accountants, one Staff Accountant, one Fiduciary Accountant, and one Executive Assistant
- Responsible for ensuring fiduciary accounts are administered in compliance with Nevada statutes governing licensed family trust companies and other applicable laws

Bessemer Trust

Chicago, IL

Principal, Fiduciary Counsel/Estate Planner & Senior Client Advisor

March 2011 – September 2015

- Fiduciary Counsel
 - Oversaw consolidation of twenty family trusts (\$50 MM total) to streamline administration
 - Managed migration of \$100 MM trust to Delaware to expand class of potential appointees
 - Supervised use of decanting statutes to modify trust terms
 - Considered trustee appointments and approved trust assets for intake
 - Participated in discretionary fiduciary decisions as member of Special Investments and Discretionary Distributions Committee
 - Drafted Promissory Note form used for all trust loans to beneficiaries
- Estate Planning
 - Reviewed clients' current estate plans and made recommendations for further planning
 - Administered numerous GRAT, QPRT and annual gifting programs
- Investment Advisory
 - Made asset allocation recommendations to clients
 - Diversified concentrated holdings in trust and personal accounts
 - Carried out portfolio transition of new accounts, considering capital gains tax consequences of liquidating holdings
 - Evaluated spending/saving outcomes using Monte Carlo simulations

Winston & Strawn LLP

Chicago, IL

Associate Attorney, Trusts and Estates Practice Group

February 2009 – February 2011

- Estate Planning & Business Succession Planning
 - Prepared estate plans for ultra high-net worth clients
 - Advised clients regarding transferring family business interests to private foundation and qualifying for estate exception from indirect self-dealing
 - Recapitalized California business into voting and non-voting stock, then sold shares of non-voting stock to Dynasty Trust
- Tax Advice
 - Advised clients regarding use of gift, estate and GST tax exemptions
 - Made recommendations regarding change of domicile from one state to another
- Private Trust Company
 - Spearheaded formation of a South Dakota private trust company
 - Designed ownership and governance structure of private trust company to balance rights between two branches of the family and among the members of the various generations of the family
 - Drafted trust to own private trust company
 - Prepared amendments to trusts that will become clients of the private trust company to provide for trusteeship by the private trust company
 - Handled judicial accountings of current trustees and resignation of corporate trustee
- Trust & Estate Litigation
 - Petitioned court to reform scrivener's errors contained in GST-grandfathered trusts
 - Drafted and submitted related private letter ruling request

- Trust & Estate Administration
 - Advised corporate trustees regarding termination of trusts and distribution of trust assets
 - Obtained releases of liability for trust fiduciaries through informal and judicial trust accountings
 - Advised fiduciaries regarding distribution of tangible and intangible estate assets
 - Counseled Administrator with Will Annexed in administration of estate with charitable residuary beneficiaries
- Trust & Estate Litigation
 - Represented fiduciaries in trust construction proceeding regarding meaning of term “*per stirpes*” in a GST-grandfathered trust
 - Prepared settlement agreement trifurcating trust
 - Drafted, submitted and handled related private letter ruling request
 - Represented charitable remainder beneficiary in Will contest brought by disinherited daughter
- Private Foundation
 - Drafted organizational and governance documents for private foundations
 - Applied for exemption from taxation under Section 501(c)(3) of the Internal Revenue Code
 - Ensured compliance with Chapter 42 tax rules applicable to private foundations

EDUCATION

Georgetown University Law Center <i>Juris Doctor Awarded (Cum Laude)</i>	Washington, DC Spring 2003
Georgetown University College of Arts and Sciences <i>Bachelor of Arts Awarded (Cum Laude)</i> Major in Government (Concentration in American Government) and Minor in Sociology	Washington, DC Spring 2000

PUBLICATIONS & SPEAKING ENGAGEMENTS

-
- Co-Presenter, *Netting a Whole School of Gifts: A Discussion of Net Gifts and Net, Net Gifts*, ABA Section of Real Property, Trust and Estate Law, Spring Symposium, Apr 2015.
 - Author, *Client Out of Exemption? Consider a Net Gift*, PROBATE & PROPERTY, Jul/Aug 2014, at 43.
 - Presenter, *3.8% Surtax on Net Investment Income (with an emphasis on trusts)*, Estate Planning Section of Utah State Bar, May 2014.
 - Presenter, *Estate Planning: Current Developments and Hot Topics*, Red River Valley Estate Planning Council, Oct 2013.
 - Presenter, *Portability Explained*, Great Plains Federal Tax Institute, Nov 2012.
 - Panelist, *Back to the Future: Planning with Portability, “I Love You” Wills and Riding Into the Sunset*, ABA Section of Real Property, Trust and Estate Law, Spring Symposium, May 2012.
 - Co-Author, *Wandry v. Commissioner - The Secret Sauce Estate Planners Have Been Waiting For?*, PROBATE & PROPERTY, Nov/Dec 2012, at 11 (granted 2012 Excellence in Writing Award, Best Overall Article) (republished in STOUT RISIUS ROSS JOURNAL, Spring 2013, at 62).
 - Co-Author, *The Rules of Portability* (RPTE eReport), Dec 2011.

BAR ADMISSIONS & PROFESSIONAL CERTIFICATIONS

New York, Illinois, Nevada, New Hampshire (application pending) & Supreme Court of the United States Series 7 & 63 (Expired April 2017)

BAR ASSOCIATION MEMBERSHIPS

ABA Section of Real Property, Trust and Estate Law (Estate and Gift Committee of Income and Transfer Tax Planning Group)	March 2011 – Present
Nevada State Bar, Probate and Trust Law Section	February 20167 – Present
Chicago Bar Association (Trust Law Committee)	March 2011 – 2015
Chicago Estate Planning Council	December 2011 – 2015

Leslie Bowlds Hermann
950 Marsh Avenue
Reno, NV 89509
775-560-3737
lesliehermann@edplanit.org

OBJECTIVE Secure board position in a charter school setting

SKILLS PROFILE *Good to Great* approach to daily work driven by conscious choice and discipline
Results orientation
Excellent interpersonal skills with students, parents, staff, and community
Ability to focus on goals until they are fully achieved
Thorough experience with all aspects of leading schools K-12

EDUCATION M.A., University of Phoenix, 2001, School Administration
M.A., University of Nevada, 1995, Teaching English as Second Language
B.A., University of Colorado, 1980, French Literature, Minor in Spanish
Junior Year Abroad, Université de Bordeaux, France, Faculté de Lettres, 1978-1979
Certificates held: Nevada State Teachers Certificate 7-12: French, Spanish, English
Nevada State Teachers Certificate K-16: English as Second Language
Nevada State School Administrator's Certificate

EMPLOYMENT HISTORY **K-12 Principal**, Incline Schools June 2013 – August 2017
Washoe County School District

- Led curricular and instructional alignment of elementary, middle, and high school
- Implemented a standard of research-based instruction in every classroom
- Evaluated teachers with a focus on engagement, questioning, and literacy
- Coordinated and led professional development for K-12 staff
- Leveraged philosophical and financial support for 1-to-1 initiative
- Collaborated with Boosters to raise over \$400,000 in two years
- Raised funds for 18 teachers to attend CUE (technology) conference
- Implemented AP Capstone™ program, enabling students to earn Capstone Diploma
- Implemented test prep program, resulting in highest ACTs in Nevada public schools
- Restructured Family Engagement meetings to be held in parental workplace
- Engaged broad representation of families in school activity
- Conducted senior exit interviews resulting in restructuring of counseling department
- Restructured PLCs to improve focus on student achievement
- Restructured RTI team to improve tier 2 and tier 3 support
- Nominated four teachers for national and state awards, resulting in national and state recognition for the schools
- Met with every parent of students failing classes, resulting in increased graduation rate from 79% to 92% over a four-year period
- Did home visits of students with poor attendance, resulting in improved attendance and increased credit accrual
- Served on district committee to restructure special education services

Assistant Principal, Robert McQueen High School October 2001-June 2013
Washoe County School District

- Headed Office of Student Relations
- Coordinated student activities

- Managed building and grounds
- Evaluated certified and classified staff
- Coordinated registration including annual course offering revision
- Coordinated district, state, and Advanced Placement™ test administration
- Developed and implemented annual School Improvement Plan
- Headed Northwest Accreditation
- Conducted school-wide staff development
- Expanded course offerings to include AP Comparative Government, AP Music Theory, AP Psychology, Chinese levels 1-AP, Culinary Arts 1-4
- Created and implemented signature programs including The Lancer Look, Lancer Day, Freshman Academy, and Global Studies
- Developed master schedule
- Contributed to the development of the district strategic plan
- Served as College Board® representative to the Chinese Bridge Delegation, Beijing, China

Consultant, Washoe County School District

- Taught writing in second languages, Northern Nevada Writing Project, 1985-1990
- Headed World Languages Textbook Adoption, 1998-1999
- Read High School Proficiency Writing Exams, 1987-1997
- Trained new Curriculum Assistant Principals, 2007-2009
- Presented to “Diving into Administration” students, 2007-2010
- Co-taught “Track III Evaluations for Administration,” 2010

Teacher, Cherry Creek and Washoe County School Districts

Englewood, Colorado and Reno, Nevada

- Taught French, Spanish, English, ESL, Reading grades 6-12
- Served as World Languages Department Leader, Robert McQueen High School
- Served on committees to create and revise world languages credit by exam
- Worked on national committee to create National Standards for World Languages
- Worked on national committee to establish criteria for National Board Certification in World Languages
- Coached Incline High School Ski Team, 1985-1989

HONORS

Phi Beta Kappa (top 1% of graduating class), awarded 1980, University of Colorado
 President’s Leadership Scholarship, University of Colorado, 1976-1978
 Dean’s List, 4.0 Cumulative GPA, University of Nevada, 1991-1995
 Dean’s List, 4.0 Cumulative GPA, University of Phoenix, 1999-2001
 Incline High School, Gold Medal of Achievement, US News and World report, 2017

PROFESSIONAL DEVELOPMENT

College Board Conferences, 2001, 2006, 2008
 AVID Summer Institute, 2013 and 2015
 Marzano’s High Reliability Schools, 2015
 College Board Prepárate, 2016
 Teachers for Global Classrooms, 2016
 ASCD Conference, 2018

REFERENCES

Mr. Indra Winquest, IVGID Director, 775,745-7591
 Dr. Andrew Yoxsimer, Principal, Incline High School, 775-832-4260
 Mr. Milton Hyams, Social Studies Department Leader, Incline High School, 775-832-4260
 Ms. Kari Michael, Assistant Principal, Incline High School, 775-832-4260
 Parent references available upon request



Jen Johanson

7272 Offenhauser Drive
Reno, NV 89511
T 775.722.3358
jjohanson@washoeschools.net
thejenjohanson@yahoo.com

EXPERIENCE

STEAM Facilitator, Depoali MS
Washoe County School District
Reno, NV — 2018-present

1. Assist in teaching and developing curriculum tying together the NGSS and CORE Art Standards
2. Facilitate a Student Lab Setting with 25-55 students
3. Team teach with a Science Content Teacher

Art Teacher, Procter Hug HS
Washoe County School District
Reno, NV — 2013-2018

1. Striving Readers Vocabulary Training Participant
2. MTSS 11th grade coordinator/Team Leader
3. Assisted with PSAT testing at the administrative level
4. Collaborated to build District-wide PD for Art Teachers
5. Collaborated to introduce Arts/CommonCore Integration
6. Coordinate PHHS students for the Stranger Show in collaboration with the Nevada Museum of Art and The Holland Project
7. Teach 6 preps daily, including multiple sections of diverse learners including CLS and AP studio
8. AP Studio Art Instructor
9. GT Coursework completed for Endorsement
10. Member of Standards Based Education Cohort
11. Facilitated Hug's Campus-wide open house
12. Attended NSTA Conference, Atlanta, GA
13. Worked with UNR Raggio Center for STEM Education:

EDUCATION

Rhode Island School of Design,
MAT Art and Design Education,
2003-2004

Rhode Island School of Design,
BFA Illustration,
Concentration in English
2000-2003

Pratt Institute
Freshman Studies
1999-2000

14. Mentored New Teachers from SNC, UNR

Accomplishments

- EDAWN Art Educator of the Year 2018
- Evaluated as Highly Effective 5 years in a row

*Art Teacher, Silverland Middle School
Lyon County School District*

City, State — 2011-2013

1. Active member of ICAT on site
2. Active member of school SIP team
3. Extra-Curricular Theater Program Director
4. Extracurricular Art Club Coordinator
5. Arts Gala Event Artist Coordinator
6. Designed Arts Curriculum aligning to Nevada Art Standards
7. Modified Projects in curriculum to be STEAM oriented, (Science, Technology, Engineering, ARTS, Math)

Accomplishments

- ICAT Training Level 1 and level 2 completed
- Active member of the ICAT(Instructional Consultation and Teaming) Cohort completing multiple cases

*Art and Design Educator, Fernley Intermediate,
Lyon County School District*

Fernley, NV — 2004-2011

1. Extra-Curricular Theater Program Director
2. Extracurricular Art Club Coordinator
3. Created/Designed Arts Curriculum to align with NV/national arts standards
4. Modified Projects in curriculum to be STEAM oriented, (Science, Technology, Engineering, ARTS, Math)

Note: Position ended when LCSD opened a new Middle School. I transferred with half of our staff to the new site to continue teaching 7th-8th grade.

Accomplishments

- 2009 Staff Member of the Year, Exemplary Example of Someone Who Cares
- Creative Arts Team Leader

SKILLS

1. T4S protocol trained
2. ICAT Facilitation
3. Team Leadership
4. Photoshop
5. Illustrator
6. Word
7. Excel
8. Marzano Scale Implementation
9. Thinking Maps
10. Striving Readers
11. MTSS
12. Differentiation
13. Graphic Design
14. Lesson Design
15. Curriculum Design
16. Backwards Lesson Design

- T4S observer at school site
- SIP Team Member

17. NGSS/Inquiry-Based Instruction
18. SEL
19. GATE

Nettie Oliverio
P.O. Box 5027
Reno, NV 89513
775.338.6858
nettieo@myself.com

Education:

University of Nevada, Reno, Biotech graduate program
TMCC, 1981, Associate in Applied Sciences, Computer Information Systems
University of Kansas, 1974, BA cum laude Chemistry, Theater minor
University of Alabama, Birmingham, 1971-72, Pre-med, Theater minor, Delta Delta
Delta academic sorority
Alabama School of Fine Arts, 1971, Theater & Dance major, valedictorian

Professional:

1992-present – Myself Consulting – computer consultant; Microsoft Partner
1981-97 - Cambridge School – Computer sciences instructor
1981-83 - TMCC – Computer sciences instructor
1975 - Halls Corporation, Kansas City – lab tech

Community involvement:

City of Reno Arts and Culture Commission – commissioner (2007-2013; 2015-present),
chair (2010-2013)
CofR Redevelopment Advisory Board (2012-present)
Reno Little Theater – Board of Directors (1989-1991, 2014-present); chair (2014-2016)
Reno Arts Consortium – co-chair (2010–present)
Pioneer Center – Board of Directors (2013-present); VP of Development
City of Reno Public Art Committee (2013-present)
CofR Arts and Culture Grants Panel (2007-present)
Reno Jazz Orchestra – Advisory (2017)
Art BLAST Committee – (2012-2016)
CofR Arts and Culture Commission Marketing Committee – chair (2008-2013)
CofR Cultural Master Plan ad hoc Committee (2008-2012)
KNPB – Community Advisory (2016-present); development committee, on-air pledge
(2005-2013)
Funeral Consumers Alliance of Nevada – board member and secretary (2000-present)
Crisis Call Center – volunteer, computer network (1995-present)
Lear Theater – Founding Board member (1994-2005; 2011); Board chair (1999-2001);
Cap Campaign chair (2001-2004)

Other arts activities: member, *Be Instrumental* Arts Fund Workplace Giving ad hoc Committee;
advisory board, Alabama School of Fine Arts; steering committee, Community
Foundation of Western Nevada Caregiver Support Initiative; co-founder, Reno Area
Theatre Alliance

Community awards: 2011 Vocational Service Award, Reno Central Rotary; “Volunteer of the
Century”, Crisis Call Center, 2011

Angela Orr
2455 Telluride Drive
Reno, NV 89511

www.projecttahoe.org

angelaorrbrown@gmail.com

@AngelaOrrNV

Professional Experience

- 2016-Present **Founding Board Member & Treasurer: Nevada Center for Civic Engagement**
- Collaborate with community foundations and school districts across Nevada to provide opportunities for students and teachers to engage in civic education.
 - Apply for and manage local (Nevada Humanities) and national grants (e.g. SEED 3).
- 2014-Present **Founding Board Member, Treasurer & Instructional Specialist: Learning Forward Nevada**
- Inspire a community of teachers to take on leadership roles in education without leaving the classroom.
 - Develop and facilitate six-credit course, *Teachers Leading Change*, to prepare teachers for this challenge.
 - Facilitate rigorous, ongoing learning on observation & feedback, mentoring, coaching, and action research.
 - Collaborate with site and district administrators and union leaders to create space for shared leadership.
- 2013-Present **Washoe County School District Curriculum & Instruction: K-12 Social Studies**
- Create a vision of instruction and strategically implement a five-year professional learning plan.
 - Serve the diverse needs of teachers in grades K-12 in social studies & disciplinary literacy.
 - Facilitate learning of teachers, coaches, implementation specialists and administrators.
 - Develop, design and facilitate over 300 hours of professional development and conferences each year.
 - Develop and disseminate award winning curriculum and resources.
 - Collaborate closely with a wide range of departments and serve on a multitude of committees to strategically align more comprehensive curriculum and professional learning.
 - Coordinate all social studies events and professional development.
 - Communicate with precision District initiatives and requirements to teachers.
 - Present annually at two or more national conferences.
 - Build capacity in master teachers with coaching, mentoring and support.
 - Work highlighted in Fordham Report on early CCSS implementation and American Radio Works documentary “Great Expectations” (2014) as well as the book, *Every Reader a Close Reader*, by Samantha Cleaver and the video series *Teaching the Core* with Charlotte Danielson.
- 2008-Present **Letter of Appointment Faculty, UNR & Sierra Nevada College**
- Elementary Methods, Secondary Social Studies Methods, and Parent Involvement & Family Engagement
- 2009-2013 **Instructional Specialist/Project Director, Nevada Teaching American History Project**
- Develop, coordinate, and disseminate all professional development opportunities administered by million-dollar grant based on individual needs of schools and teachers.
 - Manage a budget of over \$300,000/year.
 - Build strong and lasting relationships with teachers and leaders in school Districts across Nevada.
 - Develop and maintain website www.projecttahoe.org.
 - Create assessments for grant evaluation of teacher and student knowledge and skills.
 - Evaluate teacher created materials to align with research and CCSS.
 - Write and attain local, state, and federal grants to support professional learning.
- 2002-2009 **Social Studies Teacher *Damonte Ranch High School, Dilworth Middle School, Billingshurst Middle School***
- Coordinate school-wide professional development.
 - Perform as AP Coordinator and serve on Graduation, Accreditation, and Scholarship Committees.
 - Advise Student Council, Service Learning, Travel Club & Coach Championship *We the People* teams.
 - Mentor novice teachers for 6 years and act as lead teacher to student teachers.
 - Engage in five years of collaborative research with UNR professors.

Education

Washoe Academy of School Leaders Certificate, 2017

Grand Canyon University, 2012 - M.Ed. in Educational Administration

University of Nevada, Reno, 2008 - M.S. in Educational Specialties: Literacy

University of Nevada, Reno, 2001 - B.A. in Secondary Education with an emphasis on Social Studies

Professional Service & Committees

2018-Present	Board Member of National Social Studies Supervisors Association
2016-Present	AdvancED External Review Member for Accreditation at K-12 Schools
2016	Fulbright Teachers for Global Classrooms Administrative Fellow
2015-2017	ATLAS: WCSD Committee for Teacher Leadership
2014-Present	Treasurer & Founding Member, Learning Forward Nevada
2014-Present	Community University School Partnership (CUSP)
2005-Present	Conference Planning Chair for Northern Nevada Social Studies Conference
2009-Present	Executive Director, Northern Nevada Council for the Social Studies (Past President)
2015-Present	McQueen High School Global Studies Steering Committee
2011-Present	Nevada Law Related Education Committee
2013-Present	Student Achievement Partners Core Advocate: Literacy
2010-Present	Curriculum & Professional Development Consultant for N. Nevada Community Agencies
2010-Present	Conference presentation reviewer, National Council for the Social Studies
2013-2015	American Heritage Education Fellow
2011-2015	Nevada National History Day Board
2009-2015	Library of Congress Grant Writing
2009-2015	Nevada Holocaust Education Taskforce Board of Directors
2010-2012	Project Director for Northern Nevada Project REAL (Relevant Education About the Law)
2010-2014	George Washington Teaching Ambassador Program Committee Chair
2009-2014	Awards Committee, National Council for the Social Studies
2007-2013	Nevada Voting Delegate, National Council for the Social Studies
2009	Co-Chair, Nevada Social Studies Standards Integration
2007-2009	President, Northern Nevada Council for the Social Studies
2005-2008	Steering Committee, Northwest Accreditation, Damonte Ranch High School
2007	CIVITAS Bosnia-Herzegovina Civics Standards Writing Committee
2005-2006	Nevada Civic Mission of Schools Board of Directors

Honors & Awards

- 2018 National Social Studies Supervisors Association Board Appointment
- 2017 NNCSS Leadership in Education Award
- 2014 International Reading Association Celebrate Literacy Award
- 2007 WEA Most Influential Educator
- 2007 Nevada Social Studies Teacher of the Year
- 2006 WEA Most Influential Educator

Articles & Conference Presentations

As a professional learning facilitator, I create over 300 hours of learning and many curriculum publications for teachers and leaders each year. The following list only includes presentations and papers outside that scope of work.

- 2017 "Creating a Community of Practice through Collaborative Inquiry" NSSSA Conference
- 2016 "Voices from the Field: Evidence to Support Novice Social Studies Teachers" College, University, Faculty Alliance Conference
- 2015 "Inquiring Minds Want to Know: Textual Inquiry Through Question Quads" NCSS Conference
- 2015 "But the Textbook Said... ' Document Based Questions for Elementary Students," NCSS Conference
- 2014 "Closing the Opportunity Gap with Close Reading," NCSS Conference
- 2014 "Overcoming the Controversy Conundrum: Structured Academic Controversy" NCSS Conference
- 2011-2015 Contributing Editor: Sierra Social Studies Newsletter and Blog
- 2013 "Getting Down to the Core: Analyzing and Developing Arguments" NCSS Conference
- 2013 "Core Task Project: Close Reading of Complex Text" workshop for Contra Costa Schools & Washington D.C. Charter Schools
- 2012 "A New View of Scaffolding: Powerful Reading of Complex Text" NCSS Conference
- 2011-2012 Contributing Editor Series: Shifting instruction to the common core state standards: A guide for educators and supervisors. Achieve the Core. Available on iTunes University.
- 2011 Orr, A., Obenchian, K.M., & Davis, S. (2011). Past as Puzzle: How Essential Questions Can Piece Together A Meaningful Investigation of History. *The Social Studies*, 102, 2.
- 2010 Obenchian, K.M., Pennington, J., & Orr, Angela. (2010). Angela: On a Critical Curve. *Theory & Research in Social Education*, 38, 4.
- 2010 "What's Really Essential: Creating Questions to Make Historical Connections" NCSS Conference
- 2009 "Annie: A Case Study of an Exceptional Teacher" presented to College & University Faculty Alliance at National Council for the Social Studies conference
- 2009 "Making the Question Essential Again" presentation at District Professional Development Day
- 2008 Thesis Study: Orr, A. (2008). "I don't want to learn this stuff:" A study of middle school students in a media literacy curriculum (University of Nevada, Reno, 2008). UMI, 1460768.
- 2007 "Geography Through the Arts" presentation at NNCSS annual conference
- 2006 "Interactive Vocabulary Strategies" presentation at NNCSS annual conference

Personal Professional Learning

2017-2019	Northern Nevada Leadership Institute
2017-2018	Learning Forward Annual Conference focus on systems leadership
2004-2018	National Council for the Social Studies Annual Conference
2017	Graduate of Washoe Academy for School Leaders
2017	Culturally Responsive Practices & the Brain
2017	Unleashing the Positive Power of Differences and Polarity Thinking in Schools
2017	Hard Conversations for School Improvement
2016	Leading with Collective Efficacy
2016	Instructional Coaching: A Partnership Approach to Improving Instruction
2016	CHOICES by Brown University Leadership Institute
2016	Differentiated Coaching
2015	Project Based Learning with Buck Institute
2015	Advance Placement Leaders Conference
2015	Teaching the Core with Charlotte Danielson
2013-2015	Core Advocate Leadership Training
2009-2015	Vertical Team Fellow
2012	Learning Forward Conference
2012	Common Core Authors' Workshop: Close Textual Analysis
2012	Surfing the Tsunami of Change
2012	Transitioning to the Common Core: Key Implementation Strategies
2011	Common Core State Standards: Understanding and Implementation
2010	Democratizing the DBQ
2010	Scaffolding Literacy in the Elementary Grades
2009	Differentiated Instruction and Vocabulary Development
2004-2008	Collaborative IRB Training
2003-2008	Teaching American History Fellow
2008	Backwards Planning and Design
2007	Designing Meaningful Literacy Curriculum in the Core
2006	State Supreme Court Justice Institute at Montpelier
2005	Foundations in Mentoring
2005	<i>We the People</i> Nationals: Mentoring Teachers
2004	Civil Rights Institute, Birmingham, Alabama
2004	College Board Advanced Placement in American Government
2003	Writing Across the Curriculum
2003	College Board Advanced Placement Vertical Alignment of Curriculum
2003	<i>We the People: The Citizen & the Constitution</i>

JAMI CURTIS



JAMIBELLE@ME.COM



817-888-2846



LEADERSHIP PORTFOLIO:

JAMICURTIS.COM



ADDRESS:
1698 ARBOLEDA DRIVE
RENO, NV 89521

OBJECTIVE

Be instrumental in the continued growth and success of Doral Academy Northern Nevada by leading the school community as school Principal.

SKILLS

Effective in planning, strategizing, generating enthusiasm, creating vision, analyzing data and building relationships with staff, students and parents.

EXPERIENCE

ASSISTANT & INTERIM PRINCIPAL/ DORAL ACADEMY

August 2018-Present

I currently serve the Doral school community as Interim-Principal. In this role, I collaborate with teachers to design effective curriculum, content-based projects and progress-monitoring goals for students. I seek high-level parent relationships and school involvement through committees, specific communication strategies, and collaborative projects. Facilitate and monitor student progress through data analysis in PLC meetings and action plans. Implement and lead numerous campus teams to monitor student academic and behavioral progress. Create and contribute to positive school culture growth through vision and action of high-level, campus-wide SEL integration strategies, including meaningful professional development for staff and monthly "Families" meetings for the entire campus. Created, oversee and operate Dragons' Den Before and After Care and Enrichment Programs to provide exciting and diverse programming to enrich our students' experience on campus.

SEL COORDINATOR & FRENCH TEACHER/ WASHOE COUNTY SCHOOL DISTRICT

August 2016-2018

I have worked strategically to help build the capacity of the French program at Damonte Ranch High School with enrollment growth of 200% year after year. Oversee curriculum implementation and monitor teacher-student rapport through Social and Emotional Learning. Monitor campus-wide behavior and support strategies through PBIS. Worked to support student progress and success through the campus MTSS leadership committee. Served on the WL curriculum committee to make recommendations to the board for curriculum adoption.

ADMINISTRATIVE INTERNSHIP/ WASHOE COUNTY SCHOOL DISTRICT

August 2016-June 2017

Under the leadership of former principal, Denise Hausauer, assisted in the daily operations and functions of all facets of the Damonte Ranch High School campus. I worked on budget analysis and teacher allocation recommendations. In addition, I analyzed MTSS program effectiveness through data collection and monitoring. Gained insight and experience in teacher evaluation processes and personnel recommendations. Crisis management leadership, including comprehensive and strategic planning. Campus-wide testing implementation, scheduling and accommodations. PLC training and team guidance through observation and planning. Plan and administer staff development trainings in Social and Emotional Learning and other campus topics. Worked on master schedule, course scheduling and teacher allocation review. Participated in a variety of community and national interview events and panels to showcase the school's SEL program.

VISION OF EDUCATION

Student engagement and motivation are the keys to student success. Arts Integration is our tool for inspiring both at Doral Academy. I am exceedingly passionate about this aspect of the Doral vision and look forward to utilizing AI strategies in an increasing capacity on campus.

RECOMMENDATIONS

WORDS OF REFERENCE

“Jami is an expert at building relationship with staff, students and families, including those with diverse backgrounds... She goes from task to task learning what is expected and then takes it to the next level.”

-Denise Hausauer
Former Principal DRHS

WORDS OF REFERENCE

“Ms. Curtis has the passion and commitment to insure that Damonte Ranch High School continues on a pathway of success. She has served as an administrative coach for our after school program, gathering data and making informed, data-driven decisions to enhance the program’s effectiveness.”

-Darvel Bell
Principal DRHS

K-4TH GRADE FRENCH & TEAM LEADER/ FORT WORTH COUNTRY DAY

2012-2016

Classroom instruction and management exclusively in French. Worked with the language team and classroom teachers to build the French program and general school admissions interest through innovation and outreach.

2ND & 4TH GRADE GENERALIST TEACHER/ AZLE ISD

2010-2012

Classroom instruction and management in all subject areas. Maintained classroom support to meet needs of students in ELL, Gifted and Talented and General Education groups.

FRENCH & SOCIAL STUDIES TEACHER/ AZLE ISD

2006-2010

Classroom instruction and management. Served on both the Building and District Leadership Teams.

EDUCATION

SCHOOL ADMINISTRATION LICENSURE/ 2018

Grand Canyon University

Continuing Graduate Studies in School Leadership and Administration for the purpose of seeking School Administration Licensure in the State of Nevada. Coursework specific to the School Administration licensing framework for State Licensure.

CERTIFICATE OF ADAPTIVE LEADERSHIP/ 2015

Texas Christian University

Studied a variety of transformation and adaptive leadership concepts and initiatives through the Executive Education Department in the Neeley School of Business.

MASTERS OF EDUCATION/ 2007

University of North Texas

Graduated with a 3.8 GPA with coursework focused on curriculum and pedagogy.

BACHELORS OF ARTS/ 2004

University of Nevada Reno

Graduated with a 3.4 GPA with majors in French and Political Science.

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

DANN does not provide daily transportation for the students to and from school. Should a Special Education student who is enrolling in DANN have an IEP that has transportation as an accommodation, DANN will honor their IEP. DANN will work to partner with the LEA, JCSD, as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

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

DANN currently provides food services at the school. Additionally, its current food provider recently completed the process to become a certified NSLP provider.

c. Facilities maintenance (including janitorial and landscape maintenance)

DANN has a multi-tiered plan for maintaining the facility:

1. On-Site DANN has Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
2. DANN contracts with a janitorial company to provide a cleaning service 5 nights a week.
3. DANN's EMO Academica coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.

d. School health and nursing services

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

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

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

e. Purchasing processes

The purchasing agent is appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573)

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

DANN has a Campus Monitor provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. As referenced in the Operations Question and Ongoing Operations Question One, DANN's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.

Doral Academy of Northern Nevada (DANN) Budget Narrative

The following narrative provides an overview of DANN’s projected revenue and expenses.

Revenue

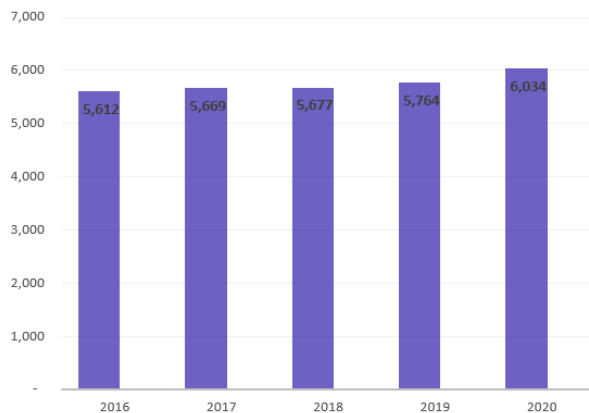
Per-Pupil Revenue:

The budget created for DANN includes the per-pupil revenue assumption of \$7,402 for the 2019-2020 school year, with an estimated 1.50% increase each subsequent year thereafter. Assumption of \$7,402 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year. Included with the state funding, the budget created for DANN also includes the per-pupil local revenue assumption of \$1,368. Based on the first quarter of FY20 for Reno, it is currently \$1,451. Therefore, our estimated local portion and assumed 1.5% increase each year are conservatively based.

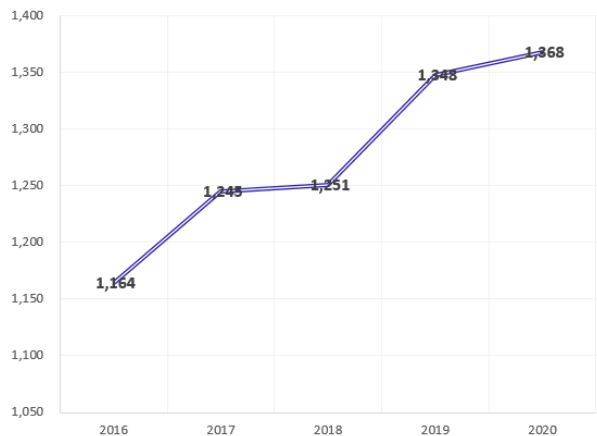
15 **Sec. 3.** The basic support guarantee for school districts, charter
 16 schools and university schools for profoundly gifted pupils for
 17 operating purposes for Fiscal Year 2019-2020 is an estimated
 18 weighted average of \$6,218 per pupil. For each respective school
 19 district, the basic support guarantee per pupil for Fiscal Year 2019-
 20 2020 is:

21		
22	Carson City	\$7,184
23	Churchill	\$7,006
24	Clark	\$6,067
25	Douglas	\$6,086
26	Elko	\$7,891
27	Esmeralda	\$20,750
28	Eureka	\$11,032
29	Humboldt	\$7,431
30	Lander	\$3,517
31	Lincoln	\$12,131
32	Lyon	\$7,724
33	Mineral	\$10,152
34	Nye	\$7,967
35	Pershing	\$9,691
36	Storey	\$6,136
37	Washoe	\$6,034
38	White Pine	\$8,512

Basic Guaranteed Support - DSA (State Funding)



LOCAL REVENUE



Special Education Funding (Part B):

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year. Student SPED counts are budgeted at 8% of the anticipated student enrollment.

SPED Discretionary Unit:

Anticipated \$3,300 per SPED student – Revenue is budgeted based upon prior year SPED counts. Student SPED counts are budgeted at 8% of the anticipated student enrollment. DANN will not be eligible to receive this funding during their first year of operations.

Expenses

Expense Categories:

1. Personnel	pg. 2
2. Benefits	pg. 4
3. Payroll Services	pg. 4
4. Contractual	pg. 4
5. Contracted Services	pg. 5
6. Equipment	pg. 5
7. Supplies	pg. 5
8. Facility	pg. 6
9. Travel	pg. 6
10. Accounting, Audit, Legal Fees	pg. 7
11. Technology	pg. 7
12. Other	pg. 7

Personnel:

Approx. 37.26% of the budget (Year 1 – Year 6)

DANN currently has a total staff of 48, including 39 total teachers and 17 total administrative and support staff; with a total enrollment of 834 students. By Year 6, DANN will expand to a total staff of 65 and a total student enrollment of 960; adding throughout Years 2-6, 7 teachers and 2 administrative and support staff. Below are the anticipated staffing positions including the current salary of each position:

Principal - \$99,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

Assistant Principal - \$75,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$55,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$60,000/year – Serves as a content specialist to assist in the development and implementation of campus instructional plans.

Classroom Teachers (Core) - \$43,900/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Classroom Teachers (Special) - \$43,900/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Special Ed. Teachers - \$43,900/year – Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.

Office Manager - \$47,840/year – Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.

Registrar - \$37,440/year – Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.

Teacher Assistants - \$12.50/hour – Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

Receptionist - \$13.50/hour – Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.

Clinic Aide - \$13.50/hour – Renders basic first aid to students and performs health-related records/data file management duties.

Campus Monitor - \$16.00/hour – Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost each year:

		19-20	20-21	21-22	22-23	23-24	24-25
	Anticipated Enrollment:	834	904	934	960	960	960
Position	Current Salary	19-20	20-21	21-22	22-23	23-24	24-25
Principal	99,500/year	1	1	1	1	1	1
Assistant Principal	75,000/year	1	1	1	2	2	2
Classroom Teachers (Core)	43,900/year	31	34	35	36	36	36
Classroom Teachers (Special)	43,900/year	5	5	6	6	6	6
Special Education Teachers	43,900/year	3	3.5	3.5	4	4	4
Counselor / Student Support Advocate	55,000/year	1	1	1	1	1	1
Curriculum Coach	60,000/year	1	1	1	1	1	1
Office Manager	47,840/year	2	2	2	2	2	2
Registrar	37,440/year	1	1	1	1	1	1
Clinic Aide / FASA	13.50/hour	1	1	1	1	1	1
Receptionist	13.50/hour	1	1	1	1	1	1
Teacher Assistants (Including SPED)	12.50/hour	7	7	7	8	8	8
Campus Monitor/Custodian	16.00/hour	1	1	1	1	1	1
	Total Staff:	56	59.5	61.5	65	65	65
	Total Staff Costs:	\$ 2,321,580	\$ 2,501,242	\$ 2,617,079	\$ 2,801,435	\$ 2,830,867	\$ 2,860,442
<i>All salaries are anticipated to increase by 1.00% each year.</i>							
<i>Additional staff positions will be added in the following years based on the school's growth</i>							

Benefits:

Approx. 17.70% of the budget (Year 1 – Year 6)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 46.50% of salaries in the 19-20 school year, increasing incrementally each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	19-20	20-21	21-22	22-23	23-24	24-25
Total Salaries and Wages:	\$ 2,321,580	\$ 2,501,242	\$ 2,617,079	\$ 2,801,435	\$ 2,830,867	\$ 2,860,442
Benefits % of Salaries:	46.50%	46.65%	46.88%	47.25%	47.55%	47.85%
Total Cost of Benefits:	\$ 1,079,535	\$ 1,166,829	\$ 1,226,805	\$ 1,323,678	\$ 1,346,077	\$ 1,368,722

Incentives/Bonuses – Teacher retention bonus calculation for the 19-20 school year is approximately \$52,360, calculations for each year thereafter are done after the conclusion of each year to better gauge the financial situation of the school.

Payroll Services:

Approx. 0.24% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee.

Contractual:

Approx. 6.73% of the budget (Year 1 – Year 6)

Academica Nevada Management Fee – \$450 per student – Academica Nevada is an Educational Management Service Provider whose services to DANN shall include, but may not be limited to, the following:

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

Doral Academy, Inc. Affiliation Fee – 1.00% of DSA revenue – Trademark License Agreement between Doral Academy, Inc. (“Licensor”), and the school, Doral Academy of Northern Nevada (DANN) (“Licensee”). Doral Academy, Inc. grants DANN a non-exclusive, non-transferable, royalty-

free license to use the trademark in connection with the development and establishment of the school of DANN in the State of Nevada.

- 0.50% of the 1.00% Doral Academy, Inc. Affiliation Fee is used for Professional Development.

Contracted Services:

Approx. 3.42% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of \$200 per student the first year, increasing incrementally as student enrollment increases. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based off the charter schools Academica Nevada works closely with.

Substitute Teachers - \$165/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) DANN will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

Equipment:

Approx. 3.52% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows Doral Academy of Northern Nevada to lease all their furniture, fixtures, and equipment over a 48-month period. The lease includes a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. Doral Academy of Northern Nevada budgets \$1,000 per student to outfit an entire school in its first year at a 5% interest rate over 4 years. The budget includes actual/projected FFE cost over the next few years up until the 24-25 school year, including the total equipment cost and lease payments each year (budget may include slight variances as we anticipated a 5% interest rate for future leases; whereas our current lease interest rates are around 1.50% - 3.00%)

Copier/Printing – Anticipated copier lease at a rate of approximately \$64,184 for the 2019-2020 school year based on the current copier lease rate (includes a cushion to account for printing overages). Increasing by 3% each subsequent year thereafter.

Supplies:

Approx. 1.97% of the budget (Year 1 – Year 6)

Consumables – \$95 per student – includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$13 per student – utilized by administrative staff

Classroom Supplies – \$27 per student – utilized by teaching staff

Copier Supplies – \$4 per student

Nursing Supplies – \$3 per student

SPED Supplies – \$120 per SPED student– utilized by SPED teaching staff

Facility:

Approx. 25.34% of the budget (Year 1 – Year 6)

Scheduled Bond Lease Payment – With the issuance of the PFA Charter School Revenue Bonds (Doral Academy of Northern Nevada SERIES 2017A & 2017B) for the purpose of the acquisition of their facilities, DANN is obligated to make the yearly bond payments shown below:

	19-20	20-21	21-22	22-23	23-24
Scheduled Bond Payment	\$ 809,500	\$ 1,266,800	\$ 1,450,050	\$ 1,449,050	\$ 1,451,650

Facility/School Insurance - \$30,000 annually - based upon the figures provided by other charter schools working with Academica Nevada. Increasing by 5% each subsequent year thereafter

Public Utilities (electricity, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. DANN is budgeting roughly \$125,000 in the 2019-2020 school year for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$0.11 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses. Amount budgeted is based on what is currently being spent at the campus.

Custodial Supplies - \$15 per student

Facility Maintenance – basic facility maintenance of \$31,500 in the 2019-2020 school year, increasing as student enrollment increases and to account for general facility wear and tear.

Snow Removal - basic snow removal maintenance assumption of roughly \$10,500 in the 2019-2020 school year, Increasing by 3% each subsequent year thereafter.

Lawn Care - basic lawn care assumption of \$13,100 annually. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic A/C maintenance care assumption of \$10,515 in the 2019-2020 school year. Increasing to \$13,000 the year after to account for general A/C wear and tear and then by 3% each subsequent year thereafter.

Fire & Security Alarms - Assumption of \$7,200 in the 2019-2020 school year, based upon actual expenses. Increasing by 3% each subsequent year thereafter.

Travel:

Approx. 0.03% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$2,000-\$2,500 annually.

Accounting, Audit, and Legal Fees:

Approx. 0.53% of the budget (Year 1 – Year 6)

Audit/Accounting – anticipated \$26,500 per year – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed; increasing by 3% each year.

Legal Fees – estimated \$25,000 in legal fees pertaining to the bond for the 2019-2020 school year, decreasing to approximately \$5,000 each subsequent year thereafter.

Technology:

Approx. 1.09% of the budget (Year 1 – Year 6)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to insure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$42.00 per year per student).

Intellatek IT Set-up Fees – \$5,000 per year to setup all of the new computer and laptop equipment for the school.

Infinite Campus - \$2,500 per year - Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$3,500 annual expense each year.

Phone & Communications – annual contract expense of approximately \$25,200 per year, incrementally increasing by 3% each year.

Other:

Approx. 2.19% of the budget (Year 1 – Year 6)

State Administrative Fee - 1.5% of DSA revenue – the state charges 1.5% of DSA revenue for the state sponsor fee. (anticipated increase a couple years down the line)

Tuition Reimbursement - \$5,000 per year – Employee benefit in which the school pays all, or a portion, of an employee’s tuition for coursework and/or training.

Dues and Fees - \$10,000 per year – Fees that may arise throughout the school year.

Lunch Program - Assumes DANN will qualify for reimbursed student meals from the National School Lunch Program and School Breakfast Program. Assumes that meals will be paid for by students not eligible for these programs. The amount of \$1,000 per year has been budgeted in Years 1 - 6 for any potential overages or one-time costs associated with providing food services.

Loan Payments – Loan payments to Academica Nevada for start-up loan, will be paid back by the end of the 2020-2021 school year.

Postage - Assumption of \$1,250 in Year 1, increasing as student enrollment increases.

Background and Fingerprinting - \$75 per new employee – anticipated \$1,000 per year.

Miscellaneous Expenses (Other Purchases) – Estimate of \$1,000 – \$2,500 per year for miscellaneous expenses that may arise throughout the year.

DANN	19-20	20-21	21-22	22-23	23-24	24-25
WLTE Gross Value \$	7,402	\$ 7,513	\$ 7,626	\$ 7,740	\$ 7,856	\$ 7,974
Total Students (FTEs)	834	904	934	960	960	960
Kinder	100	100	100	100	100	100
1st Grade	104	100	100	100	100	100
2nd Grade	104	100	100	100	100	100
3rd Grade	104	100	100	100	100	100
4th Grade	104	104	100	100	100	100
5th Grade	78	100	104	100	100	100
6th Grade	90	120	120	120	120	120
7th Grade	90	90	120	120	120	120
8th Grade	60	90	90	120	120	120
9th Grade	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-
Total Students (FTEs)	834	904	934	960	960	960
Prior Year Numbers	19-20	20-21	21-22	22-23	23-24	24-25
SPED	58	67	72	74	77	77
ELL	-	-	-	-	-	-
Gate	-	-	-	-	-	-
FRL %	-	-	-	-	-	-
TEACHING STAFF	19-20	20-21	21-22	22-23	23-24	24-25
Classroom Teachers	31	34	35	36	36	36
SPED Teachers	3	4	4	4	4	4
Art Teacher	1	1	1	1	1	1
Music	1	1	1	1	1	1
PE Teacher	1	1	1	1	1	1
Dance	0	0	0	0	0	0
Technology (STEM)	0	0	0	0	0	0
Additional Core	0	0	0	0	0	0
Spanish / Language	1	1	1	1	1	1
Additional Elective Teachers	1	1	2	2	2	2
Total Teaching Staff	39.00	42.50	44.50	46.00	46.00	46.00
ADMIN & SUPPORT	19-20	20-21	21-22	22-23	23-24	24-25
Executive Director & Assistant	0	0	0	0	0	0
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	2	2	2
Lead Teacher(s)	0	0	0	0	0	0
Counselor/ Student Support Advocate	1	1	1	1	1	1
Curriculum Coach	1	1	1	1	1	1
Office Manager	2	2	2	2	2	2
Registrar	1	1	1	1	1	1
Clinic Aide/ FASA	1	1	1	1	1	1
Receptionist	1	1	1	1	1	1
Teacher Assistants (Including SPED)	7	7	7	8	8	8
Campus Monitor/Custodian	1	1	1	1	1	1
Cafeteria Manager	0	0	0	0	0	0
SPED Facilitator	0	0	0	0	0	0
Speech Pathologist	0	0	0	0	0	0
School Psychologist	0	0	0	0	0	0
School Nurse	0	0	0	0	0	0
Gate Teacher	0	0	0	0	0	0
Total Admin & Support	17.00	17.00	17.00	19.00	19.00	19.00
Total # Teachers	39.00	42.50	44.50	46.00	46.00	46.00
Total # Admin & Support	17.00	17.00	17.00	19.00	19.00	19.00
Total Staff	56.00	59.50	61.50	65.00	65.00	65.00
Total Salaries & Benefits as % of Expenses	58.26%	54.15%	53.67%	55.66%	56.33%	56.47%
Instruction Salaries as % of Total Salaries	73.75%	75.34%	76.15%	74.28%	74.24%	74.21%
Admin & Support Salaries as % of Total Salaries	26.25%	24.66%	23.85%	25.72%	25.76%	25.79%
Rent as % of Expenses	13.47%	20.31%	21.73%	20.99%	21.02%	20.82%
REVENUE (@ 100%)						
Budget Revenue	6,173,268	6,791,779	7,122,428	7,430,507	7,541,964	7,655,094
NSLP	-	-	-	-	-	-
Special Ed Funding (Part B)	55,100	63,650	68,400	70,300	73,150	73,150
SPED Discretionary Unit	191,400	221,100	237,600	244,200	254,100	254,100
Other:	-	-	-	-	-	-
Total Revenues	6,419,768	7,076,529	7,428,428	7,745,007	7,869,214	7,982,344

EXPENSES						
Personnel Costs	19-20	20-21	21-22	22-23	23-24	24-25
Principal	99,000	99,990	100,990	102,000	103,020	104,050
Assistant Principal(s)	75,000	75,750	76,508	147,273	148,745	150,233
Lead Teacher	-	-	-	-	-	-
Curriculum Coach	55,000	55,550	56,106	56,667	57,233	57,806
Counselor / Student Support Advocate/Dean	60,000	60,600	61,206	61,818	62,436	63,061
Teachers Salaries	1,580,400	1,729,260	1,836,185	1,899,870	1,918,980	1,938,174
SPED Teachers	131,700	155,190	156,748	180,940	182,760	184,588
Office Manager/ Registrar / Banker	103,280	104,313	105,356	106,409	107,474	108,548
Secretary & FASA	38,880	39,269	39,661	40,058	40,459	40,863
Teacher Assistants (including SPED)	126,000	128,520	131,040	152,640	155,520	158,400
Campus Monitors	30,720	31,200	31,680	32,160	32,640	33,120
Unrestricted Salaries	2,299,980	2,479,642	2,595,479	2,779,835	2,809,267	2,838,842
Restricted Salaries						
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Cafeteria Manager	-	-	-	-	-	-
NSLP Manager	-	-	-	-	-	-
On Campus Sub	21,600	21,600	21,600	21,600	21,600	21,600
Total Salaries and Wages	2,321,580	2,501,242	2,617,079	2,801,435	2,830,867	2,860,442
PERS - 29.5%	679,062	731,613	763,582	819,420	828,029	836,679
Insurances/Employment Taxes/Other Benefits	400,473	435,216	463,223	504,258	518,049	532,042
Incentives / Bonuses	52,360	-	-	-	-	-
Tuition Reimbursements	5,000	5,000	5,000	5,000	5,000	5,000
Subst. Teachers (10 days/Teacher)	43,750	49,525	52,825	55,300	55,300	55,300
Total Payroll / Benefits and Related	3,502,225	3,722,596	3,901,709	4,185,412	4,237,244	4,289,464
Operations	19-20	20-21	21-22	22-23	23-24	24-25
Consumables	79,230	85,880	88,730	91,200	91,200	91,200
Zion's FFE Lease - payments	255,000	275,000	250,000	150,000	60,000	60,000
Office Supplies	10,842	11,752	12,142	12,480	12,480	12,480
Classroom Supplies	22,518	24,408	25,218	25,920	25,920	25,920
Copier Supplies	3,336	3,616	3,736	3,840	3,840	3,840
Nursing Supplies	2,502	2,712	2,802	2,880	2,880	2,880
SPED Supplies	6,960	8,040	8,640	8,880	9,240	9,240
Athletics	-	-	-	-	-	-
Dues and Fees	10,000	10,000	10,000	10,000	10,000	10,000
Lunch Program	1,000	1,000	1,000	1,000	1,000	1,000
Travel Reimbursement	2,500	2,000	2,000	2,000	2,000	2,000
Special Education Contracted Services	166,800	180,800	186,800	192,000	192,000	192,000
Contracted Data Services	2,105	7,000	7,140	7,283	7,428	7,577
Management Fee	375,300	356,800	420,300	432,000	432,000	432,000
Payroll Services	15,440	16,280	15,760	17,600	17,600	17,600
Audit/Tax	26,500	27,295	28,114	28,957	29,826	30,721
Legal Fees	25,000	5,000	5,100	5,200	5,300	5,400
IT Services - Monthly	35,028	37,968	39,228	40,320	40,320	40,320
IT Set-up Fees	5,000	5,000	5,000	5,000	5,000	5,000
Website	3,500	3,500	3,500	3,500	3,500	3,500
Copier / Printing	64,180	66,105	68,089	70,131	72,235	74,402
Infinite Campus	2,500	2,550	2,601	2,653	2,706	2,760
State Administrative Fee (1.5%)	92,599	101,877	106,836	130,034	150,839	153,102
Affiliation Fee - Inc. (1/2 of 1%)	30,866	33,959	35,612	37,153	37,710	38,275
Affiliation Fee - Professional Development (1/2 of 1%)	30,866	33,959	35,612	37,153	37,710	38,275
Phone and Communications (with E-rate discount)	25,200	25,956	26,735	27,537	28,363	29,214
Postage	1,250	1,275	1,301	1,327	1,353	1,380
Background and Fingerprinting	1,000	1,020	1,020	1,020	1,020	1,020
Facility and School Insurances	30,000	31,500	33,075	34,729	36,465	38,288
Loan Payments	39,500	39,500	-	-	-	-
Other Purchases	2,500	1,500	1,000	1,500	1,500	1,500
Total	1,369,023	1,403,252	1,427,090	1,383,295	1,321,436	1,330,895
Facilities	19-20	20-21	21-22	22-23	23-24	24-25
Public Utilities	127,500	136,000	138,500	142,655	146,935	151,343
Fire and Security alarms	7,200	7,916	8,153	8,398	8,650	8,910
Contracted Janitorial	118,236	121,783	124,219	126,704	129,238	131,822
Custodial Supplies	12,510	13,560	14,010	14,400	14,400	14,400
Facility Maintenance	31,000	36,000	38,000	40,500	43,000	45,500
Snow Removal	10,500	10,815	11,139	11,474	11,818	12,172
Lawn Care	13,100	13,493	13,898	14,315	14,744	15,186
AC Maintenance & Repair	10,515	13,000	13,390	13,792	14,205	14,632
Total	330,561	352,567	361,310	372,237	382,990	393,965
Total Expenses	5,201,809	5,478,415	5,690,109	5,940,944	5,941,669	6,014,325
Scheduled Lease Payment	-	-	-	-	-	-
Scheduled Bond Payment	809,500	1,266,800	1,450,050	1,449,050	1,451,650	1,451,650
Addition	-	129,500	129,500	129,500	129,500	129,500
Surplus (Revenues-Total Expenses-Lease-Bond)	408,459	201,814	158,769	225,513	346,395	386,869
	6.4%	2.9%	2.1%	2.9%	4.4%	4.8%
DANN	19-20	20-21	21-22	22-23	23-24	24-25