

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2019 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For the: **Pinecrest Academy of Nevada**

Date Submitted: **February 13th, 2020**

Current Charter Contract Start Date: **July 1, 2018**

Charter Contract Expiration Date: **June 30, 2024**

Key Contact: **Kacey Thomas**

Key Contact title: **Board Chair**

Key Contact email and phone: **kacey.thomas@pinecrestnv.org / 702.349.5455**

Date of School Board approval of this application: **10/16/19**

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](#) **X**
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](#) ___

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.....	13
D) FINANCIAL PLAN	18
E) OPERATIONS PLAN.....	19
SPECIFIC RFA SECTIONS.....	30
RFA: Academic Amendments	30
1. RFA: Add Distance Education.....	30
2. RFA: Add Dual-Credit Program.....	31
3. RFA: Change Mission and/or Vision.....	32
4. RFA: Eliminate a grade level or other educational services	33
5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO	33
6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities.....	36
7. RFA: Enrollment: Expand Enrollment in New Grade Level(s).....	36
Facility RFAs	37
8. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320).....	37
9. RFA: Occupy New or Additional Sites (NAC 388A.315).....	37
10. RFA: Occupy a Temporary Facility.....	37
11. RFA: Relocate or Consolidate Campuses.....	37

Facility RFA Attachments required	39
12. RFA: Transportation.....	40
13. RFA: Other Changes.....	41

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

Pinecrest Academy of Nevada (PAN) opened its first campus in 2012, serving students in grades K-7th. Today, Pinecrest Academy of Nevada has grown to five campuses located across the Las Vegas Valley, serving students from K-12th Grade.

The Governing Body of PAN consists of five members who are in compliance with NRS 388A.320. They represent diverse areas of expertise, including: legal, financial, and education, to name a few.

2. Statement and overview of the mission and vision

The mission of Pinecrest Academy of Nevada is as follows:

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

The vision of Pinecrest Academy of Nevada is as follows:

Scholars perform at the highest level on all academic measures.

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, 2018** and a six-year expiration date of **June 30, 2024** 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.

Please see **Attachment A – Good Cause Exemption** and **Attachment B – Board Meeting Agenda & Minutes**

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.

1. Enrollment: Dual-Credit Programs

Pinecrest Academy of Nevada (PAN) is requesting to include a Dual-Credit Program as part of its current charter.

5. Description of proposed target model and target communities

Pinecrest’s target model and communities will not be altered with the request of this amendment; therefore, this question is not applicable.

6. Statement of outcomes you expect to achieve across the network of campuses

Pinecrest hopes to be approved for the addition of a dual-credit program in order to enhance student outcomes and “prepare students for college and career” as aligned to their mission.

7. Key components of your educational model for the expanded school

Pinecrest Academy of Nevada's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Pinecrest system. These include, but are not limited to:

- A course guide, lesson plans, and syllabi based on the Nevada Academic Content Standards, Next Generation Science Standards, and national STEM Standards.
- A hybrid, standards-based approach to grading and communication of grades.
- A thematic approach to integrate core areas of study such as: mathematics, reading, language arts, writing, science, and social studies.
- A differentiated approach through blended learning to enhance student learning and goal tracking.
- Appropriate assessments to measure learning (screening, progress monitoring, and diagnostic).
- Data-driven, high-quality differentiated instruction for all students.
- Supplemental programming for student advancement and remediation.
- Research-based instructional practices.
- Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration.
- Weekly grade level meetings to review common pacing calendars and lesson plans.
- Data Days and Staff Development Days for ongoing review of campus and system-wide data and professional development workshops.
- Before and after school tutoring for remediation and acceleration.
- Targeted interventions for struggling students performing below grade level.

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

Pinecrest Academy of Nevada’s Governing Board, Executive Director, and Campus Principals will ensure that the school’s values of high academic achievement, community unity, and quality school operations are implemented and executed faithfully with the addition of this requested Dual Enrollment program. To do so, Pinecrest will implement best practices and use system-wide resources to minimize the potential for otherwise common issues.

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

This request will include Pinecrest Academy of Nevada’s existing relationship with the College of Southern Nevada (CSN) as described in the Memorandum of Understanding in **Attachment C**.

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

Not applicable. Pinecrest Nevada’s request for a Dual-Credit Program does not affect the items in this section. Please see the RFA: [***Add Dual-Credit Program***](#).

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.
- (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.

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).
 - 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.
- (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.

- (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.

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.
- (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?
- (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.
- (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.
- (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?
- (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.

C) ACADEMIC PLAN

Not applicable. Pinecrest Nevada’s request for a Dual-Credit Program does not affect the items in this section. Please see the RFA: [Add Dual-Credit Program](#).

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

Not applicable. Pinecrest Nevada's request for a Dual-Credit Program does not affect the items in this section. Please see the RFA: [Add Dual-Credit Program](#).

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.
- (2) **Attachment** _____. 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 detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (a) 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** _____. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

- (b) 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.
 - (c) 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.
 - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
 - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (3) 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).
 - (4) 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).
 - (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.
 - (6) 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** ___.
 - (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.
 - (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.

E) OPERATIONS PLAN

Not applicable. Pinecrest Nevada’s request for a Dual-Credit Program does not affect the items in this section. Please see the RFA: [Add Dual-Credit Program](#).

◆ **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.

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

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.*

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** ___)
 - b) Resumes of all current leadership (provide as an **Attachment** ___).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___)
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.
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** ___).
 7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
 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?
 9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

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.
- 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.
- 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.

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]						

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

- 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.

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				
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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.
- 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.
- 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.
- 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.
- 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.

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.

- 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?
- 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?
- 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.”*

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
1						
2...						
10						
11						
12						
Total						

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

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K...						
12						
Total						

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.”*

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
12						
Total						

- 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.

- 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.
- 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.

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.
- 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.
- 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.
- 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.
- 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?
- 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.
- 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?

- 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.
- 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.
- 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.
- 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.
- 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?

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.

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.

10. SERVICES

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

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?
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.

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.

[Pinecrest Academy began offering dual credit options to student in Fall 2018 although the initial MOU with the College of Southern Nevada has been revised since that time. The duration of the current MOU runs from October 1, 2019, through May 31, 2024, with written confirmation to extend for an additional five years through May 31, 2029. Either party may terminate the MOU without cause upon thirty \(30\) days written notice, and any Pinecrest Academy students will be able to complete the course\(s\) they are enrolled in pursuant to the MOU at the time of the notice.](#)

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

The role of the Pinecrest Academy Board of Directors is to ensure its schools adhere to the agreements entered into between them and CSN. For the purposes of this amendment, CSN staff will provide the instruction to Pinecrest students on the CSN campus.

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

CSN staff will also provide a new student orientation to Pinecrest students as well as access to academic advisors and success coaches. These are the same services provided to any CSN student.

- 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.

Pinecrest Academy is responsible to pay for all fees application to Pinecrest students enrolled at CSN. CSN will charge via CSN invoice within 30 days of the start of the courses and Pinecrest Academy will submit payment within 30 days of receipt of invoice. Pinecrest Academy plans to pursue grants and other funding opportunities to help support their students in the dual enrollment program.

- 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.

CSN requires all dually enrolled students to attend an orientation prior to the start of their classes where policies and practices are reviewed with participants. Both CSN and Pinecrest Academy will be responsible to initiate and maintain respective student attendance and grades for the courses in which they are enrolled. CSN will comply with the Family Educational Rights and Privacy Act (FERPA). Pinecrest students must sign a FERPA document before CSN will release any academic records to Pinecrest schools. Upon successful completion of any course in which a SA student is enrolled, CSN will award corresponding credits listed in the CSN course catalog at CSN and credit for a course at Pinecrest Academy. A Pinecrest staff member charged with maintaining student records will ensure the appropriate credit(s) are entered onto student transcripts. Communication between CSN and Pinecrest Academy will be ongoing throughout the various sports seasons in order to monitor student attendance and academic achievement in accordance with Nevada Interscholastic Activities Association's eligibility requirements.

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

There are no Pinecrest Academy Board Members employed by CSN.

Provide as an **Attachment C**, 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.

Please see **Attachment C** for a memorandum of understanding between Pinecrest Academy of Nevada and the College of Southern Nevada (CSN).

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, 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.

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?

Year						
Enrollment						

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

Year						
Enrollment						

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.



Pinecrest Academy, Inc.
celebrating tomorrow's global leaders

PINECREST ACADEMY OF NEVADA



February 7, 2020

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

Re: Request for Good Cause Exemption from Amendment Cycle

Executive Director Feiden:

Pinecrest Academy of Nevada (Pinecrest) requests a good faith exemption from the current amendment cycle to amend their charter contract with the SPCSA to add a dual-credit program as required by NRS 389.310.

In an effort to comply with the language in NRS 389.310, which was added to the law through Senate Bill 19 in the 2017 Legislative Session, Pinecrest entered into a cooperative agreement with the College of Southern Nevada to provide dual credit courses to a group of approved students attending Pinecrest. Now, in order to comply with the Nevada State Public Charter School Authority's requirements Pinecrest was encouraged to seek this good faith exemption to the application cycle and apply for this charter amendment.

As the Pinecrest school year is well under way, we are asking that an exemption be granted and that the application to add a dual-credit program be heard as soon as possible.

Sincerely,



/s/ Kacey Thomas

Pinecrest Academy of Nevada, Board Chair

NOTICE OF PUBLIC MEETING

of the
Board of Directors of
Pinecrest Academy of Nevada

Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a public meeting on October 16, 2019 at 5:30 p.m. at 1360 S. Boulder HWY, Henderson, NV 89015. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance is asked to contact Annette Christensen at (702) 431-6260 at least two days prior to the meeting so that arrangements may be conveniently made.

If you would like copies of the meeting agenda, support materials or minutes, please email Annette Christensen at annette.christensen@academicnv.com or visit the school's website at <https://www.pinecrestnv.org/>. For copies of meeting audio, please email annette.christensen@academicnv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson.

AGENDA

October 16, 2019 Meeting of the Board of Directors of Pinecrest Academy of Nevada

(Action may be taken on those items denoted “For Possible Action”)

1. Call to Order and Roll Call (For Possible Action)
2. Public Comment and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*
3. Approval of Minutes from the July 9, 2019 Board Meeting and the October 9, 2019 Telephonic Board Meeting (For Possible Action)
4. Discussion Regarding the 2018/2019 Academic Data and Star Rating (For Discussion)
5. Lead Principal and Principal Reports and update on Academic Performance (For Discussion)
6. Approval and Acceptance of Grant Funding Awarded to Pinecrest Academy of Nevada for the 2019/2020 School Year:
 - a. PLTW Gateway Grant (St. Rose) - \$10,000
 - b. Nevada Dissemination Sub Grant (Horizon) - \$288,018
 - c. CCR-Dual Enrollment Grant (Cadence) - \$108,220
 - d. CCR-Work Base Learning Grant (Cadence) - \$77,125
 - e. CCR-Advance Placement Grant (Cadence and Sloan Canyon) -\$65,610
 - f. AB309 Grant - \$146,428.78
 - g. Read By 3 Grant - \$291,318.50
 - h. State CTE Competitive Grant (Cadence and Sloan Canyon) - \$404,959.38
 - i. State CTE Allocation Subgrant (Cadence) - \$9,108.88
7. Review and Discussion of Current Year Financial Performance (For Discussion)
8. Discussion and Possible Action of Recommendations and Justification of Principal Salary Ranges from the Pinecrest Academy of Nevada Principals (For Possible Action)
9. Discussion and Possible Action for Approval for Pinecrest Academy of Nevada to Enter into a Revised Memorandum of Understanding with College of Southern Nevada (For Possible Action)
10. Review and Approval of Dual Enrollment Courses Offered at Pinecrest Academy of Nevada (For Possible Action)

11. Discussion and Update from Pinecrest Academy of Nevada Principals Regarding the Sports League (For Information)
12. Discussion and Possible Action for Administrative Offices Build-out at the Cadence Campus (For Possible Action)
13. Review and Approval of Pinecrest Academy of Nevada Cadence Campus Tenant Improvement Project (For Possible Action)
14. Review and Approval of Parking Agreement for Pinecrest Academy of Nevada Horizon Campus (For Possible Action)
15. Review and Approval of HVAC Service Provider (For Possible Action)
16. Review and Approval of Revision to the Pinecrest Academy of Nevada Financial Policies and Procedures Manual (For Possible Action)
17. Review and Approval of Revision to the Pinecrest Academy of Nevada Board Bylaws (For Possible Action)
18. Acknowledgement of Kevin Smoot's Resignation from the Board of Directors (For Possible Action)
19. Discussion and Possible Action Regarding a New Board Member Search (For Possible Action)
20. Review of EMO Evaluation for Academica Nevada (For Possible Action)
21. Public Comment and Discussion (*No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.*)
22. Adjournment (For Possible Action)

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

- (1) Pinecrest Academy of Nevada – Horizon 1360 S. Boulder Highway, Henderson, NV
- (2) Pinecrest Academy of Nevada – St. Rose – 1385 E. Cactus Ave., Henderson, NV
- (3) Pinecrest Academy of Nevada – Inspirada – 2840 Via Contessa, Henderson, NV
- (4) Pinecrest Academy of Nevada – Cadence – 225 Grand Cadence, Henderson, NV
- (5) Pinecrest Academy of Nevada – Sloan Canyon – 655 E. Dale Ave., Henderson, NV
- (6) notices.nv.gov
- (7) Henderson City Hall – 240 South Water Street, Henderson, NV
- (8) Las Vegas City Hall – 495 S Main St., Las Vegas, NV
- (9) North Las Vegas City Hall – 2250 Las Vegas Blvd. North, North Las Vegas, NV

MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
October 16, 2019

The Board of Directors of Pinecrest Academy of Nevada held a public meeting on October 16, 2019, at 5:30 p.m. at 1360 S. Boulder HWY, Henderson, NV 89015.

1. Call to Order and Roll Call

Board Chair Kacey Thomas called the meeting to order at 5:39 p.m. with a quorum present. In attendance were Board Members Marni Watkins, Travis Keys, Kacey Thomas, and Craig Seiden.

Member Jeff Cahill was not present.

Also present were Lead Principal Lisa Satory, Principal Jessica LeNeave, Principal Jon Haskel, Principal Michael O’Dowd, and Principal Wendy Shirey; as well as Academica representatives Trevor Goodsell, Jessica Barr, and Butch Tomasetti.

2. Public Comment and Discussion

Principal Jon Haskel addressed the Board and asked, in light of the changes to the 2020/2021 CCSD school calendar, how closely the Board would like the Principals to follow the CCSD calendar for the next school year. Member Keys stated that the Principals should stay as close to the CCSD calendar as possible unless there was a valid reason for a change. Member Thomas agreed with Member Keys; adding that there were families who currently had children attending both Pinecrest and CCSD schools. Member Thomas stated that when the time came, the Principals could add the calendar to the agenda for the Board to discuss further.

Ms. Lindsay Chandler, a parent at Sloan Canyon, addressed the Board and stated that her child was at an accelerated level in math, and suggested that a power-hour be available at Sloan Canyon for those students who were at accelerated levels.

Ms. Claire Kohatsu, a parent at Sloan Canyon, addressed the Board and stated her concern was that her child was also at an accelerated level in math and wasn’t being challenged enough. Ms. Kohatsu also stated her appreciation for Principal Satory and voiced her concerns regarding the NCSAA in regards to cross country.

15. Review and Approval of HVAC Service Provider

Mr. Trevor Goodsell addressed the Board and explained that the current HVAC vendor, ABM, was in the process of moving out of Nevada and was providing a month-to-month contract until a new vendor could be established. Mr. Goodsell reviewed the contracts that had been received for HVAC

services as contained in the support materials, highlighting that four bids had been received and weighted; adding that No Sweat Mechanical (NSM) was being recommended based on price and qualifications.

Mr. Pete Olszeweski, mechanical contractor for Harris, addressed the Board and provided a list of additional services that his company would provide that were separate from the bid submitted. Member Seiden asked if preventative maintenance had been included in the bid, to which Mr. Olszeweski replied in the negative; adding that they would provide a separate contract for preventative maintenance if awarded the overall current bid.

Member Seiden asked for the hourly rate for NSM, to which Mr. Goodsell replied that their straight time was \$69 per hour with emergency and after hour services charged at \$82.50; adding that holidays were billed at \$110 per hour. Member Seiden asked what the rate was for Harris, to which Mr. Olszeweski replied \$124 per hour. Mr. Goodsell stated that, although his experience with the individual dealings of the contracts was limited, he knew that Harris had been used before and NSM had a better reputation. After further discussion, the Board decided to go with the recommendation of staff based upon cost, hourly rates, and previous work experience with both companies.

Member Keys moved to approve NSM as the HVAC service provider for Pinecrest Academy of Nevada. Member Seiden seconded the motion, and the Board voted unanimously to approve.

3. Approval of Minutes from the July 9, 2019 Board Meeting and the October 9, 2019 Telephonic Board Meeting

Member Watkins moved to approve the minutes for the July 9, 2019 Board meeting and the October 9, 2019 Telephonic Board meeting. Member Keys seconded the motion, and the Board voted unanimously to approve.

4. Discussion Regarding the 2018/2019 Academic Data and Star Rating

Ms. Jessica Barr addressed the Board and reviewed the academic data and Star rating for each Pinecrest of Nevada campus as found in the support materials. The main highlights for each campus included:

Cadence Elementary

- Earned a 4-Star rating with an overall index score of 68.5.
- Increased in ELA proficiency by 2.5% since 2017.
- Increased in Math proficiency by 9.9% since 2017.
- Received full points from their ELL category for the second year in a row.

Cadence Middle School

- Earned a 5-Star rating with an overall index score of 92.2.
- Ranked 10th best middle school in Nevada.
- Increased in ELA proficiency by 14.5% since 2017.

- Increased in Math proficiency by 16.3% since 2017.
- Demonstrated significant growth in SPED.

Horizon Elementary

- Earned a 4-Star rating with an overall index score of 83.3.
- Increased in ELA proficiency by 34.8% since 2017.
- Increased in Math proficiency by 8.6% since 2017.

Inspirada Elementary

- Earned a 5-Star rating with an overall index score of 94.4.
- Ranked 6th best elementary school in Nevada.
- Increased in ELA proficiency by 7.5% since 2017.
- Increased in Math proficiency by 5.9% since 2017.

Inspirada Middle School

- Earned a 5-Star rating with a perfect index score of 100.
- Ranked 1st in the State of Nevada.
- Increased in ELA proficiency by 19.3% since 2017.
- Increased in Math proficiency by 15.6% since 2017.

St. Rose Elementary

- Earned a 4-Star rating with an overall index score of 80.
- Increased in ELA proficiency by 6.5% since 2017.
- Increased in Math proficiency by 6.5% since 2017.

St. Rose Middle School

- Earned a 5-Star rating with an overall index score of 96.6.
- Ranked 4th in the State of Nevada.
- Increased in ELA proficiency by 14.1% since 2017.
- Increased in Math proficiency by 21.1% since 2017.

Ms. Barr explained that 65% of the elementary school rating was based upon student growth percentiles. She continued that the State looked at student growth through a variety of lenses, and that number ended up being compiled for the overall growth rating; adding that in middle school only 60% of the rating was growth. Ms. Barr stated that when looking at the overall Star rating for elementary, growth could only be shown in 4th and 5th grade because there were no 2nd grade SBAC scores. Ms. Barr continued that the State also looked at Medium Growth Percentiles (MGP), which were indicators to how much a child grew compared to other students in their grade across the State of Nevada. This measure also showed that a school could have high growth in a highly proficient school and also in a low proficiency school.

Ms. Barr went on to explain the medium growth ranges, and that the “Holy Grail” growth level was a median range of 65. Ms. Barr continued that if there was a median above 65, then students who were advanced and proficient were not only maintaining advanced and proficient status, they were

growing more than other advanced and proficient students in Nevada. If a median was above 65, students who were not proficient would then be trending towards proficiency. Ms. Barr stated that ranges of 50-64 would indicate that quality instruction was taking place, meaning more students were showing gains and growth than were not. She also explained that ranges of 40-50 would be considered a 311, where just as many students in those grade levels fell flat as made gains; adding that ranges below 40 would be considered a 911, where more students were trending backwards than forwards. Ms. Barr stated that she identified the students who were below 40; adding that she broke down the data by school, grade, classroom, and then by student.

Ms. Barr stated that, when she looked at the data by student, she first took the middle score out of all the students to see how they were performing; adding that each individual student was looked at and had their own individual growth targets provided by the State. Ms. Barr explained that the higher a student was, the lower their target, and the opposite was true of a student who was lower in the standard. Ms. Barr also noted that, in terms of proficiency increases, it was not hard to show growth across populations, but it was more difficult to show huge gains in schools that had started out with higher proficiencies. Ms. Barr stated that the more proficiency gained over the years, the easier it was to hit the targets, meaning that the targets would get lower as the student achieved them. This also demonstrated that students were given quality instruction each year and more and more students were lowering and hitting their targets.

Ms. Barr stated that overall, all Pinecrest Academy of Nevada middle schools made the top 10 list in the State of Nevada, and she praised the administrators and teachers for their full support and willingness to initiate plans to correct negative growth trends. Ms. Barr stated that she was looking forward to pulling the mid-year data in a few months to see how the trends were doing. She also pointed out that there had been changes to curriculum at a few of the campuses; adding that studies showed it would take two to three years of full implementation of a new curriculum to start yielding high results again. Ms. Barr concluded that drops happened, but overall she was happy with the work that took place to change where the trends had been heading. Member Thomas thanked Ms. Barr for all her work and commended all the principals for allowing Ms. Barr onto their campuses. Member Thomas also expressed her excitement that all the principals had met early with Ms. Barr for this year and were preparing to meet with her at the beginning of January. Ms. Barr stated that Pinecrest had been the first to sign up for their next consultations.

Member Seiden asked if the number of ELL instructors affected the overall scoring, to which Ms. Barr replied they did not. Member Thomas congratulated Principal O'Dowd for the amazing results at his campus and asked what had contributed to the success at the middle school, to which Principal Michael O'Dowd addressed the Board and replied that great teachers, Springboard Math curriculum, and the double block of ELA and math classes had contributed to the substantial increases. Ms. Barr stated that when a school provided a double dose of curriculum, such as offering an extended math or ELA period, data confirmed that scores would increase. Member Watkins asked what the contributing factors had been for the success of the elementary, to which Principal O'Dowd replied that the early use of iReady for common core, the number of returning teachers already familiar with the system, and the utilization of power-hour in every grade had contributed to the success.

Ms. Barr stated that when offering power-hour in elementary, there needed to be a certain level of efficacy across every classroom for it to be effective. Ms. Barr explained that new schools would not have

all the data for the new teachers and students, and it could be detrimental to implement power-hour until those variables were known. Lead Principal Lisa Satory addressed the Board and explained that, currently at Sloan Canyon, the teachers had begun pulling individual groups for differentiated learning within their own classrooms; adding that once teachers were comfortable with their grade level, curriculum, and communicating with one another, they would begin switching classrooms for differentiated learning.

Member Thomas asked if the students were looked at individually for differentiated learning placement, to which Principal O'Dowd replied that he relied heavily on the data of each student; adding that if a student felt they should be in a different level than the data had indicated, he would allow the student to change for a two-week trial. Principal O'Dowd also stressed that the biggest factor needed before starting a power-hour for differentiated learning was extensive collaboration and trust amongst the grade levels; adding that a new school would need time to bond and build trust amongst each other. Member Watkins stated that her concern was for the students attending Sloan Canyon who had high test scores and needed to be placed in higher levels of instruction for their grade level. Principal O'Dowd stated that educators were bound by state law, and a student had to stay within their age appropriate grade in K-2nd grade; however, it was not always best for students socially and emotionally to be placed in higher grade levels than their age required. Lead Principal Satory stated that she would be happy to work with the students and their parents on a case-by-case basis to provide for the needs of all students; adding that they would work with the teachers to ensure that the proper differentiation was taking place in the classroom.

5. Lead Principal and Principal Reports and Update on Academic Performance

Lead Principal Satory, Principal Haskel, Principal O'Dowd, Principal Shirey, and Principal LeNeave provided updates on campus events and current student enrollment, as well as updates regarding Federal and State correspondence, strategic planning, college and career initiatives, communication and marketing, special programs, instructional technology, school improvement, STEM, and professional development.

6. Approval and Acceptance of Grant Funding Awarded to Pinecrest Academy of Nevada for the 2019/2020 School Year:

- a. PLTW Gateway Grant (St. Rose) - \$10,000**
- b. Nevada Dissemination Sub Grant (Horizon) - \$288,018**
- c. CCR-Dual Enrollment Grant (Cadence) - \$108,220**
- d. CCR-Work Base Learning Grant (Cadence) - \$77,125**
- e. CCR-Advance Placement Grant (Cadence and Sloan Canyon) -\$65,610**
- f. AB309 Grant - \$146,428.78**
- g. Read By 3 Grant - \$291,318.50**
- h. State CTE Competitive Grant (Cadence and Sloan Canyon) - \$404,959.38**
- i. State CTE Allocation Subgrant (Cadence) - \$9,108.88**

Member Keys moved to approve and accept the grant funding awarded to Pinecrest Academy of Nevada for the 2019/2020 school year. Member Watkins seconded the motion, and the Board voted unanimously to approve.

7. Review and Discussion of Current Year Financial Performance

Mr. Goodsell reviewed the current year financial performance as contained in the support materials; adding detail to the positive and negative variances presented in the report. Mr. Goodsell noted that the current financials were through August of 2019, and that the ongoing audit would conclude by the end of the following week. Mr. Goodsell stated that he had not booked a receivable mainly due to the Average Daily Enrollment (ADE) being unknown; adding that now that the numbers had been set by the State, the upcoming true-up would bring the numbers up to where they should be by the end of the month.

Mr. Goodsell explained that everything was ahead for the most part, and that items such as personnel costs and contracted services would be under budget until school started; adding that the State admin fees had been lowered from 1.5% to 1.25%. Mr. Goodsell also explained that the instructional supplies line item was over budget due to the amount of supplies that were needed for the beginning of the school year.

Mr. Goodsell directed the Board to page 175 of the support materials and stated that the graph illustrated the ADE, which determined funding amounts. Mr. Goodsell pointed out that the first quarter was based upon 5,945 total students; adding that the first quarter would always be the lowest due to the unknowns regarding the actual number of students enrolled until ten days after the start date of school. Mr. Goodsell stated that from the first day of school there had been an increase of 30 students on the ADE with an actual of 40 students enrolled. Mr. Goodsell stated that as of today the ADE was up 62 students; adding that Pinecrest Academy of Nevada had always been successful in retaining their students. Mr. Goodsell stated that he would continue to keep the chart updated for the Board.

Member Seiden addressed the issues with payroll and the classification problems that had been presented in the past. Mr. Goodsell stated that the payroll department had been revamped and that a new payroll manager had been hired in July who had experience working as a payroll manager in a large corporate setting. Mr. Goodsell also stated that, once the audit had concluded, Ms. Ventura would be meeting with the office managers again to address coding issues. Member Seiden thanked Mr. Goodsell for providing the ADE and stated that, as of the first quarter, the budget was below the 95%, to which Mr. Goodsell replied that, with the increase in ADE and the true-up, he was confident with where the budget stood at this point. Member Seiden asked if there had been any unexpected expenses with the construction of Sloan Canyon, to which Mr. Goodsell replied in the negative; adding that he would be going over the SPED numbers for any adjustments. Member Seiden asked if the auditors had recommended any adjustments, to which Mr. Goodsell replied in the negative; adding that Academica would be upgrading their accounting software to better meet the needs of the systems.

8. Discussion and Possible Action of Recommendations and Justification of Principal Salary Ranges from the Pinecrest Academy of Nevada Principals

Mr. Goodsell reviewed the principal salary ranges within the Clark County School District (CCSD) as found in the support materials; adding that Nevada Revised Statute (NRS) 388A.521 stated that the salary of an administrator employed by a charter school could not exceed the salary of the highest paid administrator in a comparable position in the school district in which the charter school was located. Mr. Goodsell noted that elementary and middle school principals in the district had 11-month contracts versus the 12-month contracts for charter schools, and CCSD had Franchise Principals, meaning a principal who administrated over more than one school at a time; adding that principals in the district were not responsible for their budgets to the degree of charter principals.

Mr. Goodsell stated that he met with the principals and reviewed the CCSD salary ranges. Member Seiden asked for clarification within NRS 388A.521 regarding whether the compensation was meant as a base salary or a total compensation, to which Mr. Goodsell replied that it was total compensation. Member Keys asked how they currently looked against the statute, to which Mr. Goodsell replied that the average salary would be below all the franchise salaries; adding that the principals would fall under the Franchise Principal category and that Pinecrest was not in violation of the statute at this time. Member Watkins inquired as to why Pinecrest was on the low side of the spectrum, to which Mr. Goodsell replied that the two new principals were on the low side when compared to the Franchise salaries. Member Keys asked if Pinecrest would be within the statute if the principals were not considered Franchised Principals, to which Mr. Goodsell replied that Pinecrest would be close to violating the law on a few of the current principal salaries.

Member Keys asked if there were recommendations for the principals' salaries. Mr. Goodsell replied that he had come with suggested starting salaries, which were close to the principal's current salaries, but his greatest fear, in regards to the statute, was that he was unsure whether or not the State would keep Franchise Principals. Mr. Goodsell stated that the number of Franchised Principals had decreased from five to three. Member Keys felt that trying to base the principals' salaries off of only three CCSD Franchised Principals would be careless; adding that there would be time to look into the details and re-visit the issue during the budgeting season. Member Thomas agreed and asked that the Board be kept apprised of the Franchise Principal positions, to which Mr. Goodsell replied that they would. Member Thomas also asked what would happen legally to Pinecrest if CCSD terminated the Franchise Principal position, since Pinecrest principals were Franchise Principals, to which Mr. Goodsell replied that he was still looking into that very issue and would update the Board with his findings.

This item was tabled until further notice.

9. Discussion and Possible Action for Approval for Pinecrest Academy of Nevada to Enter into a Revised Memorandum of Understanding with College of Southern Nevada

Principal LeNeave stated that the Board had previously given permission to enter into a Memorandum of Understanding with College of Southern Nevada for dual enrollment. She explained that there were two notable changes made to the agreement for the Board to approve. Principal LeNeave stated that the handbook had been updated, and the limitation of credit hour provision had increased.

Member Watkins moved to approve to enter into a revised Memorandum of Understanding with College of Southern Nevada. Member Keys seconded the motion, and the Board voted to unanimously to approve.

10. Review and Approval of Dual Enrollment Courses Offered at Pinecrest Academy of Nevada

Principal LeNeave stated that the current dual enrollment courses being offered at Pinecrest of Nevada would need to be approved by the Board and then forwarded to the Department of Education.

Member Watkins moved to approve the dual enrollment courses offered at Pinecrest Academy of Nevada. Member Keys seconded the motion, and the Board voted unanimously to approve.

Member Thomas asked if the motion only allowed students to take the approved list of dual enrollment courses, to which Principal LeNeave replied that the list was the current course offerings and not necessarily the only ones. Principal LeNeave continued that every year the list of currently offered dual enrollment courses would need to be approved and submitted to the State. Member Thomas asked if the current dual enrollment courses worked towards the Associate degrees, to which Principal LeNeave replied they would.

11. Discussion and Update from Pinecrest Academy of Nevada Principals Regarding the Sports League

Lead Principal Satory stated that the sports league had been discussed at the principals' last management meeting, and reported that there had been improvements made overall within the league. Lead Principal Satory stated that many of the concerns were regarding the cross country scheduling, the running of the games, and the representation of the league administrators. Lead Principal Satory stated that she would be initiating a meeting with the league administrators for feedback as to how the cross country meets were going.

Member Watkins stated that the cross country parents were very frustrated with the sports league. Lead Principal Satory asked if their issues had been brought to the attention of the league administrators who were present at the cross country meet, to which Member Watkins replied that they had been; adding that the parents felt the league administrators had not seemed to take the concerns seriously. Lead Principal Satory stated that she would address the concerns regarding cross country with the league administrators and coaches.

12. Discussion and Possible Action for Administrative Offices Build-out at the Cadence Campus

Principal LeNeave stated that there were two front offices at the Cadence campus, one in the elementary and the other in the middle school. Principal LeNeave stated that the secondary office spaces were full and, in some cases, had more than one professional working out of them. Principal LeNeave stated that she would like to take the existing secondary conference room and divide it into four additional

offices, moving the conference room down the hall. Principal LeNeave explained that the Dean's office needed to be located behind closed doors where the receptionist could assist with the flow of students. Principal LeNeave also stated that she would eventually need to divide another classroom to make room for an additional counselor; adding that she was unsure at this time if that would need to take place with the new build-out or with an existing classroom. Further discussion ensued regarding the space available and the future needs for additional offices.

Member Keys asked if other schools were experiencing the same shortages in office space, to which Mr. Goodsell replied that he knew of another system that had the same challenges due to the size of their building. Member Keys asked whether or not the Sloan Canyon campus would run into the same issue with their new building. Mr. Goodsell replied in the negative; adding that the Cadence campus had been one of the first buildings to be built within the Pinecrest system, and the subsequent building plans had evolved ensuring there were more rooms for the needs of the schools. Member Watkins asked if the new office walls would be permanent or removable, to which Principal LeNeave replied that, although they had looked into both options extensively, the walls would be permanent due to the growing needs of the school. Further discussion ensued regarding the immediate and future needs of the school.

13. Review and Approval of Pinecrest Academy of Nevada Cadence Campus Tenant Improvement Project

Mr. Butch Tomasetti addressed the Board and stated that he had received bids for the Cadence office build-out project from two contractors, NGC and Denali Builders; adding that both contractors had been used before by Pinecrest and had good track records. Mr. Tomasetti reviewed the bids from both contractors as found in the support materials and highlighted that Denali Builders had the highest bid of \$59,815 as opposed to NGC's \$45,000 bid. Mr. Tomasetti stated that both contractors provided quality work and that the decision would come to pricing. Mr. Tomasetti recommended choosing NGC and adding a 10% contingency to the price for the total not to exceed \$50,000. Further discussion ensued regarding the finer details of the project concluding that the construction could begin as early as the week of Thanksgiving and run for a duration of two to three weeks.

Member Seiden moved to approve the bid for NGC with a 10% contingency based upon owner requesting changes for the Cadence campus tenant improvement project. Member Watkins seconded the motion, and the Board voted unanimously to approve.

14. Review and Approval of Parking Agreement for Pinecrest Academy of Nevada Horizon Campus

Mr. Goodsell stated that there had always been insufficient parking spaces at the Horizon campus; adding that the surrounding businesses had allowed parents to use their parking lots when picking up and dropping off their students at no additional cost to the school. Mr. Goodsell stated that, due to a change in ownership, parking had been restricted at the Kmart building which had negatively affected morning and afternoon procedures. Mr. Goodsell stated that he had reached out to the new owner and discussed the special events that would require additional parking spaces, and reached an agreement to use the parking

lot during those bigger events. Mr. Goodsell then explained that it had become apparent that the parking lot would also need to be used for parent pick-up and drop-off; adding that an agreement was made between Kmart and Horizon for use of their parking lot for the morning drop-off and the afternoon pick-up. Mr. Goodsell reviewed the agreement as contained in the support materials; adding that it would be \$25,000 for the year for access to 100 parking spaces at the designated times.

Member Keys asked what the terms of the agreement entailed, to which Principal Shirey replied that parents would need to abide by the traffic laws; adding that she and her staff had been present in the morning and afternoon ensuring that all traffic rules were being followed by the parents. Member Seiden confirmed that the agreement would conclude with the end of the school year, to which Mr. Goodsell replied affirmatively. Principal Shirey added that the contract was month-to-month with a 15-day notice of cancellation by either party. Member Seiden asked if the owner would be open to a multi-year agreement, to which Mr. Goodsell replied in the negative; adding that Principal Shirey and her campus could show the owners good faith for this year and work towards building a good relationship for the following year. Member Thomas asked that Principal Shirey continue to have someone out in the parking lot daily making sure they were staying in good faith with the agreement.

Member Seiden moved to approve the parking space lease agreement for the Pinecrest Academy of Nevada Horizon campus. Member Keys seconded the motion, and the Board voted unanimously to approve.

16. Review and Approval of Revision to the Pinecrest Academy of Nevada Financial Policies and Procedures Manual

Mr. Goodsell directed the Board to the revisions within the Pinecrest Academy of Nevada Financial Policies and Procedures Manual as found in the support materials. Mr. Goodsell explained that the procedures for fundraising and operating accounts had been clarified, the wording regarding purchase orders had been updated, and the amount for school purchasing had gone from \$10,000 to \$25,000.

Member Seiden moved to approve the revised Pinecrest Academy of Nevada Financial Policies and Procedures Manual. Member Keys seconded the motion, and the Board voted unanimously to approve.

17. Review and Approval of Revision to the Pinecrest Academy of Nevada Board Bylaws

Mr. Goodsell reviewed the revisions within the Pinecrest Academy of Nevada Board Bylaws as found in the support materials. Mr. Goodsell stated that the annual meeting would now be held in January or February to accommodate holiday and vacation schedules and start measurements to members' terms on the Board.

Member Watkins moved to approve the revised Board of Director Bylaws. Member Keys seconded the motion, and the Board voted unanimously to approve.

18. Acknowledgement of Kevin Smoot’s Resignation from the Board of Directors

Mr. Goodsell acknowledged member Smoot’s resignation from the Board and thanked him for his time and effort as a Board member. Member Thomas also thanked member Smoot for his service on the Board.

Member Keys moved to accept Kevin Smoot’s resignation from the Pinecrest Academy of Nevada Board of Directors. Member Watkins seconded the motion, and the Board voted unanimously to approve.

19. Discussion and Possible Action Regarding a New Board Member Search

Mr. Goodsell stated there were currently two Board member openings; adding that one position would need to be filled by an educator and the second position was open to anyone. Member Watkins stated that all campuses were represented with the exception of St. Rose. Member Thomas recommended sending an email notifying the entire community of the openings. Mr. Goodsell stated that he would begin the search and comprise a search committee of former Board members, a PTO representative from St. Rose, and other staff members as deemed necessary. Member Thomas asked that the search committee bring back at least two or three candidates for each position for the Board to consider. Further discussion ensued regarding the interview questions and clarification for the educator position.

Member Watkins moved for the new board member search committee to be comprised of Mr. Trevor Goodsell, Mr. Randall Walker, and a member of the St. Rose PTO. Member Keys seconded the motion, and the Board voted unanimously to approve.

20. Review of EMO Evaluation for Academica Nevada

Mr. Goodsell reviewed the results of the evaluation and noted that the problem areas that had been identified within the survey had already been addressed by Academica. Mr. Goodsell stated that Academica was happy to serve Pinecrest and celebrated all their accomplishments. He also encouraged the Board to continue to reach out to him with any questions, concerns, or needs; adding that Academica was always looking for ways to improve their service to them. Member Thomas stated her appreciation to Academica Nevada.

Member Watkins moved to submit the EMO evaluation for Academica Nevada to the State of Nevada. Member Keys seconded the motion, and the Board voted unanimously to approve.

21. Public Comments and Discussion

There was no public comment.

22. **Adjournment**

The meeting was adjourned at 8:31 p.m.

Approved on:

11/19/19



chair
Secretary of the Board of Directors

Pinecrest Academy of Nevada

DUAL ENROLLMENT PROGRAM

**This Memorandum of Understanding (MOU) is made and entered into by and between
THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION,
on behalf of**

THE COLLEGE OF SOUTHERN NEVADA

And

THE PINECREST ACADEMY OF NEVADA

The Pinecrest Academy (PA) and College of Southern Nevada (CSN) referred to individually as a “party” or collectively as the “parties.”

WHEREAS, PA is a Nevada charter high school offering unique secondary educational opportunities to its students; and

WHEREAS, the Parties are willing to facilitate for selected PA students a limited opportunity for enrollment in higher education courses at CSN; and

WHEREAS, the Nevada System of Higher Education (NSHE) Handbook, Title 4, Chapter 16, Section 2 provides for, in relevant part:

Dual and Early Enrollment for High School Students

1. High school students may enroll in an NSHE college or university, subject to the approval of appropriate institution officials.
2. The term “high school student(s)” includes students enrolled in a Nevada public or private high school, students enrolled in grades 9, 10, 11, and 12 in a charter school in Nevada, and students formally enrolled in a Nevada school district sponsored program designed to meet the requirements of an adult standard diploma.

NOW, THEREFORE, the Parties agree as follows:

I. Term and Purpose

CSN through its Office of Academic Affairs will oversee the administration, instruction and educational requirements for the Certificate of Achievement and Associate Degree programs offered to PA students pursuant to this MOU. Any PA student, who graduates with a Certificate of Achievement or an Associate degree, may participate in the formal ceremonies of CSN, as applicable.

The term of the MOU shall be October 1, 2019, through May 31, 2024. By May 1, 2024, the Parties may agree through a written confirmation executed by their respective authorized representatives to extend the Term for five (5) additional years through May 31, 2029. Notwithstanding the foregoing, either party may terminate this MOU without cause upon thirty (30) days written notice to the other party, and any PA student will be able to complete the course(s) they are enrolled in pursuant to this MOU at the time of the written notice.

DUAL ENROLLMENT PROGRAM

II. Admission and Enrollment at CSN Pursuant to this MOU

Student Selection & Admissions

The selection of the PA high school students that will be able to enroll in CSN dual enrollment study courses pursuant to the terms of this MOU is exclusively reserved to PA and must be approved by CSN. Both parties will coordinate to verify that selected students qualify for admission and enrollment pursuant to the terms of this MOU and applicable NSHE standards. Each first-time PA high school student must complete the CSN on-line admission form. The completeness and accuracy of the admissions form is the responsibility of the student.

New Student Orientation

Each first-time PA student must participate in a mandatory in-person, three (3) hour Student Orientation. The orientation must be complete before scheduling an appointment with a CSN academic advisor or registering for classes.

Placement Evaluations

Every PA student must prepare for and complete the Math and English placement assessments. Information regarding these placement assessments can be found at www.csn.edu/testingcenter

Academic Advisor/Success Coach/Counseling

After completing the orientation and placement evaluations, each PA student must meet with a CSN academic advisor or success coach. PA students can receive counseling services to the same extent as regular CSN students.

Locations

CSN will only offer academic courses and other coursework at established CSN campuses and CSN learning sites.

Class Schedule

PA students will be required to attend the selected classes on the dates, days, and times that these classes are scheduled as per the official CSN academic calendar. No classes will be scheduled for PA students outside of the official CSN academic calendar.

Limitation on Number of Credit Hours Each Semester

PA students enrolled pursuant to the terms of this MOU will be limited to a maximum of eighteen (18) credit hours each fall and spring semester at CSN. PA students may take up to nine credits during the summer term at CSN.

Selection of Courses

While there is no restriction on the type of course that a PA student may enroll in, each PA student's course selection must be approved by PA in consultation with the student, CSN's academic advisor/success coach and must be consistent with the results of any placement tests or prerequisites established by CSN. Any consultation will include discussion about the advisability for a particular student to enroll in an "on-line class" in contrast to a class taught at one of CSN's campuses or centers.

Course Textbooks

Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. PA or the PA student (at the discretion of PA) will be responsible for the purchase of required

DUAL ENROLLMENT PROGRAM

course textbooks and materials.

Credits to be Awarded

Upon successfully completing a course in the dual enrollment program, the PA student will receive the corresponding credit amount listed in the CSN course catalog at CSN and credit for a course at PA.

Applicability and Transferability of College Credit

CSN courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. All credits earned at CSN by a PA student must be applied toward a credentialed degree or certificate at CSN.

Academic Plans

Pursuant to NRS 388.205, PA will establish an academic plan for each PA student enrolled in the dual enrollment program.

Student Identification Number

PA will assign a unique identification number to each student in the dual enrollment program. CSN will retain the unique identification number provided by PA.

Student Records

Both parties will each be responsible to initiate and maintain their respective student records for the courses that they award credit. CSN will comply with the Family Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99). A PA student must sign a FERPA document before CSN will release any academic records to the PA executive director or anyone other than the student.

Compliance with CSN's Policies

PA students enrolled in classes at CSN pursuant to this MOU are subject to all of CSN's policies.

Student Transportation

CSN will have no role in the transportation of PA students either to or from any CSN facility.

Continued Eligibility for Interscholastic Activities at PA

PA students in the dual enrollment program will be eligible to compete in PA sports teams and interscholastic activities provided that they maintain the required GPA and attendance standards set by PA.

III. Fees

PA is responsible to pay for all fees applicable to PA students enrolled at CSN. CSN will charge via CSN invoice within thirty (30) days of the start of the courses and PA will remit payment of fees within thirty (30) days receipt of CSN's invoice, for each student enrolled in CSN courses pursuant to section II above. PA may pursue grants and other funding opportunities to help support their students in the dual enrollment program.

The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by PA for newly enrolled students.

DUAL ENROLLMENT PROGRAM

PA must verify all fees with CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding any other provision herein, CSN will not allow any further PA student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual:

[https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMCH07FEE STUITION.pdf](https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMCH07FEE%20STUITION.pdf)

IV. Miscellaneous Provisions

Governing Law.

This MOU will be governed by and interpreted according to the laws of the State of Nevada and the Nevada Board of Regents handbook.

Severability and Waiver.

The partial or complete invalidity of any one or more of the provisions of this MOU will not affect the validity or continuing force and effect of any other provision. The failure of a Party hereto to insist in any one or more instances upon the performance of any of the terms, covenants or conditions of this MOU or to exercise any right herein, will not be construed as a waiver or relinquishment of such term, covenant, condition or right with respect to further performance.

Entire Agreement.

This MOU is intended solely for the benefit of the Parties hereto, represents the entire, integrated agreement between the Parties, and supersedes all prior negotiations, representations, or agreements, written or oral. This MOU replaces the previous MOU between CSN and PA dated August 15, 2018.

Waiver or Modification Ineffective Unless in Writing.

No waiver, alteration, or modification of any provision of this MOU will be binding unless in writing and signed by duly authorized representatives of the Parties to the MOU.

Designated CSN Representatives.

CSN representatives and PA Administrators will collaborate on all articulation efforts and agreements for all PA students.

Written Notices.

Unless notified to the contrary, all notices required by this MOU will be sent to the Parties at the addresses set below;

For College of Southern Nevada:

James McCoy
Associate Vice President, Academic Affairs
6375 W. Charleston Blvd. WC E310
Las Vegas, NV 89146
(702) 651-7357

For Pinecrest Academy:


Jessica LeNeave
Principal
225 Grand Cadence Dr.
Henderson, NV 89015
(702) 202-2227

DUAL ENROLLMENT PROGRAM

IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives and by so doing represent and warrant that they have full authority to enter same, as the day and date first above written.

**Board of Regents of the Nevada System of Higher Education on behalf of the
College of Southern Nevada**

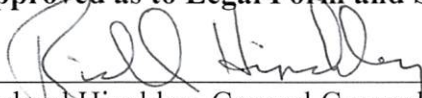
Recommended by:


James R. McCoy, Associate Vice President, Academic Affairs Dated: 9/11/19

Approved by:


Margo Martin, Vice President, Academic Affairs Dated: 9/12/19

Approved as to Legal Form and Sufficiency:


Richard Hinckley, General Counsel Dated: 9/12/19

Pinecrest Academy

Approved by:

Jessica LeNeave, Principal Dated _____

Approved as to Legal Form and Sufficiency:

General Counsel Dated: _____