

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2020 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Doral Academy of Nevada**

Date Submitted: **June 17th, 2021**

Current Charter Contract Start Date: **July 1, 2019**

Charter Contract Expiration Date: **June 30, 2025**

Key Contact: **Jerod J. Allen**

Key Contact title: **Board Chair, Doral Academy of Nevada Board of Directors**

Key Contact email and phone: jerod.allen@doralacademynv.org / 702-513-6211

Date of School Board approval of this application: **June 8th, 2021**

Deadlines

	Spring Cycle	Fall Cycle
Notice ¹ of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action (tentative and subject to change)	June board meeting	December board meeting

¹ Notice or Letter of Intent

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](#) ____

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Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

4 Pages or less per RFA

Provide a brief overview of your school, including:

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

Doral Academy of Nevada is an arts integration school, which serves students in Kindergarten through 12th Grade. The school’s first campus opened in 2013 and since then has expanded into a network of six different campuses in the Las Vegas area, which currently serve more than 5,700 students combined.

Doral’s governing board consists of six members who oversee all of the Doral Academy of Nevada campuses in the Las Vegas area. These members comprise a variety of expertise and experience, which have helped the Doral Academy of Nevada network gain the success it has today.

Additionally, overseeing the operations of the Doral Academy of Nevada network is Ms. Bridget Phillips. Each of Doral Academy of Nevada’s six campuses are then led by individual principals with their corresponding administration staff.

- 2. Statement and overview of the mission and vision

Mission: Doral Academy of Nevada is dedicated to providing an enhanced educational experience. We will develop outstanding student achievement with focus on each child being well-rounded in all parts of their education. Students will be prepared in an academically challenging and personally meaningful learning environment with an emphasis on arts integration. A collaborative effort including all students, teachers, parents, and staff will be devoted to establishing, achieving, and celebrating individual goals for each child at Doral Academy.

Vision: The educational outcome from Doral Academy of Nevada will create students who think critically and analytically, are confident decision makers, utilize problem-solving skills, work collaboratively, and are imaginative and creative thinkers. We are committed to equipping students with the skills and personal growth necessary to be successful scholars throughout life.

- 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, 2019](#) and a six-year expiration date of [June 30, 2025](#) requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

X 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 2 – 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. Dual-Credit Programs

Doral Academy of Nevada is requesting to amend their current charter to include a Dual-Credit program in order to provide further educational resources to its community.

5. Description of proposed target model and target communities

Doral Academy of Nevada is requesting to amend their current charter to include a Dual-Credit program in order to provide further educational resources to its community. Doral's target community for this proposed program will be all current Doral students at the middle and high school level.

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

Doral hopes to be approved for the addition of a dual-credit program in order to provide students an enhanced educational experience, as per their mission.

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

DAN's curriculum model includes four key components:

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

DAN's model aligns with the SPSA's mission because Arts Integration is proven to prepare students for college and career success and is based on a model for best practices. By providing an engaging, proven model, DAN's Arts Integration framework will provide a quality educational option for all families and students residing in the southwest Las Vegas region.

Describe the charter school’s plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

Doral’s Restorative Action Plan will include:

- The need to feel right to the person harmed
- The need to be “do-able” by the one who did the harm
- The need to include an action to prevent further offending:
 1. Something that strengthens and supports the offender.
 2. Something that addresses underlying issues associated to the offense.

8. Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

As a system, Doral’s current student population includes the following ethnic demographics:

- **American Indian/Alaskan Native: .27%**
- **Asian: 11%**
- **Hispanic/Latino: 25%**
- **Black/African-American: 8%**
- **White: 43%**
- **Native Hawaiian/Pacific Islander: 2%**
- **2 or More: 11%**

Additionally, Doral’s student population also includes the following percentages of student subgroups:

- **FRL: 4%**
- **ELL: 4%**
- **IEP: 22%**

The Doral, Inc. Arts Integration model has been proven to produce meaningful gains for subgroups. Specifically, two of the Doral Academy High Schools in Florida have been consistently ranked as one of the nation’s top schools. Doral Academy Charter High School, Florida continues to be ranked as one of the nation’s top high schools according to US News & World Reports. Fifty three percent (53%) of their population qualifies for Free and Reduced Lunch and ninety four percent (94%) are minorities. Doral Performing Arts and Entertainment Academy continues to be ranked as one of the nation’s top high schools according to US News & World Reports. Fifty one percent (51%) of their population qualifies for FRL and ninety one percent (91%) are minorities.

Additional distinctions awarded to the Doral Academy network include, but are not limited to, the following:

- Named one of the top high schools in the nation according to Newsweek in 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009, and 2008.
- Named one of the top high schools according to the Washington Post in 2016, 2015, 2014, 2013, 2012, 2011, 2010, and 2009.
- Named one of the top 500 schools in the nation for eight consecutive years according to US News and World Reports 2008-2016.
- Named one of the top high schools in the country by the Daily Beast since 2012-2013.
- Named #1 school by Florida Trend Magazine 2017.
- NCUST Silver Award Winner 2017.

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

As a system, the Doral campuses have benefited over the years from the mentorship and guidance of the Chief Academic and Operations Manager of the Doral Academy of Nevada network: Bridget Bilbray-Phillips. Mrs. Phillips has successfully participated in the establishment of multiple charter school campuses, serving as the founding Principal of both the Somerset Academy-Oakey Campus and Doral Academy's West Saddle Campus. Prior to her work with charter schools, Mrs. Phillips served as an administrator in the Clark County School District where she also oversaw the opening of new campuses. As such, Mrs. Phillips has the experience of establishing new campuses in both the School District and Charter school environment and understands those challenges unique to Charter Schools.

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

As a replicated model school, DAN's requested expansion will not only benefit from the support of Chief Academic and Operations Manager Phillips, but the Doral Academies of Nevada network as well. This network will provide support in terms of collaboration, sharing of best practices, and guidance in the implementation of the school culture and curriculum.

Outside of the local Nevada network schools, the Board of Doral Academy Inc. will support the school by providing on-site principal training, on-site teacher training, classroom management critique and assessment, technology training, and accreditation training, among others.

Additionally, the new school will benefit from organizations that have already established partnerships with the school, such as: the Kennedy Center for the Performing Arts (based in Washington, D.C.) and the Smith Center of Las Vegas.

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.**
4. ***If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:***
 - a. *Letter from the Board chair requesting Good Cause Exemption;*
 - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
 - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*

Please see [Attachment 1 – Good Cause Exemption](#).

5. **To expand a section and complete, please click the triangle next to the header.**

B) MEETING THE NEED

No change. Please see [Dual Enrollment](#).

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

No change. Please see [Dual Enrollment](#).

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

No change. Please see [Dual Enrollment](#).

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

No change. Please see [Dual Enrollment](#).

♦ **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?

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 2021-22 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 2022-2023 school year and to add additional criteria to the pre-opening requirements for such campuses.

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	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Management Organization Positions						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

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.

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				

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.

- g. 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.
- h. 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.
- i. 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 lottery² 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.

- j. 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.
- k. 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.
- l. 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?
- m. 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?
- n. 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					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
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					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K...						
12						

² 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.

Total						
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- 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					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K						
12						
Total						

- 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.
- 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.
- 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.

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.”

- Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- 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.
- 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 2020-2021 must be identified at the time of the submission of the expansion request.
- 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.

- s. 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?
- t. 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.
- u. 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?
- v. 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.
- w. 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.
- x. 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.
- y. 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.
- z. 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

INCUBATION YEAR DEVELOPMENT

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** ____.
- bb. 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.
- cc. 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.

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).

- dd. How and why was the EMO selected?
- ee. 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).
- ff. 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.
- gg. 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.
- hh. 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 shortened 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, 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.

SERVICES

9. Provide **Attachment** ____ describing how the school leadership team will support operational execution.

10. 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.
11. 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
12. 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.
13. 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.
14. 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.
15. 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.

ONGOING OPERATIONS

16. 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?
17. 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.

Section II: 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.

DAN will enter into an MOU with the College of Southern Nevada (CSN) to facilitate their concurrent enrollment plan. The duration of the relationship between DAN and CSN shall begin on July 1, 2021 and shall terminate five (5) years later (or on June 30, 2026). Either DAN or CSN may terminate the agreement without cause, at any time, upon ninety (90) days prior written notice to the other party. Any DAN 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 Doral 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, DAN staff will provide the instruction to DAN students on the DAN campus.

DAN will offer certain approved 299 or lower-level college courses that qualify for CSN academic credit and fulfill DAN's high school graduation requirements. CSN will grant college credit toward earning a credential, certificate, or degree, as applicable, for a dual credit course when a DAN student satisfactorily completes the course.

Pursuant to Nevada Revised Statute 388.205, DAN will develop a four-year plan for each student, which may include concurrent enrollment courses. DAN will ensure that each student seeking enrollment in a concurrent enrollment course, and the parent/guardian of the student, is made aware of opportunities and requirements for participating in interscholastic activities.

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

CSN will work together with DAN to formulate a steering committee that will meet at least once quarterly to review the policies and procedures outlined in this MOU and National Alliance of Concurrent Enrollment Partnerships Standards to ensure compliance. Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. CSN's academic departments will review teacher qualifications and determine eligibility based on the teacher's educational credentials, knowledge in the course subject, and teaching experience. CSN lead faculty are responsible for conducting site observation visits per NACEP Standards to ensure that the CSN courses offered through the Jumpstart program are offered with the same quality and rigor as the courses offered on CSN's campus.

- 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.

DAN students will be charged a course fee of \$50 per course and the technology fee per credit hour. CSN will charge all courses via invoice and DAN will remit payment for fees for each student enrolled in CSN courses within 30 days of the start of the course.

- 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.

DAN will be responsible to initiate and maintain respective student attendance and grades for the courses in which they are enrolled. Upon successful completion of any course in which a DAN student is enrolled, CSN will award corresponding credits listed in the CSN course catalog at CSN and credit for a course at Doral Academy. A Doral staff member charged with maintaining student records will ensure the appropriate credit(s) are entered onto student transcripts. Communication between CSN and Doral 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 Doral Academy Board Members employed by CSN.

Provide as an **Attachment 3**, 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 3** for a memorandum of understanding between Doral 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) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) 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.

- Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

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:

- Complete and submit your RFA with the General application sections above completed.
- 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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

Facility RFAs

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



Doral Academy of Nevada

June 4, 2021

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

RE: Request for Good Cause Exemption from Amendment Cycle

Executive Director Feiden:

Doral Academy of Nevada requests a good faith exemption from the current amendment cycle to amend their contract with the SPCSA to include 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, Doral entered into a cooperative agreement with the College of Southern Nevada to provide dual-credit courses to students attending Doral Academy. Now, in order to comply with the Nevada State Public Charter School Authority's requirements Doral was encouraged to seek this good faith exemption to the application cycle and apply for this charter amendment.

Therefore, as the next amendment application cycle opens after the beginning of the next school year, 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,


Jerod J. Allen [Jun 9, 2021 10:21 PDT]

Jerod Allen
Doral Academy of Nevada, Board Chair



NOTICE OF PUBLIC MEETING of the Board of Directors of Doral Academy of Nevada

NOTICE IS HEREBY GIVEN THAT THE BOARD OF DIRECTORS OF DORAL ACADEMY OF NEVADA, A PUBLIC CHARTER SCHOOL, WILL CONDUCT A PUBLIC MEETING ON **JUNE 8, 2021** BEGINNING AT **5:30 P.M.** AT **610 CROSSBRIDGE DR., LAS VEGAS, NV 89138** AND VIA **ZOOM MEETING**. THE PUBLIC IS INVITED TO ATTEND.

PLEASE CLICK THE LINK BELOW TO JOIN THE WEBINAR:

[HTTPS://US02WEB.ZOOM.US/J/83289358986?PWD=D2NGYUZ0WnNUMjZ0VmtQWlEyZHNPUT09](https://us02web.zoom.us/j/83289358986?pwd=D2NGYUZ0WnNUMjZ0VmtQWlEyZHNPUT09)
PASSCODE: **738863** OR VIA PHONE **+12532158782 +13462487799**

ATTACHED HERETO IS AN AGENDA OF ALL ITEMS SCHEDULED TO BE CONSIDERED.

PLEASE NOTE: THE BOARD OF DIRECTORS OF DORAL ACADEMY OF NEVADA 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 AT ANY TIME.

REASONABLE EFFORTS WILL BE MADE TO ASSIST AND ACCOMMODATE PHYSICALLY HANDICAPPED PERSONS DESIRING TO ATTEND OR PARTICIPATE AT THE MEETING. ANY PERSONS REQUIRING ASSISTANCE MAY CONTACT DENA THOMPSON AT (702) 431-6260 OR DENA.THOMPSON@ACADEMICANV.COM AT LEAST TWO BUSINESS DAYS IN ADVANCE SO THAT ARRANGEMENTS MAY BE MADE.

THE MEETING AGENDA, SUPPORT MATERIALS, AND MINUTES ARE AVAILABLE AT **6630 SURREY ST, LAS VEGAS, NV 89119**, VIA EMAIL AT DENA.THOMPSON@ACADEMICANV.COM, OR BY VISITING THE SCHOOL'S WEBSITE AT [HTTPS://WWW.DORALACADEMYNV.ORG/](https://www.doralacademynv.org/) FOR COPIES OF THE MEETING AUDIO, PLEASE EMAIL DENA.THOMPSON@ACADEMICANV.COM.

PUBLIC COMMENT MAY BE LIMITED TO THREE MINUTES PER PERSON AT THE DISCRETION OF THE CHAIRPERSON. PLEASE EMAIL DENA.THOMPSON@ACADEMICANV.COM TO SUBMIT OR SIGN UP FOR PUBLIC COMMENT.



Doral Academy of Nevada is dedicated to providing an enhanced educational experience. We will develop outstanding student achievement with focus on each child being well-rounded in all parts of their education. Students will be prepared in an academically challenging and personally meaningful learning environment with an emphasis on arts integration. A collaborative effort including all students, teachers, parents, and staff will be devoted to establishing, achieving, and celebrating individual goals for each child at Doral Academy.

Board of Directors

JEROD ALLEN – Board Chair

DORON JOSEPH – Board Vice Chair

KARLA ZOBRIST – Board Secretary

GARY VECCHIARELLI – Board Treasurer

BRANDON LEWIS – Board Member

LAURA WILKINSON – Board Member

TODD MAYHEW – Board Member

BRIDGET PHILLIPS – Chief Academic and Operations Officer

**MEETING OF THE BOARD OF DIRECTORS
JUNE 8, 2021**

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(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. ACTION & DISCUSSION ITEMS

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

- a. APPROVAL OF MINUTES FROM THE APRIL 15, 2021 BOARD MEETING (FOR POSSIBLE ACTION)**
- b. ACADEMIC PROGRESS REPORTS AND UPDATES ON SCHOOL INITIATIVES BY DORAL ADMINISTRATORS (FOR DISCUSSION)**
- c. REVIEW AND ACCEPTANCE OF GREAT TEACHING AND LEADING GRANT FUNDS (FOR POSSIBLE ACTION)**
- d. REVIEW AND APPROVAL OF DUAL ENROLLMENT CHARTER AMENDMENT AND SUBMISSION TO SPCSA (FOR POSSIBLE ACTION)**
- e. REVIEW AND APPROVAL OF MOU WITH CSN (FOR POSSIBLE ACTION)**
- f. REVIEW AND APPROVAL OF RENEWING THE VENDED MEAL AGREEMENT WITH BETTER 4 YOU MEALS (FOR POSSIBLE ACTION)**
- g. APPROVAL OF APPOINTMENT OF THE LEAD ADMINISTRATOR AS THE DESIGNATED OFFICIAL FOR THE NATIONAL SCHOOL LUNCH PROGRAM (FOR POSSIBLE ACTION)**
- h. FINANCIAL PERFORMANCE (FOR DISCUSSION)**
- i. REVIEW AND APPROVAL OF FINAL BUDGET FOR THE 2021/2022 SCHOOL YEAR (FOR POSSIBLE ACTION)**
- j. REVIEW AND APPROVAL OF ADDITION OF FEDERAL PROGRAMS SECTION TO THE FINANCIAL POLICIES AND PROCEDURES (FOR POSSIBLE ACTION)**
- k. REVIEW AND APPROVAL OF BONUSES (FOR POSSIBLE ACTION)**
- l. DISCUSSION AND APPROVAL OF YEARLY RENEWAL OF OUTSIDE LEGAL COUNSEL AGREEMENT WITH WILEY PETERSEN – JOHN BLUM (FOR POSSIBLE ACTION)**
- m. DISCUSSION AND POSSIBLE APPROVAL TO CREATE A SCHOLARSHIP FUND (FOR POSSIBLE ACTION)**
- n. SPECIAL PRESENTATION FOR BRIDGET PHILLIPS (FOR DISCUSSION)**

4. ANNOUNCEMENTS & NOTIFICATIONS

5. MEMBER COMMENT



6. PUBLIC COMMENT

(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.)

7. ADJOURN MEETING

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) DORAL SADDLE CAMPUS – 9625 W. SADDLE AVENUE, LAS VEGAS, NV 89147
- 2) DORAL CACTUS CAMPUS – 9025 W. CACTUS AVENUE, LAS VEGAS, NV 89178
- 3) DORAL FIRE MESA CAMPUS – 2568 FIRE MESA ST., LAS VEGAS, NV 89128
- 4) DORAL RED ROCK ELEMENTARY CAMPUS – 626 CROSSBRIDGE DR., LAS VEGAS, NV 89138
- 5) DORAL RED ROCK UPPER/HIGH CAMPUS – 610 CROSSBRIDGE DR., LAS VEGAS, NV 89138
- 6) DORAL PEBBLE CAMPUS – 6435 W. PEBBLE ROAD, LAS VEGAS, NV 89139
- 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
- 10) NOTICES.NV.GOV

**MINUTES
of the meeting of the
BOARD OF DIRECTORS of DORAL ACADEMY OF NEVADA
June 8, 2021**

Board of Directors of Doral Academy of Nevada held a public meeting on June 8, 2021 at 5:30 p.m. via Zoom webinar.

1. Call to Order and Roll Call

Board Chair Jerod Allen called the meeting to order at 5:39 p.m. with a quorum present. In attendance were Jerod Allen, Doron Joseph, Karla Zobrist, Gary Vecchiarelli, Brandon Lewis, Laura Wilkinson, and Todd Mayhew.

Also present were CAO Bridget Phillips, Executive Director Rodney Saunders, Principal Danielle McDowell, Principal Kelly Gerdes, Principal Bethany Farmer, Principal Eileen Gilligan, Principal Beckie Dehner-Williams, Assistant Principal Tracy Hughes, and Elementary Math Coordinator Lori Squires; as well as Jon Blum with Wiley Petersen Law Offices. Academica representatives Michael Muehle, Trevor Goodsell, Carlos Segrera, Kendra Thornton, and Jennifer Lindemon were also in attendance.

2. Public Comment

There was no public comment.

3. Action and Discussion Items

a. Approval of Minutes from the April 15, 2021 Board Meeting

Member Zobrist moved to approve the minutes from the April 15, 2021 board meetings
Member Joseph seconded the motion, and the Board voted unanimously to approve.

h. Financial Performance

Mr. Carlos Segrera addressed the Board and reviewed the financial summary through April, as contained in the support materials. He noted that the format had been revised. The summary reflected a system-wide surplus of \$3,909,224. The over and under budget items had not varied since the prior report. Mr. Segrera stated that the financial summary contained the financial framework information, as required by the State Public Charter School Authority (SPCSA), for the prior year, as well as a projection for the current year. He reviewed other key financial information.

Mr. Segrera noted that, since the last report, \$800,000 SPED Part B funds had been received. He stated that the PPP loan forgiveness was still pending. Member Joseph stated that the deadline for the forgiveness was the end of August. Mr. Trevor Goodsell addressed the Board and stated that all the documents had been gathered and would be submitted within a week or two.

i. Review and Approval of Final Budget for the 2021/2022 School Year

Mr. Goodsell stated that the budget was the same as the previously approved budget. He noted that, although he had not been able to adjust the budget using the new funding formulas that were just approved, the final budget was due to the State. He stated that he would be meeting with the principals to revise the budgets using the new funding formula. Mr. Goodsell stated that he was working to ensure that the school was not funded at less than the previous year. The funding had been calculated using the FY20 revenues with the projected enrollment numbers that did not include the system growth in enrollment. Member Vecchiarelli asked when a preliminary revised budget would be available. Mr. Goodsell replied that it would probably be ready by the middle of the following week.

Member Joseph moved to approve the 2021/2022 school year final budget, as presented. Member Vecchiarelli seconded the motion, and the Board voted unanimously to approve.

k. Review and Approval of Bonuses

Mr. Goodsell stated that the budget for the current year had been budgeted with many unknown variables. He noted that many of the worst case scenarios did not happen, which resulted in a positive financial position for Doral. Mr. Goodsell stated that the Board had requested a proposal for bonuses for the Doral staff in order to show appreciation for the work done during a difficult year. Member Vecchiarelli reviewed the bonus structure, as contained in the support materials and noted that each campus would receive \$10,000 in discretionary funds. He stated that the principals could use the discretionary funds to reward the campus all stars.

Mr. Joseph stated that the Board appreciated every staff member who shouldered the challenges presented by COVID. He stated that the Board also wanted to provide a way for the principals to recognize and reward those individuals who went the extra mile. Member Zobrist stated that the Doral staff was very deserving of the bonus, and was pleased that those who worked extra hard could be rewarded. Member Wilkinson agreed that it had been a difficult year and it was nice to be able to reward the creative teachers. Member Mayhew stated that, as an HR executive, he was pleased that the proposal would allow for a performance overlay. Member Allen noted that the Board was in agreement with the proposal.

Member Wilkinson moved to approve the bonuses, as presented. Member Zobrist seconded the motion, and the Board voted unanimously to approve.

l. Discussion and Approval of Yearly Renewal of Outside Legal Counsel Agreement with Wiley Petersen – John Blum

Mr. Michael Muehle addressed the Board and stated that at this time last year, Mr. Jon Blum, with Wiley Petersen, had been approved as the Board's outside counsel. At the time of the approval, the Board requested a yearly renewal of the agreement. Mr. Muehle stated that he would recommended continuing with the agreement.

Member Lewis moved to approve the renewal of outside counsel, Wiley Petersen – Jon Blum. Member Vecchiarelli seconded the motion, and the Board voted unanimously to approve.

j. Review and Approval of Addition of Federal Programs Section to the Financial Policies and Procedures

Mr. Goodsell stated that, although the items outlined in the addition were already included, the SPCSA had requested that the information be included in a separate section.

Member Vecchiarelli moved to approve the addition of the Federal Program Section to the Financial Policies and Procedures manual. Member Joseph seconded the motion, as presented, and the Board voted unanimously to approve.

b. Academic Progress Reports and Updates on School Initiatives by Doral Administrators

CAOO Phillips addressed the Board and provided a presentation on the system strategic mapping. She noted that Member Vecchiarelli and Member Mayhew had participated in a strategic mapping planning meeting. Executive Director Rodney Saunders addressed the Board and reviewed the accomplishments from a recently held meeting with representatives from each campus.

CAOO Phillips reviewed the process for utilizing data to make lesson plans for instruction. Ms. Lori Squires, the Elementary math coordinator addressed the Board and reviewed the partnership and collaboration with the Kennedy Center regarding arts integration using movement in mathematics. CAOO Phillips stated that she had been involved in a committee that worked with the SPCSA to create a Chartering Innovative Paths in Education newsletter to be distributed among all State charter schools. Executive Director Saunders reviewed the Chartering Innovative Paths in Education newsletter which highlighted the Doral Pebble campus.

Principal Gilligan, Principal Farmer, Principal Gerdes, Assistant Principal Hughes, Principal McDowell, and Principal Dehner-Williams reviewed their respective campus' events and achievements. Member Joseph thanked the principals who were providing summer school.

c. Review and Acceptance of Great Teaching and Leading Grant Funds

CAOO Phillips stated that Doral had received the Great Teaching and Leading grant every year it had been offered. She stated that Doral was the only K-12 school to receive the grant for the current issuance.

Member Allen moved to accept the Great Teaching and Leading grant funds. Member Lewis seconded the motion, as presented, and the Board voted unanimously to approve.

d. Review and Approval of Dual Enrollment Charter Amendment and Submission to SPCSA

Mr. Muehle stated that all high schools were required to offer dual enrollment credit. Principal McDowell and her team were able to secure an MOU with CSN to offer the program. In order to offer the dual enrollment courses the charter would need to be amended. The amendment would be submitted to the SPCSA. Mr. Muehle stated that the MOU with CSN outlined how the program would work. He noted that for the first year the students would remain on campus and receive the

dual credit through teachers who were duly licensed. At a future date the MOU would be amended to offer an option to attend a CSN campus.

Member Lewis moved to approve the submission of a dual enrollment charter amendment. Member Joseph seconded the motion, as presented, and the Board voted unanimously to approve.

e. Review and Approval of MOU with CSN

This item was discussed in conjunction with item 3.d.

Member Mayhew moved to approve the MOU with CSN, as presented. Member Allen seconded the motion, and the Board voted unanimously to approve.

f. Review and Approval of Renewing the Vended Meal Agreement with Better 4 You Meals

Member Allen noted that the vendor was widely accepted across all campus. Ms. Kendra Thornton addressed the Board and stated that, if renewed, the agreement would end June 30, 2022 and would retain the fixed fee from the original agreement of \$2.99.

Member Wilkinson moved to approve renewing the vended meal agreement with Better 4 You Meals, as presented. Member Allen seconded the motion, and the Board voted unanimously to approve.

g. Approval of Appointment of Lead Administrator as the Designated Official for the National School Lunch Program

Ms. Thornton stated that, with the retirement of CAO Phillips, the NDA required that the Board appoint a new designated official to sign all the official government forms.

Member Wilkinson moved to approve appointing the Lead Administrator as the designated official for the National School Lunch Program. Member Mayhew seconded the motion, as presented, and the Board voted unanimously to approve.

m. Discussion and Possible Approval to Create a Scholarship Fund

Member Vecchiarelli stated that the Board would like to create a scholarship fund in honor of Ms. Bridget Phillips. The proposal was to set aside \$100,000 in the financial statements, with an investment philosophy. A committee would be established to determine the distribution of the funds and the application process. Member Vecchiarelli stated that Doral would be honored to have Ms. Phillips as a member of the committee. He noted that this was one way to honor the legacy that Ms. Phillips had built in the Doral system.

Member Vecchiarelli moved to set aside \$100,000 for a scholarship, for the criteria to be determined by a committee of the Board and administrators. Member Joseph seconded the motion, as presented, and the Board voted unanimously to approve.

n. Special Presentation for Bridget Phillips

Executive Director Saunders stated that he had started to work for Ms. Phillips in 1998. That he was still working with Ms. Phillips and many of the teachers from Goldfarb Elementary years later was a testament to Ms. Phillips legacy. That teachers would follow her from Goldfarb Elementary to Bilbray Elementary to Doral Academy was also a testament to what Ms. Phillips had built. Executive Director Saunders stated that the Doral Administrators wanted to recognize Ms. Phillips for all that she had done and would continue to do for the Doral system. Ms. Phillips was presented with an award.

Ms. Phillips thanked the Doral administrators and the Doral Board for the support, well wishes, and shared memories. She noted that she was excited to see where Doral was headed in the future. Member Allen thanked Ms. Phillips for all that she had done for Doral and for building the Doral system.

4. Announcements and Notifications

There were no announcements

5. Member Comment

There was no member comment.

6. Public Comment

Mr. Carlos Segrera stated that he had known Ms. Phillips since he joined Academica Nevada. He noted that her passion and commitment was just as strong when Doral was small and as it currently was. Her work for Doral and for the students was commendable.

7. Adjournment

The meeting was adjourned at 7:18 p.m.

Approved on: _____

Secretary of the Board of Directors
Doral Academy of Nevada

Attachment 3: Dual Enrollment MOU

JUMPSTART CONCURRENT STUDY PROGRAM

**This Memorandum of Understanding 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
DORAL ACADEMY OF NEVADA**

I. Purpose

- a. The purpose of this Memorandum of Understanding (MOU) is to memorialize the agreement between the Board of Regents of the Nevada System of Higher Education, (NSHE) on behalf of the College of Southern Nevada (CSN) and Doral Academy Of Nevada (DARR) to coordinate their efforts and work collaboratively to provide concurrent enrollment in CSN courses to qualified DARR students. The DARR and CSN are referred to individually as a “party”, or collectively as the “parties.”
- b. The parties acknowledge and endorse the need for collaboration in carrying out the conditions and intent of this MOU and agree to use their reasonable efforts to provide the appropriate actions hereunder, and to make available appropriate representatives and resources in order to maximize the benefits hereunder consistent with their respective priorities, budgets, and other obligations.

II. Terms of Agreement

- a. The parties will jointly agree on concurrent enrollment courses to offer during the term of this MOU.
- b. DARR will offer certain approved 299 or lower-level college courses that qualify for CSN academic credit and fulfill DARR’s high school graduation requirements.
- c. Contact hours (classroom instruction hours) for concurrent enrollment courses taught pursuant to this MOU must be equivalent to CSN regular courses. DARR will offer concurrent enrollment classes during the traditional school day hours.
- d. All instruction of the concurrent enrollment classes under this MOU will occur at a DARR location. The DARR waives any charge to CSN for facility usage under this MOU. Both DARR and CSN shall be responsible for the actions or negligence of its own employees and agents. In no event shall liability exceed that set forth in Nevada Revised Statute Chapter 41.
- e. Upon successful completion of the approved course, the DARR student will receive credit towards high school graduation from DARR and simultaneously receive credit from CSN.
- f. CSN will work together with DARR to formulate a steering committee that will meet at least once quarterly to review the policies and procedures outlined in this MOU and National Alliance of Concurrent Enrollment Partnerships Standards to ensure compliance.
- g. Pursuant to Nevada Revised Statute 388.205, DARR will develop a four-year plan for each student, which may include concurrent enrollment courses.

Attachment 3: Dual Enrollment MOU
JUMPSTART
CONCURRENT STUDY PROGRAM

- h. DARR will ensure that each student seeking enrollment in a concurrent enrollment course, and the parent/guardian of the student, is made aware of opportunities and requirements for participating in interscholastic activities.

III. Fees

- a. CSN will charge via CSN invoice and DARR will remit payment for fees for each student enrolled in CSN courses pursuant to section II.a above. 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 DARR for newly enrolled students.
- b. DARR must verify all fees with the 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 DARR 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/leadership-policy/board-of-regents/procedures-guidelines-manual/>
- c. DARR students will be charged for courses taken under this MOU, a course fee of \$50 per course, and the technology fee per credit hour. CSN agrees to waive its' application fee, new student fee, athletics and recreation fee and student union fee for DARR students enrolled pursuant to this MOU.
- d. CSN will not award any academic credit to the student if DARR fails to pay any, or all of the fees to CSN, despite the student's otherwise successful completion of the concurrent enrollment course(s). If the student withdraws from enrollment in the course no later than the day before the class begins, CSN fees will be refunded. No refund of CSN fees will be made on or after the first day of the semester.
- e. DARR will remit payment for each student enrolled in the Jumpstart Concurrent Enrollment credit courses pursuant to section III(a) above within thirty (30) days of the start of the concurrent enrollment course. Notwithstanding any other provision herein, CSN will not allow any further DARR student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid.

IV. Curriculum and Supplemental Materials

- a. The curriculum of the concurrent enrollment courses taken by DARR high school students must be the same as those offered to regular CSN students taking college level course(s). The course syllabus content must be the same and include CSN course descriptions, outcomes, assessment methods, and will adhere to the National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards.
- b. Qualified DARR students may enroll in up to four (4) courses per academic semester.

Attachment 3: Dual Enrollment MOU
JUMPSTART
CONCURRENT STUDY PROGRAM

- c. Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. DARR will be responsible for the purchase of required textbooks and supplemental materials.

V. Student Academic Eligibility Requirements

In order for students to qualify to enroll in a concurrent enrollment course and receive CSN academic credit, the following academic eligibility requirements apply.

- a. The student must be a DARR high school freshman, sophomore, junior or senior.
- b. Diagnostics and assessments appropriate for placement in the course may be administered to the class members by CSN following NSHE Board policies (i.e., English, mathematics, and reading levels).
- c. Students may be referred to the Jumpstart program by DARR instructors; CSN and DARR officials will review each referral individually for eligibility.
- d. All students must complete the Jumpstart Concurrent Enrollment High School Authorization Form and parental or legal guardian consent must be obtained.
- e. DARR administration must concur in the determination of the student's qualification.
- f. A final summative assessment will be administered to the students in coordination with the appropriate CSN academic department.

VI. Teacher Qualifications, Expectations, and Compensation

- a. Teachers approved to teach in the Jumpstart program pursuant to this MOU must meet the same criteria as regular CSN part-time faculty, as noted in the CSN policy on qualifications for faculty. CSN's academic departments will review teacher qualifications and determine eligibility based on the teacher's educational credentials, knowledge in the course subject, and teaching experience.
- b. Once approved to teach a concurrent enrollment course offered pursuant to this MOU, a DARR teacher must complete CSN onboarding and professional development training.
- c. An approved DARR instructor will receive 1) \$200 from CSN, and 2) extra duty pay for 10 hours at \$22 per/hour (for a total of \$220) from DARR for each concurrent enrollment course the instructor teaches each semester during the traditional school day.

VII. Supervision and Evaluation of Instructors

- a. DARR will be responsible for the day-to-day supervision of the instructor including any instructor discipline.
- b. CSN lead faculty are responsible for conducting site observation visits per NACEP Standards to ensure that the CSN courses offered through the Jumpstart program are offered with the same quality and rigor as the courses offered on CSN's campus.

Attachment 3: Dual Enrollment MOU
JUMPSTART
CONCURRENT STUDY PROGRAM

- c. DARR administrators will conduct observations and administer discipline in accordance with DARR policies and regulations as well as the applicable collective bargaining agreement.

VIII. Student Records and Student Identification Numbers

- a. Both parties will each be responsible to initiate and maintain their respective student records for the courses for which 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).
- b. For each student, CSN will assign an identification number to the student that shall correspond to or reference the student number assigned by DARR to the student. DARR will provide CSN with the assigned number for each student.

IX. Applicability and Transferability of College Credit

Approved concurrent enrollment courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. CSN will grant college credit toward earning a credential, certificate, or degree, as applicable, for a dual credit course when a student satisfactorily completes the course.

X. Grant-In-Aid Privilege

NSHE/CSN professional Grant-In-Aid (GIA) policy for employees is afforded only to Jumpstart instructors (LOA and LOB contracts) and not immediate family. Classes can only be taken in the fall and spring semesters, must be equivalent to the number of credit hours taught by the Jumpstart instructor in the previous or current semester and may not exceed six-credit hours per semester. GIA benefits apply to the current semester of employment only.

XI. Disability Support Services

DARR and CSN will work together to provide appropriate accommodations and/or disability support resources for any DARR student taking a Jumpstart Concurrent Enrollment Program course.

XII. Term and Termination

This MOU is effective July 1, 2021 and shall terminate five (5) years later unless terminated under the provisions this MOU. Either party may terminate this agreement without cause, at any time, upon ninety (90) days prior written notice to the other party. Notice must be given to the point of contacts specified in this MOU, with the effective date of termination specified in said notice. If instruction in a concurrent credit course has commenced, CSN and DARR will use their reasonable efforts to complete instruction of the concurrent credit courses and award college credit before terminating activities under this MOU.

Attachment 3: Dual Enrollment MOU
JUMPSTART
CONCURRENT STUDY PROGRAM

XIII. Non-Compliance Clause

CSN and DARR both agree to adhere to the standards set forth by CSN and NACEP, which ensures the Jumpstart Concurrent Enrollment Program follows best practices toward offering the utmost quality of college standards. Non-compliance will result in measure taken by the respective CSN department to rectify and correct the non-compliance.

XIV. Modifications of the MOU

The provisions of this MOU may be modified only by written agreement and executed by CSN and DARR within sixty (60) days' notice. This MOU sets forth the entire understanding and agreement between CSN and DARR on this topic of concurrent enrollment classes between CSN and DARR, and supersedes all previous statements or agreements, whether oral or written.

The points of contact for this Memorandum of Agreement and any required notices hereunder shall be sent to:

For CSN:

Caprice Roberson
Associate Vice President
Office of Academic Affairs
6375 West Charleston Blvd. WC E310
Las Vegas, Nevada 89146

For DARR:

Notices required hereunder shall be deemed sufficient if given by electronic mail to the designated points of contact.

Attachment 3: Dual Enrollment MOU
JUMPSTART
CONCURRENT STUDY 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:

_____ Dated: _____
Caprice Roberson, Associate Vice President, Academic Affairs

Recommended by:

_____ Dated: _____
James McCoy, Vice President, Academic Affairs

Approved by:

_____ Dated: _____
Dr. Federico Zaragoza, President

Approved as to Legal Form and Sufficiency by:

_____ Dated: _____
James J. Martines, General Counsel

Doral Academy Of Nevada

Approved by:

_____ Dated _____

Approved by:

_____ Dated _____

Approved by:

_____ Dated _____

Approved as to Legal Form and Sufficiency by:

_____ Dated: _____
General Counsel