

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2021 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Alpine Academy Charter High School**

Date Submitted: October 15th, 2021

Current Charter Contract Start Date: July 1, 2021

Charter Contract Expiration Date: June 30, 2026

Key Contact: Tawni Novotny

Key Contact title: Executive Director

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Date of School Board approval of this application: September 16th, 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

RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.

Red text indicates updates or points of emphasis.

¹ Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for):

1. [Add Distance Education](#)
2. [Add Dual-Credit Program](#)
3. [Change Mission and/or Vision](#)
4. [Eliminate a Grade Level or Other Educational Services](#)
5. [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6. [Enrollment: Expand Enrollment in **Existing** Grade Level\(s\) and Facilities](#)
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. [Change of Incorporation Status](#)
14. [Other changes](#)

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Introduction

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment Applications, primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA are now adding a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for one of the following four most frequently requested RFA applications.

If you're seeking RFAs in one of the following four (4) areas, the following guidance may help you prepare and process your application faster

The first three may be handled in the Consent Agenda section of the board meeting, also:

Most Frequent Requests For Amendments (RFAs)

The following are four most frequently requested amendments to charters/contracts:

1. Dual credit RFA applications
2. Distant education RFA applications
3. Enrollment additions or contractions and grade expansions or contractions
4. Facilities acquisitions or leases

Below are the processing requirements.

For the following:

1. Dual credit RFA applications
2. Distant education RFA applications
3. Enrollment additions or contractions and grade expansions or contractions (Financial Plans required)

Complete the following check marked items from the below application requirements. You do not need to respond to the unchecked areas.

Sections Required (short form only for the above four RFA requests):

- Executive Summary
- Meeting The Need
 - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
- Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
 1. For enrollment RFAs, complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
 2. For facility related RFAs, complete the tab labeled “**Facilities**” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
 3. This file is not required for Dual Credit or Distance Education RFAs assuming costs are nominal. The applicant is responsible for confirming this in the narrative should this be the case.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections)

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 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

Alpine Academy Charter High School is located at 605 Boxington Way Suite 112 in Sparks, NV.

Current enrollment is:

- 9th – 28
- 10th – 42
- 11th – 34
- 12th – 37
- **TOTAL: 141**

2020-2021 Qtr 4 ADE = 137.02

Alpine Academy was founded in 2009 and originally served grades 9-12. Being one of only a few public charter school choices in Northern Nevada, students who desired a small learning environment focused on the individual flocked to Alpine. Alpine Academy offers an individualized learning experience, hands-on activities, and Dual Credit courses.

Alpine Academy’s Governing Board of Directors consists of the following members and their respective specialties:

- Justin Vance – Board Chairman (Legal) (Parent)
- Adam Larson – Vice-Chairman
- Douglas Goodman – Treasurer (Financial)
- Nurit Stites – Secretary (Education)
- Kimberly Lapuz (Education)
- Erin Myrick (Parent)
- Christine Pebbles

Alpine’s key leadership team members include:

- Tawni Novotny – Executive Director

2. Statement and overview of the mission and vision

Mission

Alpine Academy is to ensure students receive a quality education and obtain the necessary skills and knowledge needed to progress in life.

Alpine Academy's mission will guide all aspects of student life from daily communications with students, staff, and guardians to post-graduation goals. Staff will utilize a diverse range of techniques to address the needs of the whole student.

Belief Statements

- 1) We believe each student fundamentally possesses the ability to meet and exceed rigorous educational and character goals.
- 2) We believe in cultivating an intrinsic love of learning and critical thinking that prepares students to succeed in college and lead choice filled lives.
- 3) We believe in establishing a curriculum that supports individualized learning experiences, equitable opportunities for success, and expectations that all students achieve at high levels.
- 4) We believe in fostering an environment characterized by academic, intellectual, and physical safety through our culture of mutual respect, maturity, and positive relationships amongst all stakeholders.
- 5) We believe in guiding students to become discerning and service-oriented leaders in a complex and competitive world.

2020-2021 GOALS

MOTIVATING

Archer staff will strive to increase and maintain overall student attendance to 90% or above. Staff will engage students in the following ways: Small group and individual mentorship, high school career academic planning and goal setting, and creating meaningful partnerships with families.

CHALLENGING

Archer staff will increase College and Career Readiness by recruiting and retaining students who will participate and complete Dual Credit and CTE coursework. Alpine will increase the number of Advanced diploma recipients each year. Staff will identify upon enrollment, challenge, and support all students in these endeavors via mentorship, utilize individualized academic plans, and rigorous coursework in all subjects.

EFFECTIVE

Archer staff will work to retain an average of 65% or more students each year and increase retention rates by 3%. Staff will seek opportunities for teambuilding and peer mentorship among students as well as develop systems of student recognition and rewards to acknowledge efforts both academically and socially.

Alpine Academy is a charter high school built on academic achievement and connections to the community. We focus on rigor, relevance, and relationships in each class to best foster an effective learning environment.

Talented teachers facilitate rigorous learning in small-class settings. These teachers hold high standards for our students. Lessons are relevant and personalized leading to authentic learning. Close relationships also develop via personal attention, a caring atmosphere, and supportive culture. Students at Alpine Academy receive this personalized education with many support services, guiding them towards further education and successful careers.

All courses align to the State of Nevada's Common Core Standards. These standards define what students at Alpine Academy should know and be able to do in particular subject areas by the time they

complete the twelfth grade. They allow parents and schools to hold students accountable for developing certain knowledge and skills.

Finally, the development of character is as important to us as teaching rigorous academic skills. We recognize and promote these skills with a character program weekly. Alpine Academy is the best place for students to learn and excel in a uniquely personal setting.

3. Specific statement of the request

The Board of Alpine Academy, operating under a current contract with a start date of July 1, 2021 with a 6 year expiration date of June 30, 2027 requests that SPCSA approve this request to amend its charter school contract with the SPCSA regarding the expansion of enrollment in existing grades AND expansion of enrollment in new grade levels.

1. Dual-Credit Programs

2. EMOs: Amend charter contract with an EMO or CMO

3. Enrollment: Expand enrollment in existing grades and facilities

4. Enrollment: Expand enrollment in new grade levels

5. Enrollment: Eliminate a grade level or other educational services

6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment

7. Facilities: Occupy additional sites

8. Facilities: Relocate or consolidate campuses

9. Facilities: Occupy a temporary facility

10. Other (specify): _____

(See full list above of RFA amendment types)

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

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

Alpine Academy's original charter agreement has an enrollment cap of 140. This original request accommodates approximately 35 students per grade level. This original charter cap was requested prior to the inclusion of Dual Credit program where a percentage of Alpine students attend classes full-time off campus. We believe with the recent enrollment increase, efforts to evaluate retention data, build relationships with feeder schools, and a growing number of students attending the Dual Credit courses, our facility can accommodate more students. For this reason, Alpine seeks to increase the enrollment cap to 185 for grades 8-12 beginning 2022-2023 school year.

In addition to increasing the enrollment cap, Alpine seeks to expand enrollment to grades 6-8 over the period of 1-5 years via a strategic onboarding/enrollment process. There is a need in this community for additional options for Middle School students seeking a more individualized educational experience with smaller class sizes. We believe our existing model can be effective for middle grades as well as fully prepare these students for rigorous programs that meet high standards for Advanced and Honors Diploma tracks as well as earn CTE and Dual Credits. For these reasons, Alpine seeks to expand enrollment in middle grades beginning with a pilot group of 8th grade (20 students maximum) beginning the 2022-2023 school year and subsequently adding more grades the following year. Alpine seeks to follow this plan with existing personnel and with the inclusion of one grade level at a time (dependent on enrollment).

5. Description of proposed target model and target communities

Alpine Academy Model and Target Community

Alpine Academy Model – Alpine Academy provides an individualized learning experience with small class sizes, focused on student and school created goals. Alpine Academy is focused on individual achievement as well as developing a culture where students seek to serve their community.

Alpine Academy primarily serves those students residing in Washoe County in grades 9-12. Alpine Academy provides a small learning environment focused on student achievement. Parents often seek out Alpine enrollment for various reasons including: a more academically rigorous environment, small class sizes, ease worries or concerns about bullying, etc.

Alpine Academy recognizes the community need for additional middle grade options featuring some of our academic program elements. Alpine plans to integrate grades 6-12 via a strategic onboarding plan over the course of 1-5 years dependent on enrollment. This would allow Alpine to be a full secondary grade option for families.

6. Statement of outcomes you expect to achieve across the network of campuses – N/A

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

Key Components of Alpine Academy (Current)

Small Class Sizes/Individualized Approach – up to 24 (2-4 less than the district average). Most classes average 10-15 students. Most students (dependent on credits and scheduling) currently have a Seminar class designed to maximize success via small group instruction.

- *Instructional Approach* - Teaching staff will utilize a variety of instructional strategies to appeal to learners from diverse backgrounds who have diverse learning needs. These strategies will include (but are not limited to):
 - Direct instruction
 - Independent student practice
 - Data-based differentiated instruction to include differentiated delivery of material, differentiated practice of skills, and differentiated assessments, based on individual student needs
 - Teacher modeling
 - Peer interaction and group discussions
 - Student-led inquiry
 - Peer instruction where students master content and teach it to their classmates
 - Instruction on study skills and note-taking strategies
 - Written and oral self-reflection
 - Cross-curricular application of course content
 - Project-based learning
 - Schoolwide reading program to improve literacy in all content areas
 - Ongoing formative and summative assessments to provide necessary data to drive instruction

Teaching staff will receive on-site professional development. This will be provided by the administrative staff, experts within the staff, and/or consultants (Such as Northern Nevada Tahoe Leadership Academy), and topics will be based on needs identified through classroom observation, staff feedback gathered through formal surveys, and identified needs based on the actual enrolled student population. Staff members will also be encouraged to seek additional PD through Washoe County School District, the University of Nevada, Reno, and online vendors.

The school will also utilize the ELEOT observation tool to both evaluate and guide teaching practices. Regular classroom observations will be conducted for and by all staff members to develop a clear understanding of effective practices outlined in this student-focused instructional model.

School-wide Targeted Interventions – Each week, Alpine Academy reviews grade, attendance, and accountability data to determine levels of support for students.

College Prep Rigor – Philosophy: All students college-ready by graduation

- Promise Scholarship applications for Seniors
- ASVAB test for Juniors/Seniors
- College Tours
- TMCC onsite class

- TMCC entrance preparation in English and Math classes: Accuplacer test
- Grade level advisory. Topics include GPA, College entrance, Scholarships.
- Rigorous execution of standards
- Automatic enrollment in Advanced Diploma track for incoming students and Freshmen
- ACT preparation in English, Math, and Science classes each semester
- End of Course Exam preparation in English each semester for 9th/10th graders
- Homework Club implemented to help students who were falling behind
- Quarterly parent meetings were enacted for below C students before report cards are distributed
- Measures of Academic Progress Testing
- NAVIANCE – College and career Readiness Technology

ACT Prep –

- NAVIANCE – College and career Readiness Technology
- All core classes incorporate ACT Practice within the curriculum
 - ACT Writing across the curriculum implemented in 2016-2017 and 2017-2018 school year
 - Checked out ACT practice books to individual students for at-home ACT practice
- Pre-Test and Practice Tests
- A morning in November or December is typically set aside for the Juniors to take an entire practice. This allows students to fully prepare for the length and rigor of the ACT.
- ACT Boot Camps
 - 2 periods or more a week for 4 weeks is set aside for techniques from the ACT Practice Resource book.
- Collaboration
 - English, Social Studies, and Science collaborate on prep since the science exam is mostly reading and graph analysis, and those are the classes that do the most reading
- Results
 - Every year Alpine Academy math scores, specifically, have improved up to one whole point each year.
- Over the years and through these efforts, staff have remarked that students appear to be more ready and less anxious prior to the exam.

Special Education - Over the past two years Alpine Academy has graduated students with an IEP at a rate of 100% with a standard or advanced diploma. We are working on and confident that we can reach a 100% graduation rate for 2022.

Alpine has begun working with Vocational Rehabilitation (DETR) more closely, scheduling their specialized instructors to come onto campus to teach. They will be helping to guide our students with the transition from high school to postsecondary life. Whether our students choose to pursue education further or enter the workforce, we want all our students to be ready for the challenges that they may face.

Alpine Academy has been working with the Nevada Student Leadership Transition Summit to help mold students with disabilities to become or continue to be leaders on our campus. This summit and the work done with the young adult facilitators has led to increased confidence and performance for the students that have chosen to participate.

Alpine Academy implements many student accommodations into the regular classroom ensuring that all students have equal access to the curriculum. The special education department works closely with the students, families and other teachers to ensure that students are receiving the accommodations and services they need. Alpine Academy adheres to the provisions of the IDEA and applicable Nevada education laws and regulations. The school also complies with the applicable requirements of Section 504, the ADA and all OCR mandates for students enrolled.

Social Emotional Learning Environment –

- Alpine Academy provides a small-class sized learning environment focused on the whole child. Students feel comfortable discussing concerns with staff and due to the nature of the school, staff are personally vested and aware of student concerns – both academically and emotionally.

- Alpine Academy was awarded the Social Emotional Academic Development grant for 19-20 school year and professional development included units concerning sexual harassment, character education, and restorative justice.
- Norms were created by staff and distributed and created a basis for interaction within the classrooms.

Social Worker in Schools/School Safety Professional –

- Alpine Academy was awarded the Social Worker in School Grants for 19-20 and 20-21. Alpine Academy will continue to seek opportunities to staff this or similar position in future school years. This allowed for staffing of a social worker on campus to assist in the diverse needs of our students.
- Supports/interventions include (but are not limited to):
- Academic/College counseling, mediating conflict, engaging students/families, coordination of agencies concerning wrap-around services, and staff training and development.

Enrichment – Student enrichment in a wide variety of areas including social/emotional growth, community involvement, leadership and overcoming personal challenges.

Mentor Program – Alpine has created a mentor program where every single student has a staff member who works with students to review academics, target social-emotional needs, and provide support during the school day.

Key Components of Alpine Academy (Planned)

Individualized Academic Support – all students will actively participate in personalized, one-to-one meetings to discuss progress toward student created and school created goals, progress toward promotion (to high school) and graduation, credit accrual, and parent contact toward academic goals. These plans will focus on using the students’ interests to guide career and college preparation throughout their high school years, with regular meetings and updates to ensure that they are getting the support they need to reach their potential and achieve their goals.

Alpine Academy believes the incorporation of middle grades through the amendment process can allow for us to meet targeted needs of students prior to beginning their high school years. The school will work to identify those who approach the standard and exceed the standard and assess/challenge them accordingly and attempt to close learning gaps of these critical years.

Student Internship/Job Shadowing Programs – Alpine Academy will partner with community agencies to provide job shadowing/internship opportunities in fields of interest for students. Alpine Academy will also re-institute job fairs and the Career Project which includes an extensive research project and interview day.

Archer Parent University - expand on courses and workshops based on survey data/needs of students as evaluated via data. We believe increasing guardian involvement directly affects the chances of student success.

Schoolwide Assessment (Reading, Writing, Mathematics)

- Alpine Academy will utilize school wide assessments, such as MAP tests, along with regular teacher-created formative and summative assessments (including quizzes, unit tests, final exams, projects, essays/written responses, and oral presentations) to measure students’ progress and identify individual needs. Teaching staff will begin new units of study with appropriate pre-assessments to determine each students’ current level of performance and identify his/her instructional needs. Additionally, the school may utilize commercially available assessments, such as STAR Reading, to assess students’ performance and growth.
- Based on these assessments and students’ performance in their classes, as reflected in their grade in each course, teachers will identify struggling and underperforming students. Once students are identified as needing additional support, an Alpine Academy Student Concern Referral (created Sept 2020) will be completed and parents will be contacted to discuss student progress. The staff will then work as a team to analyze the students’ needs and consider whether such students require remediation to help them understand the content, behavioral interventions, or both. Time will be dedicated during regular staff meetings to discuss student needs/concerns and to identify effective interventions. For each student

who is referred for intervention, the staff will develop a clear and specific intervention plan identifying specific intervention strategies that will be implemented and documenting the student's response to each new intervention. Alpine Academy will continue to implement a multi-tiered intervention program during lunch and after school for students who are missing assignments or are earning D or F grades in any course.

Aspire Testing for 9th and 10th Grade Students

College and Career-Ready Coach/Interventionist

- Alpine Academy has hired a team member dedicated to the ongoing success and college and career readiness of our students – especially 11th and 12th graders. This individual will primarily work with 11th and 12th graders in the areas of TMCC Dual Credit, test preparation, FAFSA completion, college and scholarship application, job shadowing, career research and tired intervention support.

8. 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.

Alpine Academy's restorative discipline is based on the logical consequences and reflective practice relative to the infractions. Alpine Academy's Restorative Discipline Plan is attached.

- Norms created in 2019-2020 and discussed with all students. Questions asked for restorative justice conversations:
 - What do you think happened?
 - Why do you think we're having this conversation?
 - What norm did you violate?
 - What do you think needs happen to make this right for everyone involved?
- Increased expectations for guardian communication, documentation, and partnerships with families.
- Reflection activities for specific discipline consequences (20-21)
- Post-Suspension (Re-Entry) conference with students (20-21)
- Post-Offense Alcohol and Substance Abuse Counseling for offenders
- Counseling groups for identified students struggling to manage depression, dis-engagement, and alcohol/substance abuse
- Student Concern Referral Form (20-21)
- Intervention Tracking Form (20-21) – Staff keep an updated log of previous interventions as well as student and parent acknowledgement of concern and interventions used. This step occurs at the class level prior to discipline referral to the front office.

ADDRESSING AT-RISK:

- *Definition* - "At-risk" students can be defined as any students who, whether due to behavior or academic performance, is in danger of academic failure, such as dropping out of school or failing to graduate "on time" with his or her cohort. "At-risk" students may lack the social, behavioral, and/or academic skills necessary to be successful in the career or college environment after leaving Alpine Academy.
- *RTI* - The school will utilize a formal referral process for both behavioral and academic concerns and use the RTI model described below to escalate the level of interventions as needed. The staff will take advantage of the small-school environment by tracking behaviors and struggling students throughout the school using a shared online form, rather than individual teachers tracking these separately for their own classes. When a teacher updates the online referral form for a student, he or she will be able to see if any other teachers have observed similar behaviors or expressed similar concerns. In addition, a portion of each regular staff meeting will be dedicated to discussing these student concerns, brainstorming interventions for individual students, developing individualized intervention plans to be implemented in every course a student is taking. Teachers will monitor and regularly assess student progress and determine the appropriate level of intervention needed to ensure the student's success.

RTI:

- *Response to Intervention* - The school's RTI model will involve a three-tiered approach:

Tier I

Teachers will provide whole-class instruction using research-based methods and differentiating content, practice of skills, and assessments as needed.

Teachers will regularly assess students, using both standardized tests, such as MAP, and teacher-created assessments to determine students' progress and identify any students who are struggling to master course content at this level of intervention.

Tier II

Students identified as struggling learners at Tier I will be given additional small group instruction and practice to remediate and provide the additional support needed.

Teachers will continue to regularly assess students to measure their progress and identify students who are continuing to struggle at this level of intervention.

Tier III

Students identified as struggling learners at Tier II will receive more intensive interventions, including: targeted small-group or individual lessons; assignments adjusted for length, difficulty, or process; assignments and course materials read aloud to the student; additional tools such as calculators and talk-to-text programs; and potential referral for special education services and the development of an IEP or 504 plan.

Teachers will continue to regularly assess students to measure their progress and identify students who are continuing to struggle and may need additional accommodations such as special education services or a 504 plan.

- *Early Indicators of Behavioral Supports Needed* - Students exhibiting early signs of behavioral concerns may be offered a variety of interventions, including (but not limited to):
 - A new seating location in the classroom
 - Teacher proximity
 - Praise and reinforcement for positive behaviors
 - Logical consequences related to the behavior (i.e. failing to complete class work may result in a lunchtime or after school intervention session where the student is provided tutoring and an opportunity to successfully complete the assignment)
 - Providing a clear, written schedule for the class so the student knows what to expect
 - Short breaks during class
 - Opportunities to move during class
 - Opportunities to stand while working
 - Rewards or incentives
 - Review of positive alternative behaviors to employ in future situations
 - Conference with the student
 - Conference with the guardian
 - A signal or reminder to the student (using an agreed upon cue to which other students will not be privy)
 - Redirection
 - Varying the level of structure based on the student's needs
 - Differentiating instruction to engage the student and allow him/her to work in a mode that is most engaging to him/her

In cases where a formal behavior plan is needed to help the student adjust behaviors and demonstrate success, a meeting will be held involving the student, the teacher(s), the guardians, and the counselor to discuss the behavior and develop a clear plan of action. A formal behavior plan will be drafted wherein:

- The behavior or behaviors that are interfering with the student's success are clearly identified.
- The negative impact of these behaviors on the student's success is outlined.
- The data relating to the student's behavior is reviewed (i.e. how regularly is the behavior observed and how often has the student received a formal behavior referral for this particular behavior).
- Behavioral expectations are outlined and reviewed.

- Appropriate interventions to help the student adapt to more appropriate behaviors are clearly identified.
- A plan for monitoring the student’s behavior and collecting data relating to this behavior is clearly identified.
- Positive reinforcement methods or incentives are clearly outlined if appropriate.

All members of the team (student, guardians, administrator, and teachers) will demonstrate their agreement with the drafted plan by signing it. The plan will be revisited and revised as needed to best support the individual student.

- *Plans to Address Disproportionate Disciplines*

- Special Education - Alpine Academy will ensure that all students, especially those identified as having special needs, have protected rights in regards to discipline by providing proper documentation of behavior and discipline (along with accommodations – should they include behavioral supports) as well as provide all necessary documentation of a manifestation of disability should the student be suspended more than 10 days in a school year or be recommended for expulsion. Special education staff will be provided to students for required minutes – per IEP in alternative settings such as In-House Suspension, Out of School Suspension, etc.
- Race – Alpine Academy will ensure it utilizes restorative discipline practices and to help ensure these groups are not disproportionately affected.
- FRL - Alpine Academy will ensure it utilizes restorative discipline practices and to help ensure these groups are not disproportionately affected. Students and guardians will still be given information and or resources as appropriate if student is in an alternative setting such as In-House Suspension, Out-of-School Suspension, etc.
- Credit Deficient/Drop Out Risk - Alpine Academy will employ several strategies to help identify at-risk students. Upon enrollment, a credit evaluation (thorough analysis of credit accrual) will be completed and discussed with both student and parent. Based on this information, students will be identified as on track for graduation, approaching grade level credit accrual, or credit deficient. Students and parents will be given a detailed plan for reclaiming credits. Each plan will be individualized based on the student’s need and periodic progress checks will be put in place to measure progress toward meeting goals. Progress checks will be discussed with students as well as parents. For those students performing below grade level, a remediation plan or tutoring plan will be put in place to help regain skills needed to perform at grade level. Alpine Academy will also enforce strict attendance policies and enlist the aid of truancy officers as needed.

Suspension or expulsion of students in the District will occur only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as applicable. When city, state or federal laws have been violated, a referral will be made to the proper legal authorities.

Interventions/Activities:

- Individualized Academic Success Plans - This includes individualized academic plans for all students – regardless of academic levels, classification, etc. Because these are individualized, student and school-created goals directly align with the student. Students will complete “intention statements” designed to identify key interests in college and career – further helping the staff to develop curriculum, activities, enrichment to help these students be successful. Students will develop goals based on their individual data, their interests, and most importantly, their goals. Students identified as needing the most assistance will be given tiered interventions which will directly affect their success.
- Reflection activities tied to specific infractions
- Behavior contracts
- Attendance contracts
- After school programs, organizations, clubs and athletics
- Positive Behavior Support Plans as determined in Individualized Educational Plans

- School leadership and school mentoring programs
 - Supports/interventions include (but are not limited to):
 - Academic/College counseling, mediating conflict, engaging students/families, coordination of agencies concerning wrap-around services, and staff training and development.

Enrichment – Student enrichment in a wide variety of areas including social/emotional growth, community involvement, leadership and overcoming personal challenges.

Contracts via student clubs and organizations to support behavioral expectations

Teacher, student and guardian phone calls to collaboratively discuss problem behavior and identify solution.

Classroom observations and support to promote a positive culture

Referrals to community-based services

SEL continuing education/professional development opportunities for staff integration into instructional strategies

Lunch and after school detentions with reflection activities

In-school and out-of-school suspensions with reflection activities

Re-entry drug/alcohol activities post related infraction

Re-entry plans to support student integration back into school after a suspension

Annual schoolwide awareness/prevention intervention

Intervention Tracking Forms

RECORD KEEPING:

Infinite Campus – All behavior will be recorded in Infinite Campus and resolutions will be added.

Communication Log – All communication regarding behavioral and academic support will be maintained by the school in electronic format.

MONITORING:

Committees – A committee will be formed and consist of 1 administrator, 1 interventionist, and 2 teachers to address the needs of those students identified as at-risk to complete ongoing assessment of student needs.

- 9. 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.**

Enrollment Plan

Recruitment – Alpine will continue to go to area schools and host meet and greets with potential students and families. Alpine hosts monthly open houses in the afternoons and will continue to accommodate tours/enrollment for families who have difficulty coming to open house events. Recruitment efforts (such as hosting tables at local events) will occur on a quarterly basis.

Weighted Lottery – Alpine Academy will create a weighted lottery system for student applications in effort to better resemble community/comparable schools.

Proficiency Gap Plan

- *The Personalized Experience* – Alpine Academy aims to produce graduates that are hard-working and goal-driven. Throughout a 4-7 year plan (depending on when students enroll and/or future grades served), students will receive individualized attention via small group and personal meetings. During this process, students will explore interests, set goals, track progress toward goals, as well as determine a direction after graduation. Alpine Academy’s graduates will be prepared to serve their communities in a wide range of areas including joining the workforce, attending trade school, or attending college/university courses.
- *Yearly School Wide Goal Creation and Progress Monitoring*
 - Each year, Alpine Academy staff participate in yearly assessment of goals and progress toward the year’s previous goals. Staff participate in the creation and execution of the School Performance Plan which will be revisited via semester or quarterly data meetings.

- *Schoolwide Assessment/Learning Loss Intervention Strategy* – Alpine is developing a position specifically designed to support the varying levels of our students and address learning loss/opportunity gaps of students. Tiered intervention support will be designed to help all students success including (but not limited to):
 - Extended day studies
 - Credit recovery with hands-on teaching and learning
 - Support classes for areas of concern
 - Peer mentoring/tutoring
 - Family engagement via Parent University featuring topics such as “Developing Stronger readers,” “How to Prioritize,” “How to Read Data Reports from School Testing,” and more.
- *Definition* - “At-risk” students can be defined as any students who, whether due to behavior or academic performance, is in danger of academic failure, such as dropping out of school or failing to graduate “on time” with his or her cohort. “At-risk” students may lack the social, behavioral, and/or academic skills necessary to be successful in the career or college environment after leaving Alpine Academy.
- *RTI* - The school will utilize a formal referral process for both behavioral and academic concerns and use the RTI model described below to escalate the level of interventions as needed. The staff will take advantage of the small-school environment by tracking behaviors and struggling students throughout the school using a shared online form, rather than individual teachers tracking these separately for their own classes. When a teacher updates the online referral form for a student, he or she will be able to see if any other teachers have observed similar behaviors or expressed similar concerns. In addition, a portion of each regular staff meeting will be dedicated to discussing these student concerns, brainstorming interventions for individual students, developing individualized intervention plans to be implemented in every course a student is taking. Teachers will monitor and regularly assess student progress and determine the appropriate level of intervention needed to ensure the student’s success.
- *NWEA/MAPS Testing* – Alpine Academy has budgeted for schoolwide assessment in the areas of reading and mathematics in hopes to address individual proficiencies at a much more detailed level. These assessments will be conducted 3 times per year and a data meeting will follow to develop strategies and address proficiency gaps. Students will then be identified for leveled intervention based on the data. Students and families will be involved in the analysis of data through mentor group review (student level) and Archer Family University meetings (families and student). Should a family not be able to attend, data will be distributed and highest need (if not every family) will received a personalized call to explain the data and subsequent plan.

Community Engagement Plan

Archer Family University Workshops - expand on courses and workshops based on survey data/needs of students as evaluated via data. We believe increasing guardian involvement directly affects the chances of student success.

Recruitment – Alpine will go to area schools and host meet and greets with potential students and families. Alpine hosts monthly open houses in the afternoons and will continue to accommodate tours/enrollment for families who have difficulty coming to open house events. Recruitment efforts (such as hosting tables at local events) will occur on a quarterly basis.

Family Engagement Events – Each quarter (but ideally each month depending on scheduling and availability), Alpine will host family events open to all Alpine current and prospective families. These may include Archer Family Hikes, Sparks Marina BBQ Day, Art Show at Alpine, Community Bike Ride and more!

Dual Language Communication – Alpine has seen a great increase in the number of Spanish Speaking families over the course of the 2020-2021 year alone. Alpine will staff a minimum of 1 staff member fluent in Spanish to assist with translation of materials such as enrollment and student updates as well as individualized meetings. Alpine is also researching translation services for more frequented materials such as the monthly newsletter. Alpine will support the continuing language acquisition of staff as well as plan to provide a communication plan for staff to address student concerns at the individual level.

Transportation Plan (in progress) – While Alpine does not offer transportation, the school is actively trying to address this concern for families in need. A carpool site has been established as well as RTC bus passes are purchased for students as needed. Alpine hopes to improve this effort by connecting families post-pandemic.

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

Schoolwide Accomplishments

- Adoption of a College Prep Culture – Philosophy: All students college and career-ready by graduation
 - Increased the number of College and Career Ready Diploma and Advanced Diploma recipients each year
 - Computer labs created and fundraised by student Leadership program 2018-2019
 - Increase the number of CTE/DC participants and completers overall over the last term
 - Promise Scholarship applications for Seniors
 - ASVAB test for Seniors
 - College Tours
 - TMCC onsite class
 - TMCC entrance preparation in English and Math classes: Accuplacer test
 - Grade level advisory. Topics include GPA, College entrance, Scholarships.
 - Rigorous execution of standards
 - Automatic enrollment in Advanced Diploma track for incoming students and Freshmen
 - ACT preparation in English, Math, and Science classes each semester
 - End of Course Exam preparation in English each semester for 9th/10th graders
 - Homework Club implemented to help students who were falling behind
 - Quarterly parent meetings were enacted for below C students before report cards are distributed
- Social Worker in Schools/School Safety Professional –
 - Alpine Academy was awarded the Social Worker in School Grants for 19-20 and 20-21 school years. This allowed for staffing of a social worker on campus to assist in the diverse needs of our students.
 - Supports/interventions include (but are not limited to):
 - Academic/College counseling, mediating conflict, engaging students/families, coordination of agencies concerning wrap-around services, and staff training and development.
 - Alpine will re-apply should this grant become available again.
- Social Emotional Academic Development Grant and Curriculum/Training –
 - Alpine Academy provides a small-class size learning environment focused on the whole child. Students feel comfortable discussing concerns with staff and due to the nature of the school, staff are personally vested and aware of student concerns – both academically and emotionally. Alpine Academy was awarded the Social Emotional Academic Development grant for 19-20 school year and professional development included units concerning sexual harassment, character education, and restorative justice.
 - Alpine will re-apply should this grant become available again.
- Increased CCR/Advanced Diplomas –
 - Increased the number of College and Career Ready Diploma and Advanced Diploma recipients each year
 - Increase the number of CTE/DC participants and completers overall over the last term
 - Revised requirements for Dual Credit to include Freshmen based on Administrator approval
- Adoption of formal Advanced Archer Program –
 - While Alpine Academy has offered Dual Credit courses since 2015, the school recognizes that a more supportive, thorough approach was needed in order to not only continue the program – but to thrive. Via Governing Board Workgroups, parent, staff and board member participation was utilized to develop and refine the policies and practices.
 - A position has been created for the 2021-2022 school year specifically designed to support this program objectives and participants.
- ACT prep with results – All core classes incorporate ACT Practice within the curriculum

- ACT Writing across the curriculum implemented in 2016-2017 and 2017-2018 school year
- Checked out ACT practice books to individual students for at-home ACT practice
- Pre-Test, Practice Tests, and Bootcamps
 - A morning in November or December is typically set aside for the Juniors to take an entire practice test. This allows students to fully prepare for the length and rigor of the ACT. 2 periods or more a week for 4 weeks is set aside for techniques from the ACT Practice Resource book.
- Collaboration
 - English, Social Studies, and Science collaborate on prep since the Science Exam is mostly reading and graph analysis, and those are the classes that do the most reading.
- Results
 - Every year Alpine Academy math scores, specifically, have improved up to one whole point each year.
 - Over the years and through these efforts, staff have remarked that students appear to be more ready and less anxious prior to the exam.

Leadership Team (2020-2021) Accomplishments

- Increased Social Media/Communication with Community
 - Ongoing, engaging content via social media, website, monthly newsletter, quarterly reports with informational handouts.
 - Increase translation of documents/forms to Spanish for LEP families.
 - Clear, consistent information to families about student expectations and progress toward goals.
 - Updated the website for community stakeholders, students, staff and families.
- Creation of various procedures/protocols to streamline efficiency and accuracy.
- Increased retention of students via surveys, family engagement, communication strategies, and a thorough analysis of data.
- Increased recruitment efforts including video conferencing, consistent and effective Open House events, recruitment challenges for existing students, referral practices, site visits at neighboring schools. Feeder school relationships and contacts established or reestablished at a minimum 4 schools. Contacts at local area district schools have been utilized to help recruit and retain students.
- Adoption of a formal TMCC Dual Credit application as well as the integration of 9th grade eligibility to earn college credits.
- Partnership with CSMC for back-office support
- Community partnerships created with National Guard, Greater Nevada Credit Union, Allstate Insurance, Northern Nevada Tahoe Leadership Academy, and more.
- Increased on-time and accurate percentages in reporting
- Renewed Charter Contract of 6 years.
- Formal Orientation processes for staff.
- Student recognition program including
 - Student of the month
 - Pin/Letter program
 - Archer Incentives (grade, behavior, attendance incentive activities)
- Mentorship program creation
- Biliteracy Program
- ELL/LEP Alpine Academy Protocols and Procedures
- Alpine Academy 504 Process
- Restorative Justice Discipline Plan

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

Alpine Academy has benefited from various grants over the previous charter terms (Federal, State, and Local) including: Department of Employment, Training, Rehabilitation, Social Emotional Academic Development

Grant, Social Workers in Schools/School Safety Professional Grant, CARES ESSER, ESSER II, GEER I, Title II, CARES AB3.

- Alpine will establish partnerships with organizations via the “Friends of Alpine” donor and sponsor program. Alpine will contact the following entities and seek to establish relationships: Boys Scouts of America, Girls Scouts of America, Boys and Girls Club, Dean’s Future Scholars, student internship/student worker programs, and more.
- Alpine Academy will continue to conduct fundraising through the school as well as application of grants (both individual teacher and schoolwide program grants).
- Alpine Academy will continue to create partnerships via volunteer opportunities for both our Senior class requirements as well as our student organizations - Leadership and National Honor Society - who volunteer as part of their membership.
- Alpine has established the following relationships with feeder schools/organizations during the 2020-2021 school year: High Desert Montessori School, King’s Academy, Honors of Academy of Literature, Shaw Middle School PTA.
- The National Guard, Greater Nevada Credit Union, Red Hawk Golf and Resort, and City of Sparks have also donated time and or funds to student activities over the 2020-2021 school year.
- Alpine’s community is in great support of additional education options for students grades 6-12. We believe that increasing enrollment as well as expanding enrollment in additional grades will allow for more students to find success using our methods and resources.

NOTES

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.***
5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle (▲) left of that heading.**

B) MEETING THE NEED

TARGETED PLAN

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

Alpine Academy provides a safe, personalized learning environment that often attracts those students and guardians desiring a different educational setting than traditional, comprehensive high schools. Alpine offers a college prep environment with class sizes an average of 4 students less per classroom than the WCSD average. Alpine often enrolls students after 9th grade year – often transferring with low GPA and credit accrual after students’ needs were not being met at surrounding schools.

Expand enrollment in existing grades

Alpine Academy proposes to increase enrollment in existing grades to 190 to facilitate growth and address a growing enrollment for the 2022-2023 school year.

Future Enrollment

Alpine Academy will increase enrollment in the following ways:

1. Alpine Academy will reach out to area middle schools and coordinate “Meet and Greets” with potential students. Alpine will specifically ask middle school teachers, counselors and administration if they feel they have students who would benefit greatly from the Alpine model.
2. Alpine Academy will conduct periodic Open Houses for prospective students.
3. Alpine Academy will launch digital marketing campaigns via website and social media
4. Alpine Academy will conduct “Refer a Friend” challenges for current students whose needs are not being met at comprehensive high schools.

- (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.

Alpine Academy seeks to continue to serve the population of Reno/Sparks Nevada by providing a caring environment for students to learn and excel. Alpine has served students within this community since 2009 and expanding in middle grades would only strengthen existing programs as well as providing more choice for families. The school is seeking to amend the original charter of 140 enrollment cap as well as grades served (by expanding to grade 6-8 over a multi-year strategic onboarding plan) due to an increased enrollment as well as need.

The school is often contacted by area families seeking additional options for middle grades. These families often hear about Alpine Academy via current students and guardians explaining how the small, nurturing learning environment not only provided a consistent, caring place for students to learn – but also was a place that fostered academic growth. We believe expanding into additional grades as well as raising the enrollment cap will align with the mission and the goals of the SPCSA to educate more students, improve the learning of pupils, as well as increase opportunity for access to a quality education.

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.

Expand enrollment in existing grades

Alpine Academy proposes to increase enrollment in existing grades to 160 to facilitate growth and address a growing enrollment for the 2021-2022 school year.

Expand enrollment in additional grades

Alpine Academy will propose an amendment to the original charter to serve Middle Grades (6-8) in a staggered method/timeline beginning with a pilot group of 8th grade students beginning 2022-2023 school year.

We want to begin with this age group to accommodate this cohort with existing staff and onboard additional grades subsequently. Alpine Academy recognizes the needs to additional options for small-class environment with the best interests of students in mind. Alpine provides a safe school environment where individualism can be celebrated and academic preparation for high school rigor can be addressed on site.

Grade Level	Total Amount Across All Existing Campuses - Number of Students				
	2021-22	2022-23	2023-24	2024-25	2025-26
6	0	0	0	0	10
7	0	0	15	15	15
8	0	18	18	20	20
9	35	40	40	40	40
10	35	40	40	40	40
11	35	40	40	40	40
12	40	40	40	40	40
Total	145	178	193	195	205

- (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.

Alpine Academy does not anticipate problems as the facility can accommodate an increase in students as a minimum 15 students are off campus full-time via Dual Credit program at TMCC. The facility is also being better utilized to accommodate more students, more evenly throughout a school day. The increase in enrollment capacity in existing grades does not create a staffing issue, nor does the inclusion of 8th grade as existing staff/facilities can accommodate the inclusion of this grade. Subsequent grades will require the acquisition of additional staff, however, the school does not anticipate issues arising from the inability to acquire staff as general interest in positions has been steady throughout the 2020-2021 year alone.

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.

N/A

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.

Alpine Academy has benefited greatly from the volunteerism and involvement of parents and community since the origin of the school in 2009. Alpine Academy actively seeks to involve family and community in a wide array of capacities including (but not limited to):

- Board Governance
- Policy creation/revision/feedback via workgroups
- Guest speaking
- Volunteering
- Job Shadowing/Mentoring

To date, Alpine has had involvement from the community and guardians in Parent Club, Governing board, workgroups (policies, projects, fundraising), school events and recruitment efforts, volunteerism during open house events, and so much more. The community, governing board, and guardians are in favor of expansion of enrollment in existing grades and expansion to additional grades as they have seen the products of our school model (student achievement). Parents serve on the Governing Board as well as serve on workgroups that deal directly with the approval of the RFA and/or creation of programs designed to recruit and retain students.

- (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?

Alpine Academy has worked diligently to improve communication across digital mediums as it has proven highly effective at informing the public about the school model, benefits to students, and achievement/student engagement data. The school will implement the following strategies to establish buy-in, learn parent priorities, and engage community in general:

- Host monthly Open House/Recruitment events featuring all staff as well as parent and student volunteers to share their stories of the Alpine experience
- Monthly newsletters will be posted via website, social media as well as emailed to all current and enrolled families
- Acceptance letters will be sent to all enrolling students along with information about upcoming orientations
- Enrolled families will be included on newsletter lists to keep up to date on Archer activities and events
- Host 2 orientation events prior to the school year designed to prepare the student for the year
- Host Summer “meet ups” to help families and students network prior to the year
- Facilitate carpool groups to help connect families who may struggle with transportation

- Entrance and Exit surveys will be given to students as a means to gauge interests, assess needs, and establish priorities as a school in regards to recruitment and retention goals
- Survey guardians concerning decisions such as school calendar, start times, etc to make informed decisions that consider all of our families
- Include verbiage such as facilitating positive attendance, intervention strategies, and productive classrooms within enrollment agreements
- Provide opportunities for prospective student “shadow days” at Alpine Academy
- Continue to reach out to area businesses to establish Partners in Education to provide opportunities for involvement including (but not limited to):
 - Volunteerism at the school
 - Guest speaking
 - Job shadowing
 - Funding school initiatives
 - Sponsorship of events

(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.

Alpine Academy will require 2 seats on the governing board to be filled by parents/guardians as well as strive to onboard families in workgroups which deal with special projects, policy feedback, as well as recruitment and retention activities. Archer families will be invited to participate in Open House events to help operate stations, welcome, or share their experiences about the school to prospective students and guardians. Although Alpine Academy cannot require volunteerism, we will offer a wide array of opportunities that may interest different groups/families. For example, we have a small group of parents who feel very passionate about literacy, so we offered opportunities to help in our newly renovated library. We will continue to create opportunities that engage along a wide array of interests.

Alpine conducts weekly interventions and communicates frequently about student progress in hopes to build strong partnerships between school and home. The school will offer workshops designed to engage parents based on survey feedback about proposed topics. The school offers an open Parent Club and the agenda and notes can be found on our website. We have offered this virtually in hopes to increase attendance for families who have difficulty attending in person.

Alpine will host monthly or semi-monthly opportunities to engage families in a social setting to create networking opportunities and get to know the staff throughout the Summer. The school will host quarterly events open to the school community and public in hopes to engage at least every family in at least 1 event per year.

(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.

Alpine Academy will offer the following resources to new and existing families:

- Weekly tiered interventions
- Quarterly progress reports
- Monthly newsletters
- Alpine Academy Tech Helpdesk (zoom)

- Individualized support as needed
- Access to School Psychologist
- Alpine Academy Parent University (workshops on topics of parent need)
- Data Analysis meetings post assessments

(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?

Alpine Academy was founded in 2009 and has operated at the same facility the entire charter. Alpine Academy plans to expand in this area specifically to address the needs for additional options featuring components of our school model in our immediate area. While Alpine attracts and retains students from various communities in the Reno/Sparks area, Alpine relies heavily on nearby students.

Alpine will conduct surveys to assess transportation needs and concerns of enrolling students to determine what community partnerships and/or family networking needs exist.

Alpine’s school population has grown and evolved quite a bit over the years, however, we find that families are willing to travel to and from our school in order to benefit from the school model.

The school is actively networking with area feeder schools as well as exemplary schools within the district and our state-sponsored school network in order to facilitate collaboration and growth. We recognize that small schools have limitations on collaboration and budget, and the school reaches out to existing and prospective partners in education multiple times per year.

Alpine will employ the following initiatives, and more:

- Host Summer “meet ups” to help families and students network prior to the year
- Facilitate carpool groups to help connect families who may struggle with transportation
- Entrance and Exit surveys will be given to students as a means to gauge interests, assess needs, and establish priorities as a school in regards to recruitment and retention goals
- Continue to reach out to area businesses to establish Partners in Education to provide opportunities for involvement including (but not limited to):
 - Volunteerism at the school
 - Guest speaking
 - Job shadowing
 - Funding school initiatives
 - Sponsorship of events

(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.

Alpine Academy actively strives to connect with community partners via outreach, web and newsletter publications, and volunteerism. Below are just a few partners in education that have dedicated time, funding, and/or opportunities to our families and students:

Jason Gowins

- Current – Donates time throughout the year to coach Archery for State and National tournaments
- Planned – Onboard/train additional staff to assist with the growing Archery program.

Dr. Christine Pebbles

- Current – Provides Archer families support in the areas of mental health
- Planned – Governing board membership and continue to support the school’s mental health initiatives and continue to provide information and guidance to students and their families

Greater Nevada Credit Union

- Current – Donates meals for families in need twice a year as well as provide support for school activities
- Planned – Utilize strengths on this team to provide workshops for students and families in the areas of finance, budgeting, loans, etc in addition to existing efforts

Red Hawk Golf Resort

- Current – Donates space for student activities
- Planned – In addition to providing space for existing student activities, provide space for staff training and serve as guest speakers for prospective job research

American Heart Association

- Current – Coordinates with school fundraising efforts and reaches out to area resources on behalf of the school
- Planned – in addition to existing contributions, serve as guest facilitator/teacher in the areas of martial arts

Northern Nevada Tahoe Leadership Academy

- Current – Mentorship for administration
- Planned – in addition to providing resources and mentorship to administration, NNTLA will provide training for Alpine Academy staff

National Guard

- Current – Provides assessment, training, time and volunteerism to school initiatives
- Planned – Further provide Alpine Academy with resources for career exploration in the armed forces

C) ACADEMIC PLAN

MISSION & VISION

No change to section

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

No change to section

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/AlignmentTemplate.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.

Alpine Academy has chosen to adopt a 4 day week schedule to accommodate travel, extension activities, and targeted tiered intervention assistance. A 4 day school week of Monday-Thursday also allows for staff to regularly meet to address the needs of our students via data based decision making, identifying learning targets, and allocating needed time to train staff on the attest, most effective strategies to address learning loss.

This alternative schedule was approved for the 2021-2022 school year.

- 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.

Bell Schedule	Grades 7-12
Classes Begin	<u>8:00 AM</u>

Lunch/Nutrition Break Begins	<u>11:11 AM</u>
Lunch/Nutrition Break Ends	<u>11:46 AM</u>
Classes End	<u>3:30 PM</u>

NAC 387.131 requires that pupils in grades **seven through twelve** receive a minimum of **59,400** minutes of instruction per school year. Grades seven through twelve require **330 daily minutes** per school day x 180 school days = 59,400 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades seven through twelve that are attending schools in the district that operate on an alternative instruction schedule? Alpine Academy’s current school year calendar has a total of **61,835 minutes**.

We believe this model accommodates family travel as well as extension activities, therefore protecting the instructional time. Each period is 53 minutes per day 4 times a week with less vacation breaks throughout the year (still aligning to neighboring district schools).

Total instructional (core) content time by grade:

- 9th - 159 minutes per day
- 10th - 212 minutes per day
- 11th - 212 minutes per day
- 12th - 159-212 minutes per day

- 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?

We believe engaging students in fewer days per week (with more minutes per day) will be more effective after such a long period of time with 2-3 days per week. This also helps us to alleviate restrictions and space issues in our building to accommodate a seminar period for our full-time TMCC Dual credit students. Fridays will provide intervention assistance (which had much more positive attendance throughout the year) versus after school assistance. This also provides students with a sense of urgency to maintain grades and turn in assignments on time and run intervention lists prior to these days.

Fridays will provide staff the necessary time to collaborate and truly address learning loss at a much faster pace. Alpine has limitations with full and part-time staff, 1 admin, and scheduling issues that prevent meaningful collaboration on a more frequent basis than once per quarter. In past years, meetings were held during teachers’ lunch hours with limited time and/or collaboration as a team.

We also believe this can allow those students who participate in zone and club sports adequate time to travel as Fridays (or at least large portions of Fridays) are often missed for competitions. So far this year, all grade levels are maintaining a 90% or higher attendance rate and Friday intervention assistance for identified students is maintaining a high rate of participation. Students must demonstrate a positive attendance rate, successful completion of work and high quality of work throughout the week to be exempted from Friday intervention. We believe this has been instrumental to help us maintain momentum toward schoolwide and student-focused goals.

School: Alpine Academy High School Calendar: 21-22 Alpine Academy High Scho

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
9	31	963	45.63	917.37	27.51	26.23	11.36	0.30	95.28%	
10	46	1376	96.55	1279.45	39.29	36.53	26.18	0.74	92.98%	
11	37	1195	97.80	1097.20	34.15	31.35	35.19	1.01	91.82%	
12	37	1252	80.74	1171.26	35.78	33.48	30.35	0.85	93.55%	
Total	4	151	4786	320.72	4465.28	136.73	127.59	103.08	2.90	93.30%

DISTANCE EDUCATION

No change to section

(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

No change to section

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

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

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

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

placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
 - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum?

Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which

your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

D) FINANCIAL PLAN

This section must be completed for all applications.

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
Alpine has created comprehensive financial policies during the 2020-2021 and 2021-2022 school years. See attachments Alpine Academy Procurement Policy (Attachment C) and Alpine Financial Policies and Procedures Alpine FPP (Attachment F)
- (2) **Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.**
- (3) **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.
- (4) 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).
- (5) 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).
- (6) 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.

- (7) 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** _____.
- (8) 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.
- (9) 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

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

No change to 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

No change to section

- 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 2022-23 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 2023-2024 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.

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
Administration - Principal	1	1	1	1	1	1
Administration - Asst Principal or Dean	0	1	1	1	1	1
Instructional Coach	0.5	0.5	0.5	0.5	0.5	0.5
School Counselor	0	0	1	1	1	1
Full Time Teaching Staff	8	9	9	9	9	9
Part Time Teaching Staff	3	3	3	3	3	3
Special Education Coordinator	1	1	1	1	1	1
College and Career Ready Coach/Interventionist	0.75	0.75	0.75	0.75	0.75	0.75
Special Education Aide	0	0.5	0.5	1	1	1
Registrar/Office manager	1	1	1	1	1	1

HUMAN CAPITAL STRATEGY

No change to section

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

No change to section

- 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	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				

Professional Development				
Data Mgt & 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 Mgt				
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.

In order to more closely resemble our comparable school, Alpine needs to recruit more FRL and EL students. Because the school does not have a school lunch program, many families fail to turn in the form. Beginning with the 2021-2022 school year, we held multiple nights where families could turn in the form, established “Checkpoints” to ensure this form was being filled out, and attempted to incentivize forms being turned into the office. While the majority of students are reported, it appears as though Alpine still struggles to match the percentages of nearby high school (Edward C. Reed High School). Alpine will conduct interest workshops for families at neighboring school and continue to help provide resources for families struggling including (but not limited to): Bus passes, carpool assistance, fee waivers, uniform cost assistance, etc. We hope that continuing these services and connecting families with community resources will help prevent potential barriers to enrollment.

Alpine’s Special Education enrollment is within 5% of neighboring schools and this special population tends to do quite well in Alpine’s small environment. While students with IEPs tend to track along with neighboring, comparable schools, Alpine has a very high percentage of students with 504s. Our small, caring environment is a great environment for students who struggle with health impairments. Currently Alpine’s population is approximately 16% SPED, 12% 504, and approximately 5% in process of being identified for IEP or 504.

Alpine has historically had low English Language Learner populations. This being said, often students are exited prior to entering the 9th grade. Alpine still seeks to enroll these students and is developing more ways to engage English Language Learning students with access to Dual Credit coursework and Biliteracy Diploma seals.

While the school strives to be a school of first choice for those entering the 9th grade, often students transfer from large, comprehensive high schools for a myriad of reasons including (but not limited to): social anxiety, low GPA, credit deficiency, and lack of connection. Alpine has an excellent track record of remediating credit and improving GPA of transfer students (those identified as high drop-out risk).

We believe that by adopting middle grades, we can address many of the concerns that arise with students - from retention to overall GPA - by onboarding students earlier to better address their needs, acclimate them to Alpine Community Standards, as well as expedite goals of college and career readiness.

- 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.

Alpine Academy has employed a variety of techniques including (but not limited to): school tour and visits, informational booths at various community events, open house events and referral incentives. We believe adding additional grades will help in the overall retention to 9th grade. Continuous efforts will be made to recruit in Spanish speaking communities, adoption of translation services/practices, workshops designed to help connect families with resources, etc.

- 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.

Representatives (including Administration, instructional staff, students and families) will promote and actively recruit through various activities including: Open House events, submitting testimonials, referrals, participation with the Governing Board of Alpine Academy, as well as conduct interest sessions at various schools within Washoe County. Alpine Academy has created Admissions and Weighted Lottery Policy (submitted October 2021) to address the recruitment of at-risk populations (in particular Free and Reduced Lunch Program qualified students.

- 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.

Alpine's lottery will accept applications for enrollment February 1st - March 15th each year. The school hosts monthly Open House events throughout to enroll transfer students and provide information for prospective families.

- 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.

Alpine will seek to meet enrollment numbers identified on the projected charts within this application. Within that enrollment, the school seeks to be within 5% of the sub populations of the comparable, neighboring school. These numbers have been determined by building capacity, grade level ideal loads and class sizes in general education classes.

- 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?

Alpine's Admissions and Weighted Lottery Policy will be posted on the website and available to community, guardians and student upon request. Alpine seeks to be a transparent organization with our practices and policies.

- 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/A

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.

- n. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

N/A

- 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				
	2022-23	20023-24	2024-25	2025-26	2026-27
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				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K...					
12					
Total					

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

Sample Excerpt

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					
Total					

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger

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

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.”

No change from original application or most recent amendment. See attached

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. 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.
- q. 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 2021-2022 must be identified at the time of the submission of the expansion request.
- r. 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

No change to section/Not applicable

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. 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) or charter management organization (CMO).

Not applicable

- dd. How and why was the EMO or CMO 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 shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
 7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business

mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

SERVICES

No change to section

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

No change to section

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 – No change to section

- 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 – No change to section

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

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

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

3.RFA: Change Mission and/or Vision – No change to section

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 – No change to section

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 – No change to section

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).

8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

b) Financial Plan

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative

should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).

3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**___ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**___, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment**___. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**___.

Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization

- which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 - 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
 - 8) Documentation of Service Provider's non-profit or for-profit status
 - 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
 - 10) 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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#). Alpine Academy provides an individualized learning experience with small class sizes, focused on student and school created goals. Alpine Academy is focused on individual achievement as well as developing a culture where students seek to serve their community.

Alpine Academy primarily serves those students residing in Washoe County in grades 9-12. Alpine Academy provides a small learning environment focused on student achievement. Parents often seek out Alpine enrollment for various reasons including: a more academically rigorous environment, small class sizes, ease worries or concerns about bullying, etc.

Alpine Academy recognizes the community need for additional middle grade options featuring some of our academic program elements. Alpine plans to integrate grades 6-12 via a strategic onboarding plan over the course of 1-5 years dependent on enrollment. This would allow Alpine to be a full secondary grade option for families.

Alpine has consistently been a 3 or 4 star school within the Sparks area since 2015.

The school has consistently served an overwhelming amount of transfer students aiming to improve GPA, remediate credits, and get back on track for graduation. Alpine has had great success with credit accrual. Even during the pandemic of 2020-2021, 96.4% of credits were earned semester 2 including a total of 27 transfer students in the same term.

Alpine has a graduation rate that has consistently been higher than that of the surrounding county with an impressive graduation rate for FRL, 504, IEP and EL subpopulations.

The school works to recruit and retain students in Special education with a rate comparable to that of the surrounding community school. While EL subpopulations remain low, success for these students shows in graduation rate as well as college credit accrual. FRL student populations remain low, however, efforts are ongoing to help minimize barriers for enrollment for these students including establishing connections among the school community to ease transportation issues, creating partnerships in the community for donations, etc. Ongoing efforts to recruit and retain these students continues and the Alpine Academy Admissions and Lottery Policy (submitted October 2021) includes a weighted lottery for those qualifying FRL students.

- a. 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?

Graduation Data

- 2020 - SPED 100%, EL 100%, FRL 100%)
- 2021 - SPED 100%, EL 100%, FRL 100%)

	2015-16	2016-17	2017-18	2018-19
NDE-Validated Four-Year Graduation Rate	85.2	88.2	86.2	90.6

Based on MAPS data, graduation data, GPA, and assessment data, there do not appear to be significant gaps in achievement among subgroups. However, processes developed in 2020-2021 included targeted tiered intervention assistance designed to identify trends and provide tutoring, communication with families and strategies for success for students struggling to complete quality work. This work identified a need to staff a part-time position dedicated to the success, data analysis, and communication for students and families in this area. 2021-2022 grant money allowed for funding of MAPS testing. School wide goals are going to be determined based on a variety of data. The school staff analyzed data to determine how instructional goals would need to be developed to address the varying needs of our students. Alpine also staffed a part-time instructional coach during the 2021-2022 school year to help guide staff through this data based decision making process. Alpine is also a MTSS Project Aware Grant school.

- b. 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.

Discipline 20-21

- 27 total events
 - SPED - 4
 - 504 - 3
 - EL - 1
 - FRL- 0
 - Breakdown
 - Electronic Device - 14

- Drug/Alcohol - 2
- Removal - 5 (0 SPED, 0 - FRL, 0 - EL)

Discipline 21-22

- 52 total events
 - SPED -2
 - 504 - 5
 - EL - 3
 - FRL - 1
 - Breakdown
 - Electronic Device- 44
 - Drug Alcohol- 4
 - Removal - 7 (504- 2, SPED - 0, FRL - 0, EL-0)

Alpine Academy’s Restorative Discipline plan was adopted by the Governing Board of Directors November 2020. Alpine Academy’s restorative discipline is based on the logical consequences and reflective practice relative to the infractions. Alpine Academy’s Restorative Discipline Plan is attached.

- Norms created in 2019-2020 and discussed with all students. Questions asked for restorative justice conversations:
 - What do you think happened?
 - Why do you think we’re having this conversation?
 - What norm did you violate?
 - What do you think needs happen to make this right for everyone involved?
- Increased expectations for guardian communication, documentation, and partnerships with families.
- Reflection activities for specific discipline consequences (20-21)
- Post-Suspension (Re-Entry) conference with students (20-21)
- Post-Offense Alcohol and Substance Abuse Counseling for offenders
- Counseling groups for identified students struggling to manage depression, dis-engagement, and alcohol/substance abuse
- Student Concern Referral Form (20-21)
- Intervention Tracking Form (20-21) – Staff keep an updated log of previous interventions as well as student and parent acknowledgement of concern and interventions used. This step occurs at the class level prior to discipline referral to the front office.

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

Year 2021-2022	7	8	9	10	11	12
Enrollment			30	44	33	36

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

Year 2022-2023	6	7	8	9	10	11	12
Enrollment			18	40	40	40	40

Year 2023-2024	6	7	8	9	10	11	12
Enrollment		15	18	40	40	40	40

Year 2024-2025	6	7	8	9	10	11	12
Enrollment		15	18	40	40	40	40

Year 2025-2026	6	7	8	9	10	11	12
Enrollment	10	15	20	40	40	40	40

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

For an RFA to accomplish this objective:

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

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

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

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

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

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

- c. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- d. 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?
- e. 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.

7. RFA: Lottery: Change(s) in Charter Lottery Policy

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract. Charter schools/networks seeking to make changes to their current lottery policy should provide complete descriptions and supporting documentation to the specific information requests below including a revised student enrollment schedule for the remainder of the school contract showing (a) the current enrollment plan, (b) the enrollment plan to be used should the proposed changes be approved and (c) the differences between the two plans.

Please provide the current lottery policy for your charter school/network.

Provide a draft of your proposed lottery policy for your charter school/network, and include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [R131-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy³.

Attachment E

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. List names and roles of any financially interested parties and describe the interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.
4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of your most recent version). Explain plans to address pro forma rating declines—if any—to at least the below areas from implementation of the plan.
 - a) Current Ratio
 - b) Unrestricted Days Cash on Hand
 - c) Cash flow
 - d) Debt to Asset Ratio
 - e) Debt Service Coverage Ratio
5. 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 the notation of all included campus facilities with a table

³ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

or statement describing **the square footage** of these facilities AND an assurance **the school will submit final versions of this documentation** in compliance with NAC 388A.315. **Include in the RFA application the amount of conditioned square footage as well the total acreage of the campus including all property to be under the control or usable by the school. (Do not simply refer to architectural drawings which may include specific dimensions but not square footages of various spaces within the facility.)**

- 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 showing what, if any, governmental permits, waivers, modifications or variations may be required and a schedule showing approximate dates for those approvals to be considered.**
 - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide 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 388A.315388A.315 as an **Attachment** ____.
 - j) **A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.**
6. 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 388A.315 as an **Attachment D** 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** ____.
Alpine Academy is seeking to occupy additional square footage in our existing location of 605 Boxington Way Sparks, NV 89434 as it becomes available. Alpine Academy has been in communication with leasing and property managers and has expressed interest in additional space.
 - 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 388A.315 as an **Attachment D** 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** ____.
Alpine Academy's request to increase enrollment cap would provide the necessary funds to acquire additional square footage in our existing facility.
 - 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 388A.315 as an **Attachment D** 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 388A.315 as an **Attachment** ____.
Alpine Academy is seeking to acquire an additional 5,000-8,000 square feet based on availability.

- 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 388A.315 as an **Attachment D** 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** ____.
- Alpine Academy will utilize existing brokerage services to coordinate the acquisition of additional sites.
- 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 388A.315 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 388A.315 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 388A.315 as an **Attachment** ____.
7. The organization's plans/methods to finance these facilities, including:
- a) Whether the school is seeking:
- i) Loan (CDFI or other),
- (1) For Construction financing,
- (2) For Permanent financing,
- (3) Refinancing
- ii) Bond Financing,
- (1) For Construction financing,
- (2) For Permanent financing,
- (3) Refinancing
- (4) Tax-exempt
- (5) Rated
- (6) Privately placed
- b) Identification and description of bond instrument terms, including planned face amount, years/term to maturity, coupon rate.
- c) Identification and description of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- d) Comparison schedule/table showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year

requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).

- e) Describe the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”). Additionally include the actual planned total classroom student capacity of the new facilities (e.g., “planned for 450 students at 20 square feet minimum classroom space per pupil”) .
 - f) Will the financing/refinancing trigger any prepayment penalties? Yes, No.
 - i) If “Yes”, describe the amount.
 - g) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).
 - h) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
 - i) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
 - j) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
 - k) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
 - l) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
7. 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 388A.315 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 388A.315 as part of **Attachment** _____.

Facility RFA Attachments required

Notice of Public Meeting for Alpine Academy

Alpine Academy will conduct a public meeting on **August 19th, 2021** beginning at 5:30 p.m. at the following location: 605 Boxington Suite 112, Sparks, Nevada.

The site will be connected by conference call for members who are unable to attend due to COVID-19 closures and Governor Sisolak's Directive 007. This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020, as well as the above-referenced Emergency Directives. Members of the public may view the meeting online via the link on the Alpine Academy website Governing Board page <http://www.alpineacademy.net/governing-board>.

Join Zoom Meeting

<https://zoom.us/j/93242360558?pwd=ZFJkcUw5dEg5UDA5RG40Vi9hM3NzZz09>

Meeting ID: 932 4236 0558

Passcode: K1B3nV

Below is an agenda of all items scheduled to be discussed and or action taken. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the chairperson. Reasonable efforts will be made to assist and accommodate all persons desiring to attend the meeting remotely. Please email Tawni Novotny tnovotny@alpineacademy.net or call (775) 356-1166 in advancement so that arrangements can be conveniently made. Public comment may be limited to three minutes per person at the discretion of the chairperson.

Agenda

(Action may be taken on those items denoted ("Action"))

1. Call to order and roll call. (Action)
2. Public comment and discussion. (Discussion) No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken. Speakers will be allowed three minutes each to speak about agenda items only.
3. Review and approval of the Alpine Board Meeting Minutes from August 19th, 2021. (Stites) (Discussion) (Action)
4. Review and approval of the Alpine Board Meeting Minutes from August 31st, 2021. (Stites) (Discussion) (Action)
5. School leader report. (Discussion)

6. Tawni Novotny will present the Alpine Academy Special Education Policy (Discussion) (Action)
7. Tawni Novotny and Christina Saenz will present the Open Meeting Law training. (Discussion)
8. Tawni Novotny and Christina Saenz will present the Nevada Ethics in Govt Law training. (Discussion)
9. Tawni Novotny will present the Fall 2021 Charter Amendment for review and approval. (Discussion) (Action)
10. Tawni Novotny will present the Alpine Academy Admissions and Lottery Policy for review and approval. (Discussion) (Action)
11. Tawni Novotny will present the 2021-2022 Testy Security Plan for review and approval. (Discussion) (Action)
12. Public Comment and discussion. (Discussion) No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken. Speakers may speak on any matters, including those not on the agenda. Speakers will be limited to three minutes each.
- 13. Adjournment. (Action)**

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the Alpine Academy Charter High School's website, <http://www.alpineacademy.net>, or by contacting Tawni Novotny, Executive Director, at tnovotny@alpineacademy.net, 605 Boxington Way Suite 112, Sparks, NV 89506, or 775 356-1166.

In accordance with Governor Sisolak's Emergency Directives regarding COVID-19 and Nevada's Open Meeting Law, this public notice and agenda has been posted on or before the third working day prior to the meeting at the following location:

Alpine Academy Charter High School
605 Boxington Way Suite 112
Sparks, Nevada

<http://www.alpineacademy.net>

<https://notice.nv.gov/>

Alpine Academy Board of Education Meeting Minutes

September 16, 2021

1. Call to order at 5:33 p.m.

In attendance:

Adam Larson
Justin Vance
Erin Myrick
Kimberly Lapuz

Not in attendance:

Christine Pebbles
Doug Goodman
Nurit Stites

Public:

Tawni Novotny, Christina Saenz and Laura Fontes
Jake Conway joined the board meeting at 5:47 p.m.

2. Public Comment and discussion. No discussion.
3. Nurit Stites reviewed the minutes from August 19, 2021. It was suggested to change the verbiage to item 6 on the agenda from item was skipped to item was inadvertently missed. Adam Larson moved to approve, Justin Vance seconded, Kimberly Lapuz abstained, vote was cast, and the motion carried.
4. Nurit Stites reviewed the minutes from August 31, 2021, and there no changes were suggested. Justin Vance moved to approve, Adam Larson seconded. A unanimous vote was cast, and the motion carried.
5. Tawni Novotny presented the leader report. Discussion, no action.
6. Tawni Novotny and Jake Conway presented the Alpine Academy Special Education Policy.

Kimberly Lapuz moved to approve, Erin Myrick seconded. A unanimous vote was cast, and the motion carried.
7. Tawni Novotny presented the Open Meeting Law. Discussion, no action.

8. Tawni Novotny presented the Nevada Ethics in Govt Law training. This must be reviewed yearly in September. Discussion, no action
9. Tawni Novotny presented the Fall 2021 Charter Amendment. Erin Myrick moved to approve, Justin Vance seconded. A unanimous vote was cast, and the motion carried.
10. Tawni Novotny presented the Alpine Academy Admissions and Lottery Policy. Justin Vance moved to approve, Adam Larson seconded, a unanimous vote was cast, and the motion carried.
11. Tawni Novotny presented the 2021-2022 Testy Security Plan. This plan gets reviewed each year. Ms. Novotny caught an error on the form in the second table where she has Aubrie Neal listed twice. Ms. Novotny will replace with Jake Conway.
12. Public comment and discussion. No discussion.
13. Adjournment. Adam Larson moved to adjourn the meeting at 6:48 p.m. Kimberly Lapuz seconded. A unanimous vote was cast, and the motion carried.

ALPINE ACADEMY CHARTER HIGH SCHOOL

PURCHASING AND PROCUREMENT BIDDING POLICY

Description:

The acquisition of supplies, capital equipment and services will be conducted to ensure timely, efficient, and economic procurement, within the guidelines of good business practices.

Purpose:

To define when purchases or procurement is necessary to be obtained through a competitive sealed bidding process and what items will not be publicly bid.

Scope:

This procedure applies to the purchase and procurement of all supplies, capital equipment, and service contracts for all departments within the Organization.

Responsibilities:

Executive Director is responsible for reviewing procurement requests over **\$5,000** to determine whether a competitive sealed bidding process is necessary.

Executive Director or designee (School Office Manager) is responsible for coordinating the competitive sealed bid process, if necessary.

Executive Director is responsible for reviewing bids obtained and selection of the best bid.

Board of Directors is responsible for reviewing the management's reasoning for the selected bid if over the _____ (amount) threshold.

Procedure:

1.0 EVALUATION OF PURCHASING AND PROCUREMENTS

1.1 Executive Director should obtain the optimal price for any purchases and procurements. Major construction projects above \$25,000 shall be obtained through a competitive sealed bid process. All other purchases and procurements, including the following items, are not required to be acquired through a competitive bid process:

- Capital equipment (except when included in major construction projects above \$25,000)
- Professional and consulting services
- Information technology services and purchases
- Special education services
- Repairs and Maintenance services
- Other service contracts (except major construction projects above \$25,000)

2.0 COMPETITIVE SEALED BID PROCESS

2.1 The Executive Director will determine specifications and requirements for the project that clearly define the items or services needed to allow bidders to properly respond, and include in an Invitation for Bid (IFB).

2.2 Public solicitation of bids must be made at least 14 calendar days in advance of when management plans the bid opening. Public solicitation can be made through advertising on the school website www.alpineacademy.net. The advertisement must include date and time of bid opening, a brief description of what is being proposed and instructions for

obtaining a copy of the IFB. Copies of the complete IFB should be **emailed** to prospective bidders, i.e., vendors that are believed to be qualified and might reasonably be expected to respond. Any amendments or changes to the IFB as well as any questions and answers resulting from written bidder inquiries must be submitted to all prospective bidders. Submissions of sealed bids shall include a price quotation, as well as any specific documents included in the IFB.

2.3 Sealed bids must be publicly opened at the time and place stated in the invitation by the Executive Director or designee. Bids received after the stated deadline cannot be considered. Only sealed bids are valid; unsealed bids must be rejected. Once the bids are opened, the name of each bidder and bid price must be recorded.

3.0 EVALUATION OF BIDS

3.1 The Executive Director will evaluate the valid bids to determine whether the bids conform to the terms and conditions of the IFB, and will make a selection based on a number of factors, including price, reputation of vendor, vendor references, and quality of work. The reasoning behind bidder selection should be documented in writing.

3.2 The successful bidder should be notified by written notice of the awarded contract.

4.0 VENDOR SELECTION

4.1 The organization ensures purchased products and services conform to specified requirements. This starts with selection of appropriate suppliers, contractors, and consultants that have the capability and systems to supply products, materials and services to the organization's specified requirements.

4.2 The organization should provide the methods for determining, documenting and, when applicable, inspecting vendors for compliance with organization policies and contract purchasing requirements. Vendor application links are sent to all prospective vendors for materials and/or services. References are collected and evaluated.

4.3 The organization should strive to validate the performance capabilities of all vendors and maintain the internal controls of the purchasing functions. Suppliers, contractors, and consultants are controlled to the extent necessary based on the effect of the purchased items on the quality of the organization's products and services.

4.4 Charter School shall carefully review Vendor's application, website, available references, social media, and other pertinent information.

4.5 Vendor conducts background checks to ensure Vendor (if an individual), its employees, and agents who interact with students have not committed a serious or violent felony.

4.6 Vendor services and/or products must be non-sectarian. Vendor's services and products must not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other protected basis under Nevada law.

4.7 Vendor must maintain adequate levels of insurance for its educational services.

4.8 This applies to all vendors of products, materials, and services that directly affect the quality of the organization's products and services.

5.0 PURCHASING

5.1 The investment in supplies and capital equipment will be facilitated through the Executive Director.

5.2 The School Office Manager will file all documentation related to the purchasing of capital equipment, inventory items, and supplies.

6.0 RECEIVING/INSPECTION

6.1 All parts, components, goods and materials should be received in an organized manner and inspected for conformance prior to stocking or use in order to provide an initial quality control inspection. Any items or shipments rejected will be properly quarantined from other inventory items until disposition.

6.2 The School Office Manager will stock items received and inventory using internal school processes.

Created: 6/20/2021

Revised:



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October 10, 2021

Dear State Sponsored Charter School Authority Authorizing Team,

Alpine Academy assures that the school will submit the following documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265:

1. Budgeted cost of acquisition of an owned or leased facility
2. General specifications to be utilized during the facility search, including approximate square footage
3. Description of the process and resources the school will use to identify a facility
4. 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

Regards,

Tawni Novotny, Executive Director

Alpine Academy

Admissions and Weighted Lottery Policy

2022-2023 Dates: February 1st – March 20th

Lottery held on March 25th

Must accept by March 30th

Admissions

Students already enrolled in Alpine Academy will have a fixed time period, to be determined by the Board of Directors, to inform the School of their intent to return.

Any spaces which remain available will be filled in the following manner:

1. Priority will then be given to the children of members of the governing body of the charter school.
2. Priority will be given to the child of an employee of the charter school.
3. Priority will be given to the siblings of currently enrolled students. Should the number of siblings exceed the number of available spaces in any grade level; the students will be placed in a lottery to determine priority.

All remaining students will be placed in a lottery to determine priority. As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353. For the situations identified below, only, our school will establish and advertise an open enrollment window. The open enrollment period will open the first February and end March 20th, during which it will accept applications. We will announce and advertise these opening and closing dates of the open enrollment window to the community in which we plan to operate.

Enrollment Window and Waiting List Procedures

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the general application pool.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school will ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. As space becomes available, pupils from the waiting list will be enrolled in the school.

7. The waiting list enrollment order will be determined by lottery.
8. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
9. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
10. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed in the general application pool. Pupils will be chosen for enrollment from the waiting list as described above.

Enrollment Procedures Timeline

1. Upon completion of the initial lottery, all applicants will be notified whether or not they have been accepted by email.
2. Families will have 5 days to submit the following (once school begins the deadline for submission will be 24 hours):
 - (a) On-Line Registration Packet
 - (b) Guardian's ID.
 - (c) Child's ID/Proof of the child's identity -a copy of original birth certificate.
 - (d) Proof of Residency: Note: If you are living with a friend or relative due to economic hardship, families must either:
 - (i) In the On-line Registration Packet, the Residency Questionnaire/Affidavit under the McKinney-Vento Assistance Act, answers "No" on Question
 1. This affidavit then serves as proof of residency; or
 2. A notarized statement signed by the parent/legal guardian and the owner/renter of the property indicating that it is your place of residence. Student's name must be included on statement.
 - (e) Immunization record. Up-to-date medical records indicating that your child has had, or at least started, the following series of immunizations:
 - (i) Minimum of 4 DTap/DTP doses: Final dose must be on or after the 4th birthday.
 - (ii) Minimum of 3 Polio doses: Final dose must be on or after the 4th birthday.
 - (iii) Two MMR doses: 1st dose must be on or after the 1st birthday. 1st and 2nd dose must be separated by at least 28 days.
 - (iv) One Tdap dose: A child enrolling in 7th grade is required to have 1 Tdap (Bordetella Pertussis) regardless of when the last Tetanus (Td) was given. The < 5 year rule since the last Tetanus no longer applies.
 - (v) Two Hepatitis A doses: 2nd dose must be given at least 6 months after the 1st dose. (Required for students new to Nevada or District after July 1, 2002.)

- (vi) Three Hepatitis B doses: Must have a minimum of 4 months between 1st and 3rd dose and > 6 months old when 3rd dose was given. (Required for students new to Nevada or District after July 1, 2002.)
- (vii) Two Chicken Pox (Varicella) doses: 1st dose on or after 1st birthday. 1st and 2nd dose must be separated by at least 28 days if age 13 years of age or older. Minimum interval of 3 months between doses 1 and 2 if age is less than 13 years. (Required for students new to Nevada or District after July 2, 2011). Physician verification of past disease required for Varicella vaccine exemption.
- (viii) MCV4 (MENINGOCOCCAL) (Minimum age: 10 YEARS) Required for 7th grade enrollment after June 30, 2017 (and all students new to District between 8th and 12th grade) Must receive at least 1 dose of MCV4 on or after age 10 years. (Does not apply to students enrolled before July 1, 2009)

After completion and submission of all required registration forms and documents; the child will be registered. If registered prior to the first day of school your child will be required to begin school on the first day of school, should your child not attend during the first week of the school year, your seat will be returned to the lottery. If registered after school is in session your child will be required to begin school with Alpine Academy by the start of the next school week. If registered during a school holiday your child we be required to attend the first day school is in session after registration is completed. If child does not begin active attendance by this date, the seat will be released and returned to the lottery. *If parents need more time to submit registration document, parents must contact the school for approval of additional time.

Additional documentation requested:

- A recent copy of the student's transcript or academic records.
- Previous records regarding placement in special programs, a copy of your child's IEP or 504 Plan.
- Information about any disabilities or special health problems.

It is the parent responsibility to review applications for accuracy.

If grade or date of birth are entered incorrectly or omitted, acceptance will be rescinded and student will be placed at the end of the correct grade level wait list.

All applications that contain false, incorrect, or misleading information or are not complete, will be voided and the applicant will have to reapply with the correct information. If the incorrectly submitted information, when corrected would render the student ineligible for enrollment, the application will be voided. If the false, incorrect, or misleading information is discovered after the student is enrolled or already attending classes, the student will be unenrolled and must reapply. Parents/guardians may not submit more than one application per student per campus in an attempt to increase the likelihood of being selected in the lottery. If multiple applications are

discovered for the same student at the same campus, their applications will be voided and/or they will be unenrolled and removed from the school. All applications may be reviewed by using the apply/application status link on the school webpage. Parents must add siblings to all applications submitted. If a transfer request is submitted all siblings parents are wishing to be included on the requested schools wait list must be added to application for the requested school.

Weighted Lottery Policy

Pursuant to the Nevada Department of Education Regulation R131-16 Sec. 12, Alpine Academy Charter High School adopts this policy to ensure that the student population of Alpine Academy will closely resemble the student population of the community where the school is located. Alpine Academy will accomplish this by giving a weighted preference of 2.0 in its enrollment lotteries to students who qualify for free or reduced price lunch. The weighted lottery will take place only if it is determined that the percentage of students at the Alpine Academy campus who qualify for free and reduced lunch is less than 90% of the percentage of students eligible for free or reduced price lunch in Washoe County School District comparison school(s). The process for the weighted lottery will be as follows:

- 1) Prior to the enrollment lottery at Alpine Academy, the campus will determine the percentage of students who are eligible for free or reduced price lunch in Washoe County School District comparison school(s), rounded to the nearest tenth of one percent ("FRL Comparison %). Data used for this comparison percentage will be taken from the most recent full year data available on www.nevadareportcard.nv.gov.
- 2) The FRL Comparison % will then be compared to the validated current school year free and reduced lunch percentage at Alpine Academy ("Alpine Academy FRL %).
- 3) If the Alpine Academy FRL % is less than 90% of the FRL Comparison %, the weighted lottery will apply. If the Alpine Academy FRL % is greater than or equal to 90% of the FRL Comparison %, the weighted lottery will not apply.
- 4) If the weighted lottery is applied, a weight of 2.0 will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for free and reduced lunch based on the previous year's USDA income guidelines for free and reduced lunch.
- 5) Alpine Academy's enrollment application will be revised to request that applying students inform Alpine Academy whether they are:
 - a. Eligible for TANF, SNAP, FDPIR, or Medicaid, or
 - b. Qualified for a free or reduced price lunch at their previous school, or
 - c. Eligible to receive a free or reduced price lunch.
- 6) Any student who indicates they are eligible for the 2.0 weighting in the enrollment lottery will be asked to complete and sign an income verification form and provide proof of current income or provide proof of current FRL eligibility at least 5 days prior to the lottery date. Any refusal to provide the required documentation necessary to validate eligibility

for the weighted lottery will result in the student receiving a standard 1.0 weight in the enrollment lottery.

- 7) Qualifying for a 2.0 weight in the Alpine Academy enrollment lottery DOES NOT qualify the student for free or reduced-price lunch. In order to qualify for free or reduced price lunch, the parent will have to complete the Household Application for Free and Reduced Price School Meals released by the USDA in July of each year.
- 8) In the event a weighted lottery is not applied, any information collected for the purpose of the weighted lottery will not be used in any way by Alpine Academy.

ALPINE ACADEMY

COLLEGE PREP HIGH SCHOOL



FISCAL AND OPERATING POLICIES

2021 – 22 School-Year

605 Boxington Way Suite 112
Sparks, NV. 89434
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100 INTERNAL CONTROL POLICIES

INTRODUCTION

Internal control policies provide Alpine Academy with the foundation to properly safeguard its assets, implement management’s internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, Alpine Academy has additional responsibilities to ensure the public’s confidence and the integrity of the School’s activities.

COMPLIANCE WITH LAWS

Alpine Academy will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of Alpine Academy:

A. Political Contributions

No funds or assets of Alpine Academy will be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Alpine Academy for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. Alpine Academy also will not be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School’s books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of Alpine Academy.
2. Receipts and disbursements must be fully and accurately described in the books and records.

3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 ORGANIZATIONAL CONFLICT OF INTEREST OR SELF-DEALING (RELATED PARTIES)

Alpine Academy will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

201 Organizational Conflict of Interest or Self-Dealing (Related Parties) - continued

Thus, Alpine Academy will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 Board of Trustees Authorities

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with Authorizer pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase

or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 SIGNATURE AUTHORITIES

To properly segregate duties within the Charter School, the Executive Director AND the Treasurer OR the Board Chair are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than \$ 5,000 will require dual signatures prior to check issuance.

204 GOVERNMENT ACCESS TO RECORDS

The Office Manager or contracted business back office services provider will provide access to the organization's records to the SPCSA CFO or his designee and provide supporting records, as requested, in a timely manner.

205 SECURITY OF FINANCIAL DATA

The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.

All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Office Manager or the business back office services provider from unauthorized access.

206 SECURITY OF SCHOOL DOCUMENTS

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Board of Trustees and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

207 USE OF SCHOOL ASSETS

No employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of the Office Manager or Executive Director.

208 USE OF SCHOOL CREDIT CARDS

- A. Charter School credit cards should only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to the Charter School

should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.

B. Credit cards have been issued to the following Alpine Academy administrators as approved by the Executive Board and with the corresponding purchasing threshold/limit:

- | | |
|--|--------------------|
| 1. Tawni Novotny, Executive Director | \$ 5,000 threshold |
| 2. Office Manager (TBD) | \$ 2,000 threshold |
| 3. Operation’s Manager (TBD) | \$ 1,000 threshold |
| 4. Campus Supervisor | \$ 500 threshold |
| limit may be increased over summer break by Executive Director | |
| 5. Principal (TBD) | \$ 500 threshold |
| 6. Assistant Principal (TBD) | \$ 250 threshold |
| 7. Office Manager (TBD) | \$ 500 threshold |

C. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Office Manager, unless not deemed independent than the approval would be by the Board of Trustees.

300 FINANCIAL MANAGEMENT POLICIES

301 BASIS OF ACCOUNTING

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

302 ACCOUNTING POLICIES

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Governmental Accounting Standards Board (GASB), including Statement of Governmental Accounting Standards No. 34 – *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles.

303 BASIS OF PRESENTATION

The accounts of Alpine Academy are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. Alpine Academy uses a Checking Account at Wells Fargo as its Main Fund. This main fund is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

304 REVENUES

Under the accrual basis of accounting, revenues are recognized when earned.

395 EXPENDITURES

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306 INCURRED COSTS

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows: Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307 CASH MANAGEMENT

A. The School maintains cash accounts at the following banks:

1. Alpine Academy has one Operating Account at – First Independent Bank

B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Executive Director for collection. Appropriate collection procedures are initiated, if necessary.

308 Grants Receivable Aging Criteria

Accounts receivable outstanding is aged on a thirty, sixty, ninety, and over-ninety day basis.

309 Grant/Contract Invoicing

A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

B. The invoicing format is that specified by the funding source.

310 Budgets

A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, and modified, as necessary.

B. Financial statements displaying budget vs. actual results are prepared by the back office services provider and reviewed by the Executive Director and presented to the Board of Trustees at each monthly board meeting.

311 INSURANCE AND BONDING

A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:

1. General liability
2. Business & personal property (including auto/bus)
3. Computer equipment
4. Workers' compensation
5. Personal injury liability

- D. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

312 *RECORD RETENTION AND DISPOSAL*

- A. Records are maintained for the following indicated minimum periods:
 - a. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
 - b. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for seven years from the end of the fiscal year in which the records were originally prepared.
- B. All financial records are maintained in chronological order, organized by fiscal year.
- C. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Office Manager listing the record or the class of records to be disposed of. The Board of Trustees must certify this memorandum of records disposal before secure destruction of items.

313 *FINANCIAL REPORTING*

The back office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget
- B. Monthly:
 - 1. Trial balance
 - 2. Internally generated budget vs. actual financial statements
 - 3. Billing invoices to funding sources
 - 4. Updating the cash flow projection
- C. Periodically:
 - 1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
 - 2. Other reports upon request

314 *Audit*

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School’s financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board*.

While the same audit firm may be used each year, every 3 years the Board of Trustees will select a new firm to complete the annual audit. As a way to quality control the services and ensure that our annual audit is thorough and based on most recent guidelines, the results can then be compared and the decision made to select the “best” firm to continue working with.

The audit reports will be submitted to the authorizing agency, Nevada Department of Education, and Legislative Counsel Bureau.

315 *AUDIT/FINANCE COMMITTEE*

The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

400 **POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY****401** **ASSETS****402** *Bank Accounts*

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks: Wells Fargo at Encino Town Center.

403 *Petty Cash Payments*

In an effort to limit the cash on hand at school sites, Alpine Academy encourage families to use electronic payments through the Square Payment for ease of accounting and record keeping. Therefore, there is no longer any petty cash kept on site at schools. Any cash received is accounted for and locked in the Registrar’s office at the front desk until deposited.

404 **LIABILITIES AND FUND EQUITY****405** *Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

406 *Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

407 ACCRUED LIABILITIES

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

408 Liability For Compensated Absences

A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
2. The employee's right to receive the compensation for the future absences is vested or accumulates.
3. It is probable that the compensation will be paid.
4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

409 Debt

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 REVENUE**501 Revenue Recognition**

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES**601 DISPOSAL OF PROPERTY AND EQUIPMENT**

A. No item of property or equipment shall be removed from the premises without prior approval from the Office Manager.

B. The School has adopted standard disposition procedures for Charter School staff to follow, which include an *Asset Disposal Form* (available in email format), which identifies the asset, the reason for disposition, and signature of the requester. The

form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 THE SCHOOL ADHERES TO THE FOLLOWING OBJECTIVES:

- A. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- B. Make all purchases in the best interests of the School and its funding sources.
- C. Obtain quality supplies/services needed for delivery at the time and place required.
- D. Buy from responsible sources of supply.
- E. Obtain maximum value for all expenditures.
- F. Deal fairly and impartially with all vendors.
- G. Maintain dependable sources of supply.
- H. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.

702 The Charter School will execute a digital *Purchase Order* for all purchases and it shall be approved by the Executive Director for purchases less than \$15,000 and by the Board of Trustees if greater than \$15,000.

703 All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service. Reimbursement is allowed for the use of their own vehicle for business related travel over 100 miles.
- B. All employees requesting mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls paid. In addition, all reimbursements requests must be supported by invoices and receipts, where applicable.

- C. All paperwork is to be turned in to the Office Manager within 1 month of the end of trip in order to receive reimbursement.

900 CONSULTANTS AND CONTRACTORS

901 *Consultant Utilization*

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 *Independent Contractors*

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for a number of firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.

PART II

1000 GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for Alpine Academy Charter School is established.

1001 *GENERAL LEDGER ACTIVITY*

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Office Manager before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Office Manager.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Executive Director.
7. In the case of a stale check, defined as a check that has not been deposited by the payee within 90 days of issuance, the school will contact the payee that a stop payment has been placed on the previous check and a new check issued. This will prevent outstanding balances for longer than 90 days.

1002 GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Executive Director.
1. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back office business services provider.
2. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

1101 CASH RECEIPTS***Control Objective***

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls**A. Cash Flow Projection**

The Charter School annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

The School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures**A. General**

1. Mail is opened by the Office Manager who sorts the checks and forwards them to the Executive Director or the appropriate recipient.

2. All checks are restrictively endorsed immediately by the Executive Director.
3. The Office Manager makes copies, prepares deposit slips, and faxes a copy to the back office business services provider for journal entries.
4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
5. The back office business services provider reviews and signs off on journal entries.
6. The back office business services provider inputs journal entries.
7. Either the back office business services provider or the Executive Director at each school makes deposits on a daily or bi-weekly basis. If deposits are made other than daily, the deposit is maintained in a secure area with limited access.
8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Executive Director and the back office business services provider on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the School.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Office Manager for approval.
2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
3. The Office Manager approves checks, after examining the supporting documentation.
4. After having been approved and/or signed, the checks are mailed directly to the payee by receptionist.
5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by back office business services provider.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Office Manager.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

Procedures

New Employees

1. Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the Charter School.
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. Regular part-time employees will earn vacation time on a pro-rated bases based on personnel policy of the Charter School.
4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Office Manager.
5. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Office Manager and Executive Director.
6. Before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Executive Director.
7. The back office business services provider monitors vacation and sick time by maintaining a log for each individual.
8. A General Journal entry is prepared at year-end to record the accrued vacation liability.
9. Unused vacation time is based on personnel policy of the Charter School.

PERSONNEL DATA TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly and salary employees prepare time sheets on a monthly basis.
2. In preparing time sheets, employees:
 - (i) Enter hours in ink and sign the completed timekeeping record
 - (ii) Make all corrections in ink by crossing out the error and initialing the change.
 - (ii) Submit the completed time sheet to the Administrative Assistant or Receptionist.

Approval and Collection of Time Sheets

1. Each employee's time sheet is forwarded to the Administrative Assistant or Receptionist on a monthly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative Assistant or Receptionist forwards the timesheets to the Office Manager who reviews and approves them.
1. Authorized timesheets are collected by the Administrative Assistant or Receptionist and forwarded to the back office business services provider for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the U Attend, facial recognition time clock system. Each employee has an account and an electronic data file is created that records each log in and log out to document time in, time out, and breaks. These logs are reviewed by the Executive Director or their designee for each time sheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

- (i) Time records are periodically reconciled with payroll records.

Procedures

1. The Office Manager forwards approved time sheets to the back office business services provider.
2. The total time recorded on time sheets and the number of employees is calculated by the back office business services provider.
3. Recorded hours from the monthly time sheets are accumulated by the back office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.
4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back office business services provider.
5. The back office business services provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back office business services provider.
7. The Payroll Register is reviewed and approved by the Office Manager.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The back office business services provider determines and verifies payroll withholdings.

Procedures

1. The back office business services provider determines and verifies payroll withholdings for each employee. These are summarized by pay period and recorded in the General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back office business services provider.
3. The back office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back office business services provider.

1300 DEPRECIATION***Procedures***

1. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years which ever is greater
Building Improvements	20 years
Building	30 years

1400 EXPENSE REIMBURSEMENT***Control Objective***

To ensure the School pays for only authorized business expenses.

Major Controls**A. Travel Policies**

The School has adopted policies on travel reimbursement.

B. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses of \$25 or over (provided they are not on a per diem basis) and company credit card purchases.

C. Internal Accounting Controls

- (i) Justification for travel approved by Executive Director
- (ii) Documentation for incurred employee expenses
- (iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement**Expense Reimbursement:**

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices in order to be reimbursed.
3. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Office Manager.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET***Control Objective***

To effectively support the preparation of the annual budget and its periodic review.

Major Controls**A. Budget Process**

The Executive Director works with the back office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back office business services provider prepares a preliminary budgets and projection for review by the Executive Director in consultation with the school staff.
2. To support budgets and projection estimates, the back office business services provider prepares current year-to-date financial data with projections of year-end totals.
3. The back office business services provider and the Executive Director review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Trustees approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the back office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING***Control Objective***

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls**A. Schedule**

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the School are audited by a certified public accounting firm.

Procedures

1. The back office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE***Control Objective***

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. The School maintains a schedule of required filing due dates for:

- (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
 - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (i) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back office business services provider for accuracy and completeness.