

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Eagle Charter Schools of Nevada**

Date Submitted: 12/6/22

Current Charter Contract Start Date: 7/1/23

Charter Contract Expiration Date: 6/30/29

Key Contact: Jai Mallory

Key Contact title: COO

Key Contact email and phone: JMallory@eagleacademypcs.org; (301) 503-5152

Date of School Board approval of this application: 12/8/22

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.

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](#)

Contents

Introduction	4
Most Frequent Requests For Amendments (RFAs)	4
Section I: Standard RFA Requirements	6
A) EXECUTIVE SUMMARY	6
B) MEETING THE NEED	8
TARGETED PLAN	8
GROWTH RATE AND RATIONALE	8
PARENT AND COMMUNITY INVOLVEMENT	9
C) ACADEMIC PLAN	9
MISSION & VISION	9
CURRICULUM & INSTRUCTIONAL DESIGN	10
SCHOOL STRUCTURE: CALENDAR AND SCHEDULE	11
DISTANCE EDUCATION	12
PRE-KINDERGARTEN PROGRAMS	12

(All Operators Currently Operating or Proposing to Operate Pre-K) 12

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS 12

SPECIAL POPULATIONS 13

Special Education..... 13

Staffing..... 14

D) FINANCIAL PLAN 14

E) OPERATIONS PLAN 16

LEADERSHIP FOR EXPANSION..... 17

STAFFING 17

HUMAN CAPITAL STRATEGY 18

SCALE STRATEGY 19

STUDENT RECRUITMENT AND ENROLLMENT 20

BOARD GOVERNANCE 22

INCUBATION YEAR DEVELOPMENT 24

SCHOOL MANAGEMENT CONTRACTS 24

SERVICES 25

ONGOING OPERATIONS 26

Section II: SPECIFIC RFA SECTIONS26

RFA: Academic Amendments..... 26

1. RFA: Add Distance Education 26

2. RFA: Add Dual-Credit Program..... 28

3. RFA: Change Mission and/or Vision 28

4. RFA: Eliminate a grade level or other educational services 28

5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO 28

a) School Management Contracts..... 28

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities 31

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s) 32

8. RFA: Lottery: Change(s) in Charter Lottery Policy 33

Facility RFAs..... 33

9.	RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)	33
10.	RFA: Occupy New or Additional Sites (NAC 388A.315)	33
11.	RFA: Occupy a Temporary Facility	33
12.	RFA: Relocate or Consolidate Campuses	33
	General Facility RFA requirements	33
	Facility RFA Attachments required	37
13.	<input type="checkbox"/> RFA: Transportation	37
14.	<input type="checkbox"/> Change of incorporation status	37
15.	RFA: Other Changes	37

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 (RFA) Applications (RFAAs), primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA have now add 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 most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

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

Most Frequent Request For Amendment Applications

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

- 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**
- 5. Lotteries and lottery changes**

Below are the processing requirements of the RFA types above. Complete the following check marked items (☒) from the overall application requirements list below. You do not need to respond to the unchecked areas.

Sections Required

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

- Executive Summary
- Meeting The Need
 - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
 - Lottery RFAs must include Meeting the Need section for relevant sections.
 - Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
 1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
 2. Enrollment RFAs: complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
 3. Facility RFAs: complete the appropriate tab under the “**Facilities**” section below including the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the “**Facilities**” related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

3. Specific statement of the request

“The Eagle Charter Schools of Nevada Governing Board requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following:

- EMOs/CMOs: Eagle NV proposes to not contract with a CMO as described in our charter application.

4. Summary Explanation:

In January 2021, the SPCSA conditionally approved Eagle Nevada’s charter application. Over the past two years, during the pandemic and real estate boom, the Eagle NV team has worked diligently to ensure that our campus will open in an underserved area of Clark County. Challenges around finding a suitable facility resulted in previously approved RFAs for deferral, additional zip code considerations, and, most recently, approval to open in a specific facility in the zip code originally targeted in our original application.

Throughout these efforts, the Eagle NV team remains committed to our mission: to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities. We emphasize cognitive, social, and emotional growth by engaging children as active learners in an inclusive learning environment. Eagle’s mission is rooted in the unwavering belief that all students, regardless of zip code or ethnicity, deserve high quality educational choice.

This commitment remains absolute. This RFA was requested by the SPCSA Board and staff as an explanation of how services will be fulfilled should Eagle Nevada not contract with a CMO (Eagle Charter Schools, or ECS) as contemplated in our charter application.

In an email dated 11/22/22, the SPCSA staff specifically requested that this RFA be a response to ten identified areas/topics. As such, Eagle’s NV’s RFA submission is formatted as a simple response to that request. The entire narrative is contained within the attached document: “Eagle NV RFA summary 12.16.22.”

Our mission, vision, academic model, target community, and performance goals of our charter school are unchanged. We remain committed to closing the achievement gap and are excited for the opportunity to explain how Eagle Nevada will respond to the change of not engaging with a CMO. We will provide the educational model promised by increasing professional development, partnering with service consultants and 3rd parties (including ECS team members as appropriate), and capitalizing on a net surplus which allows our team to be more responsive and dynamic to student and family needs.

This RFA includes:

- Eagle NV RFA Summary (Attachment 1)
 - This is the core content for this RFA. It is Eagle NV’s response to the areas identified by SPCSA staff. This information is captured in this one document and is not included throughout the rest of this RFA template.

- An updated budget and narrative to reflect the changes in how services are delivered (Attachments 2 and 3)
 - Revenue remains unchanged
 - CMO expense has been removed; expenses for replacement services as outlined in Attachment 1 have been added.
- Board minutes reflecting ECS' decision not to partner with Eagle NV (Attachment 4).

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

Please see Attachment 1 for Eagle NV’s compiled response to the specific questions posed by the SPCSA staff. These responses have not been distributed throughout the remainder of the RFA sections.

TARGETED PLAN

- (1) **Identify the community you wish to serve** as a result of the expansion or RFA and describe your interest in serving this specific community.
- (2) **Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.**

GROWTH RATE AND RATIONALE

- (1) **Specifically identify the key risks associated with this growth plan** and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
- b. Difficulty raising philanthropic funding;
- c. Insufficient talent pipeline/difficulty recruiting faculty;

- d. Insufficient leadership pipeline/difficulty recruiting school leaders;
 - e. Misalignment between the founding school and leader and new campuses and leaders, and;
 - f. **Ambiguous student performance outcomes and the need to curtail expansion if performance drops.**
- (2) Discuss lessons learned during the school’s past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

PARENT AND COMMUNITY INVOLVEMENT

- (1) **Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.**
- (2) **Describe how you will engage parents, neighborhood, and community members from the time that the application is approved** through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) **Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles).** Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- (4) **Discuss the community resources that will be available to students and parents at the expanded school.** Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school’s core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment __**, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- (5) **Describe the school’s ties to and/or knowledge of the target community.** How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?
- (6) **Identify any organizations, agencies, or consultants that are partners in planning and expanding the school,** along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

C) ACADEMIC PLAN

Please see Attachment 1 for Eagle NV’s compiled response to the specific questions posed by the SPCSA staff. These responses have not been distributed throughout the remainder of the RFA sections.

MISSION & VISION

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

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

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

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Historical Performance

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

(2) Academic Vision and Theory of Change

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

(3) Performance Management

- a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
 - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

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

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

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

PRE-KINDERGARTEN PROGRAMS

(All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

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

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

SPECIAL POPULATIONS

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

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

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

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

Special Education

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

- a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Staffing

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

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

D) FINANCIAL PLAN

Please see Attachment 1 for Eagle NV’s compiled response to the specific questions posed by the SPCSA staff. These responses have not been distributed throughout the remainder of the RFA sections. Attachments 2 and 3 have been provided as additional supporting information on budget impact.

This section must be completed for all applications.

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.
- (3) **Attachment 3** 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 2** (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

Please see Attachment 1 for Eagle NV’s compiled response to the specific questions posed by the SPCSA staff. These responses have not been distributed throughout the remainder of the RFA sections.

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

1. Historical performance
 - (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
 - (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
 - (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?
2. Organization governance structure & board development:
 - (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
 - (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
 - (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
 - (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.
3. Organization charts and decision-making authority:
 - (a) Provide the following organizational charts:
 - (i) Current
 - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
 - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between

the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

4. Describe the proposed organizational model; include the following information:
 - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** ___)
 - b) Resumes of all current leadership (provide as an **Attachment** ___).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___)
5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
 - (a) School leadership;
 - (b) School business operations and finance;
 - (c) Governance management and support to the Board;
 - (d) Curriculum, instruction, and assessment;
 - (e) At-risk students and students with special needs;
 - (f) Performance management; and
 - (g) Parent and community engagement.
6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** ___).
7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.
8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?
9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

LEADERSHIP FOR EXPANSION

- a) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** ___). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ___) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2023-24 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 2024-2025 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years.

Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Sample Excerpt—Complete using Excel file

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

HUMAN CAPITAL STRATEGY

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

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
 - 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;
 - 4) The school’s philosophy regarding internal promotions;
 - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?

- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

SCALE STRATEGY

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment** ____. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	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.

- a. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.
- b. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.
- c. Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach

and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted 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.

- d. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
- e. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
- f. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- g. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?
- h. Complete the following tables for the proposed school to open in 2023-24. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2023 and fall 2024.

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				
	2023-24	2024-25	2025-26	2026-27	2027-28
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				
	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K					

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.

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				
	2023-24	2024-25	2025-26	2026-27	2027-28
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.”

- i. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- j. 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.
- k. 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 2023-2024 must be identified at the time of the submission of the expansion request.
- l. 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.

- m. 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?
- n. 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.
- o. 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?
- p. 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.
- q. 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.
- r. 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.
- s. 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.
- t. 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 (for approved schools that have not yet opened)

- a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2022-2023) to ensure that the school is ready for a successful launch in fall 2023. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment ___**.
- b. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- c. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

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).

- a. How and why was the EMO or CMO selected?
- b. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- c. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- d. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- e. Please provide the following in **Attachment ___**:
 - 1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 - 2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
 - 3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.
 - 4. Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
 - 5. Provide a brief overview of the EMO/CMO's history.

6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

SERVICES

1. Provide **Attachment**___ describing how the school leadership team will support operational execution.
2. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below.
3. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
 - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - iii. Facilities maintenance (including janitorial and landscape maintenance)
 - iv. Safety and security (include any plans for onsite security personnel)
 - v. Other services
4. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage,

routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

5. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
6. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
7. Provide, as an Attachment ____, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

ONGOING OPERATIONS

1. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
2. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Section II: SPECIFIC RFA SECTIONS

Please see Attachment 1 for Eagle NV's compiled response to the specific questions posed by the SPCSA staff. These responses have not been distributed throughout the remainder of the RFA sections.

RFA: Academic Amendments

1. RFA: Add Distance Education

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

- iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
 - v. The key components of your educational model and how the distance education program aligns with the educational model.
 - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
- i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
 - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
- i. Describe the system of course credits that the school will use.
 - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
 - iii. Describe how the school will ensure students participate in assessments and submit coursework.
 - iv. Describe how the school will conduct parent-teacher conferences.
 - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
- i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
 - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
- i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
 - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
- i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
 - ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
 - iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?
- g. Services
- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

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

h. Financial

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

2.RFA: Add Dual-Credit Program

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

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

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

3.RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

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

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

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

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

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

- a) **School Management Contracts**

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

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

b) Financial Plan

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

Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a

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

- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider's non-profit or for-profit status
- 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
- 10) 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](#).
- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

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

Year						
Enrollment						

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

Year						
Enrollment						

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

For an RFA to accomplish this objective:

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

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

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

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

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

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

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

8. 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.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

1. The current academic model including current student demographics and academic performance, including performance by student group,
2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

The draft of your proposed lottery policy must 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.

Facility RFAs

General Facility RFA requirements

Please see Attachment 1 for Eagle NV's compiled response to the specific questions posed by the SPCSA staff. These responses have not been distributed throughout the remainder of the RFA sections.

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

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

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 parties which could be deemed financially interested and describe the potential or actual 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 the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
 - a) Current Ratio (CR)
 - b) Unrestricted Days Cash on Hand (UDCOH)
 - c) Cash Flow (CF)
 - d) Debt to Asset Ratio (D/A)
 - e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
 - 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 and all other documentation required pursuant to NAC 388A.315 ("Request to occupy new or additional facility"). Include notations of all included campus facilities with a table or statement describing **the square footage** of the facility AND an assurance the school will submit any final versions of the documentation called for here and in NAC 388A.315.
 - i) Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)
 - 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) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.
 - 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**___ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment**___.

- b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**___ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment**___.
- c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**___ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment**___.
- d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**___ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment**___.
- e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 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**___.
- h) The organization's plans/methods to finance these facilities, including:
 - i) Whether the school is seeking:
 - (1) A loan (CDFI or other),
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (2) Bond Financing,
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing

- (d) Tax-exempt
 - (e) Rated
 - (f) Privately placed
- (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).
 - (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- i) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) 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).
 - j) What is 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%”)?
 - i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sqft total planned for up to 450 students at 55 square feet per pupil”).
 - k) Will the financing/refinancing trigger any prepayment penalties? Yes, No.
 - i) If “Yes”, describe the amount.
 - l) 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).
 - m) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
 - n) 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.
 - o) 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.
 - p) 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.
 - q) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
 - r) 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.
7. For schools which are seeking to occupy multiple facilities over several years, 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

Hello SPCSA Board members and staff,

As requested, included below are responses to the specific areas that staff has asked Eagle Nevada to address under the working assumption that we will not partner with ECS as our CMO. This RFA request most closely resembles #5 (terminating a contract with a CMO), however, it is important to note that a contract with Eagle Charter Schools (ECS) was never executed.

In an email dated 11/22/22, the SPCSA staff specifically requested that this RFA be a response to ten identified areas/topics. As such, Eagle's Nevada's RFA submission is a direct response to that request and the entire narrative is contained within this document: "Eagle NV RFA summary 12.16.22."

For each of the requested areas, our response includes:

- Impact of not engaging ECS –
Hard deliverables from ECS
 - A summary of the tangible deliverables and services that our CMO was expected to provide. This will include tasks that ECS was expected to be ultimately responsible for (i.e. – providing bookkeeping services).
- Soft support from ECS
 - A summary of the soft support and services that our CMO was expected to provide. This will include tasks that ECS was expected to advise and consult on (i.e. – assisting the COO on operational matters). While many of these support services cannot be measured and have no deliverable, they are important to consider so that the operational experience of ECS can be acknowledged and addressed internally.
- Eagle Nevada's response and solution
 - Impacts from the two categories above will be addressed with Eagle Nevada's solution.
- Budget Impact
 - Any budget impact from the responses and solutions noted above will be identified and have been included in an updated budget and narrative (Attachments 2 and 3).

Thank you for your time, support, and for the opportunity for us to address your concerns.

Sincerely,

Eagle Charter Schools of Nevada Governing Board

Table of Contents

Email from Mark Modrcin; 11/22/22.....	3
ECS Summary of Services	4
1. Curriculum & Instruction (including PD, PLC support, data support)	5
2. At-Risk student services and support	8
3. Parent and Community Programs.....	9
4. Leadership (identification, training, support throughout the term)	10
5. Incubation year execution	12
6. Services (operations support, data collection, RFPs for food service and other vendors, HR support).	15
7. Staffing (recruitment and development).....	17
8. Facilities (ongoing maintenance and support).....	18
9. Financial services (accounting, access to capital, fiscal reporting, CFO/bookkeeping support)	19
10. Budget (savings, costs associated with newly identified services)	21

Email from Mark Modrcin; 11/22/22

Hi Nick and Monica,

Thanks for presenting at our meeting last Friday.

As a follow-up to that presentation and our conversation a week ago, here are the areas of any amendment application that would need to be addressed in an amendment submission by Eagle Nevada in order to separate from the CMO. Note that we would like to present this at our December 16th meeting, meaning we would need a formal submission (with Eagle board approval and a Good Cause Exemption) no later than 8am Tuesday, December 6th. I've attached the current RFA form to this email and added Danny Peltier to this thread should there be technical questions.

- 1. Curriculum & Instruction (including PD, PLC support, data support)*
- 2. At-Risk student services and support*
- 3. Parent and Community Programs*
- 4. Leadership (identification, training, support throughout the term)*
- 5. Incubation year execution*
- 6. Services (operations support, data collection, RFPs for food service and other vendors, HR support)*
- 7. Staffing (recruitment and development). Based upon Friday's presentation, our understanding is that a significant portion of this work would be assumed by the incoming Principal.*
- 8. Facilities (ongoing maintenance and support)*
- 9. Financial services (accounting, access to capital, fiscal reporting, CFO/bookkeeping support)*
- 10. Budget (savings, costs associated with newly identified services)*

Finally, and as previously communicated, SPCSA staff remains concerned about the separation of the former CMO, Eagle Charter Schools, from the local board as ECS was responsible for a large number of critical items throughout the incubation year and during the initial charter term. SPCSA staff believes this represents a significant shift from what was approved in January 2021 and that any viable plan to move forward will need an extensive and credible plan to implement the academic model based which is repeatedly described in the [application](#) as replicating the proven model of Eagle Academy in Washington D.C. The CMO was also providing access to important capital during this time. Given that Eagle has already applied for and been approved for several contract amendments (two deferrals, relocation, change in enrollment), staff may determine that this separation triggers [NAC 388A.400\(5\)](#) which would require the submission of a comprehensive, restated application to form a charter school, and this determination may be considered by the Authority on December 16.

Please let me know if you have any questions. Happy to find time early next week to discuss in more detail if helpful.

ECS Summary of Services

In the Spring of 2022, Eagle Nevada and ECS jointly created a “summary of services” document that captured the hard deliverables that were expected from the draft Services agreement. Beyond these hard deliverables, the soft services and experiences of ECS are important to consider and are captured in the following pages.

ECS will advise and consult on all aspects in running a high-quality school, including but not limited to academic, operational, and HR considerations. This includes providing draft policies and procedures, advising on the Eagle academic model, and sharing best practices. ECS will specifically provide the following tangible deliverables as part of the services fee:

- *Reports for the Governing Board and other stakeholders on academic, operational, and financial metrics,*
- *Approved marketing designs and templates,*
- *Pools of qualified job applicants after conducting an initial screening, and*
- *All bookkeeping, accounting, and CFO services in accordance with approved policies, procedures, and budgets.*
- *Executive management services and reporting (Typical superintendent duties) when at scale*

1. Curriculum & Instruction (including PD, PLC support, data support)

1. Impact of not engaging ECS –

- Curriculum
 - Hard Deliverables from ECS
STEAM curriculum
 - Soft Support from ECS
Support Eagle Nevada in development and implementation of the educational model.
- Professional Development
 - Hard Deliverables from ECS
None. “Provide professional development to the School administration and instructional staff members over the summer and up to nine regularly scheduled PD days during the school year.” (Source: Draft services agreement). In clarifying discussions, it was determined that these services would be provided at an additional cost.
 - Soft Support from ECS
Ongoing review and feedback on the successful implementation of the Eagle model
- PLC Support
 - Hard Deliverables from ECS
Academic Data reports (per below)
 - Soft Support from ECS
Support and advice on ensuring PLCs and our data feedback loop are properly implemented.
- Data support
 - Hard Deliverables from ECS
Regular reports on student performance on interim assessments and diagnostic assessments. These reports would have produced to inform instruction (PLC level) and to assess broad performance (Board and SPCSA level).
 - Soft Support from ECS
ECS’ data team is familiar with the Eagle model and can speak to historical trends

2. Eagle Nevada’s response and solution

- Curriculum

ECS has committed to continue to be a resource for curriculum in terms of hard deliverables and implementation. In an email dated 11/17/22, Dr. Smith quoted: “ECS will be a knowledge resource. The Nevada team can come to the Eagle Academy PCS schools in DC to tour and ask questions. We will also review our curriculum and when to implement which aspects.”

The Eagle Nevada principal will assume responsibility for the oversight, implementation,

and improvements to the same curricular program as outlined in our charter. Additional professional development will be available for the principal to tour the Eagle campuses in Washington DC and other similar models as is deemed beneficial. Pending the background of our incoming principal and early student achievement results, Eagle Nevada will consider engaging an Academic/Instructional expert on a more permanent basis.

- Professional Development

As planned, Eagle Nevada will continue to engage with third parties to provide the majority of Professional Development. The Principal and COO will work together to develop, monitor, and adjust this plan to best meet the expected and demonstrated needs of the campus.

Regarding PD specific to the Eagle model, ECS has advised that Eagle Nevada can continue to utilize the DC campuses and team members as a resource (at Eagle Nevada's expense). Additional Professional Development funds will be available to engage lead educators who are familiar with the Eagle model (either in person or remotely) should the need arise.

- PLC Support

The Principal will remain responsible for overseeing PLCs and will be especially skilled on effective use of data and coordinating appropriate professional development. The PLC programs outlined in the charter are unchanged; the Principal may need to spend additional time in their onboarding becoming fluent in the process so that he/she is an expert in effective use of data and PLCs before the first day of school.

- Data support

With support from the COO, the Principal will be responsible for producing and analyzing data reports. Specific attention will be paid to the reporting capabilities of 3rd party assessments (NWEA MAP) and additional professional development specific to data analysis and effective use of data will be available. Pending the experience of the incoming Eagle Nevada team and overall data needs, engaging with a data analyst may bolster internal data capabilities.

3. Budget Impact

- Curriculum

+\$15,000 in Professional Development designed to support the principal; including multiple trips to the Eagle campuses in Washington DC.

+\$50,000 for a curriculum/instructional expert (to be determined based on need, but added to the budget)

- Professional Development

+\$20,000 in Professional Development (covering transportation and payment) allowing an expert in the Eagle model to visit and observe the Eagle Nevada campus and give direction and feedback on the implementation of the model. This is expected to cover quarterly site visits; more funds can be made available as necessary.

- PLC Support

None. Our Principal will be responsible for PLC implementation.

- Data support
+\$15,000 in Professional Development for data analysis and effective use of data for the Principal, COO, and/or the entire staff via 3rd party expert.
+\$40,000 for a part-time data analyst (to be determined based on need, but added to the budget. Kathy McKeon, Director of Research, Innovation, and Accountability for the Eagle campuses in Washington D.C., is an interested partner should Eagle Nevada pursue this support.)

2. At-Risk student services and support

1. Impact of not engaging ECS –

- At-Risk student services and support

- Hard Deliverables from ECS

None

- Soft Support from ECS

As part of assisting with the implementation of “the Eagle model,” ECS was expected to provide support establishing the MTSS program and periodic observations and feedback.

2. Eagle Nevada’s response and solution

- At-Risk student services and support

As discussed in the Curriculum section above, ECS remains supportive of Eagle Nevada and will provide opportunities for us to observe, ask questions, and, if appropriate, formally engage Eagle experts to provide feedback and PD.

The comprehensive MTSS program as outlined in detail in the charter can be implemented as written without 3rd party involvement. That said, additional funding will be set aside for PD should the need or opportunity arise to improve on the implementation of our support program. This funding can also be used for travel between the DC and Nevada campuses so that Nevada staff can observe and/or DC experts can evaluate.

3. Budget Impact

- At-Risk student services and support

+20,000 in Professional Development for MTSS support. These funds are also directly intended to further develop support for ELL students and students with special needs.

3. Parent and Community Programs

1. Impact of not engaging ECS –

- Parent and Community Programs

- Hard Deliverables from ECS

Development of marketing materials.

- Soft Support from ECS

Market and advocate for the school; specifically, as it relates to national organizations that ECS already has a relationship with. Support and advise on student registration and enrollment process at the School's expense.

2. Eagle Nevada's response and solution

- Parent and Community Programs

Eagle Nevada's COO has assumed responsibility for the marketing efforts; just as she had successfully managed during the charter application process. Since the submission of our charter application, Eagle Nevada was awarded the "Great Schools for Nevada CSP administered by Opportunity 180" grant, which includes a projected budget of \$108,900 for marketing, recruitment, and community engagement. That has allowed us to reengage the Street Team for design of marketing material and boots-on-the-ground outreach. We have also engaged a firm to develop our digital content and branding. Combined, these efforts will produce a more robust marketing material and branding package than initially contemplated in the Services Agreement. Eagle Nevada expects to contract with a third party to update marketing materials and maintain our digital content (including the website) going forward.

Specific to Community partners, Eagle Nevada will complement our Governing Board's ties to the community by onboarding a Principal (in January 2023) that is also rooted in the community. Onboarding the Principal this early is also possible because of the "Great Schools for Nevada CSP" grant.

Our commitment to parent advocacy is unchanged from our charter application. Community support as described in the charter (career coaching, resume writing workshops, partnerships with food banks, etc) will continue to be determined by parent interest and led by local Eagle Nevada team members.

3. Budget Impact

- Parent and Community Programs

+\$25,000 annually in support of updated marketing materials and digital content.

4. Leadership (identification, training, support throughout the term)

1. Impact of not engaging ECS –

- Leadership Identification
 - Hard Deliverables from ECS

Lead recruitment of the School’s Principal; specifically tasked with identifying qualified Principal candidates for the Governing Board’s consideration.
 - Soft Support from ECS

Additional consult and advice on future leadership positions.
- Leadership Training
 - Hard Deliverables from ECS

Train Principal on the Eagle model and the performance goals (Hard costs are the School’s responsibility).
 - Soft Support from ECS

“Specific training opportunities include classroom visits at existing Eagle campuses, training on data and data analysis, comprehensive curriculum training, peer-to-peer connections with principals to build relationships and understand culture, community, and restorative justice, and introductions and access to all support staff including experts in MTSS, Special Education, and early childhood.” (Source: Charter page 128)
- Leadership Support
 - Hard Deliverables from ECS

Continued professional development (at the School’s expense).
 - Soft Support from ECS

As referenced throughout, ECS was expected to assist the principal by “monitoring and advising” on the academic and cultural components of Eagle Nevada. The principal was, and still is, ultimately responsible for the successful attainment of the charter goals.

2. Eagle Nevada’s response and solution

- Leadership Identification

Eagle Nevada engaged a Chief Administrative Officer (CAO) in March of 2022 (compensation start date of 6/1/2022) to execute year zero duties as necessary. This position was included in the “Great Schools for Nevada CSP” grant but was not anticipated when the charter was written. Specific to the Principal position, the CAO was responsible for posting the job and screening to find the most qualified applicants. ~50 applicants were screened down to 10. These 10 applicants were forwarded to the COO for a 2nd interview, who then promoted three applicants to the Governing Board for final consideration.
- Leadership Training

Eagle Nevada team members still expect to tour and observe the Eagle campuses in Washington DC, engage with experts in the Eagle model, and develop relationships with Eagle principals. These training opportunities are no longer coordinated directly by ECS,

but the opportunities themselves are unchanged.

Compared with our charter application, Eagle Nevada expects to bring our Principal aboard full time in January 2023, vs the projected May 2023. This provides an additional 4 months of opportunities for training and support on the Eagle model and all other aspects and responsibilities.

- Leadership Support
As referenced above, additional funds have been allocated for professional development should the principal benefit from additional advice and support from ECS or other third parties.

3. Budget Impact

- Leadership Identification
None (CAO position was already funded by the “Great Schools for Nevada CSP” grant)
- Leadership Training
None (early onboarding was already funded by the “Great Schools for Nevada CSP” grant; initial Professional development additions have been captured above)
- Leadership Support
None (ongoing Professional Development additions have been captured above)

5. Incubation year execution

The tasks addressed below were identified from the Charter application (pages 128-129) and the draft services agreement.

1. Impact of not engaging ECS –

- CFO duties
 - Hard Deliverables from ECS
Produce draft budgets for the Governing Board’s consideration.
 - Soft Support from ECS
General position appropriate advice and responsibilities outside of hard deliverables.
- Chief Academic officer duties
 - Hard Deliverables from ECS
Confirm curriculum alignment to Nevada standards.
 - Soft Support from ECS
Coordinate academic professional development.
- Bookkeeping duties
 - Hard Deliverables from ECS
As typically expected.
 - Soft Support from ECS
None.
- Facility identification and improvements
 - Hard Deliverables from ECS
Identify facility and manage improvements.
Additional Background: ECS worked on behalf of Eagle Nevada for over a year and was unable to find a suitable facility that was approved by the Eagle Nevada Governing Board.
 - Soft Support from ECS
None.
- Furniture, fixtures, and equipment determination
 - Hard Deliverables from ECS
None
 - Soft Support from ECS
Consult with COO on FFE needs and assist with ordering if necessary.
- Drafting policies and procedures
 - Hard Deliverables from ECS
Produce draft academic and operation policies and procedures for the Governing Board and staff to consider and modify.
 - Soft Support from ECS
None.
- Recruitment and enrollment
 - Hard Deliverables from ECS
None

- Soft Support from ECS
Assist with monitoring recruitment and enrollment trends and suggesting improvements to marketing, outreach, and processes.
- RFPs
 - Hard Deliverables from ECS
None
 - Soft Support from ECS
Assist the COO in managing RFPs if requested.
- HR support (outside of principal identification)
 - Hard Deliverables from ECS
Post open jobs and perform initial screening of resumes.
 - Soft Support from ECS
Propose list of payroll providers.
- Year 0 financial support
 - Hard Deliverables from ECS
A \$150,000 commitment was committed as “funding backstop” should Eagle Nevada not secure at least that amount in Revenue during year 0.
 - Soft Support from ECS
Assistance with identifying possible grant/loan/funding opportunities.

2. Eagle Nevada’s response and solution

Overview: Since the charter was written, the “Great Schools for Nevada CSP” grant has allowed year 0 staffing to come aboard more quickly as follows:

- Principal – May 2023 (charter) to January 2023 (today)
- COO – February 2023 (unchanged from charter), but Eagle Nevada now has the option to onboard sooner or engage the COO beyond the 50% FTE initially projected
- Chief Administrative Officer (CAO) – Not contemplated (charter) to June 2022 (today)
- Office Manager – Not contemplated (charter) to April 2023 (today; with the option to onboard sooner if necessary)

Together, these staff members are responsible for executing all year 0 items, obligations, and trainings. The “Great Schools for Nevada CSP” grant (which wasn’t yet approved at the time of our charter application) has allowed Eagle Nevada to bring these members aboard with no impact on the operational budget.

- CFO duties
Tasked to CAO.
- Chief Academic officer duties
Tasked to Principal (unchanged); ECS was to provide a second confirmation that can be provided by teachers as part of their curriculum development process before school

begins. The “Great Schools for Nevada CSP” grant allows for teachers to be onboarded up to 2 weeks earlier than anticipated in the initial charter application.

- Bookkeeping duties
Eagle Nevada expects to engage a 3rd party bookkeeper in/around January 2023.
- Facility identification and improvements
Tasked to CAO with support from COO.
- Furniture, fixtures, and equipment determination
Tasked to COO (unchanged)
- Drafting policies and procedures
Eagle Nevada has draft governance, academic, and operational policies and procedures; the Eagle Nevada leadership team will continue to modify and improve on them for Board approval (as necessary) and implementation.
- Recruitment and enrollment
Tasked to COO (unchanged) with support from Principal.
- RFPs
Tasked to COO (unchanged).
- HR support (outside of principal identification)
The CAO and Principal will assume the responsibility for posting available positions and the initial screening of applicants. Should additional administrative support be needed; the “Great Schools for Nevada CSP” grant allows the Office Manager to be engaged earlier than projected (April 2023). The COO is responsible for identifying and managing a 3rd party payroll provider.
- Year 0 financial support
Eagle Nevada has secured the “Great Schools for Nevada CSP” grant which affords schools the opportunity to receive reimbursements and redeploy funds. Eagle Nevada has secured \$75,000 in short term loans; that amount allows us to access the grant funds so that the revolving/reimbursable impact can be realized. This redeployment of seed capital will cumulatively provide significantly more than \$150,000 in support during year 0.

4. Budget Impact

Had a services agreement with ECS been reached, 9.5% of the “Great Schools for Nevada CSP” grant, or \$142,500, would have been due to ECS as part of the management fee over the lifetime of the grant (years 0-2). Outside of projected interest accrued due to item “J” (estimated at \$7500 - payable in October 2023), there are no negative budget impacts for the items listed above.

The additional staff and professional services (bookkeeping) tasked with assuming these responsibilities have been included in the “Great Schools for Nevada CSP” grant. These are incubation year specific expenses which have limited to no impact on operational budgets once the school is open.

6. Services (operations support, data collection, RFPs for food service and other vendors, HR support)

1. Impact of not engaging ECS –

- Operations Support
 - Hard Deliverables from ECS
None
 - Soft Support from ECS
ECS was to consult with the COO on all things related to the operations of the school and its facility.
- Data Collection
 - Hard Deliverables from ECS
Data Collection is the responsibility of the school; specifically executed by our teachers (with oversight from the Principal) and Office staff (with oversight from the COO).

Processing, interpreting, and analyzing this information and producing data reports was a hard deliverable expected from ECS and has been captured above (Curriculum & Instruction; data support)
 - Soft Support from ECS
Analyzing performance data through the experienced lens of ECS is a soft deliverable that must be considered.
- RFPs
 - Hard Deliverables from ECS
None
 - Soft Support from ECS
Support the COO if requested.
- HR Support
 - Hard Deliverables from ECS
Job postings and initial candidate screenings were to be provided by ECS.
 - Soft Support from ECS
Offer advice on qualified payroll companies, benefits providers, administrative training, appropriate compensation ranges, and appropriate HR policies and procedures. These items were to remain the ultimate responsibility of Eagle Nevada and were tasked to the COO.

2. Eagle Nevada's response and solution

- Operations Support
The COO is still tasked with executing this; she has over a decade of experience managing these responsibilities for the Eagle campuses in Washington DC.
- Data Collection
As described above, Eagle Nevada has increased its professional development budget to

support data review and analysis as necessary. This may include trips to the Eagle campuses in DC, engaging those who are experts in Eagle's academic performance, and/or engaging other third parties for support. Eagle Nevada has also budgeted for a part time data analyst to support these efforts (see Curriculum & Instruction).

- RFPs
The COO remains tasked with executing this; she has been solely responsible for RFPs for the Eagle campuses in Washington DC for over a decade.
- HR Support
Eagle Nevada will now be responsible for job postings and initial resume screenings. The majority of this work is required in year 0 (as more staff are hired than compared to an established school.) The CAO and Principal will assume these responsibilities in year 0 and the office staff (with oversight from the COO) will execute these responsibilities once the school is open.

The COO remains accountable for the HR services. She is currently collecting bids from payroll companies and is working with a benefits broker to evaluate plans. The COO also expects contract with an HR specialist to provide training and general support to her and the staff. Administrative training will be adjusted to match our SIS (Powerschool is no longer expected to be the SIS that feeds Infinite Campus) and third-party training will be delivered as necessary. Compensation ranges will be determined by the Eagle Nevada leadership team, and ECS has provided the draft copies of HR policies and procedures.

3. Budget Impact

- Operations Support
None.
- Data Collection
None. The professional development budget for data analysis has been increased as captured above. If necessary, a professional data analyst or data manager will be brought aboard part time to assist with the collection and use of data. Our experience is that with proper expectations, training, and software, the school team can successfully collect, interpret, and act on performance data.
- RFPs
None.
- HR Support
+\$12,000 annually for HR support services.
Additionally, the budget for staff recruitment has been increased from \$10,000 to \$20,000 annually. This conservatively accounts for potential third-party support in posting jobs, reviewing resumes, data entry, or promoting openings.

7. Staffing (recruitment and development).

Summary

The recruitment and development (training) of staff have been addressed above in “Services” and “Curriculum and Instruction” respectively. As such, we are summarizing those responses (without restating the itemized lists) below.

Recruitment

ECS was tasked with posting jobs and initial screening of resumes. During year 0, this is being tasked to the CAO and Principal. This is possible because the “Great Schools for Nevada CSP” grant allowed Eagle Nevada to hire a CAO (not included in the charter application) and bring the Principal on board 4 months earlier than expected in the charter application. During operation, these tasks will be executed by the Office staff under the supervision of the COO. An additional \$10,000 annually has been budgeted to support these efforts.

Development

ECS would have been tasked with identifying and providing initial and ongoing professional development at the School’s expense. The Principal will be responsible for identifying the professional development needs of the campus and expects to continue to use ECS as a resource. Tours of the Eagle campuses in Washington DC and relationships with the Washington DC staff are all still very much anticipated. Experts in the Eagle model may be formally engaged to provide additional observations, oversight, training, and suggestions to the Eagle Nevada team as appropriate. The Professional Development budget has been increased by \$70,000 annually (see “Curriculum & Instruction” and “At-Risk student services and support”) to support travel, 3rd party consultants (including those from ECS), and other supports as appropriate.

8. Facilities (ongoing maintenance and support)

1. Impact of not engaging ECS –

- Facilities
 - Hard Deliverables from ECS
None.
 - Soft Support from ECS
ECS was to provide general advice and counsel on the facility and related services (custodial, security, etc).

2. Eagle Nevada's response and solution

- Facilities

Eagle Nevada's COO has been responsible for maintenance and support of facilities for the Eagle campuses in Washington DC for over a decade. She also currently manages 3rd party facility providers and is qualified and capable of executing these tasks.

Additionally, the Eagle Nevada's CAO has been tasked with facility identification and improvements during year 0. He has over a decade's worth of experience in establishing facilities for new charter school and identified a suitable facility for Eagle Nevada after ECS's efforts were unsuccessful.

3. Budget Impact

- Facilities
None

9. Financial services (accounting, access to capital, fiscal reporting, CFO/bookkeeping support)

1. Impact of not engaging ECS –

- Accounting
 - Hard Deliverables from ECS

ECS was tasked with accounting functions: specifically interpreting and presenting reports to stakeholders.
 - Soft Support from ECS

Experienced accountants provide valuable insight when examining key reports such as annual budgets, budget vs. actual, capital campaigns, etc. Beyond the hard deliverables, this experience, specific to charter schools, is important for Eagle Nevada to consider when selecting financial support partners.
- Access to capital
 - Hard Deliverables from ECS

ECS was to provide \$150,000 in year 0 capital should Eagle Nevada not secure at least that amount elsewhere.
 - Soft Support from ECS

None.
- Fiscal reporting
 - Hard Deliverables from ECS

ECS was tasked to providing regular fiscal reports to the staff, Governing Board, authorizer, and other parties as appropriate.
 - Soft Support from ECS

As with accounting; the experience of providing additional color and interpretation of financial reports is an important consideration for Eagle Nevada.
- CFO/bookkeeping support
 - Hard Deliverables from ECS

ECS was tasked with providing both bookkeeping and CFO services.
 - Soft Support from ECS

Exceptional CFO services will not only develop budgets and long terms plans but can also add interpretation and offer advice regarding accounting functions, bookkeeping entries, and fiscal reports.

2. Eagle Nevada’s response and solution

Overview: The hard fiscal deliverables that would have been provided by ECS are the most significant areas in which Eagle Nevada will need to modify how these items are executed.

- Accounting

Eagle Nevada will contract with a third-party accountant; it is expected that this person/company will also provide bookkeeping services and will report to the COO.

- Access to capital
Eagle Nevada has already secured \$75,000 in short term loans that are being used to seed fund the “Great Schools for Nevada CSP” grant.
- Fiscal Reporting
The COO will be responsible for delivering fiscal reports to the Governing Board, with support from the accounting/bookkeeping partner and CFO.
- CFO/bookkeeping support
Eagle Nevada expects to receive bookkeeping and accounting services from one company. While it may be possible to also have this company provide CFO services; securing those services elsewhere would provide an automatic additional check and balance to our fiscal system. It will also allow the accountant/bookkeeper to focus on reactive analysis on what has already happened while the CFO can complement that analysis with proactive projections on what should happen next.

3. Budget Impact

- Accounting:
+\$60,000 annually for a robust 3rd party accounting/bookkeeping solution. This includes all typically expected functions and regular Board reports in support of the COO.
- Access to capital:
None further. \$7500 in interest (due October 2023) was captured above.
- Fiscal Reporting:
None. The support provided to the COO is captured in the Accounting expense.
- CFO/bookkeeping support:
+\$40,000 annually for a part-time, shared CFO or consultant experienced in short- and long-term planning and charter operations.

10. Budget (savings, costs associated with newly identified services)

The budget impact throughout this document is specific to the operational budget, not the incubation year budget unless specifically noted. The projected management fee (9.5%) in Year 1 would have generated an expense of \$499,105; this expense has been removed from the budget (Attachment 2).

Per above, additional services and expenses that are projected to replace ECS' management services include:

1. +\$50,000 in Professional Development (Curriculum and Instruction)
1. +\$50,000 for a curriculum/instructional expert (Curriculum and Instruction)
1. +\$40,000 for a part-time data analyst (Curriculum and Instruction)
2. +\$20,000 in Professional Development (MTSS)
3. +\$25,000 in marketing to support updated materials and digital content. (Parent and Community Programs)
5. +\$7,500 in interest due from seed funding/year 0 loans (Incubation year execution)
6. +\$12,000 for HR support services (Services)
6. +\$10,000 for additional staff recruitment expenses (Services)
9. +\$60,000 for bookkeeping/accounting services (Financial Services)
9. +\$40,000 for CFO services (Financial Services)

Given these projections, the net impact on the Year 1 operating budget is +184,605. This allows Eagle Nevada additional capacity to engage in professional development, 3rd party services, instructional experts, and/or additional administrative staff as necessary.

Attachment 3. Summary of Budget changes

Source document for comparison: Eagle NV RFA 5.20.22

Adjustments to revenue: None

Adjustments to expenses:

- Tab: EMO-CMO
 - Row: 28
 - Narrative: Elimination of CMO fee
 - Year 1 impact: Expenses decreased by \$499,105
- Tab: Gen Optg
 - Row: 65
 - Narrative: Increase Professional Development budget (per Curriculum & Instruction and MTSS RFA items)
 - Year 1 impact: Expenses increased by \$70,000
 - Row: 118
 - Narrative: Addition of Educational Consultant (per Curriculum & Instruction RFA item)
 - Year 1 impact: Expenses increased by \$50,000
 - Row: 129
 - Narrative: Addition of Data Analyst (per Curriculum & Instruction RFA item)
 - Year 1 impact: Expenses increased by \$40,000
 - Row: 127
 - Narrative: Addition of Website Development (with support updating existing materials; per Parent and Community Programs RFA item)
 - Year 1 impact: Expenses increased by \$25,000
 - Row: 130
 - Narrative: Addition Interest expense from year 0 loans (used to fund the “Great Schools for Nevada CSP” grant) (per Incubation Year Execution RFA item)
 - Year 1 impact: Expenses increased by \$7,500
 - Row: 66
 - Narrative: Increase of Staff Recruitment expenses (per Services RFA item)
 - Year 1 impact: Expenses increased by \$10,000
 - Row: 131
 - Narrative: Addition of HR consultant (per Services RFA item)
 - Year 1 impact: Expenses increased by \$12,000
 - Row: 96
 - Narrative: Increase of Accounting services (per Financial Services RFA item)
 - Year 1 impact: Expenses increased by \$60,000
 - Row: 132
 - Narrative: Addition of CFO consultant (per Financial Services RFA item)
 - Year 1 impact: Expenses increased by \$40,000

Net Year 1 impact: projected decrease in expenses by \$184,605 (increase in net surplus).

Eagle Charter Schools of Nevada
Board of Directors Meeting
Meeting Minutes
05/05/22 @ 6:30pm PST

- 1) Opening of Meeting (M. Johnson)
 - a. Call to Order
 - i. *6:34pm*
 - b. Approve Agenda
 - i. **1. Motion to approve agenda: M.Scott 2; Second: T. Henderson; 3. Motion carries unanimously.**
 - c. Roll Call
 - i. *Present are board members Monica Johnson, Mary Scott, Tyrone Henderson, Jai Mallory. Also present are Jai Mallory, Joe Smith/ECS, Nick Fleege, Kara Hendricks*

- 2) Public Comment #1

Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.

NO PUBLIC COMMENT

- 3) Facilities (N. Fleege) **Possible Action**
 - a. Facility Update: Review and possible action regarding lease of property with Red Hook for Bledsoe.
 - i. *The RH lease was circulated and negotiations were ongoing. RH did not provide a lease that reflects delivery of building on time and on budget and the right to terminate if they do not deliver on time. There is no right to terminate regardless of due diligence or budget. RH will not commit to delivery date. They want up to three years to deliver the building. The building will not be delivered by July 1, 2023.*
 - ii. *The board cannot move on Red Hook without the requested information.*
 - iii. *ECS informs the board that they will not be able to partner with Eagle NV at this time.*
 - b. *E. Sahara 89104*
 - i. **1. Motion to terminate lease negotiations on the Bledsoe property and to authorize the board chair to negotiate and execute a lease for 2025 E Sahara with a total project cost**

not to exceed 15.5 million pending approval of the Facilities committee, counsel and the SPCSA specifically regarding ongoing management of the school: T Henderson 2; Second: M. Scott; 3. Motion carries unanimously.

- 4) Operations (N. Fleege)
 - a. ECS Agreement: Review and possible approval of ECS Agreement services. **Possible Action**
 - i. **1. Motion to table this agenda item until our next meeting: M Scott 2; Second: T. Henderson; 3. Motion carries unanimously.**
 - ii.
- 5) Old Business (M. Johnson)
 - a. Approval of meeting minutes **Possible Action**
 - i. The meeting minutes from May 5, 2022 were previously circulated for review.
 - ii. **Motion to approve minute from 05/05/22: 1. M. Scott; 2. Second: T. Henderson 3. Motion carries unanimously.**
- 6) Comment #2

Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.

NO PUBLIC COMMENT
- 7) Closing Items (M. Johnson)
 - a. Next Board Meeting: **tentatively Tuesday, May 10, 2022**
 - b. Board Member updates **None**
 - c. Adjourn **7:28pm**
 - i. **1. Motion to adjourn: M. Scott 2; Second: T. Henderson; 3. Motion carries unanimously.**

NOTICE OF PUBLIC MEETING
of the Board of Directors of
Eagle Charter Schools of Nevada

Jai Mallory is inviting you to a scheduled Zoom meeting.

Topic: Board Meeting | RFA

Time: Dec 8, 2022 07:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us06web.zoom.us/j/81055354040?pwd=WlINWDZnbFhNZFl1U1hVNUIkNnp2dz09>

Meeting ID: 810 5535 4040

Passcode: z4F1t4

Dial by your location

+1 646 931 3860 US

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

Meeting ID: 810 5535 4040

Passcode: 418936

Attached is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors may:

1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Public comment is limited to three minutes per person. Please email jmallory@eagleacademypcs.org com to sign up for public comment or if you are requesting copies of meeting materials.

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the Eagle Charter School's website, <http://eagleschoolsnv.org/>, or by contacting Jai Mallory, jmallory@eagleacademypcs.org.

In accordance with Nevada's Open Meeting Law, this public notice and agenda has been posted on or before December 5, 2022 as follows: At the

1. Eagle Charter School's website: <http://charterschools.nv.gov/>
2. State of Nevada's official website, <https://notice.nv.gov/>
3. At two public locations.

Eagle Charter Schools of Nevada
Board of Directors Meeting
Agenda

12/08/22 @ 7:30pm PST

- 1) Opening of Meeting (M. Johnson)
 - a. Call to Order
 - b. Approve Agenda
 - c. Roll Call

- 2) Public Comment #1
Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.

- 3) Old Business (N. Fleege)
 - a. Good Cause Exemption: Submission to SPCSA. **Possible Action**
 - b. RFA: Submission to SPCSA. **Possible Action**

- 4) Public Comment #2
Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.

- 5) Closing Items (M. Johnson)
 - a. Next Board Meeting
 - b. Board Member
 - c. Adjourn

NOTICE OF PUBLIC MEETING
of the Board of Directors of
Eagle Charter Schools of Nevada

Jai Mallory is inviting you to a scheduled Zoom meeting.

Topic: Board Meeting | RFA

Time: Dec 8, 2022 07:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us06web.zoom.us/j/81055354040?pwd=WlINWDZnbFhNZFl1U1hVNUIkNnp2dz09>

Meeting ID: 810 5535 4040

Passcode: z4F1t4

Dial by your location

+1 646 931 3860 US

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

Meeting ID: 810 5535 4040

Passcode: 418936

Attached is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors may:

1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Public comment is limited to three minutes per person. Please email jmallory@eagleacademypcs.org com to sign up for public comment or if you are requesting copies of meeting materials.

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the Eagle Charter School's website, <http://eagleschoolsnv.org/>, or by contacting Jai Mallory, jmallory@eagleacademypcs.org.

In accordance with Nevada's Open Meeting Law, this public notice and agenda has been posted on or before December 5, 2022 as follows: At the

1. Eagle Charter School's website: <http://charterschools.nv.gov/>
2. State of Nevada's official website, <https://notice.nv.gov/>
3. At two public locations.

**Eagle Charter Schools of Nevada
Board of Directors Meeting
Agenda**

12/08/22 @ 7:30pm PST

- 1) Opening of Meeting (M. Scott)
 - a. Call to Order
 - i. *7:36pm*
 - b. Approve Agenda
 - i. **1. Motion to approve agenda: S. Simpson 2; Second: M. Scott; 3. Motion carries unanimously.**
 - c. Roll Call
 - i. *Present are: Monica Johnson, Fatima Cotton, Mary Scott, Sherlene Simpson | Jai Mallory, Nick Fleege*

- 2) Public Comment #1

Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.

NO PUBLIC COMMENT

- 3) Old Business (N. Fleege)
 - a. Good Cause Exemption: Submission to SPCSA. **Possible Action**
 - i. *Consideration of request to the SPCSA to submit a Good Cause Exemption request, to amend charter to address: providing services previously anticipated to be provided by a CMO. 1. Motion for approval and submission of the Good Cause Exemption letter to the SPCSA: S. Simpson; 2. Second: M. Scott 3. Motion carries unanimously.*

 - b. RFA: Submission to SPCSA. **Possible Action**
 - i. *Consideration of request to the SPCSA to submit a Request For Amendment to amend charter to address: providing services previously anticipated to be provided by a CMO. 1. Motion for approval and submission of the Request For Amendment to the SPCSA: S. Simpson; 2. Second: M. Scott 3. Motion carries unanimously.*

4) Public Comment #2

Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.

NO PUBLIC COMMENT

5) Closing Items (M. Johnson)

- a. Next Board Meeting: **December 20, 2022**
- b. Board Member Updates: **N. Fleege- 1. Good Cause Exemption Letter and RFA were submitted on 12/6/22. 2. Attending Board Training: Open Meeting Laws and Board Governance.**
- c. Adjourn **7:49pm**
 - i. **1. Motion to adjourn: F. Cotton 2; Second: S. Simpson; 3. Motion carries unanimously.**