

STATE PUBLIC CHARTER SCHOOL AUTHORITY



Comprehensive Restructuring Amendment for Schools Under A
Notice of Termination

For the 2018 – 2019 School Year

1. SPCSA Cover Sheet

Identify the **primary point of contact** from the membership of your governing body. Barring a change in the makeup of the governing body, this person will serve as the contact for all communications, scheduling, and notices regarding your application with SPCSA staff. The Primary Contact is expected to ensure that your governing body receives all general communications promptly. Please note that, as with all aspects of your amendment, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of your team may be an employee of a current or proposed vendor, including an educational management organization.

Primary contact person: _____

Mailing address:

School Name: _____

Street/PO Box: _____

City: _____ State _____ Zip _____

Phone Number: *day* _____ *evening* _____

Fax Number: _____ Email: _____

Name of team or entity
applying/Receiver: _____

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

Applicant/Receiver Certification:

Signature

Date

Printed Name:

1. Meeting the Need

A. TARGETED PLAN

(1.) Explain how your model, and the commitment to serve this school's population, would meet local district and community needs and align with the mission of the SPCSA. Stated another way, please detail the rationale for the amendment and why the proposed model is critical to the long-term success of the school.

B. PARENT AND COMMUNITY INVOLVEMENT

(1.) Describe how you will engage parents, neighborhood, and community members if this proposed amendment is approved. What specific strategies will be implemented to establish buy-in during the transition process and post reopening/restart?

(2.) Describe how you will engage parents in the life of the 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 request of parents.

(3.) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the 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 the identified receiver or any educational management organization, if applicable. 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.

(4.) Identify any organizations, agencies, or consultants (other than the receiver or educational management organization, if applicable) that are partners in planning 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 restructured school.

2. Academic Plan

A. MISSION & VISION

(1.) Provide the mission of your proposed school, highlighting any changes given the proposed amendment. Describe how that mission will inform your school's daily activities and students' classroom experience. Please also include how your governing body will ensure that it achieves a minimum of a three star rating at the elementary, middle, and high school level by the fall of the year when the school will seek renewal.

(2.) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society once the school has consistently attained a 4 or 5 star rating at all levels of the school for at least three consecutive rating periods. Like the mission statement, please highlight any changes given the proposed amendment.

B. TRANSFORMATIONAL CHANGE

(1.) Articulate the proposed approach to education. Describe the most essential features of the proposed changes, how they are different from prior approaches, and how students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

(2.) Describe the fundamental features of your proposed educational model that will drive outcomes in your proposed school. Key features may include:

(a.) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)

(b.) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)

(c.) Structures (e.g., blended learning, small learning communities, small class sizes, etc.) Describe the mechanisms by which the fundamental features you described in (b) will dramatically influence student success (i.e. earn the school a three-star rating by the fall of the academic year when the school will apply for renewal). Please cite strong evidence from independent research that meets the strong evidence standard set forth in section 8101(21)(A) of the ESEA.

(3.) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

C. CURRICULUM & INSTRUCTIONAL DESIGN

(1.) Describe the proposed academic program, how it complies with the requirements of NRS 388A.366, NRS 389.018, and NAC 389.167-NAC 389.6549, and how it differs from the previously implemented academic program. Include a thoughtful discussion of the professional development teachers will receive to ensure high levels of implementation under this new program.

(2.) Describe the instructional strategies that you will implement to support the education plan and why they are better suited for the anticipated student population than previously used strategies. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically serve students performing across a broad spectrum from years below grade level to advanced learners. Include a thoughtful discussion of the professional development teachers will receive to ensure high levels of implementation under this new approach.

(3.) Describe the school's revised approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite independent, strong evidence, as that term is defined in section 8101(21)(A) of the ESEA, for the chosen methods, and be sure to highlight why these methods are likely to be more successful than those that were previously implemented. How will you measure the success of your academic remediation efforts in each year of the current charter term and any potential renewal charter period? How will you communicate the need for remediation to parents?

(4.) Describe how you will identify the needs of all students. 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.

(5.) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students 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? Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress. Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

D. PROGRAMS OF DISTANCE EDUCATION (Only if Proposed Amendment Includes Distance Education)

(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.

E. PRE-KINDERGARTEN PROGRAMS (Only if proposed amendment includes Pre-Kindergarten)

(1.) Explain why the school plans to offer pre-kindergarten.

(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.

F. HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (*High School Applicants Only*)

(1.) Explain how the school will meet (or continue to 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, or plans to implement as a result of the amendment, for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are over-age for grade, those needing to access credit recovery options, and those performing significantly below grade level.

G. DRIVING FOR RESULTS

(1.) In the table below, outline the clearly measurable annual performance and growth goals that the school proposes in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

- a. Describe your presumed baseline and explain how it was set.
- b. Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Goal	NSPF or Authority-based Evaluation Tool and Frequency	Baseline	2018-19	2019-20	2020-21

(2.) In addition to mandatory state and Authority testing, identify the primary interim academic assessments the school will use for internal purposes to analyze student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used. For any instrument other than the ACT Aspire or SBAC interims scored by a third party, provide independent statistical evidence that the instrument is strongly correlated with and predictive of results on either the Smarter Balanced Assessment or the ACT.

(a.) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

(b.) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school’s curriculum, performance goals for the school and the SPCSA, and state standards.

(c.) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

(d.) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

(e.) In the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet annual NSPF targets each year. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4

(3.) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system as the primary repository for student information 388A.393(1)(o) and explain how the school will ensure that all student data utilized by the school is tracked and reported in Infinite Campus.

H. AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations, including students with disabilities and English Language Learners. Beginning in the 2016-17 school year, the State of Nevada switched 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 applicants submitting proposals 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.*
- *SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- *SPCSA schools develop programs to support the needs of their students.*
- *SPCSA schools do not counsel or kick any students out or otherwise deny them instruction.*
- *SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- *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.*
- *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.*

I. AT-RISK STUDENTS

(1.) How do you define “at-risk” students? What are the methods for identifying at-risk students through academic and behavioral processes?

(2.) Please describe the school’s Response to Intervention strategies in detail, noting if these are new strategies and, if so, the rationale for the proposed change(s). Include the interventions and the anticipated proportion of the student body served at each tier level.

(3.) If the Response to Intervention model is changing, will any new interventions be implemented for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

J. SPECIAL EDUCATION

(1.) Please explain the extent to which one or more members of the proposed team (e.g., board, instructional leader, receiver, etc.) has experience achieving high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities. As available, please include any results attributable to this person or program.

(2.) How will the school identify students in need of additional supports or services? Will this be any different than past practices?

- a. (*Schools offering Elementary Grades*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (Pre-K, K, 1, or 2) for appropriate services?
- b. (*Schools offering Middle and High School grades*) How will the school identify and serve students who require special education services and develop transition plans?
- c. (*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?

(3.) Will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities any differently than before? If so, please explain, specifically describing how students with severe intellectual, learning, and/or emotional disabilities will be served.

(4.) Will the collaboration between general education and special education and related service personnel be any different under this proposal? If so, please explain how this collaboration will look (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

(5.) How will you ensure the provision of Nevada licensed staff to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

(6.) Will the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities change at all under this proposed amendment? If so, please explain.

(7.) Under the proposed amendment, will the school change practices regarding the protection of student rights, specifically those with disabilities? Will there be new or different disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school? Please explain the rationale for keeping or modifying practices. Please provide a copy of the school's current admission, lottery, and registration policy and procedures, disciplinary policy policies and procedures (including provisions for suspension and expulsion), and special education policies and procedures and any proposed amendments to those policies necessary to comply with federal or state law or regulation. Please provide a rationale for any changes.

(8.) Under the proposed amendment, will plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services change? Will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel? Please explain the rationale for keeping or modifying practices.

(9.) What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

(10.) For Distance Education Schools only: describe how the school will provide appropriate services in the distance education learning environment to students with disabilities, and how these services will be monitored. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

(11.) Please identify the percentage of students with disabilities who were enrolled in the charter school on the most recent Validation Day and identify the percentage of students with disabilities who were enrolled in the county school district where the charter school facility is located. If the percentage of students with disabilities was lower in the charter school than in the district of location, please explain what steps the charter school is taking, including but not limited to incorporating an amendment to the school's admissions, lottery, and registration policy to adopt a weighted lottery, to recruit, enroll, and serve this population.

K. ENGLISH LANGUAGE LEARNERS

- (1.) What methods will you employ to identify English Language Learners? How will you work to avoid misidentification? Please note if this is a change from previous methodology.
- (2.) How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents? Please note if this is a change in practice.
- (3.) Under the proposed amendment, will there be any change in how qualified staff meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Please note any changes to prior practice. Note: Nevada law requires Nevada licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.
- (4.) Under this proposed amendment, are there any new, specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?
- (5.) Under this proposed amendment, will plans for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed, change? If yes, please explain.
- (6.) Under this proposed amendment, will there be any new, appropriate programs, activities, and procedures that will be implemented for the participation of parents of ELLs? If yes, please explain.
- (7.) *For Distance Education Schools only: describe how the school will provide appropriate services in the distance education learning environment to ELLs, and how these services will be monitored. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*
- (8.) Please identify the percentage of ELL students who were enrolled in the charter school on the most recent Validation Day and identify the percentage of ELL students who were enrolled in the county school district where the charter school facility is located. If the percentage of ELL students was lower in the charter school than in the district of location, please detail what steps the charter school is taking, including but not limited to incorporating an amendment to the school's admissions, lottery, and registration policy to adopt a weighted lottery, to recruit, enroll, and serve this population.

L. HOMELESS/MIGRANT SERVICES

(1.) Under this proposed amendment, will the methods used to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

(2.) What methods will be leveraged to ensure that identified families receive the required services within the mandated timeframe? Will this be different than before this proposed amendment? If so, please explain the rationale for the change.

(3.) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services, and how these services will be monitored. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

(4.) Please identify the percentage of homeless or migrant students who were enrolled in the charter school on the most recent Validation Day and identify the percentage of homeless or migrant students who were enrolled in the county school district where the charter school facility is located. If the percentage of homeless or migrant students was lower in the charter school than in the district of location, please detail what steps the charter school is taking, including but not limited to incorporating an amendment to the school's admissions, lottery, and registration policy to adopt a weighted lottery, to recruit, enroll, and serve this population.

M. SCHOOL STRUCTURE: CULTURE

(1.) Describe any changes you anticipate in the culture of the school under this proposal. Explain how the culture will embody a positive academic environment and reinforce student intellectual and social development.

(2.) Under this proposal, discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

(3.) Under this proposal, describe how the school plans to align staff and students around high expectations for student behavior. How will school culture be measured and evaluated? Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

(4.) Under this proposal, describe the school's approach to help support all students' social and emotional needs, highlighting differences from prior practice. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts on an annual basis? How will you communicate the need for remediation to parents and invest them in supports?

N. SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1.) Describe the school's discipline policy, highlighting any changes to take effect under this amendment. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

(2.) Under what circumstances may a student be suspended, expelled, or otherwise excluded from instruction. Describe in detail the procedures for due process when a student is suspended or expelled as a result of a code of conduct or other violation, including a description of the appeal process that the school will employ for students facing expulsion and how the school ensures that students and parents are aware of their rights and can exercise them. Describe in detail any additional policies and procedures that are applicable to students with disabilities.

(3.) Under this proposal, who will be responsible for implementing the school's discipline policy? Is this a proposed change? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA through Infinite Campus and other state reporting systems? How will you use this data to make needed changes for school culture?

(4.) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations, including but not limited to students with disabilities (including behavioral disabilities), English Language Learners, and students who are behind academically?

(5.) Describe the core principles of the school's proposed parent grievance policy under this amendment, highlighting any changes from prior practice, and provide a copy of the current policy and any proposed amendments.

(6.) Under this proposal, will the school designate a required dress code or uniform policy? If so, please explain the rationale.

O. SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- (1.) Will the school calendar and schedule be changing at all under this proposal? If yes, please answer the following questions. If not, please explain that this section is not applicable.
- (2.) Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the student population and the educational model.
- (3.) Describe the structure of the school day and week. 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.
- (4.) Describe the goal for student attendance and explain how the school 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? Provide a copy of the current attendance policies and procedures and any proposed amendments.
- (5.) How will the school ensure that none of its attendance policies and procedures result in the suspension or expulsion of students or any other exclusion of students from instruction.

3. Operations Plan

A. BOARD GOVERNANCE

(1.) Describe the governance structure (or the receivership structure), including the primary roles of the Board (or receiver) 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 as defined by achieving a three star or greater rating on the NSPF at the elementary, middle, and high school levels; b) the board will evaluate the success of the school and school leader based on achieving a three star or greater rating on the NSPF at the elementary, middle, and high school levels; and c) there will be active and effective representation of key stakeholders, including parents.

(2.) 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.

(3.) 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.

B. LEADERSHIP TEAM & ORGANIZATIONAL CHART

Will the leadership team and organizational structure be changing at all under this proposal? If yes, please answer the following questions. If not, please explain that this section is not applicable.

- (1.) Describe the proposed organizational model; include the following information:
 - (a.) Organizational chart(s), including number of FTEs for each position;
 - (b.) Job descriptions for each leadership role;
 - (c.) Resumes of all current leadership.
 - (d.) Previous student achievement data for the individual primarily responsible for academic programming;
- (2.) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - (a.) School leadership, operations, and governance;
 - (b.) Curriculum, instruction, and assessment;
 - (c.) At-risk students and students with special needs;
 - (d.) Performance management; and
 - (e.) Parent and community engagement.
- (3.) 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.
- (4.) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.
- (5.) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?
- (6.) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

C. HUMAN RESOURCES

Will the human resources and staffing processes be changing at all under this proposal? If yes, please answer any of the following questions to describe the proposed changes. If not, please explain that this section is not applicable.

- (1.) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.
- (2.) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
- (3.) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.
- (4.) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- (5.) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation.
- (6.) Explain how the school leader will be supported, developed, and evaluated each school year.
- (7.) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.
- (8.) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.
- (9.) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

D. STUDENT RECRUITMENT AND ENROLLMENT

(1.) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session), while also sustaining and growing enrollment. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; English Language Learners; students with disabilities; and other youth at risk of academic failure.

(a.) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

E. SERVICES, FACILITIES, AND ONGOING OPERATIONS

Will services, facilities and ongoing operations be changing at all under this proposal? If yes, please answer any of the following questions to describe the proposed changes. If not, please explain that this section is not applicable.

F. SERVICES

(1.) Provide a description of how the school leadership team will support 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.

(a.) Transportation, including to testing or tutoring facilities for students with disabilities

(b.) Food Service

(c.) Facilities maintenance (including janitorial and landscape maintenance)

(d.) School health and nursing services

(e.) Purchasing processes

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

(2.) 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. *For distance learning schools, please provide detailed plans for how access will be available and monitored for students.*

(3.) 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 as the repository for all student information, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. 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.

(4.) 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. How will the school ensure that only parties that have a legitimate need for educational access are able to access student information and how it will make sure that student information, including contact information, is not used for any commercial purpose.

G. FACILITIES

(1.) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including (if applicable):

(a.) The desired location of the school facility;

(b.) The number of general education classrooms required each year;

(c.) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

(d.) Space requirements for administrative functions, food services and physical education

(2.) Describe the process for identifying and securing a new facility (as may be necessary), including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

(3.) 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?

(4.) Provide a list of the types of insurance coverage the school will secure, 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.

4. 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.

(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 that may be associated with a new educational program or delivery. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). The budget must be of sufficient clarity and detail to permit a reviewer to be able to reconstruct each of the calculations in the budget template and there must be clear evidence to support all revenue and expense assumptions. Submit a completed budget in state format for the proposed school.

(3.) Describe the annual audit of the financial and administrative operations of the school and how the school will ensure that it is in compliance with law and regulation. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.