

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2021 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Doral Academy of Nevada**

Date Submitted: **November 2, 2021**

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

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

Key Contact: **Jerod J. Allen**

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

Key Contact email and phone: [jerod.allen@doralacademynv.org](mailto:jerod.allen@doralacademynv.org) / 702-513-6211

Date of School Board approval of this application: **September 29, 2021**

### Deadlines

	Spring Cycle	Fall Cycle
Notice <sup>1</sup> 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 <i>(tentative and subject to change)</i>	June board meeting	December board meeting

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

*Red text indicates updates or points of emphasis.*

---

<sup>1</sup> 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

<b>Introduction</b> .....	<b>4</b>
<b>Most Frequent Requests For Amendments (RFAs)</b> .....	<b>4</b>
<b>Section I: Standard RFA Requirements</b> .....	<b>5</b>
<b>A) EXECUTIVE SUMMARY</b> .....	<b>5</b>
<b>B) MEETING THE NEED</b> .....	<b>8</b>
<b>TARGETED PLAN</b> .....	<b>8</b>
<b>GROWTH RATE AND RATIONALE</b> .....	<b>8</b>
<b>PARENT AND COMMUNITY INVOLVEMENT</b> .....	<b>9</b>
<b>C) ACADEMIC PLAN</b> .....	<b>9</b>
<b>MISSION &amp; VISION</b> .....	<b>10</b>
<b>CURRICULUM &amp; INSTRUCTIONAL DESIGN</b> .....	<b>10</b>
<b>SCHOOL STRUCTURE: CALENDAR AND SCHEDULE</b> .....	<b>11</b>
<b>DISTANCE EDUCATION</b> .....	<b>11</b>

**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** ..... 12

**Special Education**..... 13

**Staffing**..... 13

**D) FINANCIAL PLAN** ..... 14

**E) OPERATIONS PLAN** ..... 15

**LEADERSHIP FOR EXPANSION**..... 16

**STAFFING** ..... 16

**HUMAN CAPITAL STRATEGY** ..... 17

**SCALE STRATEGY** ..... 17

**STUDENT RECRUITMENT AND ENROLLMENT** ..... 18

**BOARD GOVERNANCE** ..... 20

**INCUBATION YEAR DEVELOPMENT** ..... 22

**SCHOOL MANAGEMENT CONTRACTS** ..... 22

**SERVICES** ..... 23

**ONGOING OPERATIONS** ..... 24

**Section II: SPECIFIC RFA SECTIONS** .....24

**RFA: Academic Amendments**..... 24

1. **RFA: Add Distance Education** ..... 24

2. **RFA: Add Dual-Credit Program**..... 25

3. **RFA: Change Mission and/or Vision** ..... 26

4. **RFA: Eliminate a grade level or other educational services** ..... 26

5. **RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO** ..... 27

a) **School Management Contracts**..... 27

6. **RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities** ..... 30

7. **RFA: Enrollment: Expand Enrollment in New Grade Level(s)** ..... 30

8. **RFA: Lottery: Change(s) in Charter Lottery Policy** .....31

<b>Facility RFAs</b> .....	<b>31</b>
9. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320) .....	31
10. RFA: Occupy New or Additional Sites (NAC 388A.315) .....	31
11. RFA: Occupy a Temporary Facility.....	31
12. RFA: Relocate or Consolidate Campuses .....	31
<b>General Facility RFA requirements</b> .....	<b>31</b>
<b>Facility RFA Attachments required</b> .....	<b>35</b>
13. <input type="checkbox"/> RFA: Transportation.....	35
14. <input type="checkbox"/> Change of incorporation status.....	35
15. RFA: Other Changes .....	35

### **Introduction**

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

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

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

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

### **Most Frequent Requests For Amendments (RFAs)**

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

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

Below are the processing requirements.

For the following:

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

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

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

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

**Section I: Standard RFA Requirements**

**A) EXECUTIVE SUMMARY**

*Required for all submissions. 4 Pages or less per RFA*

Provide a brief overview of your school, including:

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

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

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

Additionally, supporting the operations of the Doral Academy of Nevada network is Mr. Rodney Saunders. Each of Doral Academy of Nevada’s six campuses are then led by individual principals with their corresponding administration staff.

2. Statement and overview of the mission and vision

Doral’s current mission and vision statements are as follows:

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

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

However, as part of this amendment RFA, Doral Academy of Nevada is seeking to change their mission and vision statements. Please see [Change Mission and/or Vision](#) for more information.

3. Specific statement of the request

(Example:) “The Board of the above named charter school, operating under a current contract with a start date of [July 1, 2019](#) and a six-year expiration date of [June 30, 2025](#) requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): [Change of mission/vision statements](#) \_\_\_\_\_  
(See full list above of RFA amendment types)

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

Please see [Attachment 2 – Board Meeting Agenda & Minutes](#).

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

Doral Academy of Nevada recently developed a strategic plan for the network’s next 3-5 years of operation and part of that process included revising the school’s mission and vision statements.

5. Description of proposed target model and target communities

Doral Academy of Nevada is requesting approval to change their mission and vision statements to better serve their community. This change in the network’s mission and vision statements will not alter the schools’ target communities or model. Doral’s target community will continue to be all current Doral students.

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

This requested amendment will not alter Doral’s outcomes. Doral Academy of Nevada will continue to be driven and focused on student achievement and success both in school and in life.

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

This requested amendment will not alter Doral Academy of Nevada’s educational model. The network of six schools will continue to rely on their current educational components inasmuch as they are demonstrating positive academic results for all students.

**8. Describe the charter school’s plan to ensure that proper restorative justice principles are practiced.**

This requested amendment will not alter Doral Academy of Nevada’s restorative justice principles. The school will continue to utilize proper restorative justice principles to ensure that all students are succeeding and that disproportionate discipline practices are not occurring at the school.

Please see [Attachment 3 – Restorative Justice Plan](#) for a copy of Doral’s current Restorative Justice Plan.

**9. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.**

This requested amendment will not alter Doral Academy of Nevada's plans for monitoring potential disproportionate discipline practices.

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

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

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

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

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

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

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

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

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

As a system, the Doral campuses have benefited over the years from the mentorship and guidance of the former Chief Academic and Operations Manager of the Doral Academy of Nevada network: Bridget Bilbray-Phillips. Today, the network is guided and supported by Executive Director Rodney Saunders. Mr. Saunders began his career in education, teaching at a private school in Columbus, Ohio in 1992. His love for educating youth continued in the Clark County School District (CCSD) in 1996. During his 20 years in CCSD, he worked as a teacher, assistant principal, and principal.

As principal, Rodney was awarded the Elementary School Administrator of the Year by the Clark County School Librarians Association. He was the founding principal of the Henry & Evelyn Bozarth Elementary School for CCSD, in addition to opening the Doral Academy Pebble Campus in 2017.

Mr. Saunders received an undergraduate degree in Elementary Education from Marietta College, in Ohio. He earned a graduate degree from the University of Phoenix in Administration and Supervision. He is the proud uncle of two wonderful nieces, Lily and Abigail. Rodney is an avid Ohio State football fan, and enjoys spending time with his two dogs, Rocky and Brutus.

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

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

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

Additionally, the network of schools currently benefit from organizations such as: the Kennedy Center for the Performing Arts (based in Washington, D.C.) and the Smith Center of Las Vegas.

### ***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.***

Please see [Attachment 1 – 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**

The requested amendment will not alter or change this section, therefore these questions are not applicable. For more information regarding this amendment please see [Change Mission and/or Vision](#).

#### **TARGETED PLAN**

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

#### **GROWTH RATE AND RATIONALE**

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

- a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.
- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:
  - a. Inability to secure facilities/facilities financing;
  - b. Difficulty raising philanthropic funding;
  - c. Insufficient talent pipeline/difficulty recruiting faculty;
  - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
  - e. Misalignment between the founding school and leader and new campuses and leaders, and;
  - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.
- (3) Discuss lessons learned during the school’s past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

**PARENT AND COMMUNITY INVOLVEMENT**

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

**C) ACADEMIC PLAN**

The requested amendment will not alter or change this section, therefore these questions are not applicable. For more information regarding this amendment please see [Change Mission and/or Vision](#).

## 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](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/](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**

The requested amendment will not alter or change this section, therefore these questions are not applicable. For more information regarding this amendment please see [Change Mission and/or Vision](#).

### **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 proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.**
- (3) **Attachment \_\_\_\_**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
  - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment \_\_\_\_**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
  - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
  - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
  - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
  - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (4) Submit a completed financial plan for the proposed school as an **Attachment \_\_\_\_** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) Submit, as an **Attachment \_\_\_\_**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (6) Provide, as an **Attachment \_\_\_\_**, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
- (7) Complete the audit data worksheet in **Attachment \_\_\_\_**. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment \_\_\_\_**.
- (8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get

requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

- (9) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

## **E) OPERATIONS PLAN**

The requested amendment will not alter or change this section, therefore these questions are not applicable. For more information regarding this amendment please see [Change Mission and/or Vision](#).

◆ **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 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

**STAFFING**

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

**Sample Excerpt—Complete using Excel file**

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

- g. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving

one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

- h. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.
- i. Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>2</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.
- j. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
- k. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
- l. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- m. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?
- n. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.
  - 1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) **Complete using Excel file “RFA Staffing and Enrollment Worksheets.”**

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K					
K					
1					
2...					
10					
11					
12					

<sup>2</sup> See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

Total					
-------	--	--	--	--	--

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

**Sample Excerpt**

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

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

**Sample Excerpt**

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

- Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
- Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

## BOARD GOVERNANCE

**Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”**

- Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** \_\_\_\_). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.
- Provide, as part of **Attachment** \_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical

summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

- s. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- t. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- u. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- v. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- w. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- x. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.
- y. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- z. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

--	--	--

## INCUBATION YEAR DEVELOPMENT

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** \_\_\_\_.
- bb. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- cc. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

## SCHOOL MANAGEMENT CONTRACTS

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO) or **charter management organization (CMO)**.

- dd. How and why was the EMO or CMO selected?
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- ff. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- hh. Please provide the following in **Attachment** \_\_\_\_:
  1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
  2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
  3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.
  4. Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
  5. Provide a brief overview of the EMO/CMO's history.
  6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing

body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

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

## SERVICES

9. Provide **Attachment**\_\_\_ describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below.
11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
  - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - iii. Facilities maintenance (including janitorial and landscape maintenance)
  - iv. Safety and security (include any plans for onsite security personnel)
  - v. Other services
12. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
13. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
14. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
15. Provide, as an Attachment \_\_\_, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

## ONGOING OPERATIONS

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

## Section II: SPECIFIC RFA SECTIONS

### RFA: Academic Amendments

#### 1. RFA: Add Distance Education

- a. Executive Summary
  - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
  - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
  - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
  - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
  - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular

populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

e. Scale Strategy

- i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
- ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.

f. Student Recruitment and Enrollment

- i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

g. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

h. Financial

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

## 2.RFA: Add Dual-Credit Program

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

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- 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.

Doral Academy of Nevada, which opened its first Nevada campus in 2013, recently developed a new mission and vision statement as part of their recent Strategic Plan.

Doral Academy of Nevada is focused on providing students the tools necessary to succeed in the 21st Century. Their guiding principles include academic excellence, intellect, community, appreciation for the arts, collaboration, engagement, creativity, expression, and inspiration.

The current mission and vision of Doral Academy of Nevada, is as follows:

#### **Mission Statement (Current)**

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

#### **Vision Statement (Current)**

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

However, as part of this amendment, Doral Academy of Nevada is seeking to change their mission and vision statements to the following:

#### **Mission Statement (Proposed)**

Ancient legend says that dragons embody perseverance, intelligence, and boldness-flying with the freedom to forge their own destiny. Doral Academy of Nevada fosters a creative community of learners who, much like dragons, soar with determination, knowledge, and courage to achieve excellence. We unite to surround our Doral Dragons with unwavering support and encouragement as they navigate the present and ascend into the future.

#### **Vision Statement (Proposed)**

At Doral Academy of Nevada, we envision a dynamic student-centered community. We foster ownership of goals and achievement, employing rigorous, engaging curriculum and arts integration strategies that infuse visual, performing, and digital arts. We commit to developing collaborative, creative problem solvers who lead with a growth mindset into the future.

DYNAMIC student-centered community  
OWNERSHIP of goals and achievement  
RIGOROUS engaging curriculum  
ARTS INTEGRATION strategies  
LEAD us into the future.

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

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

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

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

##### **a) School Management Contracts**

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

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

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

## **b) Financial Plan**

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus’, school’s, and any management organization’s distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**\_\_\_ (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

7. Provide, as an **Attachment** \_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment** \_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** \_\_\_\_.

### **Attachments Necessary for EMO Amendment**

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider's non-profit or for-profit status
- 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) Audit Data Worksheet
  - (a) Academic Performance Worksheet
  - (b) Good Cause Exemption Letter
  - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.

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

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

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

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

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

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

Attach a revised student enrollment form to be used under the proposed policy<sup>3</sup>.

## **Facility RFAs**

### **General Facility RFA requirements**

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed

---

<sup>3</sup> 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 financially interested parties and describe the interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.
4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of your most recent version). Explain plans to address pro forma rating declines—if any—to at least the below areas from implementation of the plan.
  - a) Current Ratio
  - b) Unrestricted Days Cash on Hand
  - c) Cash flow
  - d) Debt to Asset Ratio
  - e) Debt Service Coverage Ratio
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
  - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
  - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
  - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
  - d) A copy of the floor plan of the facility, including the notation of all included campus facilities with a table or statement describing the square footage of these facilities AND an assurance the school will submit final versions of this documentation in compliance with [NAC 388A.315](#). Include in the RFA application the amount of conditioned square footage as well the total acreage of the campus including all property to be under the control or usable by the school. (Do not simply refer to architectural drawings which may include specific dimensions but not square footages of various spaces within the facility.)
  - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** \_\_\_\_.
  - f) A copy of the Certificate of Occupancy at **Attachment** \_\_\_\_.
  - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** \_\_\_\_.
  - h) Documentation showing what, if any, governmental permits, waivers, modifications or variations may be required and a schedule showing approximate dates for those approvals to be considered.
  - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A" ...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** \_\_\_\_.
  - j) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
6. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
  - a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_ 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** \_\_\_\_.

7. The organization's plans/methods to finance these facilities, including:

- a) Whether the school is seeking:
  - i)  Loan (CDFI or other),
    - (1)  For Construction financing,
    - (2)  For Permanent financing,
    - (3)  Refinancing
  - ii)  Bond Financing,
    - (1)  For Construction financing,
    - (2)  For Permanent financing,
    - (3)  Refinancing
    - (4)  Tax-exempt
    - (5)  Rated
    - (6)  Privately placed

- b) Identification and description of bond instrument terms, including planned face amount, years/term to maturity, coupon rate.
  - c) Identification and description of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
  - d) Comparison schedule/table showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
  - e) Describe the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”). Additionally include the actual planned total classroom student capacity of the new facilities (e.g., “planned for 450 students at 20 square feet minimum classroom space per pupil”) .
  - f) Will the financing/refinancing trigger any prepayment penalties?  Yes,  No.
    - i) If “Yes”, describe the amount.
  - g) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction?  Yes,  No. If so, please identify the parties and describe the interest(s).
  - h) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
  - i) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
  - j) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
  - k) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
  - l) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
7. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
  - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** \_\_\_\_\_. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such

agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** \_\_\_\_.

## **Facility RFA Attachments required**

## Attachment 1: Letter of Good Cause Exemption



### Doral Academy of Nevada

---

October 27, 2021

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

***RE: Request for Good Cause Exemption from Amendment Cycle***

Executive Director Feiden:

Doral Academy of Nevada requests a good faith exemption from the current amendment cycle to amend their contract with the SPCSA to revise their mission and vision statement.

Doral Academy of Nevada recently altered their mission and vision as part of their Strategic Plan during the month of September 2021. As this change has occurred outside of the established amendment cycles, Doral is seeking a good faith exemption to the amendment cycles and for the request to be considered at the SPCSA's earliest convenience.

Sincerely,

  
Jerod J. Allen  
Doral Academy of Nevada, Board Chairperson



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

---

NOTICE IS HEREBY GIVEN THAT THE BOARD OF DIRECTORS OF DORAL ACADEMY OF NEVADA, A PUBLIC CHARTER SCHOOL, WILL CONDUCT A PUBLIC MEETING ON SEPTEMBER 29, 2021 BEGINNING AT 5:30 P.M. AT 9625 W. SADDLE AVE., LAS VEGAS, NV 89147. THE PUBLIC IS INVITED TO ATTEND.

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

**PLEASE NOTE:** THE BOARD OF DIRECTORS OF DORAL ACADEMY OF NEVADA MAY 1) TAKE AGENDA ITEMS OUT OF ORDER; 2) COMBINE TWO OR MORE ITEMS FOR CONSIDERATION; OR 3) REMOVE AN ITEM FROM THE AGENDA OR DELAY DISCUSSION RELATED TO AN ITEM AT ANY TIME.

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

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

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

## Attachment 2: Board Meeting Agenda & Minutes



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

### **Board of Directors**

**JEROD ALLEN – Board Chair**

**DORON JOSEPH – Board Vice Chair**

**KARLA ZOBRIST – Board Secretary**

**GARY VECCHIARELLI – Board Treasurer**

**BRANDON LEWIS – Board Member**

**LAURA WILKINSON – Board Member**

**TODD MAYHEW – Board Member**

**RODNEY SAUNDERS – Executive Director**

## **MEETING OF THE BOARD OF DIRECTORS SEPTEMBER 29, 2021**

## **AGENDA**

---

### **1. CALL TO ORDER AND ROLL CALL**

### **2. PUBLIC COMMENT**

*(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*



### 3. ACTION & DISCUSSION ITEMS

*(Action may be taken on those items denoted "For Possible Action")*

- a. APPROVAL OF MINUTES FROM THE JULY 14, 2021 BOARD MEETING (FOR POSSIBLE ACTION)
- b. DISCUSSION AND POSSIBLE ACTION REGARDING PAMELA FAUBION, UNDER NRS 388A.515 (MAY BE HELD UNDER A CLOSED SESSION PURSUANT TO NRS 241.030(1)(2)) (FOR POSSIBLE ACTION)
- c. ACADEMIC PROGRESS REPORTS AND UPDATES ON SCHOOL INITIATIVES BY DORAL ADMINISTRATORS (FOR DISCUSSION)
- d. OVERVIEW OF THE ACADEMICA VIRTUAL EDUCATION (AVE) AND DISTANCE LEARNING PROGRAM (FOR DISCUSSION)
- e. REVIEW AND APPROVAL OF UPDATED MISSION AND VISION STATEMENTS (FOR POSSIBLE ACTION)
- f. DISCUSSION AND POSSIBLE APPROVAL OF AMENDMENT REQUEST TO CHANGE THE MISSION AND VISION STATEMENTS OF DORAL ACADEMY OF NEVADA (FOR POSSIBLE ACTION)
- g. REVIEW AND ACCEPTANCE OF GRANT FUNDS AWARDED TO DORAL ACADEMY OF NEVADA FROM THE FOLLOWING: (FOR POSSIBLE ACTION)
  1. WINDSONG TRUST
  2. ESSER II
  3. ESSER-CSP PEBBLE CAMPUS
  4. SPED
  5. TITLE II
- h. DISCUSSION REGARDING FOOD ALLERGIES AND LUNCH PROCESSES (FOR DISCUSSION)
- i. FINANCIAL PERFORMANCE (FOR DISCUSSION)
- j. DISCUSSION AND POSSIBLE ACTION REGARDING HEALTH INSURANCE (FOR POSSIBLE ACTION)
- k. REVIEW AND APPROVAL OF CONTRACT TO CONSTRUCT THE DORAL PEBBLE CLASSROOM ADDITION, A PUBLIC WORKS PROJECT USING BOND FUNDS FROM THE FOLLOWING VENDORS: 1) MOUNTAIN VISTA DEVELOPMENT, 2) NEVADA GENERAL CONSTRUCTION, 3) RAFAEL CONSTRUCTION, 4) ROCHE CONSTRUCTION, AND 5) SHF INTERNATIONAL (FOR POSSIBLE ACTION)
- l. REVIEW AND DISCUSSION REGARDING SPCSA GOVERNANCE STANDARDS (FOR DISCUSSION)
- m. REVIEW AND POSSIBLE APPROVAL OF THE EMO EVALUATION FOR ACADEMICA NEVADA (FOR POSSIBLE ACTION)
- n. ANNUAL PERFORMANCE REVIEW OF PRINCIPAL BETHANY FARMER PRINCIPAL KELLY GERDES, PRINCIPAL EILEEN GILLIGAN, PRINCIPAL KIM HAMMOND, AND PRINCIPAL DANIELLE MCDOWELL (FOR POSSIBLE ACTION) (AS THIS AGENDA ITEM PERTAINS TO ITEMS UNDER NRS 241.030(1), THE PRESIDING BOARD OFFICER MAY CALL FOR ALL OR A PORTION OF THE DISCUSSION OF THIS ITEM TO BE COMPLETED IN A CLOSED

## Attachment 2: Board Meeting Agenda & Minutes



SESSION AMONG BOARD MEMBERS AND REQUESTED PARTIES. ANY PERSON WHO IS BEING DISCUSSED UNDER NRS 241.030 HAS THE OPTION TO WAIVE THE CLOSURE OF THIS ITEM.)

### 4. ANNOUNCEMENTS & NOTIFICATIONS

### 5. MEMBER COMMENT

### 6. PUBLIC COMMENT

*(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*

### 7. ADJOURN MEETING

THIS NOTICE AND AGENDA HAS BEEN POSTED ON OR BEFORE 9 A.M. ON THE THIRD WORKING DAY BEFORE THE MEETING AT THE FOLLOWING LOCATIONS:

- 1) DORAL SADDLE CAMPUS – 9625 W. SADDLE AVENUE, LAS VEGAS, NV 89147
- 2) DORAL CACTUS CAMPUS – 9025 W. CACTUS AVENUE, LAS VEGAS, NV 89178
- 3) DORAL FIRE MESA CAMPUS – 2568 FIRE MESA ST., LAS VEGAS, NV 89128
- 4) DORAL RED ROCK ELEMENTARY CAMPUS – 626 CROSSBRIDGE DR., LAS VEGAS, NV 89138
- 5) DORAL RED ROCK UPPER/HIGH CAMPUS – 610 CROSSBRIDGE DR., LAS VEGAS, NV 89138
- 6) DORAL PEBBLE CAMPUS – 6435 W. PEBBLE ROAD, LAS VEGAS, NV 89139
- 7) HENDERSON CITY HALL, 240 SOUTH WATER STREET, HENDERSON, NV
- 8) LAS VEGAS CITY HALL, 495 S. MAIN ST., LAS VEGAS, NV
- 9) NORTH LAS VEGAS CITY HALL, 2250 LAS VEGAS BLVD. NORTH, NORTH LAS VEGAS, NV
- 10) [HTTPS://WWW.DORALACADEMYNV.ORG/](https://www.doralacademynv.org/)
- 11) [HTTPS://NOTICE.NV.GOV/](https://notice.nv.gov/)

**MINUTES  
OF THE MEETING OF THE  
BOARD OF DIRECTORS OF DORAL ACADEMY OF NEVADA  
SEPTEMBER 29, 2021**

Board of Directors of Doral Academy of Nevada held a public meeting on July 14, 2021 at 5:30 p.m. at 9625 W. Saddle Ave., Las Vegas NV. 89147.

**1. CALL TO ORDER AND ROLL CALL**

Board Vice Chair Doron Joseph called the meeting to order at 5:41 p.m. with a quorum present. In attendance were Jerod Allen, Doron Joseph, Karla Zobrist, Gary Vecchiarelli, and Todd Mayhew.

Brandon Lewis and Laura Wilkinson were not present at this meeting.

Also present were Executive Director Rodney Saunders, Principal Danielle McDowell, Principal Kim Hammond, Principal Kelly Gerdes, Principal Bethany Farmer, Principal Eileen Gilligan, Principal Beckie Williams, and Director of Distance Learning Reggie Farmer; as well as Academica representatives Michael Muehle, Trevor Goodsell, Carlos Segrera, Kendra Thornton, Jennifer Lindemon, and Ryan Reeves. Distinctive Insurance representatives Vance Jolley, Jonathan Johnson, and Sandra Camp were also present.

**2. PUBLIC COMMENT**

There was no public comment.

**3. ACTION AND DISCUSSION ITEMS**

**a. APPROVAL OF MINUTES FROM THE JULY 14, 2021 BOARD MEETING**

**MEMBER ZOBRIST MOVED TO APPROVE THE MINUTES FROM THE JULY 14, 2021 BOARD MEETING. MEMBER JOSEPH SECONDED THE MOTION AS PRESENTED, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**b. DISCUSSION AND POSSIBLE ACTION REGARDING PAMELA FAUBION, UNDER NRS 388A.515**

**MEMBER ALLEN MOVED TO GO TO A CLOSED SESSION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**MEMBER ALLEN MOVED TO APPROVE THE APPLICATION OF PAMELA FAUBION TO BE SENT TO THE NEVADA STATE BOARD OF EDUCATION FOR APPROVAL FOR HIRING AT DORAL. MEMBER ZOBRIST SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**c. ACADEMIC PROGRESS REPORTS AND UPDATES ON SCHOOL INITIATIVES BY DORAL ADMINISTRATORS**

This item was discussed in conjunction with Item 3.n.

**d. OVERVIEW OF THE ACADEMICA VIRTUAL EDUCATION (AVE) AND DISTANCE LEARNING PROGRAM**

Executive Director Rodney Saunders addressed the Board and stated that the Board had previously approved AVE as the program for virtual education. Through the ESSER III grant Doral was able to hire Mr. Reggie Farmer as the Director of Distance Learning to oversee the program. Mr. Farmer would work with the students in the program, secure teachers for the program, and provide training for the teachers in the program. Mr. Reggie Farmer addressed the Board to provide an update on the program. Currently twenty-five teachers were in the program, teaching additional students along with their in regular in person class. There were currently 55 K-12 students in the program, with two 12<sup>th</sup> grade students recently added. Mr. Farmer explained that the program had rolling semesters, making it possible to meet the health needs of the students. He thanked the administrators and teachers for being willing to work with the program.

Executive Director Saunders stated that it was a lot to ask of teachers to take on additional responsibilities, and thanked the teachers and administrators for being willing to work with the program. Member Allen asked if the program was being used to accommodate students with health issues or if it was increasing Doral Enrollment. Executive Director Saunders replied that the students enrolled in the program were existing Doral students; adding that the tuition and teacher compensation were covered with the ESSER III grant funds.

**e. REVIEW AND APPROVAL OF UPDATED MISSION AND VISION STATEMENTS**

Executive Director stated that the strategic plan had been a focus for the past eighteen months and included taking stock surveys being sent to Doral stakeholders. The information from the surveys was used to find key themes that were consistent throughout the surveys, then a team was formed to review the themes. He stated that an ad hoc committee crafted new mission and vision statements that were sent to all stakeholders for feedback. The feedback was then used to refine the statements to the version included in the support materials. Member Allen asked for confirmation that students were included in the request for feedback, to which Executive Director Saunders replied in the affirmative; adding that theater classes were in the process of creating interpretive movement in the form a movie trailer. Member Vecchiarelli thanked the committee and stated that the statements represented everything that Doral was about.

**MEMBER ALLEN MOVED TO AMEND THE DORAL CHARTER MISSION AND VISION STATEMENTS, AS PRESENTED. MEMBER ZOBRIST SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**f. DISCUSSION AND POSSIBLE APPROVAL OF AMENDMENT REQUEST TO CHANGE THE MISSION AND VISION STATEMENTS OF DORAL ACADEMY OF NEVADA**

Mr. Michael Muehle addressed the Board and stated that that Board approval was needed to submit an amendment to change the mission and vision statements.

**MEMBER ALLEN MOVED TO APPROVE AN AMENDMENT REQUEST TO CHANGE THE MISSION AND VISION STATEMENTS OF DORAL ACADEMY OF NEVADA, AS PRESENTED. MEMBER JOSEPH SECONDED THE MOTION AS PRESENTED, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**g. REVIEW AND ACCEPTANCE OF GRANTS FUNDS AWARDED TO DORAL ACADEMY OF NEVADA FROM THE FOLLOWING:**

- 1. WINDSONG TRUST**
- 2. ESSER II**
- 3. ESSER –CSP PEBBLE CAMPUS**
- 4. SPED**
- 5. TITLE II**

Executive Director Saunders reviewed the grants as contained in the support materials. The Windsong funds would be used to provide \$5000 per campus for before and after school tutoring; as well as technology and web purchases for the Doral Academy of Technology and Design. The ESSER II funds provided two counselors and four MFTs; as well as LETRS training, additional PPE, and additional technology. ESSER – CSP Pebble was originally a 2 year grant that had been extended through ESSER and would provide partial funding for an instruction and digital coach, training, curriculum orders, and additional technology. SPED funding provided funding for twenty-four SPED teachers at all campuses. Title II funding was focused on mathematics. Executive Director Saunders stated that the current total of all grants was \$7.5 million. He noted that Corrie Arellano had transitioned to be the full-time grant manager for Doral.

**MEMBER ALLEN MOVED APPROVE THE ACCEPTANCE OF THE GRANT FUNDS, AS PRESENTED. MEMBER MAYHEW SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**h. DISCUSSION REGARDING FOOD ALLERGIES AND LUNCH PROCESSES**

Executive Director Saunders stated that the item was requested to clarify the school and system-wide procedure for food allergies and other dietary restrictions. Ms. Jennifer Lindemon addressed the Board and stated that all campuses had policies and procedures in place. Special dietary forms were available on all campus websites under the School Lunch tab. The form would need to be filled out by the guardian and a doctor then submitted. Once the form was received it would be sent to the school lunch vendor, Better 4 You Meals. The student would receive special dietary therapeutic meals.

Member Joseph asked if the ingredients were available on line for the parents. Ms. Lindemon explained that the ingredients were not currently listed; however, the ingredients could be uploaded. She noted that, with the current supply chain issues, the lunch vendor may need to change the supply vendor to obtain all the ingredients. The lunch vendor suggested uploading the nutrition analysis for the menu items. Member Joseph asked if the possible ingredient substitutions could be listed in parentheses. Ms. Kendra Thornton addressed the Board and explained that the substitutions caused by supply chain issues would be a substitution of a complete item such as a hamburger bun or a hot dog, which needed to be procured from a different supply vendor.

Member Joseph stated that the objective of the discussion was to prevent, or do everything in the Board's power, to minimize the probability that a student with an allergy consume the wrong food, which would create an emergency. Ms. Thornton agreed with the objective of the discussion and stated that the special dietary form provided by the USDA was created to ensure that students did not receive an item to which they were allergic. Executive Director Saunders stated that Doral would ensure that all parents receive the dietary form and be encouraged to submit it, if necessary, for the student's file.

## Attachment 2: Board Meeting Agenda & Minutes

Ms. Thornton stated that the health offices could also help encourage families who submit doctor forms to complete the dietary form. Member Joseph stated that it was important to take the correct steps to ensure student safety.

### **i. FINANCIAL PERFORMANCE**

Mr. Carlos Segrera addressed the Board and provided a recap of the key financial metrics from the 20/21 school year. The unrestricted days cash on hand did not take into account the July 1<sup>st</sup> DSA receivables, which was close to \$3.1 million. When taken into consideration the days cash on hand increased to 186, which was a considerable increase over the prior year. The debt service coverage ratio was much more favorable than the previous year, which was attributed to three campuses going out to bond. Doral received forgiveness for the PPP loan in late August, which reduced the current year net liability. The net surplus for the year was \$3.4 million.

Mr. Segrera reviewed the financial summary as contained in the support materials, noting that the summary contained one month's worth of information. The system-wide surplus was \$368,281. The majority of the items operating under budget could be attributed to less needs for the first month of the fiscal year. The over budget item of salaries/PERS was attributed to the retention bonuses and should not remain an over budget item. Mr. Segrera noted that the first quarter DSA was funded from the prior year 4<sup>th</sup> quarter enrollment; however, that amount should be corrected in the coming months. Mr. Trevor Goodsell addressed the Board and stated that the State had made an error in the 4<sup>th</sup> quarter enrollment calculations, which resulted in the funding being less than the prior year 4<sup>th</sup> quarter. He stated that he had pointed out the error to the State to ensure that it was corrected. Member Vecchiarelli stated that the current year budget was a tight budget, and asked if there were any concerns so far this year, to which Mr. Goodsell replied in the negative.

### **j. DISCUSSION AND POSSIBLE ACTION REGARDING HEALTH INSURANCE**

Mr. Ryan Reeves addressed the Board and reviewed the health insurance plan and future options.

### **k. REVIEW OF CONTRACT TO CONSTRUCT THE DORAL PEBBLE CLASSROOM ADDITION, A PUBLIC WORKS PROJECT USING BOND FUNDS FROM THE FOLLOWING VENDORS: 1) MOUNTAIN VISTA DEVELOPMENT, 2) NEVADA GENERAL CONSTRUCTION, 3) RAFAEL CONSTRUCTION, 4) ROCHE CONSTRUCTION, AND 5) SHF INTERNATIONAL**

Mr. Muehle stated that the Board had approved for Academica to solicit bids for a classroom addition. Academica received five bids which were all significantly over budget due to escalated construction costs. Mr. Muehle recommended that the classroom addition be tabled at the current time, noting that the bond funds did not have to be spent until 2023 and, if necessary, an extension could be requested. Member Allen asked if bids were solicited for general contractors, to which Mr. Muehle replied in the affirmative. Member Vecchiarelli asked if there were any other deadlines for spending the bond funds. Mr. Goodsell replied that deadline related to not earning interest on the funds and stated that the funds could be set aside and not earn interest. Member Joseph asked that the budget disbursement process be explained when the item was revisited. Principal Gerdes addressed the Board and stated that Fire Mesa campus was also looking to add a classroom addition; adding that the campus had to hire an attorney to address concerns from the neighboring HOA. She asked if the delay would

## Attachment 2: Board Meeting Agenda & Minutes

affect the ruling for the Fire Mesa addition. Mr. Muehle stated that he would check with the facility department to see what issues a delay would cause for the Fire Mesa campus.

**MEMBER ALLEN MOVED TO REVISIT THE REVIEW AND APPROVAL OF CONTRACT TO CONSTRUCT THE DORAL PEBBLE CLASSROOM ADDITION, A PUBLIC WORKS PROJECT USING BOND FUNDS FROM THE LISTED VENDORS AT A LATER DATE. MEMBER VECCHIARELLI SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

### **I. REVIEW AND DISCUSSION REGARDING SPCSA GOVERNANCE STANDARDS**

Mr. Muehle stated that a recent law had been passed that required the State Public Charter School Authority to have specific governance standards for their boards. He referred to the proposed standards contained in the support materials, and stated it would be good for the Doral board to be aware of the standards and trainings that were included. Member Vecchiarelli asked if anything included would prompt changes for the Doral Board. Member Allen stated that the Board may need to provide more onboarding training regarding governance standards.

### **m. REVIEW AND POSSIBLE APPROVAL OF THE EMO EVALUATION FOR ACADEMICA NEVADA**

Mr. Muehle reviewed the EMO evaluation as contained in the support materials. One area of concern was the payroll department. A new department head had been promoted to help address the concerns. The accounting department was also an area of concern which could be attributed to a change in accounting software. Mr. Muehle noted that the National School Lunch Program also had a couple of approaching ratings; however, the ratings had not included feedback. He stated that he had spoken with Executive Director Saunders and the Academics personnel involved and concluded that it could possibly be related to the roll out of the program on all campuses. Board members thanked Mr. Muehle and Academics for the support they provide. Mr. Reeves stated that the survey had been expanded to include office managers to help improve the support provided by Academics

**MEMBER VECCHIARELLI MOVED TO APPROVE THE EMO EVALUATION FOR ACADEMICA NEVADA, AS PRESENTED. MEMBER JOSEPH SECONDED THE MOTION AS PRESENTED, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

### **n. ANNUAL PERFORMANCE REVIEW OF PRINCIPAL BETHANY FARMER, PRINCIPAL KELLY GERDES, PRINCIPAL EILEEN GILLIGAN, PRINCIPAL KIM HAMMOND, AND PRINCIPAL DANIELLE MCDOWELL**

Member Allen noted that the Administrators being evaluated had been provided appropriate notice.

**MEMBER ALLEN MOVED TO GO TO A CLOSED SESSION. MEMBER JOSEPH SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**THE BOARD RETURNED TO OPEN SESSION.**

**MEMBER ALLEN MOVED TO APPROVE THE 2 1/2 % SALARY ADJUSTMENT INCREASES AS DISCUSSED IN THE CLOSED SESSION OF THE ANNUAL PERFORMANCE REVIEW OF ALL THE PRINCIPALS. MEMBER VECCHIARELLI SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**4. ANNOUNCEMENTS AND NOTIFICATIONS**

There were no announcements.

**5. MEMBER COMMENT**

There was no member comment.

**6. PUBLIC COMMENT**

There was no public comment.

**7. ADJOURNMENT**

**THE MEETING WAS ADJOURNED AT 9:12 P.M.**

**Approved on:** \_\_\_\_\_

\_\_\_\_\_  
**Secretary of the Board of Directors  
Doral Academy of Nevada**

DRAFT



## Doral Academy of Nevada

### Restorative Justice Program

#### Doral Academy of Nevada’s Vision for Restorative Practices

Doral Academy believes in providing students opportunities for personal growth in a safe and accepting environment. Combining leadership habits and a restorative practice approach affords students with alternatives to exclusionary discipline practices in certain incidences. Doral Academy of Nevada aims to synergize with stakeholders to build a school community of supportive and caring peers and adults, in which students can thrive in a positive environment, both academically and socio-emotionally.

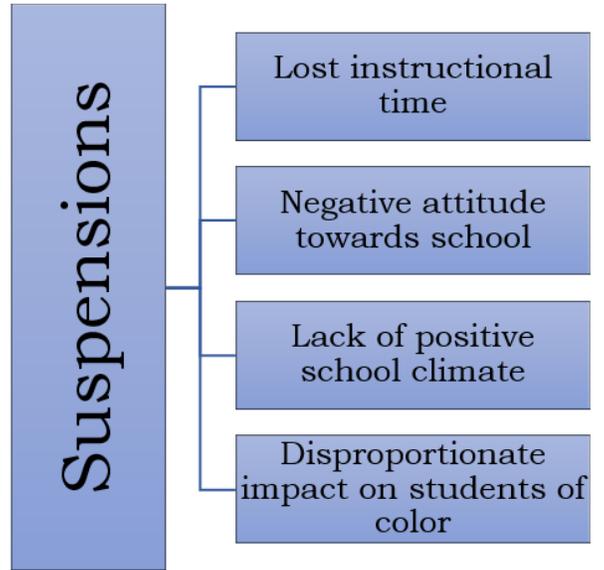
Doral Academy’s goal is to create a culture of empowerment by character development and positive behavioral support. Our school community will cultivate qualities such as responsibility, integrity, and collaboration, which will strengthen skills needed for academic and personal success.

<b>Doral Academy of Nevada’s Vision for Restorative Practices</b>	
<p><b>Doral Academy of Nevada Vision</b></p> <p>The educational outcome from Doral Academy will create lifelong skills including: critical and analytical learning, confident decision making, problem solving, collaboration, and imaginative and creative thinking. We are committed to equip students with the skills and personal growth necessary to be successful scholars throughout life.</p>	<p><b>Doral Academy Guiding Principles</b></p> <p>Academic Excellence Intellectual Community Appreciation of The Arts Collaboration Engagement Creative Expression Inspiration</p>

**Restorative Justice Program vs. Traditional Discipline Plan**

**Traditional school discipline policies:**

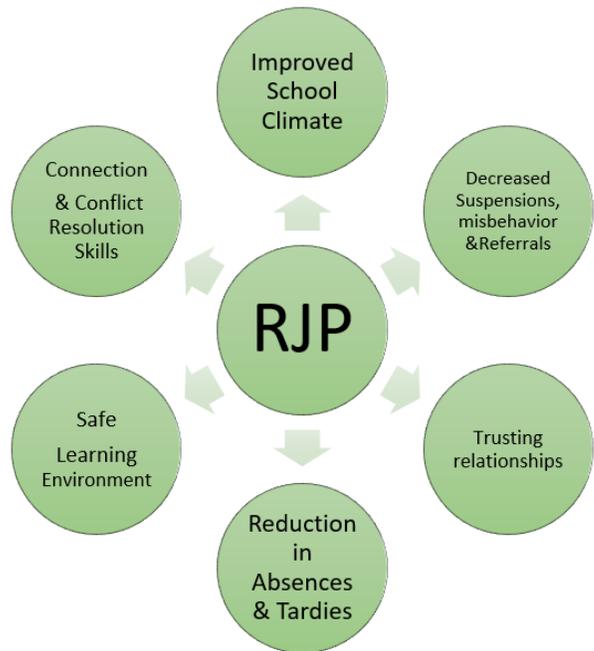
- Focus on assigning consequences or punishments for undesirable student behavior.
- Instead of providing support and helping students grow and develop their social and behavior skills, these policies often result in loss of quality instructional time due to suspensions.
- Research shows these types of consequences have an adverse effect. Instead of changing student behavior, these students develop negative attitudes towards school.
- The lack of conflict resolution and trusting relationships may hinder the school’s ability to develop and maintain a positive in culture and climate.
- Discipline is often subjective and affected by cultural perception often leading to racial disparities.
- Students of color are far more likely than their white peers to be alienated from school through punishment.



Source: <http://educationvotes.nea.org/wp-content/uploads/2017/09/Implementation-Guide-2017-FINAL.pdf>

**Research shows the use of Restorative Justice Practices in schools leads to the following:**

- Improved school climate for the entire school community.
- Reduction in student absenteeism and tardiness.
- Decreased suspension rates for Black, Latino, Asian, White, disabled, English learner, and free/reduced-price lunch eligible students.
- Reduction in misbehavior, violence, and office referrals.
- Increased school connectedness and improved problem-solving among staff and students.
- The establishment of caring relationships between teachers and students.



Source: <https://files.eric.ed.gov/fulltext/ED595733.pdf>

**Attachment 3: Restorative Justice Plan**  
**Restorative Justice Program**

Doral Academy has established a Restorative Justice Program (RJP) that focuses on inclusionary practices of addressing student behavior. The Doral Academy RJP includes, without limitation, provisions designed to address the specific needs and concerns of students, while helping them to repair relationships with the school community. The program utilizes restorative practices that assist students in the development of their Restorative Action Plans (RAP).

**RJP Tiers of Support**

<p><b>Tier 1</b> Prevention measures focused on universal support</p>	<p><i>The following are examples of conflicts and behaviors that could be referred to the Restorative Justice Team after the teacher has exhausted Tier 1 universal supports and classroom management strategies.</i></p>
<p>Teachers, counselors, and any other school community member may conduct Community Building Circles of Support to cultivate a climate of trust between students and teachers.</p> <ul style="list-style-type: none"> <li>● Circles are formed for introductions, emotional check-ins, lesson reflections, and important conversations, or to address a class procedure that is not working.</li> <li>● Circles are also used to discuss current issues or events occurring within the world, country, city, school or community.</li> <li>● Teachers will empower students to share their voices.</li> </ul> <p>Each classroom implements consistent and positive restorative norms that are based on the Doral Academy of Nevada’s Vision for Restorative Practices. These norms are communicated to the school community.</p> <p>Teachers base proactive interventions on effective procedures, love, patience, redirection and consistent classroom management.</p> <ul style="list-style-type: none"> <li>● Students who do not respond to initial interventions may be asked to write a self-reflective plan.</li> <li>● Parents/guardians will be notified within 24 hours of any intervention taken.</li> </ul>	<ul style="list-style-type: none"> <li>● Eating in class, live or on zoom</li> <li>● Disregarding hallway procedures</li> <li>● Classroom disruptions</li> <li>● Student conflicts with peers, teachers, or staff</li> <li>● Incompletion of classwork</li> <li>● Chewing gum</li> <li>● Not wearing a mask</li> <li>● Refusing to social distance</li> <li>● Cell phone usage during class, live or on zoom.</li> <li>● Insubordination</li> <li>● Disrespectful behavior</li> <li>● Tardiness/absenteeism</li> <li>● Not having video on without prior administrative approval</li> <li>● Being unresponsive during class, live or on zoom sessions</li> </ul>

## Attachment 3: Restorative Justice Plan

<b>Tier 2</b> Identification of at-risk students and prevention of escalation of behaviors
If Tier 1 supports are not effective:  Temporary alternative supervised placement, for example in another classroom or school setting, where a student can continue to work academically. Time will be used to collaboratively develop a RAP with the Restorative Justice Team.
<ul style="list-style-type: none"> <li>● Parents/guardians will be notified within 24 hours of placement and of any additional intervention taken.</li> <li>● A self-reflective plan will be completed by the student, recorded by the Restorative Justice Team; follow up may be requested.</li> <li>● RAP may include, without limitation: restitution and repair, face-to-face conversations, apology letters, and other solutions that can help develop character and growth.</li> <li>● Parents/guardians will be notified within 24 hours of their child's RAP.</li> </ul>

<b>Tier 3</b> Intervention based supports	<p><i>If the Restorative Justice team determines that a RAP would not be practical for any behavior listed below, the following discipline measures may be imposed: RPC, Suspension, or Expulsion.</i></p> <p><i>Upon returning to school, the student will be referred to the Restorative Justice Program.</i></p>
<p>Tier 3 interventions require support from The Restorative Justice Team and follow, where applicable, prior Tier 1 and 2 interventions and restorative practices.</p> <p>Tier 3 interventions provide individualized support. Students are welcomed, integrated, and supported in joining the school community after a sustained absence or if they need an individualized circle of support.</p> <p>The Restorative Justice Team will continue to provide individualized supports to students.</p> <p>The Restorative Justice Team will work with the student to create a Restorative Plan of Action that will be implemented with student(s), containing 3 elements:</p> <ul style="list-style-type: none"> <li>● Restoration</li> <li>● Reintegration</li> <li>● Support/nurturing strategies</li> </ul> <p>Reintegration Circles are designed for students returning from an absence due to truancy, incarceration, suspension, or expulsion.</p>	<ul style="list-style-type: none"> <li>● Posing a continuing danger to persons or property</li> <li>● Posing an ongoing threat of disrupting the academic process</li> <li>● Possessing, selling, or distributing any controlled substance</li> <li>● Being found in possession of a dangerous weapon as provided in NRS 392.466</li> <li>● Being under the influence of a narcotic or alcohol</li> </ul> <p>If a student is removed from the classroom (i.e. suspension, alternative classroom placement) and the RAP has failed to provide results that allow for the student to be reintegrated into the regular classroom setting, the Restorative Justice Team shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. (NRS392.4645)</p>

### Attachment 3: Restorative Justice Plan

<ul style="list-style-type: none"> <li>• The purpose is to welcome the student back, develop a written plan of action to prevent repeating the behavior, and schedule follow-up circles. Reintegration Circles provide support and mentorship as the student re-enters school.</li> </ul>	
---	--

### Restorative Action Plans

Restorative Action Plans (RAP) are concrete agreements among students and community members that are developed collaboratively, engage the person(s) who have done harm, and person(s) impacted by the harm. It may also include family, friends and support for all involved. The elements of Restorative Action Plans shift our focus from responding to behaviors and punishment, to restoring harm, repairing relationships, and resolving conflict.

RAP include 3 elements:

Restoration	Repair	Reintegration
<ul style="list-style-type: none"> <li>★ Actions restore the harm done.</li> <li>★ Actions need to “make it right” as much as possible in ways that address the needs or priorities of the affected community members.</li> </ul>	<ul style="list-style-type: none"> <li>★ Actions taken to repair and strengthen connections among everyone involved.</li> <li>★ Preventative actions to reduce the likelihood of repeated behavior.</li> </ul>	<ul style="list-style-type: none"> <li>★ Actions taken to reconnect and re-engage those whose behavior have harmed or hurt relationships and continue to heal the relationships.</li> <li>★ Healing actions to re-engage in the community.</li> </ul>

**Restorative Action Plans:**

1. Feel right to the person harmed.
2. Are “do-able” by the one who did the harm.
3. Include an action to prevent further harm by
  - a. addressing any underlying issues associated with the behavior.
  - b. supporting and strengthening the person causing the harm.

**Attachment 3: Restorative Justice Plan**

**Summary of Progressive Restorative Justice Program Structure**

***Disruptive student behavior is handled in a restorative and progressive manner. It is not individual misbehavior(s) or event(s) that are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168).***

For all offenses, common sense and good judgment will prevail. Doral Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate to the severity of the offense.

**Administration will make the final decision on disciplinary actions.**

If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: **RPC, Suspension, or Expulsion.**

If the student continues to exhibit disruptive, dangerous, defiant, or otherwise undesired behavior and/or the student violates their Restorative Action Plan (RAP), parents must come to campus and attend a Required Parent Conference (RPC). The RPC may include members of the Restorative Justice Team, members of the leadership team, the parent(s)/guardian(s), and the student. It may be necessary to determine interventions or a revision of the student’s Restorative Action Plan.

**The following disciplinary chart shall only be used if:**

- 1. A student has not followed or has violated their Restorative Action Plan**
- 2. School administration has deemed that Restorative Justice is not practicable**
- 3. State law does not require Restorative Justice to take place**

**Additionally, pursuant to NRS 392.467 a student may be expelled, suspended, or removed if they have been charged with a crime if:**

- a. The school conducted its own documented investigation**
- b. The school gives notice of the charges brought against the student**

**Doral Academy of Nevada Disciplinary Chart**

<b>Infraction</b>	<b>Level I Intervention/Consequence</b>	<b>Level II Intervention/Consequence</b>	<b>Level III Intervention/Consequence</b>	<b>Level IV Intervention/Consequence</b>
<b>Absence from School/Truancy</b>	DORAL ACADEMY OF NEVADA notification in mail Administrative Conference 1 <sup>st</sup> Truancy Notice	DORAL ACADEMY OF NEVADA notification in mail RPC 2 <sup>nd</sup> Truancy Notice	DORAL ACADEMY OF NEVADA notification in mail RPC 3 <sup>rd</sup> Truancy Notice/Citation Law enforcement will be notified	<b>Refer to Habitual/Subsequent Truant</b> Grade Retention possible Additional Citation Law enforcement will be notified
<b>Alcohol or Substance Represented to be Alcohol (use/possession of)</b>	School Based Consequences Administrative Conference/RPC Suspension Expulsion Drug Intervention Program Law enforcement will be notified	-----	-----	-----
<b>Assault (Verbal-Including Threats-On DORAL</b>	Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension

### Attachment 3: Restorative Justice Plan

ACADEMY OF NEVADA Employee)		Law enforcement will be notified	Law enforcement will be notified	and/or Expulsion Law enforcement will be notified
<b>Assault (Student)</b>	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension Law enforcement will be notified	Administrative Conference/RPC Progressive Suspension Law enforcement will be notified	Administrative Conference/RPC Progressive Suspension and/or Expulsion Law enforcement will be notified
<b>Arson</b>	Administrative Conference/RPC Suspension Expulsion Law enforcement will be notified	-----	-----	-----
<b>Battery (Physical - On DORAL ACADEMY OF NEVADA Employee)</b>	Administrative Conference/RPC Suspension possible Expulsion depending severity of any injuries Law enforcement will be notified	-----	-----	-----
<b>Battery-Student</b>	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension Possible Habitual Discipline Expulsion	-----
<b>Campus Disruption - Major (includes incitement)</b>	Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension Possible Habitual Discipline Expulsion
<b>Campus Disruption - Minor</b>	School Based Consequence Parent Notification RPC	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
<b>Continual Disregard of School Rules</b>	Administrative Conference/RPC School Based Consequence Counselor Referral	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
<b>Controlled Substance / Substance Abuse / Substance Represented to be a Controlled Substance: Use/ Possession/ Sale/ Distribution</b>	Administrative Conference/RPC Suspension Expulsion Law enforcement will be notified	-----	-----	-----
<b>Controlled Substance Paraphernalia</b>	Administrative Conference/RPC Suspension Expulsion Law enforcement will be notified	-----	-----	-----
<b>Defiance of School Personnel</b>	Administrative Conference/RPC School Based Consequence	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
<b>Dress Code Violation (SSA)</b>	School Based Consequence	School Based Consequence Parent Notification Detention	Parent Notification RPC	Administrative Conference/RPC Suspension
<b>Extortion/Robbery *law enforcement will be notified</b>	Administrative Conference/RPC Restitution Suspension Expulsion	-----	-----	-----
<b>Fighting</b>	Administrative Conference/RPC	Administrative Conference/RPC	-----	-----

### Attachment 3: Restorative Justice Plan

	Suspension 1 <sup>st</sup> Fight Notice	Suspension Second Fight Habitual Discipline Expulsion		
<b>Forgery</b> *law enforcement may be notified	School Based Consequence Administrative Conference/RPC	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Suspension
<b>Gambling</b>	School Based Consequence Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension	-----	-----
<b>Gang Activity</b> *law enforcement may be notified	Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension Expulsion	-----	-----
<b>Habitual Discipline Problem (having been deemed HDP per NRS 392.4655)</b>	Administrative Conference/RPC Suspension Expulsion	-----	-----	-----
<b>Harassment</b>	Administrator Conference/RPC School Based Consequence	Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension
<b>Horseplay</b>	School Based Consequence	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
<b>Illegal Conduct</b> *law enforcement will be notified	Administrative Conference/RPC Suspension Possible Expulsion	Administrative Conference/RPC Suspension Possible Expulsion	-----	-----
<b>Immoral/Lewd Conduct Sexual</b>	Administrative Conference/RPC Suspension Expulsion Law enforcement will be notified	-----	-----	-----
<b>Immoral/Lewd Conduct *non Sexual</b>	Administrative Conference/RPC School Based Consequence Possible Suspension Law enforcement may be notified	Administrative Conference/RPC Suspension Possible Expulsion Law enforcement may be notified	-----	-----
<b>Insubordination</b>	Parent Notification School Based Consequence	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
<b>Nuisance Items</b>	Confiscation Parent Notification	Confiscation Parent Notification Counselor Referral School Based Consequence	Confiscation Administrative Conference/RPC School Based Consequence	Confiscation Administrative Conference/RPC Suspension
<b>Profanity</b>	Parent Notification School Based Consequence	Administrative Conference RPC	Administrative Conference/RPC Suspension	Administrative Conference/RPC
<b>Racially Derogatory Remarks</b>	Parent Notification RPC	Administrative Conference Suspension	Administrative Conference Progressive Suspension	Administrative Conference Progressive Suspension
<b>Scholastic Dishonesty</b> *Including Plagiarism	Parent Notification School Based Consequence	Administrative Conference/RPC School Based Consequence Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
<b>Tardiness</b>	Detention	Detention School Based Consequence	Detention School Based Consequence	Detention Administrative Conference/RPC Suspension

### Attachment 3: Restorative Justice Plan

<b>Theft (includes possession of stolen property)</b>	Administrative Conference/RPC Restitution School Based Consequence Suspension Law enforcement may be notified	Administrative Conference/RPC Restitution Suspension Law enforcement will be notified	Administrative Conference/RPC Restitution Suspension Expulsion Law enforcement will be notified	-----
<b>Threats, Bullying, Cyberbullying, and Intimidation to Student</b>	Administrative Conference/RPC School Based Consequence Suspension Law enforcement may be notified	Administrative Conference/RPC Progressive Suspension Law enforcement will be notified	Administrative Conference/RPC Progressive Suspension Expulsion Law enforcement will be notified	-----
<b>Threat – Against the School</b>	RPC, Suspension, Possible Expulsion			
<b>Tobacco (use/possession)</b>	Confiscation Administrative Conference/RPC School Based Consequence Counselor Referral	Confiscation Administrative Conference/RPC Suspension	Confiscation Administrative Conference/RPC Suspension	-----
<b>Vandalism/Destructi on or Defacement of Property *less than 500 dollars</b>	Administrative Conference/RPC Restitution Suspension Law enforcement will be notified	Administrative Conference/RPC Restitution Suspension	-----	-----
<b>Vandalism/Destructi on or Defacement of Property *more than 500 dollars</b>	Administrative Conference/RPC Restitution Suspension Expulsion Law enforcement will be notified	-----	-----	-----
<b>Verbal Altercation</b>	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Suspension	-----
<b>Weapons (firearms, knives, explosives, inflammable materials, or other items that may cause bodily injury or death) as defined by NRS or Gun Free School Act Spray Propellants (use/possession of tear gas/pepper spray/mace)</b>	Administrative Conference/RPC Suspension Expulsion Law enforcement will be notified	-----	-----	-----