STATE PUBLIC CHARTER SCHOOL AUTHORITY



2017 CHARTER SCHOOL EXPANSION AMENDMENT REQUEST

Schools Requesting to Occupy a Temporary Facility

Amendment Requests Due April 15 and October 15 of each Year

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# Introduction

Dear Charter School Governing Body,

The development and release of this Amendment Request format reflects the sweeping education reforms adopted during the 2015 Legislative Session and our recognition of the opportunities and challenges that many of our operators have faced as they have grown their schools.

Our statutory responsibility compels us to provide our students and families with the very best options the charter community can provide. We are confident that we have created a demanding, thorough, and transparent amendment request and review process.

As you complete your amendment request, please feel free to contact our team with any questions. Again, thank you for your interest in recommitting to this vital work and investing more of your time and talents in our effort to build and deliver a high quality public school option to every student in Nevada.

Sincerely,

Patrick J. Gavin

Executive Director

# Instructions

OPERATOR APPLICANT INSTRUCTIONS

Specifications

* Notices of Intent to Apply for a Temporary Facility Amendment are due 45 days prior to the date of submission. As R089-16A requires that amendments be submitted between April 1 and April 15 and between October 1 and October 15, notices of intent are due to the Authority no later than March 1 and September 1 of each year.
* It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers; external experts; and parents, families, and the general public.
* This request may be completed with responses following each question (e.g., the questions following the headings Targeted Plan, *Driving for Results, Human Resources*, etc.). Please leave the text of the question in the document to facilitate review and public transparency.
* All narrative elements of the application must be typed with 1-inch page margins and 11-point Cambria font, single-spaced.
* All headings must be in 11, 12, or 14 point Cambria font.
* Tables may be in either 11 or 10 point Cambria font.
* Each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) must begin on a separate page, as indicated in the RFP document.
* All pages must be consecutively numbered in the footer, including all attachments.
* The table of contents must identify the page number of each major section of the narrative and each required attachment.
* Schools are encouraged to utilize Microsoft Word’s cross-referencing features to allow for automatic updates to page numbers within the document for any element discussed in more than one section. Simply referring reviewers to content in another section or expecting reviewers to seek out and infer an answer from information which may or may not be found in an attachment is unacceptable and will be deemed unresponsive. Petitioners are expected to exercise appropriate judgement in balancing responsiveness with excessively duplicative content. It is highly advisable to answer the question posed and refer the reviewer to additional contextual information that will inform review with transitional and referential phrases such as “As discussed in greater detail in the Section \_\_ beginning on page \_\_, the school will...” and “Reviewers seeking more information on \_\_\_ may wish to refer to the section labeled \_\_\_ beginning on page \_\_\_. More specifically, the school will...”
* References and citations should be placed in the footer.
* The name of each major section and attachment, e.g. “Attachment 1,” etc. must be placed in the footer to facilitate easy review and navigation of the materials. Bookmarking of individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
* Applicants are reminded that all requests for temporary facilities are public records and are posted on the SPCSA web site. Once a request is approved, it is expected that the complete charter application and the approved amendments will be posted on the school’s web site or will otherwise be made available via electronic means upon request from any member of the public. State regulations and federal law require that all submissions are compliant with accessibility standards as set forth in section 508 of the Rehabilitation Act. To ensure the broadest range of accessibility for public documents, the SPCSA strongly encourages applicants to consult the Accessibility Guidance offered by our peer authorizer, the Massachusetts Department of Elementary and Secondary Education: <http://www.doe.mass.edu/nmg/MakingAccessibleDocuments.pdf> and <http://www.doe.mass.edu/nmg/accessibility.html>. Schools are encouraged to use Microsoft Word’s styles features (<http://shaunakelly.com/word/styles/stylesms.html>) to increase compliance with accessibility requirements. Styles permit users to manage formatting, provide for bookmarking and cross-referencing, and facilitate the generation of the table of contents and other features through the heading styles functionality. Note that submissions that do not comply with these accessibility standards will be rejected.
* If a particular question does not apply to your school, simply respond with an explanatory sentence identifying the reason this question is not applicable to your school AND including the term “not applicable” within the sentence.
* All questions, including those identified as “Not Applicable” and tables not utilized must be left in the document. Tables which are accompanied with directions permitting the school to modify the number of rows and to customize the designated content may be changed as indicated.
* Applicants MUST submit amendment requests electronically in Epicenter, the statewide document management center for school submissions to the State Public Charter School Authority. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those individual pages containing signatures or facilities documentation, must be submitted as converted (not scanned) documents.
* The following is a list of attachments to accompany the application:

Attachments Necessary to Assess Facility Compliance

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 Occupy a Temporary Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Occupy a Temporary Facility
4. If a facility has been identified, 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 **OR**, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement **OR** a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **OR**, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
7. If a facility has been identified, 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 **OR** a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
8. Full Certificate of Occupancy **OR** a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265
9. 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 **OR** a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.
10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265

Attachments Necessary to Assess School Capacity

1. Incubation Year Planning Table if the occupation of the temporary facility affects the Charter Application Incubation Year Planning Table
2. School and network leadership job descriptions
3. Operational execution plan
4. Budget narrative
5. Amended School Budget Reflecting Facility Costs and Any Necessary Enrollment Changes
6. Local Network Budget Consistent with School-Level Budget
7. Financial Plan

* Review all elements of your request for completeness before submitting. Incomplete requests will not be accepted, and schools are not able to amend, revise, or supplement their request after it has been submitted unless the SPCSA, at its sole discretion, requests additional information or the SPCSA board votes to reject the request and the applicant chooses to resubmit a revised request at a later date.
* Schools are strongly encouraged to maintain final Microsoft Word versions of all written materials. In the event that a school elects to resubmit a request with additional content and documentation, the school will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants upon request.

Submission Instructions

1. In order to complete and submit your request, you will need to meet the following minimum technology requirements:
2. A local copy of Microsoft Office Word 2007 or later and Microsoft Office Excel 2007 or later
3. A local copy of Adobe Acrobat Standard or Professional to allow for converting, combining, and consecutively paginating files into portable document format—note that neither the vast majority of third party PDF software and online services not the print or save to PDF functionality in Office create documents which comply with applicable accessibility requirements.
4. A local copy of Microsoft Office Project and Microsoft Office Visio or other software or a school-selected suitable web-based equivalent (e.g. Lucidchart for flowcharts) with the capacity to produce detailed Gannt charts, flowcharts, and explanatory graphics for inclusion in the narrative or the requested attachments
5. Microsoft Internet Explorer Version 9 or above OR Google Chrome Version 40 or above
6. A reliable Internet connection
7. A laptop or desktop computer with at least 50 Mb of free space to store downloaded amendment request documents and local copies of your submission

Guidance and Resources for Applicants

Schools are encouraged to familiarize themselves with **current** Nevada law and regulations relating to charter schools. As Nevada’s statutes and regulations are continuing to evolve, it is advisable to monitor and evaluate all changes to ensure that any proposed changes to the charter meet current expectations. The Authority does not have the capacity or the statutory authority to provide individual guidance or legal advice. Charter schools are encouraged to consult the Charter School Association of Nevada and an attorney who is well versed in charter school law for guidance in interpreting those elements of statute and regulation for which the Authority has not incorporated its policy expectations in this document.

Nevada Revised Statutes: NRS 388A contains the vast majority of law pertaining to charter schools: https://www.leg.state.nv.us/nrs/NRS-388A.html.

NRS 388A contains the vast majority of the legal changes which were made during the 2015 legislative session that impact charter schools. Some bills did include language which impacted other chapters of the Nevada Revised Statutes in 2015, when the state adopted a number of reforms related to charter schools. Key bills which passed include:

* SB509: Balances additional operating flexibility for charter schools with broad changes in charter school authorizing and accountability: <https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB509_EN.pdf>
* SB460: Provides for an accountability framework to evaluate the performance of a small subset of charter schools which have a mission to exclusively serve opportunity youth, students with disabilities, and other particularly vulnerable populations: <https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB460_EN.pdf>
* SB208: Codifies existing minimum expectations regarding the notification of families when a new charter school is scheduled to open in a community and changes the expectations around recruiting and enrolling students: <https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB208_EN.pdf>.
* SB390: Permits but does not require charter schools to give admissions preference to students who attend overcrowded schools or underperforming schools within a 2 mile radius of a campus: <https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB390_EN.pdf>
* SB200: Permits but does not require charter schools on military bases to give admissions preference to students of personnel residing on or employed by the military base: <https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB200_EN.pdf>

Nevada Administrative Code: As a state with a biennial legislature, Nevada relies heavily on its regulatory framework to provide guidance on the interpretation and execution of its laws. The provisions of NAC 386.010 through 386.47 govern the administration of the state’s charter school program: <https://www.leg.state.nv.us/NAC/NAC-386.html>.

Additionally, the following uncodified NAC sections should be reviewed:

R087-16A: <http://www.leg.state.nv.us/Register/2016Register/R087-16A.pdf>

R088-16A: <http://www.leg.state.nv.us/Register/2016Register/R088-16A.pdf>

R089-16A: <http://www.leg.state.nv.us/Register/2016Register/R089-16A.pdf>

Pursuant to SB509, the Authority may require that schools enter into amended and restated charter contracts as a condition of granting an amendment; this mechanism allows us to require schools to develop additional technical amendments and contractual changes as statutory and regulatory requirements evolve.

Additional Guidance and Resources for Schools

The Nevada charter school movement and the SPCSA have undergone dramatic changes in the past four years as a result of legislative changes in the 2013 legislative session and the sweeping education reforms adopted during the 2015 legislative session. As noted above, the policy and operating landscape for charter schools has undergone significant shifts, including some changes which have yet to be codified into regulation and standard practice.

In light of these changes and the Authority board’s deep commitment to accountability and continuous improvement, the expectations and standards for charter application approval and for ongoing operation and expansion have continued to evolve and our process has become increasingly more rigorous. Consequently, schools are strongly cautioned against excessive borrowing of language from “boilerplate” Nevada charter application material and sample resources that are widely available on the internet, including legacy materials on a variety of state web sites, including documents maintained for a subset of existing schools on the SPCSA website.

The Authority also recognizes that overseeing and operating high performing schools with multiple campuses is a complex task requiring flexibility and sophistication. Nevada’s multi-site charter schools are the Silver State’s own homegrown charter management organizations. Like similar networks in other states, our homegrown CMOs directly hold charters to operate multiple campuses in Nevada. As they plan their growth, schools which have limited experience operating charter schools with multiple campuses and those which have not fully made the mindset shift from operating a small school to a more district-like entity are encouraged to reach out to the top performing multi-site charter school networks in leading charter school markets, including not only states in the western United States, but also CMOs in places like New York, Massachusetts, and the District of Columbia. While there are some contextual differences between states, you will find that many of these networks have experienced challenges as they have grown and can share lessons learned about how to grow intentionally, strategically, and effectively.

Schools are encouraged to avoid quoting entire statutes or regulations, or including documents that could just as well be referred to rather than provided in their entirety in the application. Do not simply print materials off the Nevada Department of Education’s website or the State Public Charter School Authority’s website for inclusion in the amendment request; the Review Team can access those websites if necessary. Including documents and statutes and regulations in their entirety will result in an unmanageably large submission. Rather than quoting or including the entire text of statute, regulation and/or documents in the application, include only relevant excerpts or summarize the statute, regulation or document. Do not hesitate to provide citations of relevant statutes or regulations along with a thoughtful, original discussion of ***how*** the school intends to implement the requirements of the law, regulation, or process in a way which is ***fully aligned*** with the mission, vision, and program outlined in the application. In designing their policies, processes, and procedures, schools are encouraged to consider the who, what, where, when, and why for each element in the school’s operating system.

# Request for Amendment

SCHOOLS EXPANDING FALL 2017 AND BEYOND

|  |
| --- |
| **Please submit an amendment request that addresses the following questions / issues.**There are no page limits for individual sections except for the Executive Summary. The total amendment request may not exceed 128 pages (not including the requested attachments and the 28 pages of questions and tables included in this document).  Please keep in mind that your amendment request is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to expand. Review teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on a reviewer. Responsive answers are critical: ensure that you have fully answered the question and have thoroughly researched the relevant section of law, regulation, and policy. Organization and clarity are essential: use of appropriate cross-referencing by page number and, where appropriate, sub-section headings to linked areas of the application when elaborating on or demonstrating alignment to a key strategic element of the proposal will limit the possibility that an essential point is missed by a reviewer due to a lack of clarity and specificity. |

The purpose of this Occupation of a Temporary Facility 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.

## MEETING THE NEED

### **TARGETED** PLAN

#### Identify the community you will to serve as a result of the occupation of the temporary facility and indicate how locating in this temporary facility will impact students and families who have already enrolled for the next school year. Please discuss in detail the demographics and academic and social needs of this local community and how they vary in relation to those of the community previously identified by the school.

#### Explain how serving this particular community with this academic model to will meet the district and community needs and align with the mission of the SPCSA.

### GROWTH RATE AND RATIONALE

#### Specifically identify the key risks associated with operating in a temporary facility. Describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of temporary relocation in general and as they relate specifically to their plans based on current and historic experience of charter school management organizations and similar types of 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:

* 1. Enrollment shortfalls and student turnover/churn;
  2. Inability to secure final facilities approvals from local governments/facilities financing, resulting in extended occupancy of a less than optimal temporary facility;
  3. Insufficient talent pipeline/difficulty recruiting faculty willing to work in a temporary location;
  4. Cost overruns related to moves and accelerated development timelines;
  5. Ambiguous student performance outcomes due to facilities uncertainty any potential authorizer intervention if performance drops.

### PARENT AND COMMUNITY INVOLVEMENT

#### Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed temporary site of the school.

#### Describe how you will engage parents, neighborhood, and community members from the time that the temporary facility amendment is approved through the opening of the temporary facility. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post move?

#### Describe how you will engage parents in the life of the temporary school location (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 to invest them in this location.

#### Discuss the community resources that will be available to students and parents at the temporary site. Describe any new strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school’s core mission, vision, and program other than educational management organizations or 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 in this temporary location. Include, as Attachment 11, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts to ensure the success of the school in this temporary location.

#### Describe the school’s ties to and/or knowledge of the surrounding 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?

#### Identify any organizations, agencies, or consultants that are partners in planning for this transition, 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 temporary home.

## 

## OPERATIONS PLAN

#### Organization Charts and Decision-Making Authority:

##### Provide the following organizational charts:

###### Current

###### Vision for school in three years (clearly identify both the final campus and temporary campus requested in this amendment).

###### Vision for school in six years (clearly identify both final campus and temporary campus requested in this amendment).

### Proposed Temporary Campus

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| **Management Organization Positions** | | | | | |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| **Total Back-Office FTEs** |  |  |  |  |  |  |
| **School Staff** | | | | | |  |
| Principals |  |  |  |  |  |  |
| Assistant Principals |  |  |  |  |  |  |
| Add’l School Leadership Position 1  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 2  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 3  [Specify] |  |  |  |  |  |  |
| Classroom Teachers (Core Subjects) |  |  |  |  |  |  |
| Classroom Teachers (Specials) |  |  |  |  |  |  |
| Student Support Position 1 [e.g., Social Worker] |  |  |  |  |  |  |
| Student Support Position 2 [specify] |  |  |  |  |  |  |
| Specialized School Staff 1 [specify] |  |  |  |  |  |  |
| Specialized School Staff 2 [specify] |  |  |  |  |  |  |
| Teacher Aides and Assistants |  |  |  |  |  |  |
| School Operations Support Staff |  |  |  |  |  |  |
| **Total FTEs at School** |  |  |  |  |  |  |

### Network

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| Number of elementary schools |  |  |  |  |  |  |
| Number of middle schools |  |  |  |  |  |  |
| Number of high schools |  |  |  |  |  |  |
| **Total schools** |  |  |  |  |  |  |
| Student enrollment |  |  |  |  |  |  |
| **Management Organization Positions** | | | | | |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| **Total Back-Office FTEs** |  |  |  |  |  |  |
| **Elementary School Staff** | | | | | |  |
| Principals |  |  |  |  |  |  |
| Assistant Principals |  |  |  |  |  |  |
| Add’l School Leadership Position 1  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 2  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 3  [Specify] |  |  |  |  |  |  |
| Classroom Teachers (Core Subjects) |  |  |  |  |  |  |
| Classroom Teachers (Specials) |  |  |  |  |  |  |
| Special Education Teachers |  |  |  |  |  |  |
| ELL/TESOL Teachers |  |  |  |  |  |  |
| Student Support Position 1 [e.g., Social Worker] |  |  |  |  |  |  |
| Student Support Position 2 [specify] |  |  |  |  |  |  |
| Specialized School Staff 1 [specify] |  |  |  |  |  |  |
| Specialized School Staff 2 [specify] |  |  |  |  |  |  |
| Teacher Aides and Assistants |  |  |  |  |  |  |
| School Operations Support Staff |  |  |  |  |  |  |
| **Total FTEs at Elementary Schools** |  |  |  |  |  |  |
| **Middle School Staff** | | | | | |  |
| Principals |  |  |  |  |  |  |
| Assistant Principals |  |  |  |  |  |  |
| Add’l School Leadership Position 1  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 2  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 3  [Specify] |  |  |  |  |  |  |
| Classroom Teachers (Core Subjects) |  |  |  |  |  |  |
| Classroom Teachers (Specials) |  |  |  |  |  |  |
| Student Support Position 1 [e.g., Social Worker] |  |  |  |  |  |  |
| Special Education Teachers |  |  |  |  |  |  |
| ELL/TESOL Teachers |  |  |  |  |  |  |
| Student Support Position 2 [specify] |  |  |  |  |  |  |
| Specialized School Staff 1 [specify] |  |  |  |  |  |  |
| Specialized School Staff 2 [specify] |  |  |  |  |  |  |
| Teacher Aides and Assistants |  |  |  |  |  |  |
| School Operations Support Staff |  |  |  |  |  |  |
| **Total FTEs at Middle Schools** |  |  |  |  |  |  |
| **High School Staff** | | | | | |  |
| Principals |  |  |  |  |  |  |
| Assistant Principals |  |  |  |  |  |  |
| Deans |  |  |  |  |  |  |
| Add’l School Leadership Position 1  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 2  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 3  [Specify] |  |  |  |  |  |  |
| Classroom Teachers (Core Subjects) |  |  |  |  |  |  |
| Classroom Teachers (Specials) |  |  |  |  |  |  |
| Special Education Teachers |  |  |  |  |  |  |
| ELL/TESOL Teachers |  |  |  |  |  |  |
| Student Support Position 1 [e.g., Social Worker] |  |  |  |  |  |  |
| Student Support Position 2 [specify] |  |  |  |  |  |  |
| Specialized School Staff 1 [specify] |  |  |  |  |  |  |
| Specialized School Staff 2 [specify] |  |  |  |  |  |  |
| Teacher Aides and Assistants |  |  |  |  |  |  |
| School Operations Support Staff |  |  |  |  |  |  |
| **Total FTEs at High Schools** |  |  |  |  |  |  |
| **Total Network FTEs** |  |  |  |  |  |  |

### HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a temporary charter school campus. Explain key selection criteria and any special considerations relevant to your school design.

### 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.

#### Explain the plan for student recruitment and marketing and how this may be impacted by operating at a temporary campus location. 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.

#### Detail how the school’s programmatic, recruitment, and enrollment strategies might change due to operation at a temporary facility.

#### What is the enrollment calendar for both the first year of operation and subsequent years of operation at the temporary facility? 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.

#### What enrollment targets will you set and who will be responsible for monitoring progress towards these targets while operating at the temporary facility? What are the minimum, planned, and maximum projected enrollment at each grade level due to operation at the temporary campus l? Outline specific targets in the table below.

#### Describe the student recruitment plan and how that may be affected by operating at a temporary facility. In what ways will it be different than your original plan, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

#### Complete the following tables for the proposed temporary facility. As necessary, please change the starting year in the table to reflect a full six-year enrollment profile for the temporary campus and the final campus the school intends to occupy.

##### Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Number of Students | | | | | |
| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Pre-K |  |  |  |  |  |  |
| K |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

##### Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Number of Students | | | | | |
| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Pre-K |  |  |  |  |  |  |
| K |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

##### Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Number of Students | | | | | |
| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Pre-K |  |  |  |  |  |  |
| K |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

#### Describe the rationale for the number of students and grade levels served in year one at the temporary facility. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

#### Please provide a completed marketing plan consistent with this narrative as attachment 13 if the previously approved marketing plan changed due to the occupation of the temporary facility. The sample template may be found at: <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Community-Marketing-Plan-Template.doc>.

### INCUBATION OR TRANSITION YEAR DEVELOPMENT

#### Provide a detailed start-up or transition plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the new sections are ready for a successful launch in fall 2017 or later. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 12.

### SERVICES

#### Provide a description of how the school leadership team will support operational execution at the temporary facility. 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 at the temporary facility.

##### Facilities maintenance (including janitorial and landscape maintenance) for these new sections

##### Safety and security (include any plans for onsite security personnel) for these new sections

#### Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this request to operate at a temporary facility. 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.

#### Provide, as attachment 14, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

### FACILITIES

#### If the temporary facility requires no construction or renovation after the date of this submission and prior to the commencement of instruction, please provide:

##### 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 as Attachment 4

##### A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5

##### A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6

##### 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 Attachment 7

##### A copy of the Certificate of Occupancy and any other required local government approvals such as a current special use permit at Attachment 8

##### 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 Attachment 9

##### Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

#### If the existing temporary campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, please provide:

##### Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 **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 Attachment 4

##### Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 **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 Attachment 5

##### Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 **OR**, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as Attachment 6

##### Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 **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 Attachment 7

##### A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy and any other local government approvals such as special use permits 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 and any other local government approvals such as special use permits, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 8

##### A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 9

##### Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

### ONGOING OPERATIONS

#### Discuss the types of insurance coverage the school will secure as a result of the occupation of the temporary facility, 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 similarly sized schools 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 leadership is fully cognizant of the complexity of risk management at a temporary facility.

## FINANCIAL PLAN

#### As Attachment 15, present an updated budget narrative for occupation at the temporary facility 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 in Attachment 15. Include the following:

##### Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

##### 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 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

##### 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.

##### 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.

##### Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

##### Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

#### Submit a completed financial plan for the proposed temporary school campus as Attachment 16 using the Nevada Department of Education’s required charter school budget forms (<http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Charter_Schools/Documents/charterbudget.xlsx>). The materials submitted 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).