

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

TELECONFERENCED OPEN MEETING

FRIDAY, OCTOBER 21, 2016

CARSON CITY, NEVADA

THE BOARD: ADAM JOHNSON, Chair  
PATRICK GAVIN, Executive Director  
MELISSA MACKEDON, Vice-President  
NORA LUNA, Member  
KATHLEEN CONABOY, Member  
JACOB SNOW, Member  
STAVAN CORBETT, Member  
JASON GUINASSO, Member

FOR THE BOARD: GREG OTT, Deputy Attorney General

ROBERT WHITNEY,  
Deputy Attorney General

TANYA OSBORNE,  
Administrative Assistant III

KATIE BALDWIN,  
Management Analyst II

REPORTED BY: CAPITOL REPORTERS  
BY: NICOLE J. HANSEN,  
Nevada CCR #446

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1 CHAIR JOHNSON: Member Conaboy?

2 MEMBER CONABOY: Present.

3 CHAIR JOHNSON: Member Guinasso?

4 MEMBER GUINASSO: Present.

5 CHAIR JOHNSON: Member Luna?

6 MEMBER LUNA: Present.

7 CHAIR JOHNSON: Perfect. We will start with  
8 the Pledge of Allegiance.

9 (Whereupon, the Pledge of Allegiance was recited.)

10 CHAIR JOHNSON: I'll accept a motion for  
11 flexible agenda.

12 MEMBER CONABOY: So moved. Member Conaboy.

13 CHAIR JOHNSON: Is there a second?

14 MEMBER SNOW: Second. Member Snow.

15 CHAIR JOHNSON: All in favor of establishing  
16 a flexible agenda?

17 THE BOARD: Aye.

18 CHAIR JOHNSON: All right. Agenda Item No.  
19 1. We will take public comment that deals with anything  
20 that has to do with our agenda today.

21 Do we have any public comment in the north,  
22 Danny?

23 MS. OSBORNE: Actually, Danny is not here.  
24 This is Tanya. Hi.

25 CHAIR JOHNSON: Good morning, Tanya. I

1 apologize.

2 MS. OSBORNE: That's okay. Good morning. We  
3 have no public comment here right now.

4 CHAIR JOHNSON: All right. Is there any in  
5 the south? There appears to be none. All right. We  
6 will go to Agenda Item No. 2: Approval of the September  
7 23rd board meeting minutes. Member Mackedon?

8 VICE-CHAIR MACKEDON: Move to approve the  
9 September 23rd SPCSA board meeting action minutes.

10 MEMBER CONABOY: Second. Member Conaboy.

11 CHAIR JOHNSON: All in favor?

12 THE BOARD: Aye.

13 CHAIR JOHNSON: Member Luna wanted some  
14 discussion. I apologize.

15 MEMBER LUNA: I am listed as absent, and I  
16 was there, so it just needs to be corrected.

17 CHAIR JOHNSON: Can you restate your motion  
18 with the request for the amendment, please?

19 VICE-CHAIR MACKEDON: Yes. I move to approve  
20 the September 23rd, 2016, SPCSA Board meeting action  
21 minutes with the amendment that Nora Luna was present,  
22 not absent.

23 MEMBER CONABOY: Actually, Chairman, I just  
24 realized I watched the video, but I wasn't actually  
25 there, so I probably can't second the motion.

1 CHAIR JOHNSON: Do we have a second from a  
2 member who was present?

3 MEMBER LUNA: Nora Luna. I second.

4 CHAIR JOHNSON: All right. All in favor?

5 THE BOARD: Aye.

6 CHAIR JOHNSON: All right. We will move to  
7 Agenda Item No. 3. Are there any items that need to be  
8 pulled for discussion?

9 MEMBER GUINASSO: Yes, Mr. Chairman. Could  
10 we please pull 3B?

11 CHAIR JOHNSON: Will do.

12 VICE-CHAIR MACKEDON: And also 3A. Sorry.

13 CHAIR JOHNSON: So it would appear that we  
14 have no consent agenda, and we will discuss both of those  
15 items. We will take those in order then. So Item 3A is  
16 the renewal process, timeliness, and forms for 2016-17,  
17 including but not limited to expedited renewal.

18 VICE-CHAIR MACKEDON: Chair Johnson, I'd like  
19 to recuse myself from Item 3A, please.

20 CHAIR JOHNSON: All right. Is there any  
21 other discussion that needs to take place? All right.

22 MEMBER SNOW: This is Member Snow. I'll move  
23 for approval of the consent agenda.

24 CHAIR JOHNSON: On item 3A.

25 MEMBER SNOW: Thank you for that correction.

1 Yes. Item 3A.

2 MEMBER CORBETT: Member Corbett. Second.

3 CHAIR JOHNSON: All in favor?

4 THE BOARD: Aye.

5 CHAIR JOHNSON: All right. Item 3B: Staff  
6 Approval Pursuant to Delegated Authority of Technical  
7 Amendment to Legacy Traditional Charter Contract to  
8 acquire initial facility. Member Gavin or, sorry, not  
9 Member Gavin. Director Gavin?

10 EXECUTIVE DIRECTOR GAVIN: Thank you,  
11 Mr. Chairman. Legacy Traditional School was approved by  
12 the Authority in the fall 2015 cycle. The school is  
13 scheduled to open in the fall of '17. While the school  
14 had initially been approved for a tentative location in  
15 Henderson, it was unable to identify a suitable and  
16 affordable location that local governments would permit  
17 the school to occupy.

18 Consequently, the governing body has  
19 conducted a far more extensive search of the valley and  
20 has expanded and identified a location in North Las Vegas  
21 which it has determined would meet its needs. This  
22 school has provided us with a technical amendment to  
23 acquire this location pursuant to regulation. Based on  
24 our review, the request appears to comply with all  
25 applicable regulations and is administratively complete



1 and answers all questions that are required by staff and  
2 the Authority in consideration of such questions.

3           Additionally, the school has made a request  
4 for a name change for Legacy to change the name of the  
5 school from Legacy Traditional School of Henderson to  
6 Legacy Traditional School of North Valley.

7           Staff recommends -- staff brings this to the  
8 board primarily because of the fact that it is a  
9 significant material change in location. While I believe  
10 my delegated authority from you would permit this, I  
11 think it is important from an informational perspective,  
12 if nothing else, that this body be aware that the school  
13 is moving a 10- or 15-mile difference in location, and  
14 that that is something that I do think that merits at  
15 least some public discussion or notification of. But we  
16 absolutely support this change in location, and we  
17 request further delegated authority to approve any  
18 subsequent technical amendments to permit occupancy.

19           I would note with regard to the name change,  
20 this is an area just of minor concern for me. Given that  
21 the school currently has notified us of its intent to  
22 pursue a second campus, I would argue that perhaps the  
23 name should be more broad to just Legacy Traditional  
24 School of Nevada or Legacy Traditional School of Southern  
25 Nevada or something like that so that we're not

1 constantly having to change the legal name of the entity  
2 as the school opens new locations. We've typically done  
3 campus designations on a local basis. But that's  
4 something where, again, I'd delegate authority to make  
5 that to approve whatever change they ultimately decide  
6 on.

7 CHAIR JOHNSON: Member Guinasso?

8 MEMBER GUINASSO: Thank you, Mr. Chairman. I  
9 asked that this be pulled because I noticed that in the  
10 staff report that we received that this was significant  
11 enough that it merited Board review and consideration,  
12 and if you think it's significant enough for review and  
13 consideration, I would think that we would not want that  
14 on the consent agenda, but we would want to be able to  
15 discuss that and review it. And so in the future with  
16 these sorts of things, let's make sure they're not in a  
17 consent agenda, but on the regular agenda.

18 But more substantively, I'm trying to  
19 understand what the difference is between a technical  
20 amendment and a substantive amendment. Because we have  
21 -- like in our agenda today, we have amendments to  
22 contracts where the schools are relocating, and there's a  
23 whole host of questions that they have to answer, and I'm  
24 trying to understand the difference between an  
25 established school that's moving and requires an

1 amendment to move and a school where we approve the  
2 charter contract, they haven't opened yet, and now they  
3 want to change their location, and it's not just a minor  
4 change, it's a significant change in terms of geography.

5 Why aren't they answering the same questions  
6 that we ask with regard to our schools that change  
7 locations? Because it seems like the same issues are at  
8 play whether they're a school that hasn't opened versus a  
9 school that's been opened for a few years.

10 EXECUTIVE DIRECTOR GAVIN: Thank you, Member  
11 Guinasso, for the question. So in terms of the --  
12 there's sort of two different questions there, as I  
13 understand it. One is the distinction between sort of a  
14 technical versus a more material amendment. With  
15 relation to that, the statute does provide that there are  
16 some items which must be considered by the Board in a  
17 public process, and those include amendments to acquire  
18 new facilities for the purposes of increasing enrollment  
19 and significant changes to academic programs, etcetera.

20 I will also note that our draft regulations  
21 attempt to differentiate between the things that -- to  
22 further clarify items that require board review, such as  
23 a significant relocation of an existing school, to ensure  
24 that there is a public process for that because that can  
25 -- especially in the case of a school that is up and

1 running, there are huge impacts on parents and families,  
2 potentially -- parents, students, and families for a  
3 significant change in location. So I think that does  
4 bear a public process or public discussion.

5 With relation to new schools, I think that  
6 the board has historically not wanted to have to tie  
7 schools' hands with the preopening execution issues  
8 related to getting a new facility and making all of the  
9 other sort of operational decisions that happen following  
10 charter approval and prior to occupancy of the school,  
11 especially given the kinds of timelines that schools are  
12 off and on to acquire a facility within a very tight  
13 startup period. So I think that has been -- that has  
14 historically been the reason why we had requested and the  
15 board has granted delegated authority for the facilities'  
16 occupancy and acquisition of items related to a charter  
17 -- to a new charter school.

18 In this case, given that it was a significant  
19 change in location, I felt it was important to at least  
20 bring this to the board's attention, but they've already  
21 done almost all of -- other than the change in the actual  
22 location, they've done all of the other preopening work.  
23 This isn't something where they're going to have to go  
24 out and tell families, "Oh, look. We've moved, and now  
25 you're going to have to move your kiddos up from

1 Henderson to North Las Vegas." They're not at that point  
2 in the process where they have actually opened an  
3 enrollment process or whatever else. They have certainly  
4 provided public information and meetings and whatnot, but  
5 there's been no covenant made with kids and families  
6 relating to a school in a particular location, which I  
7 think is the thing that particularly concerns us as a --  
8 you as a body and me as someone who wants to make sure  
9 our kids and families have appropriate schooling options.  
10 So that's really the intent. And it's something where I  
11 think, especially at the November 4th regular discussion,  
12 it's certainly something we could dig into and figure out  
13 if there's a better way of dealing with these issues.

14 CHAIR JOHNSON: Two questions. This is more  
15 technical than not. As I was looking through the budget  
16 again, I came across the student fees that will occur in  
17 years one through five, the total amount \$300,000 a year  
18 for each of those years, and that's ten times the amount  
19 of private fundraising they're going to do.

20 I'm just trying to get clear on what those  
21 two fees are because that's considered as revenue, and in  
22 each instance, it's a significant amount of revenue, so I  
23 don't know if you're able to answer what that is or a  
24 member of the body would like to come up and help us  
25 understand what those student fees are and how you're

1 going to -- why they need to be collected at a clip of  
2 \$300,000 a year.

3 EXECUTIVE DIRECTOR GAVIN: So I can't speak  
4 to the specifics of that particular -- of the budget  
5 assumptions for this school. I will say that the statute  
6 does permit charter schools to charge any fee that is  
7 permissible for a district to charge. There is also an  
8 expectation that we outline in our charter application as  
9 well as in the statute that there be some mechanism to  
10 ensure that the imposition of such fees does not become a  
11 barrier to either initial enrollment or ongoing  
12 enrollment. So, effectively, a scholarship. Many  
13 schools use the free reduced lunch eligibility as the  
14 criteria for that.

15 If you wish to invite an individual  
16 representative of the school or of their management  
17 company to come up and speak about that and get more  
18 details, I think that would be perfectly appropriate.

19 CHAIR JOHNSON: Mr. Bressler, I saw you  
20 shaking your head, so I'd love to have you or any of the  
21 representatives come up and just help us talk through  
22 that a little bit, please.

23 MR. KENNEDY: Thank you, Mr. President. My  
24 name is Corey Kennedy. I'm the treasurer with Legacy  
25 Traditional Schools Nevada, and the local revenue that

1 you're referring to in the budget is actually primarily  
2 related to lunch fees. And in addition, there are  
3 before- and after-school programs planned, and there is  
4 revenue associated with those. There are a number of  
5 other things, sports fees, participation fees in sports,  
6 but the lunch and the before- and after-school programs  
7 make up the majority of those dollars.

8 CHAIR JOHNSON: And then how easily  
9 discernible is it for families to understand that if they  
10 aren't eligible, if they don't have the means to pay for  
11 those, how clearly is it laid out in the admissions  
12 process if those fees are waivable for them, if at all?

13 MR. BRESSLER: William Bressler, Chief  
14 Academic Officer, representing the Board. I work for CFE  
15 the EMO for Legacy Industries.

16 CHAIR JOHNSON: Mr. Bressler, I apologize.  
17 Mr. Kennedy as well. For the sake of our court reporter,  
18 if you could also spell your last names and your first  
19 names at an appropriate point just so that we can ensure  
20 that they're reflected accurately in the record.

21 MR. BRESSLER: Absolutely. Bressler:  
22 B-R-E-S-S-L-E-R.

23 MR. KENNEDY: It is Corey: C-O-R-E-Y  
24 Kennedy: K-E-N-N-E-D-Y.

25 MR. BRESSLER: Mr. Chair Johnson, yes. The

1 fees are outlined in the handbook, and these are all  
2 voluntary as well. However, there are scholarship  
3 opportunities available for those who do qualify.

4 CHAIR JOHNSON: One of the last questions I  
5 had was with the significant location change, so you'll  
6 be going from the Henderson area up to the North Las  
7 Vegas area, and if I'm not mistaken, some of the closest  
8 high schools may be Cheyenne High School and then Mojave  
9 High School is relatively close as well, and what I know  
10 of those high schools is that it's a fairly diverse  
11 population of students, many of whom are on free and  
12 reduced lunch, etcetera.

13 And so how do we -- I know you said that  
14 within 60 days of this approval, you'll have an  
15 amended -- approved amendment recruitment packet that you  
16 will be putting forward to Director Gavin. And one of  
17 the things that I had a question about initially when we  
18 approved the charter earlier in the year was around  
19 ensuring that there's a really, really comprehensive  
20 recruitment plan so that we can ensure that the school  
21 represents the community that it's going to be sitting  
22 in.

23 How do you plan on changing your recruitment  
24 strategy now that you'll be in a different community than  
25 one in which you thought you would be in initially?



1                   MR. BRESSLER: Chair Johnson, thank you.  
2                   Good question. The Board is fully prepared to, upon  
3                   approval of the Authority Board, to do a study and make  
4                   sure we are adequately and effectively communicating with  
5                   the community and meeting and going out, and prior to  
6                   even beginning the enrollment window process, prior to  
7                   the enrollment window, then you have a lottery.

8                   The 60 days, definitely, we feel -- the Board  
9                   feels it's a reasonable amount of time to gather all of  
10                  those artifacts. You know, we do have a very good  
11                  understanding of diverse communities based off of the  
12                  network of schools that we manage in Arizona, and  
13                  certainly there's diversity among communities  
14                  geographically and, you know, what method of engagement  
15                  in the community that works in one community certainly is  
16                  different than another. And I fortunately have a tool  
17                  belt filled with things that I feel will be able to  
18                  engage the community and draw their interest in Legacy  
19                  Traditional School as well as charter schools in general.

20                  And, you know, right now, we have over 850  
21                  students on the interest list in the valley, and that's  
22                  without any kind of marketing campaign whatsoever. So  
23                  we're feeling fairly confident that we're going to be  
24                  able to employ a lot of these strategies in North Las  
25                  Vegas, be able to recruit the students or at least once

1 again draw their interest in school choice.

2 CHAIR JOHNSON: Member Guinasso?

3 MEMBER GUINASSO: Yes, Mr. Chairman. Thank  
4 you. Do you anticipate any changes in the charter  
5 contract that was approved earlier this year as a result  
6 of the relocation?

7 MR. BRESSLER: The Board anticipation of  
8 changes to the contract other than the name change --  
9 clearly Henderson isn't going to work in North Las Vegas.  
10 No, there has not been any change whatsoever. And my  
11 understanding is that we would have to come in and ask  
12 permission anyway as the contract has been executed, and  
13 so we've been in communication with Director Gavin  
14 throughout the whole entire process. If we feel, at any  
15 point, that anything that would need to change from the  
16 original application to the execution basically of the  
17 new location then certainly, we'll be back in front.

18 MEMBER GUINASSO: Mr. Chairman, Director  
19 Gavin, this feels like more than a technical sort of  
20 amendment. I appreciate you bringing it back to the  
21 board, but I feel somewhat disabled in terms of making a  
22 competent decision.

23 We've delegated a lot of authority with  
24 regard to what's happening on the ground with the school.  
25 But the memorandum that we were given just kind of

1 provides a basic outline and doesn't address all of the  
2 different questions that could come up in a significant  
3 relocation. And I think that Chair Johnson's question is  
4 one of probably several questions that would get asked  
5 that would have us re-look at provisions in the contract  
6 and whether they still apply in any location.

7 I don't think that's going to be a barrier to  
8 me approving what you've asked us to approve, but I just  
9 want to note for the record my discomfort of being put in  
10 a position where I don't feel like we have been -- that  
11 we're put in a position where we can make a rational  
12 decision based on a whole set of facts that give us  
13 assurance that the relocation isn't going to -- can't  
14 substantially impact the contract that was the charter  
15 that was approved earlier this year.

16 VICE-CHAIR MACKEDON: Can I just respond to  
17 that really quick? I think part of the reason that you  
18 feel that way is because you haven't -- you weren't there  
19 for the initial application approval. And I think once  
20 you've sat through that process with the Board, you know,  
21 one round of it, you'll see how comprehensive that  
22 process is. And I think it will help, you know. I don't  
23 feel any of what you're feeling, and I think that's the  
24 difference, is having gone through the actual application  
25 process. I think -- not that these aren't legitimate

1 questions, but I think once you've gone through that with  
2 a school, you'll see how rigorous that is, and I think it  
3 helps, you know, alleviate some of what you're talking  
4 about.

5 CHAIR JOHNSON: Director Gavin, is there a  
6 way that we can get -- I would love to have an update on  
7 the recruitment plan. I mean, again, I don't necessarily  
8 have any concerns with the school being able to fill its  
9 seats, but I certainly would want to ensure that the  
10 seats are filled in a way that mirrors the community.  
11 And so again, that's going to be a step that the team has  
12 to take, and so we won't be abreast of that again if they  
13 don't submit that until 60 days later. So is there a way  
14 that we can still kind of understand or monitor the  
15 methods that they're going to use so that again, once  
16 they're successful in helping to mirror the community  
17 they're in, we can then use that standard of practice and  
18 direct other new schools to use that same kind of --  
19 those same kinds of steps?

20 EXECUTIVE DIRECTOR GAVIN: So I just want to  
21 make sure I'm understanding what you're asking for. So  
22 assuming that this body chooses to approve this  
23 amendment, you would like staff and the school to come  
24 back to talk about both what the recruiting plan is and  
25 then some evidence of success? Is that a fair summary of

1 what you're asking for?

2 CHAIR JOHNSON: That is correct.

3 EXECUTIVE DIRECTOR GAVIN: I think that that  
4 would be completely appropriate. This larger issue of  
5 how our schools go about enrolling a diverse population  
6 that is representative of their local communities is one  
7 where I think there is a real opportunity for us to all  
8 improve.

9 The only thing I would caution is what works  
10 for one particular model and one particular operator and  
11 one particular school and one particular scale is  
12 probably a bit different than what would work in another  
13 community. So as long as we don't create something  
14 that's extraordinarily prescriptive, I think that that's  
15 fine. But yes, I think it's a really valuable  
16 conversation.

17 CHAIR JOHNSON: Just to clarify, I'm not  
18 asking for anything to be prescriptive. I'm actually  
19 asking for us to have some standard operating procedures  
20 or some best practices that any new operators that would  
21 come to our community can look at to say, "You know what?  
22 These practices worked when we moved to North Las Vegas  
23 or in Las Vegas in general," because again, I think our  
24 challenge that we face is that many of our schools don't  
25 mirror the community that they currently sit in, and so

1 we want to ensure that that doesn't continue to happen  
2 moving forward.

3 MR. BRESSLER: Thank you, Mr. Chairman  
4 Johnson. I absolutely do appreciate it. And I think  
5 it's also fair to say on record that the --  
6 unfortunately, we are subject to the results of a  
7 state-mandated lottery, so to come back and say, "Yes,  
8 indeed, you know, we have a mirror of what the community  
9 is," unless we are not oversubscribed, you know, it would  
10 be disingenuous for me to say otherwise.

11 CHAIR JOHNSON: Well, I think the steps that  
12 you can take proactively around reaching out to different  
13 communities, you know, circumvent the lottery. So once  
14 the pool is diverse enough, then by lottery, by default,  
15 you'll get more of a diverse group of students because  
16 you will have taken some very aggressive proactive steps  
17 to make sure more students understand your schooling.

18 Any other questions? I know we've kind of  
19 belabored this a bit or we -- I belabored this a bit.

20 MEMBER CONABOY: Mr. Chairman, not to belabor  
21 further, but Patrick, Director Gavin used the phrase  
22 "preopening requirement," and maybe just for the sake of  
23 our relatively new board members, you could explain that  
24 process because what we have done, starting with the last  
25 cycle, is execute the contract and then allow staff to

1 have a checklist of things that we've all agreed will  
2 have to happen before the school actually opens and  
3 receives its DAS. And I think that's where this issue  
4 falls, at least it would have in the past if perhaps the  
5 move weren't quite so -- the distance wasn't quite so  
6 far.

7 So, Patrick, I don't know if you'd like to  
8 talk a little for two minutes about what a preopening  
9 agreement is, but I think that would help clarify and  
10 alleviate maybe some of Member Guinasso's concerns.

11 EXECUTIVE DIRECTOR GAVIN: Yes. Thank you,  
12 Member Conaboy, for the thoughtful question. So as part  
13 of the standard charter contract, we have an exhibit -- I  
14 believe it's Exhibit 4 if I'm remembering correctly --  
15 which is that preopening checklist, which is a laundry  
16 list of different requirements related to basic startups,  
17 including, but not limited to: facilities inspection for  
18 health and safety, Certificates of Occupancy, etcetera,  
19 but also enrollment by certain points in time, some  
20 ability for our staff to go out and essentially do a free  
21 count of students to determine what the school is  
22 eligible for for early payment of distributive school  
23 account funds in the summer so that it has some dollars  
24 to begin to pay teachers, etcetera.

25 It's a relatively lengthy list, and I think

1 actually one thing that I would like at some point to  
2 really dig into is what else, perhaps, should be on  
3 there, if nothing else as suggested elements. So, for  
4 example, I believe Infinite Campus training comes to mind  
5 as something we're observing as some area that some  
6 startup schools struggle with because they don't plan for  
7 it or governance training for board members or whatever  
8 it might be. So I think there's certainly room for that  
9 list to evolve.

10 But the preopening checklist is incorporated  
11 into the contract, and then staff basically reviews each  
12 of the items on that via an Epicenter submission or via a  
13 site visit. Virtually all of this is done via Epicenter  
14 at this point, which is a document process which is used  
15 to produce evidence of these particular items or the  
16 "artifacts," as Mr. Bressler termed them.

17 With regard to sort of why we do this, it is  
18 extraordinarily difficult for schools to make -- to open  
19 bank accounts and to do a host of other things, not the  
20 least of which is to secure financing for a facility or  
21 enter into a lease without an executed charter contract.

22 There was a point early on in the existence  
23 of charter contracts where we were bringing contracts  
24 before the Board in July and August prior to opening, so  
25 schools were essentially doing everything on a wing and a



1 prayer up until then. And I think we've heard  
2 representations from a number of schools that are in the  
3 audience today who were part of that early process that  
4 it created extraordinary difficulty. It also created, in  
5 some cases, some instances where some actions took place  
6 that in retrospect, would have been -- could have been --  
7 we would have liked to have had the authority of the  
8 contract to be able to hold people accountable under it.  
9 So for that reason, we've tried to front-load the  
10 execution of the contract.

11           Indeed, it's worth noting that there's at  
12 least some draft language in the draft regs related to  
13 requiring execution of the contract within a certain  
14 number of days after approval to ensure that we're not  
15 stuck in this limbo period. So that's kind of what we're  
16 thinking about, but we are an evolving agency. We're  
17 still quite young, as we've discussed in other contexts,  
18 and I think there are certainly opportunities for us to  
19 revisit some of these areas and also figure out how to  
20 ensure that we're doing our job both as staff as and you  
21 as a body in conducting appropriate due diligence for all  
22 of these difficult elements without excessively burdening  
23 schools with regulation and paperwork.

24           CHAIR JOHNSON: Any further questions or  
25 discussion? Member Snow?

1                   MEMBER SNOW: I'm going to move for approval  
2 of Item 3B.

3                   MEMBER CORBETT: Member Corbett. Second.

4                   CHAIR JOHNSON: All in favor of approving  
5 Item 3B?

6                   THE BOARD: Aye.

7                   CHAIR JOHNSON: All right. We will move to  
8 Agenda Item No. 9, which is our update from Mr. Kern and  
9 the Ten Square Group on Quest Academy and Silver State.

10                  MR. KERN: Good morning.

11                  CHAIR JOHNSON: Good morning, Mr. Kern.

12                  MR. KERN: Good morning. My name is Joshua  
13 Kern, and I am the receiver for Quest Academy Charter  
14 School and Silver State Charter School.

15                  When I was here before you last month, I  
16 spent some time talking about accountability in the  
17 charter school movement generally. It's one thing to  
18 talk about accountability. It's another thing to be  
19 subjected to it. And today, I'm here with Mabel  
20 Lajes-Guiteras to turn the spotlight inward on the work  
21 that we are doing at Quest.

22                  Now that we have addressed many of the  
23 operational, legal and financial issues that we inherited  
24 last year, we have both the opportunity and the  
25 responsibility to address the academic program. To start

1 the school improvement process in earnest, I commissioned  
2 a comprehensive performance audit of the school. Over  
3 the last few weeks, Mabel led an expert team to perform a  
4 comprehensive review of the school's program. We  
5 submitted that comprehensive review, and it's now part of  
6 the agenda.

7 And at this point, I'd like to turn the floor  
8 over to Mabel to introduce herself, explain the audit  
9 process, and review the findings and recommendations.  
10 Thank you.

11 MS. LAJES-GUITERAS: Good morning. My name  
12 is Mabel Lajes-Guiteras, and I'll spell that. Mabel:  
13 M-A-B-E-L, Lajes: L-A-J-E-S, hyphen, Guiteras:  
14 G-U-I-T-E-R-A-S.

15 A little bit about myself. A little bit of  
16 background. I have over ten years of teaching experience  
17 both in New York City and Boston schools, and I was the  
18 founding principal for Bedford Stuyvesant Charter School  
19 in Brooklyn, New York, which is an uncommon school. And  
20 during my five years of tenure as the principal there, we  
21 achieved an "A" on our report card from New York City,  
22 which is the highest grade that you can receive on your  
23 report card. This is my third year as part of the Ten  
24 Square team, and I lead audits across the nation working  
25 with different schools and authorizing boards as well as

1 I have led our school improvement team efforts and  
2 provided leadership coaching for our school leads.

3 Tell you a little bit about our audit  
4 process. So Ten Square's audit process is a  
5 practitioner-based audit process. Every member of our  
6 team has expertise, both teaching and leading schools,  
7 and we have concrete, actionable recommendations. We  
8 want to make sure that these recommendations are leading  
9 towards a clear school improvement plan that will lead to  
10 results for all of the students and families and staff  
11 members at Quest. So our team members collaborate.

12 We came on site for four days, and previous  
13 to that, we spent some time looking at data web requests  
14 and management requests previous to arriving, and after  
15 our arrival as well, to work together to complete this  
16 audit that you see before you today.

17 The structure of the audit is separated into  
18 several different sections. Each section is focused on  
19 an important critical area of student and staff  
20 achievement and school growth. You will see culture,  
21 student performance, academic and leadership sections.  
22 Each section has a summary finding at the end, as well as  
23 recommendations that follow.

24 Let me turn to the Quest audit specifically.  
25 So a few items I want to impress on everyone. Overall,

1 Quest has been through a difficult but necessary  
2 transition this year, and we recognize that. The school  
3 leader and the receiver have understandably focused their  
4 energies and time on stabilizing the school. And now,  
5 these efforts have led to a strong foundation that Quest  
6 can grow on to launch the next phase of its school  
7 improvement with an emphasis on instruction. And so we  
8 recognize that this is a multi-year process that requires  
9 a team approach to achieve the excellent results that we  
10 all want for our students and our families. And you'll  
11 see as we go through the report that some of these  
12 challenges that Quest faces are common challenges for  
13 schools that need school improvement efforts and plans,  
14 and so we are going to deep dive a little bit into some  
15 of this report, but we're confident that with training  
16 and support, that these changes can happen for the Quest  
17 school.

18 As I dive through the audit, please, I invite  
19 you and encourage you to ask questions as I go through,  
20 and please let me know your thoughts as we are going  
21 through that process. Great. So our first section has a  
22 little bit of background that you're familiar with on  
23 Quest and its needs. We even had our methodology report,  
24 which we detail all of the different documents that we  
25 reviewed prior to and subsequent to our arrival, and all

1 of the different classroom observations that we did.

2 We did 39 classroom observations. All the  
3 core content teachers were observed except for one due to  
4 a schedule change, but we made sure that we spent our  
5 time in there. And as you'll see, we spent over 737  
6 minutes in classrooms observing instruction and making  
7 sure it was at the level that would provide student  
8 achievement.

9 Our next section looks at student  
10 performance. One thing that I do want to highlight is we  
11 know that there's a limited release right now of state  
12 results for the last year's assessment, so we weren't  
13 able to do a granular analysis of that, but we were able  
14 to take some takeaways away. And as we're looking at the  
15 smarter balance assessment results for the last school  
16 year and previous to that with the Nevada State testing  
17 program, we can see that there were some large  
18 fluctuations in student performance throughout. And as  
19 we go through that, we can see that generally, the  
20 proficiency rates right now at Quest are below the Nevada  
21 state average, which is concerning. And there were  
22 several grade levels where we saw that the difference in  
23 the gap was rather large. And so that was something that  
24 we definitely took notice of, and as you'll see later on  
25 as we go through the report, you can see how instruction

1 really needs to be at the core now of the next phase of  
2 school improvement to really impact these scores.

3 I'm going to skip ahead to our school culture  
4 section, which starts on page 13. And as I said  
5 previously, our school culture, we found a very strong  
6 school culture in place. Typically, when we go to  
7 schools who are in need of turnaround, we see schools  
8 that do not have transitions that are well run, we see  
9 students who are running around the hallways. There  
10 isn't a clear vision for that. That is not the case at  
11 Quest.

12 At Quest, we saw very clear transitions. We  
13 saw orderly movement from one class to the next class,  
14 from one activity to the next class. Adults were  
15 present, they were mindful of how students were doing,  
16 they went and intervened whenever students had trouble,  
17 so we really saw that that was a very positive force here  
18 at the school. And again, it lays a very strong  
19 foundation to now taking the next step for instruction.  
20 We also saw a very warm and welcoming atmosphere. All of  
21 the young adults and students on campus smiled, they were  
22 welcoming to all of us, they welcomed us all into the  
23 classroom, and I think that though it might seem like a  
24 small thing, it actually speaks volumes to the work that  
25 the leadership has done after such a year of turmoil to

1 be able to have that positivity and that warm  
2 environment, especially for outsiders coming in to do  
3 what may seem a bit of an intimidating audit process for  
4 them. So that was a pleasure to see.

5 Turning to our leadership findings, we  
6 recognize that the school leaders again are in a state of  
7 transition, and they have done a very admirable job of  
8 strengthening that culture and dealing with putting out  
9 the fires that existed as late as this summer to really  
10 get everything going and underway to open the school  
11 year. So we absolutely recognize that, and we had many  
12 staff members in our interview, so we do an extensive  
13 interview process where we interview teachers as well as  
14 leadership team members, and teachers in their interviews  
15 did point to the current leadership as being welcoming  
16 and supportive for them and setting a stability -- a  
17 necessary air of stability for everyone on the campus.

18 So as we turn to one of the main things that  
19 we do see is that the leaders do lack some clear vision  
20 for what the academic program should look like right now.  
21 They, right now, have been putting out the fires. They  
22 have not set that clear vision for clear classroom  
23 expectations. What should it look like when you walk  
24 into every classroom? What is the teaching and coaching  
25 process? What should that look like for feedback for



1 teachers so they're continually growing in their craft as  
2 well as meeting all of the needs of all of the students?

3           And so right now, what we're seeing is that  
4 the academic leaders are -- really did not have the  
5 capacity beforehand to deep dive into that. They also  
6 lack the expertise right now, and so they'll need some  
7 extensive training on what are those best practices?  
8 What does an extensive professional development program  
9 look like? What does it look like to go into a classroom  
10 and do a walkthrough? So right now, we have some  
11 walkthroughs that are a bit cursory in nature. We're  
12 going in to make sure everything is okay in the  
13 classroom, instruction is happening. Great. However,  
14 that's not going to take you to the level that you need  
15 to get to. The next level you need to get to is what  
16 exactly does that direct instruction look like? What are  
17 the questions that are being asked? What are the student  
18 responses in response? What is up on the board? What is  
19 the visuals that are up in the room that are providing  
20 concrete anchors for student learning and really taking  
21 that to the next level? And so that's what we'd like  
22 to -- you know, that's an area of growth for these  
23 leaders. We need to train them on how to go in and be  
24 effective to give those bite-sized actionable feedback so  
25 as a teacher, I can walk in and say, "Here's where I am

1 right now in my craft. Here's what happened in my  
2 classroom. Here is my leader giving me two things that I  
3 can do tomorrow to make instruction better." Not just  
4 "Oh, in a month, in two months, but tomorrow, I can walk  
5 in, and I can change this small piece of my instruction,  
6 and it's going to make a big difference." And so that's  
7 what we need to train our leaders on pushing that piece a  
8 bit further.

9 MEMBER GUINASSO: Mr. Chairman?

10 CHAIR JOHNSON: Member Guinasso?

11 MEMBER GUINASSO: Just a question.

12 MS. LAJES-GUITERAS: Of course.

13 MEMBER GUINASSO: Just looking at the Nevada  
14 Report Card as you're going through, and under  
15 professional development funding, it has \$130 for ACT ed  
16 and workforce research and then \$198 for a director's  
17 meeting. So to your point about professional  
18 development, it doesn't appear that there's been a lot of  
19 resources dedicated to that effort by the school. Is  
20 that right?

21 MR. KERN: I think that's right.

22 MS. LAJES-GUITERAS: I think also we need to  
23 look at the type of professional development and  
24 leadership given to the teachers and skill training.  
25 We're looking at a very specific skill set for school

1 improvement. And so we want to make sure that that  
2 specific skill set is what they're getting, not just  
3 general good practices, some of which is general good  
4 practice, but some which is very specific to school  
5 improvement. We want to make sure they have access to  
6 that.

7           Returning to the academic program, we also  
8 found that there are some elements of their curriculum  
9 which are not updated to meet Common Core standards and  
10 the Nevada state standards. And so some of that is as  
11 simple as because of the mismanagement and finances from  
12 previous years, they were not able to purchase and to  
13 investigate which sources they needed. But there are  
14 resources, most notably, the GO Math! curriculum, that  
15 need to be updated and the middle school ELA curriculum,  
16 which is woefully out of date. It's a 2009 curriculum.  
17 So they absolutely need to have those resources in order  
18 for teachers to be implementing a curriculum that's  
19 rigorous enough for student instruction.

20           When we visited classrooms, we saw that the  
21 majority of our Quest teachers, 66 percent, were  
22 delivering instruction at a basic level. "Basic" would  
23 mean that students are in the class, they're answering  
24 some questions, they're delivering some content, but it  
25 really isn't pushing it to that next level where we have

1 students actively engaged in the thought process that is  
2 required for them to be able to have success in the  
3 future. So most notably, we saw this in the older  
4 grades. In the lower grades, K to 2, there was a lot  
5 more interaction, there was a lot more thought process  
6 put on the students. In the older grades, especially  
7 when you look at the middle school grades, that was  
8 really fading away. Students were much more passive in  
9 their learning, sitting there receiving information,  
10 answering some worksheets, answering some questions, not  
11 really engaged in the thought process behind the academic  
12 work being presented to them. And so we saw that.

13 As you see in the data, that also bears out  
14 in that the scores drop off the older the students are in  
15 the grade levels at Quest. And so that aligns with the  
16 instruction, that we see the instruction is much stronger  
17 at the lower levels, grade levels.

18 Another piece that we want to highlight is  
19 the need for a data-driven instruction, and I know that  
20 that is a very popular buzzword that we use right now,  
21 and I know many people like to toss that word out, but  
22 really, what they need is truly data-driven instruction.  
23 The staff members do not actively engage in gathering  
24 data from their students on everyday visits, whether that  
25 be through exit tickets or other pieces of data they

1 collect in the classroom or their benchmark assessments.  
2 Many teachers said, "Well, I sort of look at this, but I  
3 don't look at it until later in the year." Or, "We don't  
4 really have a process where we sit down together and we  
5 look through that."

6 Now, Quest has let me know that they are  
7 trying to implement that process, but they still don't  
8 have one in place. And that is essential. You can't  
9 expect a teacher to just keep teaching in a vacuum if  
10 they don't know: What do you understand? What is going  
11 on? Okay. So half of you understand this piece, half of  
12 you don't understand this piece. What do I need to do to  
13 get to that other half in the classroom? And so it's  
14 essential that teachers get that data-driven instruction  
15 professional development and have a set regular meeting  
16 time where they actively look at the data, analyze it.  
17 What did it mean? And then come up with actionable steps  
18 that come out of that data meeting.

19 Often, we will see schools that will have a  
20 nice data meeting, but they don't have an action step  
21 that goes with it. It has to be paired with an action  
22 and then follow-up, accountability. We must have leaders  
23 who then say, "Oh, so you wanted to re-teach this topic.  
24 How are you going to re-teach it? What date are you  
25 going to reteach it? I'm going to see part of it, and

1 then what does your data look like after you retaught?"  
2 Not just, "Oh, I retaught it. They should have gotten  
3 it." Let's go back to the data. Did they actually get  
4 it, and was our re-teach effective? And if it wasn't,  
5 what are we going to do next? And so that's a type of  
6 strategic thinking right now that Quest should be looking  
7 at in their next level of instructional development.

8 Technology is a huge piece, as we know. As  
9 we've moving forward in technology now, we must have our  
10 students not only understand how to use a computer, but  
11 be comfortable using a computer in a myriad of ways now,  
12 especially when we're looking at testing. And testing  
13 results have shown that if students do not have active,  
14 regular exposure to all of the different tools that they  
15 will have, the different ways that the computer screen is  
16 set up, something as simple as how to scroll down and  
17 read through, you'd think that would be obvious. It's  
18 not obvious to many students. So that's something you  
19 have to teach.

20 And what we found at Quest was that that was  
21 not happening yet, although they do have one-on-one  
22 laptop correlation for students, which is fantastic, we  
23 did not witness any integration of technology into the  
24 lesson-planning process, nor is there an active plan for  
25 how to integrate technology across the school.

1                   MEMBER CONABOY: Mr. Chair? I'd just like to  
2 ask whether in your report it states that having children  
3 take computerized tests, which ASPAC is, without giving  
4 them instruction with technology is problematic. So do  
5 you relate the decline in scores to this lack of  
6 technology integration?

7                   MS. LAJES-GUITERAS: That's a great question.  
8 I think it's twofold. I think part of it might be lack  
9 of integration of technology. We definitely have seen  
10 that in other schools. If a student doesn't know how to  
11 do some of the basic elements during testing, a teacher  
12 can't teach them how to do that. They just have to let  
13 them figure it out as best they can. So that can pose  
14 problems, especially for younger students when they go  
15 through that.

16                   But I think the second part is if they have  
17 not had the strong instruction to teach them the content,  
18 even if they have a lot of technology skill, they don't  
19 know the content. So I think they both have to go hand  
20 in hand to be able to have success.

21                   Teacher coaching and evaluation. Teachers  
22 love that they have, enjoy a lot of freedom in the  
23 classroom, but again, with freedom comes accountability,  
24 so we want to make sure that teachers are being held  
25 accountable through a consistent coaching and

1 professional development feedback cycle. We want to make  
2 sure that teachers know, hey, this is our school-wide  
3 goal. This is our goal for your classroom. This is our  
4 goal for this grade level, for the subject level. How  
5 are we meeting that as a team? And then making sure that  
6 we're all working together on that. Their professional  
7 development should also then tie into that.

8 We did find that their professional  
9 development was lacking this year, for teachers. In  
10 years past, it was nonexistent, and so this year, they  
11 are trying to put it into place, but it still needs a  
12 ways to go on that level.

13 We also found that their preservice time was  
14 not dedicated on the right measures of success. So for  
15 preservice, we recommend and we have seen that the most  
16 successful schools spends 70 to 75 percent of their  
17 preservice time with teachers on instruction and  
18 curriculum. What we found was less than 4 percent of  
19 Quest's preservice time was spent on curriculum and  
20 instruction. Most notably, we saw only one half-hour  
21 session that was dedicated to curriculum and instruction  
22 expectations. In half an hour, you cannot set that  
23 expectation for teachers and really give them the chance  
24 to deep dive into what that means and practice. An  
25 essential part of professional development for teachers



1 is to practice what we just thought about. We don't want  
2 to just have it in our head space. We want to put it on  
3 bodies, we want to try it out, write it out and make sure  
4 that we're going to be effective. Those were the general  
5 findings that we saw overall, and I invite you to ask  
6 questions.

7 MR. KERN: I also want to thank the body for  
8 giving us time to present the report with. I know that  
9 was longer than expected, but I thought it was important  
10 for you to hear it.

11 CHAIR JOHNSON: Are there any questions?  
12 Member Corbett?

13 MEMBER CORBETT: Very informative  
14 information, if I can put those two words together. You  
15 know, just kind of listening to your report, you really  
16 identified just weaknesses in overall systems, it sounded  
17 like, and that each system was contingent on the success  
18 of the other, and there was a leveraging or breakdown  
19 based on what you articulated. Is this something that  
20 the school itself is able to absorb?

21 MS. LAJES-GUITERAS: Great question. So yes,  
22 absolutely. It's a lot of information, and it does all  
23 tie together. And that's the tricky part about school  
24 improvement. You can't just improve one area. You need  
25 to improve all of the areas together, but what we do is

1 you do it in phases over multiple years. So that's why  
2 the first phase, our receiver was going through all of  
3 these pieces to stabilize everything, and now we enter  
4 the next phase.

5 I think what -- I think there are great  
6 people who work really hard and who are dedicated to the  
7 school. I think the next level is they need some outside  
8 expertise to come in and to take them to the next level  
9 of what is needed and set those systems up with them and  
10 for them.

11 MEMBER CORBETT: And just listening to you in  
12 my own mind, I'm like, "Okay. Here's the strategies to  
13 begin to intervene, so to speak." And so very well done.  
14 Thank you.

15 CHAIR JOHNSON: Vice-Chair Mackedon?

16 VICE-CHAIR MACKEDON: I was going to say  
17 essentially the same thing. It refreshing to see we're  
18 in phase two. No offense. It's been fascinating --

19 MR. KERN: No offense taken.

20 VICE-CHAIR MACKEDON: -- the whole financial  
21 process. And obviously, mission critical, but it's  
22 really good to see this phase starting and see, you know,  
23 it affecting classrooms on a day-to-day basis is awesome.  
24 So thank you.

25 CHAIR JOHNSON: Member Snow?

1           MEMBER SNOW: For the record, Member Snow. I  
2 noticed in the report that it seems that eighth grade  
3 performance overall is just really a concern, is really a  
4 dip there. Can you give us any insight without being too  
5 specific in a public forum why that is the case and what  
6 can be done about it?

7           MS. LAJES-GUITERAS: I think you're right.  
8 There is a big dip, and it's extremely concerning. I  
9 will say, those eighth graders were on a different campus  
10 that is now closed, so I don't have insight on to what  
11 was functioning or not functioning on that campus. So I  
12 do think that is a big impact on it.

13           I will say 7th grade is not doing -- knocking  
14 it out of the ball park either, right, so we need to look  
15 at those 7th graders who are now the 8th graders and see  
16 where they're going to be. I think the biggest problem  
17 is the academic instructional delivery piece right now,  
18 and so we need to get that and a reminder that our middle  
19 school ELA, the Quest Middle School ELA curriculum is out  
20 of date. If you don't have an updated curriculum that is  
21 significantly different from a 2009 curriculum, you're  
22 not setting up the students for success. So they're just  
23 not exposed to that material.

24           MEMBER SNOW: Thank you.

25           CHAIR JOHNSON: Member Conaboy?

1                   MEMBER CONABOY: Mr. Chair, you're making me  
2 think when Member Snow asks about the data specifically,  
3 your report on the shift, dramatic shift in student  
4 population, students leaving -- so how will we -- since  
5 we're probably dealing with a lot of different students  
6 than the original data, that are reflected in the  
7 original data, how will we determine progress?

8                   MS. LAJES-GUITERAS: And that's very  
9 insightful and true. I think there are a couple things  
10 that we need to look at. One, it's understandable that,  
11 as a parent, when you hear that there's a lot of turmoil  
12 going on, you may not be sure that this is where you want  
13 to stay. So it's understandable, and we hope it's a  
14 one-time blip for data and that efforts are out now in  
15 the community and building those relationships so that  
16 those students do stay on long-term at Quest.

17                   It speaks to another need, which is a data  
18 management need at the Quest campus. It's essential that  
19 they have the ability to pull out which students are  
20 still currently our students from this data and then  
21 create instruction based on those students who are still  
22 there. Right now, we did not see that they have the  
23 capacity right now. They need someone who is going to  
24 come in and be able to really mine that data and cut it  
25 in different ways so that they can -- the teachers can

1       them have that information as something that's useful and  
2       tangible for them.

3                   MEMBER CONABOY:   May I just do a followup,  
4       Mr. Chair?   Director Gavin, I'm just wondering, since  
5       this is our first experience to this point with  
6       receivership and we may face the same challenge in the  
7       future, how -- maybe this is just a question to ponder  
8       for future implementation, but how will now -- where will  
9       we set a baseline for a school that's been through this  
10      process and measure from that baseline, measure growth  
11      and student progress from a new baseline?   Because it  
12      seems to me that the historic data will be totally  
13      irrelevant.   So I don't think there's probably a good  
14      answer today, but I'd like us to think about that and  
15      perhaps deal with it in another meeting.

16                   VICE-CHAIR MACKEDON:   It's actually kind of  
17      perfect timing, if you will, because really, every school  
18      is in that situation right now because we just all  
19      switched to ASPAC for the first time, so we don't really  
20      have any school that we can, you know, rely on.   Even  
21      though my students are the same, we're at square one with  
22      this ASPAC.   So really, the timing is almost perfect for  
23      these schools because of that.   I think every school,  
24      it's like where is our benchmark?   What are our  
25      expectations now?

1           I mean, the ASPAC state averages, as we all  
2 know, are significantly lower than what they were with  
3 the traditional CRT. So I think we have to do that for  
4 all of our schools and use that state average sort of as  
5 our guiding light. So it's almost perfect timing,  
6 really.

7           MEMBER CONABOY: I hear you, but I'm  
8 concerned that we're talking about different populations,  
9 too. I mean, there's constant change in your  
10 populations. This is not only old data with an old  
11 population and new tests now, it's just everything old is  
12 new again, but everything new is new.

13          CHAIR JOHNSON: Member Guinasso?

14          MEMBER GUINASSO: Yes. Thank you,  
15 Mr. Chairman. Just building off of these questions that  
16 were just asked, when you can talk about the phased  
17 approach to improvement, when we get subsequent reports,  
18 will there be benchmarks associated with that phased  
19 approach so that we can discern that you're making  
20 progress towards whatever the goals are?

21          MR. KERN: That's an excellent question. I  
22 think what we need to do now is come up with a school  
23 improvement plan that's based on this audit, and in that  
24 plan, we will include benchmarks for where we expect the  
25 school to be and when.

1                   MEMBER GUINASSO: Thank you.

2                   CHAIR JOHNSON: I had a question about one of  
3 the things that you mentioned that's really glaring to me  
4 is that you mentioned systems that were in place and lack  
5 of vision for leadership and then teachers that, you  
6 know, wanted to do well, but they needed some more  
7 training, etcetera.

8                   How do you plan to ensure that you can find a  
9 leader or have a leader in place who can set a very clear  
10 vision for what happens next and can take the set of  
11 recommendations and really own them and then implement  
12 the type of professional development that's necessary?  
13 And then the second part is -- how do you find leaders is  
14 number one. The second part is, how do you reallocate a  
15 budget so that professional development is prioritized,  
16 because that then leads directly into classroom results.

17                  MR. KERN: That was a great question. I'm  
18 not sure that we have a great an answer. You know,  
19 finding exceptional school leaders is challenging. I  
20 actually think we have some very good administrators at  
21 the school now, but as Mabel said, they haven't  
22 necessarily been trained and coached to be -- to have an  
23 exceptional practice and to lead an exceptional school.

24                  And so part of what I think the school  
25 improvement plan will have is kind of a team approach of

1       how do we train the leaders, how do we coach the teachers  
2       so that we can really move the needle of the school.  
3       It's not necessarily the case that we need to go out and  
4       find a whole new set of administrators, but there does  
5       need to be a lot of training and coaching.

6                   CHAIR JOHNSON:    Director Gavin?

7                   EXECUTIVE DIRECTOR GAVIN:   I would -- at the  
8       risk of delving far too deep into operations on the  
9       operating side, I would concur with Mr. Kern's  
10      assessment.  The fact of the matter is that if we look at  
11      schools across the board in this state and many other  
12      states, they are over-managed and under-led.  And that is  
13      -- and so we have schools where I think things function  
14      at a relatively basic level, people are happy, etcetera.  
15      Everyone may be happy, not enough people are learning.

16                   And this is -- and so the critical piece is  
17      the only way we get the leaders we need is by growing  
18      them because there isn't some magical garden where  
19      leaders are just waiting to be brought out and put into  
20      schools.  This is something where -- this is some of the  
21      hardest, most intentional work we need to do across the  
22      education sector, both public charter and traditional  
23      public, is that paradigm shift from principal as building  
24      manager to principal as instructional leader and  
25      visionary leader.  And so this is -- identifying this



1 stuff right now is critical.

2 It's also why, in our charter application  
3 process, we dig so deeply into if there is a leader, who  
4 they are and what their capacity is, or if there isn't  
5 one, what the board's understanding is of what an actual  
6 school leader does.

7 CHAIR JOHNSON: Any other questions? I want  
8 to thank you both for coming. This was incredibly  
9 informative. It was very helpful. I think we all really  
10 learned a lot about how do you identify down to the very  
11 granular level, what is going to actually lead to student  
12 achievement, which is what we all want to see here for  
13 all of our schools if they are achieving at the level  
14 that we know that they can. So thank you very much.  
15 Looking forward to the next update when it comes next  
16 month.

17 MR. KERN: Thank you again for the  
18 opportunity.

19 CHAIR JOHNSON: You're welcome.

20 MR. KERN: I have a couple of extra copies,  
21 hard copies. Do you want me to leave them with you? Is  
22 it at all helpful or no?

23 EXECUTIVE DIRECTOR GAVIN: I think on the  
24 back table would be great.

25 MR. KERN: Okay. Great.

1 CHAIR JOHNSON: All right. We will move on  
2 to agenda Item No. 4, which is consideration and possible  
3 action regarding Beacon Academy's amended contract  
4 reflected in the school's desire to provide enrollment  
5 criteria and become eligible to be evaluated based on an  
6 alternative framework. Possible actions include  
7 acceptance of the contract negotiated between Beacon  
8 Academy and SPCSA Staff at the direction of the SPCSA  
9 Board. Possible actions include acceptance of contract  
10 negotiated between Beacon Academy and SPCSA staff,  
11 rejection of contract, contract, or direction to  
12 renegotiate. Director Gavin?

13 EXECUTIVE DIRECTOR GAVIN: Thank you,  
14 Mr. Chairman. At the August 26th, 2016, Authority  
15 meeting, the Authority directed staff and Beacon Academy  
16 to negotiate an amended charter contract by September  
17 19th, 2016. Staff and the school did agree to mutually  
18 agreeable terms by that deadline. Pursuant to NRS  
19 388A.330 and NAC 386.330, the Authority directed staff to  
20 issue a Notice of Intent to terminate the charter  
21 contract for Beacon Academy based on having a graduation  
22 rate for the preceding school year that was less than 60  
23 percent.

24 Subsequently, the agency and Beacon  
25 representatives negotiated a contract staff believes will

1 be acceptable to the Authority. The contract language  
2 provides a mechanism for Beacon to transition to serving  
3 more high-need student populations via an amendment to  
4 its admissions policy to exclusively serve at-risk youth.  
5 This would then be accompanied by revisions to the  
6 graduation rate benchmarks to provide appropriate and  
7 rigorous achievement goals for that new population. This  
8 amendment would permit the school to eventually qualify  
9 for the alternative performance framework sponsored by  
10 the State Board of Education. This contract has already  
11 been executed by the chair of the Beacon governing body  
12 following a public meeting where the contract was  
13 approved. Staff is already in receipt of the draft  
14 admissions policy and amendment request and intends to  
15 begin re-negotiating revisions to the benchmarks for  
16 those new students who will enter the school based on the  
17 new admissions policy.

18 Based on our review of the proposed -- of the  
19 contract that is before you, staff recommends approval of  
20 this amended charter contract and execution by the Chair  
21 effective today.

22 CHAIR JOHNSON: Any questions? Member  
23 Guinasso?

24 MEMBER GUINASSO: Yes. Thank you, Mr. Chair.  
25 I just wanted to commend staff on their -- and Beacon for

1 coming together to work on a solution that met our needs  
2 as well as the needs of the school. I think what we have  
3 is a creative solution to a very difficult set of  
4 problems, and I think everybody engaged in good faith to  
5 reach the solution that we have before us and would  
6 recommend that we approve it.

7 CHAIR JOHNSON: Is that a formal motion,  
8 Member Guinasso?

9 MEMBER GUINASSO: I did want to have  
10 discussion.

11 CHAIR JOHNSON: Okay. Just making sure.

12 MEMBER LUNA: This is Nora Luna. We're very  
13 happy that you reached an agreement. I just wanted to  
14 point out, I noticed that you changed the language on  
15 section 2.4.1, page 11, to reflect the State language on  
16 nondiscrimination, but it's also referred in the next  
17 section, 2.52, and it wasn't changed there. So if you  
18 were going to change it, I don't know.

19 DEPUTY AG OTT: Deputy Attorney General Greg  
20 Ott. That would be my omission. The school is not  
21 responsible for that. I was doing that to update the  
22 language to be consistent with the statute. I think  
23 everyone anticipates there will be another revision when  
24 the enrollment and revised benchmarks get worked out, and  
25 so I'll make a note of that and look for other places

1 where it may not be consistent, but thank you for  
2 mentioning that.

3 CHAIR JOHNSON: Member Conaboy?

4 MEMBER CONABOY: Mr. Chairman, I just wanted  
5 to ask Director Gavin to remind us of the time frame and  
6 the process for the school getting a designation from the  
7 State Board as an alternative school, because I'm just  
8 wondering with the change in the recruitment policy,  
9 will that go into effect for next school year? And  
10 again, what then will we do with this school year's data  
11 relative to these benchmarks?

12 EXECUTIVE DIRECTOR GAVIN: Member Conaboy,  
13 excellent question. So I would note that that is the  
14 subject of a subsequent amendment which is not before  
15 you, so I don't wish to precook it, but generally  
16 speaking, there would be a date upon which that amendment  
17 would become effective and students enrolled after that  
18 date would be part of that exclusively at-risk  
19 population.

20 That essentially, in my view, requires a  
21 bifurcation of the benchmarks, so students who are in the  
22 school prior to that date are subject to the benchmarks  
23 that are in the current agreement, and students who enter  
24 the school after that date are subject to the revised  
25 benchmarks which are more appropriate to an alt ed

1 population.

2           And with regard to the transition to the alt  
3 framework, the statute provides that at least 70 percent  
4 of students must meet one of those criteria. Based on  
5 the end size of students who are currently in the school,  
6 we anticipate that that will take somewhere between 12  
7 and 18 months to accomplish to reach that point in time  
8 where it's 70 percent of students are at that. So  
9 essentially, the school would be in an interstitial place  
10 where our contract governs, and then once they get to the  
11 -- once they're eligible for the alt framework, then it  
12 would be my hope that the State Board would approve the  
13 benchmarks in this contract and the plan in this contract  
14 as that school's performance framework. So this is going  
15 to continue to evolve, and we need to make sure that we  
16 are leading versus following here.

17           MEMBER CONABOY: That's exactly my point. I  
18 think the whole concept of alternative schools, and  
19 certainly the design and implementation of the framework  
20 for alternative schools, is evolving. So I just want to  
21 applaud the school making this effort with us. As Member  
22 Guinasso said, I think you're pioneering in charter  
23 schools now with, you know, seeking this designation, but  
24 I'm not sure what it means for them and for us as we've  
25 set sort of hard-and-fast benchmarks, and I'm not sure

1 what our mindset needs to be during an evolutionary phase  
2 because I wasn't even aware until last week when I heard  
3 it just in passing that the alternative school framework  
4 was available. So anyway, just a caution for all of us  
5 as we go forward.

6 And I request, Director Gavin, would you have  
7 staff send us a link to the alternative framework if it's  
8 available through the State Board?

9 EXECUTIVE DIRECTOR GAVIN: At the present  
10 time, Member Conaboy, there are I believe only two  
11 schools that are in the alternative framework, and they  
12 are essentially being judged on what is effectively a  
13 binary "you're good" or "you're not so good" metric.  
14 There's not much to it at this point, so that's why I  
15 think we have the real opportunity to shape what this  
16 looks like for a truly alt ed school versus something  
17 that is more appropriate for the two schools that are  
18 currently in the alt framework are effectively -- I  
19 believe they're for essentially prison schools or other  
20 like extraordinarily highly mobile populations versus  
21 what we're thinking about here.

22 MEMBER CONABOY: I may have misunderstand  
23 Deputy Superintendent Brett Barley, but I think he said  
24 there was a framework that's been published, so if you  
25 could help me understand just a little bit better because

1 I think it's going to be important to the execution of  
2 this agreement that we all sort of have something as --  
3 that's becoming my favorite word today, but as a  
4 baseline, okay? Thanks.

5 CHAIR JOHNSON: Member Guinasso?

6 MEMBER GUINASSO: Yes, Mr. Chair. Just to  
7 Member Conaboy's point and probably something we should  
8 say out loud is that this route that we're taking isn't  
9 without peril. I mean, there are risks being taken by  
10 the school in unchartered territory. And so inasmuch as  
11 we can be flexible within our authority going forward in  
12 helping navigate the school through this creative  
13 solution to their set of problems, I think it will be  
14 incumbent upon us, if we're going to approve this course  
15 of action, to exercise some patience over the next year  
16 or so as they go into unchartered territory, and I think  
17 -- but alternatively, I think it's important for the  
18 school to understand that that doesn't mean that we relax  
19 standards, that we don't have accountability along the  
20 way. And we've had that discussion as well, so it's  
21 going to require us balancing the need for flexibility  
22 with the need for accountability and to do that in a  
23 patient and responsible way.

24 But just to end where I began, and that is,  
25 this course of action isn't without its risks, serious



1 risks, and we just have to exercise some wisdom in how we  
2 manage the risk going forward. Mr. Chairman, if I may  
3 add, I'd just like to make a motion to approve this  
4 amended charter contract.

5 MEMBER CORBETT: Member Corbett. Second.

6 CHAIR JOHNSON: All in favor of approving the  
7 charter contract?

8 THE BOARD: Aye.

9 CHAIR JOHNSON: The motion passes  
10 unanimously. So we will go to Agenda Item No. 5.

11 EXECUTIVE DIRECTOR GAVIN: Mr. Chairman, if  
12 possible, I would suggest that we do a brief two-minute  
13 recess so we can get a hard copy of this contract and you  
14 can see it, which will then allow us to go to agenda Item  
15 5 with that done.

16 CHAIR JOHNSON: We will break until 11:20.  
17 That gives us four minutes.

18 (Recess was taken.)

19 CHAIR JOHNSON: We're all back and ready. We  
20 will reconvene at 11:24. Now we will move to agenda Item  
21 No. 5: Consideration and possible action regarding the  
22 Notice of Closure issued to Beacon Academy on September  
23 30th by SPCSA Staff at the direction of the SPCSA Board.  
24 Possible actions include dismissal of the Notice of  
25 Closure or no action allowing the Notice of Closure to

1 proceed as issued. Director Gavin?

2 EXECUTIVE DIRECTOR GAVIN: Thank you,  
3 Mr. Chairman. As you'll recall at the August 26th, 2016,  
4 meeting, the authority directed staff and Beacon Academy  
5 to negotiate an amended charter contract by September  
6 19th, 2016. Staff and schools did not agree to mutually  
7 agreeable terms by that deadline.

8 Pursuant to 380A.330 and 386,330, the  
9 Authority directed staff to issue a Notice of Intent to  
10 terminate the charter contract based on having a  
11 graduation rate for the preceding year that is less than  
12 60 percent. As discussed under agenda Item 4, the staff  
13 and the school have agreed upon mutually acceptable  
14 terms. As you are now aware, that contract has now been  
15 executed, and it is in the hands of both the agency and  
16 the school. So my recommendation is that contingent upon  
17 -- based on that approval and execution, we recommend  
18 that the Authority dismiss the Notice of Intent to  
19 Terminate the charter contract.

20 MEMBER GUINASSO: Mr. Chair?

21 CHAIR JOHNSON: Member Guinasso?

22 MEMBER GUINASSO: Counsel, do we have the  
23 authority to dismiss the Notice of Intent?

24 DEPUTY AG WHITNEY: Mr. Chairman, this is  
25 Robert Whitney. Yes, the Board would have that authority

1 to direct staff to dismiss the notice.

2 MEMBER GUINASSO: Okay. Then I'd like to  
3 make the motion that we dismiss the Notice of the Intent  
4 to Terminate the charter contract of Beacon Academy.

5 MEMBER SNOW: This is Member Snow. I will  
6 second that motion.

7 CHAIR JOHNSON: All in favor of dismissing  
8 the Notice of Closure?

9 THE BOARD: Aye.

10 CHAIR JOHNSON: The motion passes. We'll  
11 move on to agenda Item No. 6: Consideration and possible  
12 action of the American Preparatory Academy charter  
13 amendment request to move facilities. Director Gavin?

14 EXECUTIVE DIRECTOR GAVIN: Thank you,  
15 Mr. Chairman. American Preparatory Academy has  
16 previously requested approval to relocate and consolidate  
17 its Oakey campus with its Patrick/Sunset campus.  
18 American Prep's Board Chair, Lee Iglody, subsequently  
19 requested this item be tabled, as the school required  
20 additional time to develop a complete and responsive  
21 document. The agency is in receipt of that document and  
22 has determined that it complies with statute and  
23 regulation, including NAC 386.362 -- 3265 and NAC  
24 386.3266, and that it is complete and responsive to the  
25 questions asked by the agency pursuant to its authority

1 under those regulations.

2 Mr. Iglody has also requested the opportunity  
3 to briefly address the board regarding lessons learned  
4 and answer any questions from members. Staff recommends  
5 this relocation and consolidation amendment be approved,  
6 and we also recommend that should the Authority wish it,  
7 Mr. Iglody be invited to the table to answer specific  
8 questions or any questions the Authority may have  
9 regarding lessons learned from this process.

10 CHAIR JOHNSON: Member Guinasso?

11 MEMBER GUINASSO: Mr. Chair, in reviewing  
12 this application, I was just really impressed with the  
13 effort that went into answering the questions from a  
14 member standpoint. I know all of you do the same thing.  
15 We read these things and try to understand what's going  
16 on and understand the school and understand some of the  
17 risks associated with the decisions that they're making  
18 and all of that, and this version of the application is  
19 like night and day compared to the other version we got.

20 I felt like I really understood what was  
21 going on versus the other version of it where I didn't  
22 really understand, based on the questions, what was going  
23 on with the school, why we were getting applications  
24 after the fact.

25 And so, Mr. Chair, the only thing I think I'd

1 like to understand is why didn't we get an application  
2 before the move? And then when we did get an  
3 application, why didn't we get this version of it versus  
4 the other version? Insomuch as maybe we could invite the  
5 folks up to address those questions, that would be  
6 appreciated.

7 CHAIR JOHNSON: Yeah. I think it would be  
8 appropriate to have Mr. Iglody come on up and help us get  
9 some more clarity on that.

10 MR. IGLODY: Good morning. My name is Lee  
11 Iglody: I-G-L-O-D-Y, chairman and president of the  
12 American Preparatory Academy Governing Board.

13 Would you like me to answer the question or  
14 do you want to -- okay. First and foremost, I'd like to  
15 say it's been a very educational process. You know, this  
16 is my first rodeo, so to speak, and originally when we  
17 were asked by the Charter School Authority to submit an  
18 application, we misunderstood the scope and depth of what  
19 they were asking for. We had looked at some other  
20 applications and said, "Oh, well, we can put this  
21 together." I did not -- since I am the chairman, I  
22 should have been a little bit more proactive in  
23 monitoring staff assemblage of the original application  
24 packet, and to the extent that I failed in that  
25 measurement, I do want to apologize, and I thank you

1 again for your patience and guidance in this matter.

2           Once we understood truly what was going on  
3 here -- and for that, I thank Mr. Gavin for giving us the  
4 additional guidance and taking the time to walk us  
5 through this a little bit -- we were able to put together  
6 a package that we think addressed what you wanted to hear  
7 from us about this campus consolidation. And so once  
8 again, it's been a learning process, and next time, I'm  
9 going to be significantly better at this.

10           CHAIR JOHNSON: Actually, I had a question  
11 about the transition. So number one, the campus, the new  
12 campus, is beautiful. Thank you for having folks in the  
13 meeting there a couple of weeks ago. You mentioned that  
14 students who were at the Oakey campus were offered a seat  
15 at the new campus on Patrick Lane, and so their seats  
16 were still saved.

17           Was there any accommodations for the  
18 nine-mile difference or so, about nine-mile difference  
19 between the two campuses? I don't know for certain. So  
20 do you know if the population of students who were at the  
21 Oakey campus lived in and around that school? And if so,  
22 was there any accommodations for them to get to the new  
23 campus, or no?

24           MR. IGLODY: The short answer is, our  
25 original demographic -- we always intended to be in the

1 southwest. Unfortunately, because of financing and other  
2 problems, we weren't able to commence construction in  
3 time, so we had to do a temporary campus on Oakey. As a  
4 result, we received a higher proportion of students who  
5 just happened to be geographically in that area.

6 When we announced the consolidation of  
7 campuses, the families that originally intended to go to  
8 our Patrick/Sunset location, of course they were ready to  
9 do so, and we get a lot of people from Mountain's Edge  
10 and whatnot, so they were like, "Woo-hoo. I'm saving a  
11 lot of time and money here." We did have some parents  
12 who were at Oakey who said, "You know that? I just don't  
13 want to drive nine miles. I'm just going to go to  
14 another school."

15 In terms of accommodations, we have a very  
16 active carpool community in our school, but we don't have  
17 access to school district buses or anything like that.  
18 We never really got much of a demand. We had a couple of  
19 parents who said, "It would be really nice if we could do  
20 something." But other than that, I think our retention  
21 number was very, very high in terms of the ones who  
22 wanted to stick with our program did. The general  
23 attrition rate for Oakey versus Sunset, or  
24 Patrick/Sunset, was pretty much the same. In other  
25 words, you get a certain amount of, you know, attrition

1 every year anyway. So we were pretty satisfied with  
2 that. Of course when we first announced it, we had that  
3 board meeting, I think it was probably the most attended  
4 board meeting we ever had. It went about like three  
5 hours. But overall, it's been very positive. And yes,  
6 some people are commuting a little bit longer, but then a  
7 lot of people are commuting far shorter distances to get  
8 to the school.

9 CHAIR JOHNSON: One of the things I also  
10 noticed is you laid out your demographics of the school  
11 and that of the neighboring zoned schools around it. I  
12 know one of them is Sawyer Middle School and Durango High  
13 School, and then in all of the categories with special  
14 populations of students, students who have IEPs, students  
15 who are learning English as a second language, students  
16 who are eligible for free and reduced lunch, in all of  
17 those categories across the board, American Prep is  
18 significantly lower. And you mentioned in the  
19 application here that you're going to be trying some  
20 strategies to make sure that again, student population  
21 mirrors as you grow to the 3,000 seats that you'd like to  
22 have filled.

23 Can you talk a little bit about -- I don't  
24 know if you know this or if any of your team knows it,  
25 just the strategies you're taking to, again, ensure that



1 your school population does mirror the schools of the  
2 sending schools that would be in the surrounding area.  
3 So Sawyer Middle School, Rogers Elementary School,  
4 Durango High School, etcetera.

5 MR. IGLODY: Yes. When we first received our  
6 charter, we undertook a marketing campaign. We did some  
7 signs on the 215 and whatnot. Fortunately, based upon  
8 our reputation in Utah, we were able to get a significant  
9 wait list pretty much from the get-go. When we moved to  
10 Patrick/Sunset, or we opened Patrick/Sunset, like I said,  
11 that was delayed for a while, we actively marketed in the  
12 community.

13 What's interesting strictly from the  
14 marketing perspective -- and this once again has been  
15 educational for me because I come from the private  
16 sector, that you'd be surprised what actually works. So,  
17 for example, what we found is when you do -- because we  
18 sent out volunteers with flyers to just paper up the  
19 doors. Well, lo and behold, everybody is kind of like  
20 me. When I get the flyers, I just throw them out. It  
21 turns out the flyers are not necessarily working for us.  
22 The 215 sign, right, a little bit pricey, we got some  
23 pretty good returns on that because people drive to and  
24 from work, the supermarket, you know, visit friends or  
25 whatever the story is. So we're still sort of

1        experimenting with what works, because in the end, I  
2        think every marketing company has the same problem: how  
3        am I going to sell more Diet Coke, or whatever it is.

4                    In regards to the demographic, I think  
5        overall, compared to, for example, other charter schools,  
6        I think that, you know, we have a fairly decent  
7        representation of a fairly diverse student body. We had  
8        our fair yesterday. It was a little fund-raising fair.  
9        We had popcorn and rides and all of this good stuff, and  
10       I mean, if you take a look around, we reflect pretty much  
11       the area that we're in and actually reflect, in a lot of  
12       ways, the demographic of Clark County, the valley itself  
13       very well. But we're aggressively working forward  
14       through our parent groups. Here's what happens. The  
15       best marketing is the parents talking to other parents.  
16       "Oh, my gosh. My little girl/my little boy goes to APA.  
17       You've got to get on the list. It's amazing."

18                   Our only problem is we're full in almost  
19        every grade expect for high school, so it's through  
20        natural attrition, going through the lottery, that we're  
21        hoping to eventually settle into something more -- it's  
22        never going to be perfectly aligned, but very closely  
23        aligned.

24                   CHAIR JOHNSON:    Member Conaboy?

25                   MEMBER CONABOY:    Mr. Iglody, I was interested

1 in your description of your EMO and their -- or maybe  
2 it's the CMO and the costs for bonds. This is on page 7  
3 of your application. You talked about their  
4 long-standing track record of success. And in 2003,  
5 facility costs at their schools were 5.54, and it went up  
6 to 10.6 and 9.4, and you're at about 9. So I'm just -- 9  
7 percent -- I wanted to -- I'm assuming some of that's  
8 just escalation in costs over time, but I wanted to ask  
9 Director Gavin because I haven't seen a report in two or  
10 three years probably, but I remember the percentage of  
11 spending on facilities was a huge range, and  
12 unfortunately, some of it was in the double digits. So  
13 is this quote about right? I mean, is this somewhere in  
14 the middle of what our schools are spending? I just hate  
15 the thought of that much money going into facilities  
16 without a stream of funding for those facilities.

17 EXECUTIVE DIRECTOR GAVIN: So excellent  
18 question, Madame -- sorry. Member Conaboy. Someday,  
19 I'll remember you're not the chair. Sorry. It's been a  
20 -- we worked together for such a long time in that role.

21 So with regard to the occupancy cost, a 12  
22 percent occupancy cost would actually be extremely  
23 favorable for a school. If you look at what the harbor  
24 master is currently projecting as a subsidized occupancy  
25 cost for the schools that she is looking to incubate,

1 that is -- they're looking at 15 percent --

2 (Brief interruption.)

3 EXECUTIVE DIRECTOR GAVIN: No more than 15  
4 percent cost of occupancy. 15 percent is sort of right  
5 around the sweet spot where most networks look for.  
6 Certainly, if you can get it cheaper than that, it's  
7 great. Clearly, APA has been able to do that in part  
8 through a competency scale and what have you.

9 Looking at our other networks that are  
10 multisite, we often see initial occupancy costs that are  
11 closer to 18 percent, but then as those schools build out  
12 and add more kids, those occupancy costs drop, go to  
13 somewhere between 12 or 15 percent. So this 9 percent  
14 number, especially for those who have not been to that  
15 building, it is quite impressive. I want to go to a  
16 choir practice there and just see how -- because I just  
17 can only imagine what the acoustics are in that facility.  
18 It's quite wonderful, I would have to say.

19 MEMBER CONABOY: Is this a favorable rate  
20 compared to what B&I is offering in their RF bonding?

21 EXECUTIVE DIRECTOR GAVIN: So B&I offer --  
22 there is an interest rate based on what one finances. I  
23 can't speak directly to what the cost of occupancy is for  
24 that. I believe we only have one school that has gone  
25 through the B&I bonding, and I believe that their overall

1 occupancy cost is significantly higher than 9 percent,  
2 but I would not -- but it's not the interest rate. It's  
3 the whole package of what you're spending and how you use  
4 that facility and allocate your resources.

5 MR. IGLODY: Did you want me to address the  
6 board?

7 MEMBER CONABOY: No. I was just asking. I  
8 just wanted to know where you were in the range of  
9 things, and so what I'm learning is that 9 percent is  
10 very good. So congratulations.

11 MR. IGLODY: Thank you.

12 CHAIR JOHNSON: Member Corbett?

13 MEMBER CORBETT: Thank you, Chair. I'd like  
14 to make a motion that we accept Staff's recommendation  
15 for relocation and that consolidation would be approved.

16 MEMBER CONABOY: Second. Member Conaboy.

17 CHAIR JOHNSON: All in favor of the approved  
18 recommendation?

19 THE BOARD: Aye.

20 MR. IGLODY: Thank you. And I'm going to be  
21 e-mailing you to invite you personally to come visit our  
22 campus whenever you can. We're proud of our work, and  
23 we're proud of our campus. We hope that you can witness  
24 it yourselves. Thank you.

25 CHAIR JOHNSON: Thank you. Move to agenda

1 Item No. 7: Consideration and possible action of the  
2 Founders Academy charter amendment request to move  
3 facilities. Director Gavin?

4 EXECUTIVE DIRECTOR GAVIN: Thank you,  
5 Mr. Chairman. Patrick Gavin, for the record. Founders  
6 Academy has requested approval to relocate its existing  
7 campus to a new facility which will be purpose built for  
8 the school a short distance from the current campus. The  
9 agency is in receipt of the amendment request submitted  
10 pursuant to NAC 386.3265 and NAC 386.3266, and has  
11 determined that it complies with statute and regulation  
12 and that it is complete and responsive to the questions  
13 asked by the agency pursuant to its authority under those  
14 regulations.

15 It is important to note that this new  
16 facility will be financed through an industrial  
17 development authority which will issue a bond to generate  
18 the funds necessary to fund -- to loan the Founders money  
19 for which to construct the facility. The school itself  
20 is not issuing the bonds. Thus, this financing mechanism  
21 does not violate any statute or regulation related to  
22 charter schools directly issuing bonds.

23 There is also ample precedent for such  
24 mechanisms. For example, Coral Academy of Science in Las  
25 Vegas used a similar financing structure to fund some of

1 its facilities. While the State of Nevada does offer a  
2 bond conduit through B&I, Founders does not currently  
3 qualify for access to the conduit due to the lack of  
4 multiple years of academic data. While the school has  
5 been up and running for two years now with the ASPAC and  
6 other issues, we have not issued -- the state has not  
7 issued updated frameworks that would permit the school to  
8 qualify for the B&I conduit. Consequently, financing of  
9 this facility through an industrial development authority  
10 has been deemed an attractive option by the school, which  
11 the school has determined will lower its occupancy costs.

12 I would note that one element also of this  
13 school's particular financing arrangement is that it will  
14 have to pay no payments for the first year of occupancy  
15 of the facility, which will allow the school to stabilize  
16 its finances and not rely as much on some of the  
17 short-term bridge loans it has had to get through, given  
18 its current occupancy costs and other start-up costs  
19 related to the school. Consequently, staff recommends  
20 approval of this relocation amendment.

21 CHAIR JOHNSON: Is there any discussion?  
22 Member Guinasso?

23 MEMBER GUINASSO: Yes, Mr. Chair. Director  
24 Gavin, on page 29, there is a discussion of the SB 509  
25 changes regarding ethical standards and procedures. And

1 the way that they answered the question, it seemed like  
2 they were looking for guidance from us and that they said  
3 that in the event that the Authority requires FALB to  
4 develop additional technical amendments and contractual  
5 changes in statutory and regulatory requirements  
6 involved. I'm just trying to understand what we might be  
7 asking of them relative to SB 509. I guess it's a  
8 two-part question.

9 One, is what they have in their conflict of  
10 interest statement consistent with the requirements of SB  
11 509? And if yes, do we anticipate any changes that we --  
12 or additional requirements we would be imposing upon them  
13 as a result of SB 509?

14 EXECUTIVE DIRECTOR GAVIN: Member Guinasso, I  
15 think that's a very thoughtful question. So with regard  
16 to the school's current bylaws, code of ethics and  
17 conflicts of interest policy, Founders is not -- it has a  
18 relatively standard set of language on this that is  
19 incorporated primarily into its bylaws. At this point,  
20 we have not issued any guidance and there's certainly no  
21 regulation requiring that these be separate documents. I  
22 have encouraged schools to actually treat them as  
23 separate items because I do think that they are -- that  
24 for example, the conflict of interest policy is one  
25 document that -- the code of ethics has to do with more



1 sort of behavioral outcomes that are also really  
2 critical.

3 This, I think, really sort of meets certainly  
4 the intent and spirit of what we've asked of schools to  
5 date. I think it's certainly something where we can  
6 continue to look at how this should evolve over time.  
7 The idea behind the code of ethics policies is to ensure  
8 that there's sort of a common set of values and  
9 expectations that sort of go above and beyond what's  
10 undergirded in the legal document of a set of bylaws, and  
11 I think this gets at a lot of that. And I think this has  
12 got to be an ongoing conversation that we have with  
13 schools as we get -- as we think about how we do this.

14 Again, I don't want to be in a position where  
15 we are over-regulating or micromanaging schools and how  
16 they choose this work, choose to do this work. But I  
17 think where we can provide clarity and guidance to  
18 individual circumstances, that's certainly appropriate.  
19 I have no quarrel with what's in here right now.

20 MEMBER GUINASSO: Okay. That makes sense.  
21 So, Mr. Chair?

22 CHAIR JOHNSON: Member Guinasso?

23 MEMBER GUINASSO: There were some things in  
24 the application that I had questions about. I'm not sure  
25 if Director Gavin can answer them or if they're better

1 directed toward the school, other members of the school  
2 that we could have.

3 EXECUTIVE DIRECTOR GAVIN: There's at least  
4 one eager to come up.

5 MEMBER GUINASSO: I think I was supposed to  
6 go on a tour of that school yesterday, and I missed that.  
7 I apologize.

8 At page 26 on question 6, it asks about the  
9 systems you'll put in place to ensure that staff members  
10 are knowledgeable about all legal enrollment requirements  
11 pertaining to special populations and servicing of  
12 particular populations of students and can answer parent  
13 inquiries in a manner consistent with the spirit of state  
14 and federal law. And the response says, "Consistent and  
15 ongoing training are included" in your staff development  
16 to ensure compliance. I just want to understand better  
17 what "consistent and ongoing training" meant.

18 MR. MORENO: This is Richard Moreno:  
19 M-O-R-E-N-O. I'm the chairman of the governing board.  
20 What we're trying to get across here is that we do our  
21 best to stay up to date with the requirements. As you  
22 know, this is a moving target quite a bit from working  
23 with the State Department of Education, federal laws,  
24 etcetera, etcetera, so I have my cell phone on speed dial  
25 to Director Gavin, and as things come up, we get

1 excellent guidance. We have a registrar that is very  
2 meticulous about these requirements, and so I'm very  
3 comfortable that we keep up to date with the requirements  
4 and we're just very active in that field to make sure  
5 that we comply.

6 MEMBER GUINASSO: Director Gavin, why do we  
7 have this question here? You know, what are we looking  
8 for? Is this the kind of response we're looking for?  
9 We're looking for something more -- because I would  
10 expect a school to say, "We're going to comply with the  
11 law," but is there anything else we're expecting from  
12 this question?

13 EXECUTIVE DIRECTOR GAVIN: I think it's a  
14 couple of things. One is the law has evolved, and I  
15 think it's an attempt to make sure that schools actually  
16 go and check and see what are the rules now, so there's  
17 an element of that.

18 In an ideal world, I would like to see a bit  
19 more specificity here, but we have not sat down and said  
20 this is sort of what the minimum standard is for this. I  
21 think again, this is an area where it is a moving target.  
22 Two and a half years ago, we weren't thinking about these  
23 issues of sort of equitable enrollment practices in as  
24 much of a focused a way as we are now.

25 I think with relation to some of the areas

1 that I would certainly like to see schools evolve towards  
2 would be their own mystery shopping element, so having a  
3 friend call and say, "Hey, my daughter has got a  
4 disability" and then seeing what the school secretary  
5 tells them, those kinds of sort of proactive ways of  
6 monitoring what's actually happening and looking at  
7 opportunities to retrain and retool. I mean, I think  
8 it's a minimally responsive response, but again, I think  
9 there's a danger of sort of like dictating what schools  
10 should -- how schools should respond at this point.  
11 Again, this is an area where I would love us to think of  
12 how we can articulate more clear and coherent suggested  
13 guidance for how to do this that's based really on  
14 behavior and mindset as much as it is sort of basic  
15 compliance.

16 This is really -- this is about -- you can  
17 comply with the law and still have a pretty -- and still  
18 have a result that isn't what you want it to be. That  
19 isn't what we would like to see because of mindset and  
20 behavior and beliefs of individual staff members or other  
21 folks. And I think there's a real danger that we can  
22 legislate compliance as much as -- because this is really  
23 about -- this is about the individual mindsets and  
24 behaviors and values of the men and women who govern the  
25 school and work at this school. And so I think this is

1 an area where it's -- I would love to see more really  
2 strong modeling from schools sharing how they're doing  
3 this, and I think this gets back to what Chair Johnson  
4 was speaking of with regard to the folks at Legacy and  
5 what they are doing in this area so that we can start to  
6 share what best practices should look like in this area,  
7 both on the operational side, but also in the heart as  
8 well.

9 MEMBER GUINASSO: Thank you for that answer.  
10 I think that my consternation with this isn't so much in  
11 the response as it is as much when we ask folks to answer  
12 questions that we would have some idea of what we're  
13 looking for in a response. And when I dealt with that  
14 question, I was I thinking well, this seems like a vague  
15 answer. And then I reread the question and reread the  
16 question and I thought well, how would I answer the  
17 question if I were running a school, you know?

18 And I would look to some set of, you know,  
19 minimal standards like training, you know, in the spring  
20 and in the fall, you know, or some sort of thing that I  
21 could sink my teeth into and know that this was being  
22 responsive to the question and really meeting the needs  
23 of the Authority to ensure, you know, that the enrollment  
24 processes and procedures were really complying with state  
25 law in reaching these populations that we're concerned

1 about.

2 EXECUTIVE DIRECTOR GAVIN: I think the  
3 long-term way we deal with this, as with many of these  
4 other documents that we've been rolling out to schools,  
5 is that we also have to be aligned and look at what are  
6 the things that we're looking for here so that people  
7 have a clue of what that is.

8 They still have a lot of autonomy for how  
9 they answer that and how they choose to do things, but we  
10 have not built a plan for this yet. I think we're trying  
11 to get ahead of rapid changes that are happening on the  
12 ground with schools that are making legitimate business  
13 decisions while also still trying to figure out -- these  
14 documents, I think, will resolve and get tighter in some  
15 ways over time and will also be able to be much clearer  
16 about what it is that -- why are we asking these  
17 questions and what are the things we're looking for so  
18 that people have a clue about that.

19 What I will say about this document is that  
20 there wasn't -- with some documents that we've talked  
21 about in the past, the tone was somewhat in cases like  
22 dismissive or was deliberately nonresponsive. This  
23 seemed like an attempt to -- at least a reasonably  
24 good-faith attempt at an answer, and that was the spirit  
25 in which I took it, at least.

1           MEMBER GUINASSO: I appreciate that. Just a  
2           few other questions. On page 33 at question 2 dealing  
3           with facilities, this answer caught my attention just  
4           because we've dealt with charter schools and disputes  
5           with landlords about honoring leases, not honoring  
6           leases, and I guess what I was wondering was is your  
7           school prepared to carry the lease in the event that you  
8           can't find somebody to assume it?

9           MR. MORENO: Part of the whole funding  
10          process is based on taking care of these existing leases.  
11          We will not be able to receive any funds from the bonds  
12          until the leases are taken care of, so we are actively  
13          working on this.

14          We have a couple of interested parties, and  
15          we have a plan B, so we understand they're not going to  
16          lend us any money until we get this taken care of, and I  
17          can ask for further clarification if you'd like from our  
18          banker who is handling the whole transaction, if you'd  
19          like, but that's the bottom line. And we wouldn't be  
20          this far if we didn't feel that we could take care of  
21          those situations. And to answer the question, we could  
22          not be in the new facility and pay for the old one. So  
23          we have to make sure that that's taken care of.

24          MEMBER GUINASSO: That makes sense. Thank  
25          you. And then on page 36 at section E -- oh, my question

1 was answered. You referred to a construction plan, and  
2 that's attachment A, right, in that response?

3 EXECUTIVE DIRECTOR GAVIN: Yes, that  
4 attachment is attachment A, sorry. And then it's  
5 actually basically repeated in attachment 9 because they  
6 did a consolidated chart that reflected all of those  
7 critical path items as a single chart.

8 MEMBER GUINASSO: Okay. And then on page  
9 37 -- and this is more a question to just educate because  
10 I've not dealt with this. What is this tax exempt and  
11 taxable bond mechanism for funding school construction?  
12 Could you just help me understand that?

13 MR. WARREN: Mr. Chair, Members of the Board,  
14 my name is Terry Warren: T-E-R-R-Y W-A-R-R-E-N. I'm  
15 with Warren Charter Law, and I represent exclusively  
16 charter schools in finance transactions. So hopefully I  
17 can answer that question for you.

18 There is a mechanism because charter schools  
19 across the nation are typically not permitted to bond  
20 directly. I think there was one state that lets them  
21 issue corporate bonds but not tax exempt bonds. But in  
22 any event, in Nevada, they can't issue directly any type  
23 of bonds.

24 And so when we talk about bond transactions,  
25 to be very clear, that's really a misnomer with charters.



1 What they're really doing is simply getting a commercial  
2 loan because all of these processes are two-step  
3 processes. So you have an industrial development  
4 authority which is either a governmental or  
5 quasi-governmental entity within the state, and they  
6 actually advertise, offer and issue bonds. They then  
7 collect the proceeds from those bonds. That's one  
8 transaction that's essentially complete.

9 Then they take the proceeds of those bonds,  
10 and they commercially loan them to a charter school. And  
11 the only reason we refer to them as a "bond transaction"  
12 is that essentially, the loan agreement for the charter  
13 school requires that they pay sufficient debt service to  
14 the lender, the industrial development authority, such  
15 that the industrial development authority can then pay  
16 the principal and interest on the bonds that were issued.

17 And so remind me again. Have I answered your  
18 question? Okay. So the difference in taxable and tax  
19 exempt bonds, all of the industrial development  
20 authorities issue tax exempt, either government or  
21 501(c)3 bonds, and that's the goal, is to issue them tax  
22 exempt because, obviously, the cost of capital to the  
23 school will be lower than a tax exempt setting.

24 The only reason that we ever issue really  
25 taxable bonds is in the event under federal law there is

1 some reason that the use of those moneys cannot be  
2 legally used as a tax exempt bond, for example, in fact,  
3 in Founder's situation, there are some -- as Director  
4 Gavin mentioned -- some interim short-term loans. Well,  
5 some of those short-term moneys were used for operational  
6 purposes. In qualified bond use, use of bond fund  
7 proceeds, you can't use them on operational issues. You  
8 only use them for capital expenditures, so there will be  
9 a small taxable piece on the Founder's financing so that  
10 money can be borrowed from this larger long-term,  
11 low-interest rate loan so that they can pay off the  
12 short-term, higher interest rate loan. But because those  
13 funds aren't qualified to be used in that manner, if we  
14 use tax exempt bonding, we'll put -- it's called a  
15 taxable tail, and we'll put a very small taxable piece on  
16 it so that those funds can legally be used to pay off  
17 that prior loan.

18 EXECUTIVE DIRECTOR GAVIN: Mr. Warren, can  
19 you clarify one item? And I'm going to -- I believe this  
20 is true. The entity that actually gets taxed on this is  
21 the entity that owns the bond, not the -- so while the  
22 school is doing sufficient debt service to pay those  
23 costs, the school itself is not paying taxes; correct?

24 MR. WARREN: They're tax exempt bonds, so no  
25 one is paying taxes on them.

1 EXECUTIVE DIRECTOR GAVIN: On the taxable  
2 tail.

3 MR. WARREN: Oh, on the taxable tail, no.  
4 The person that is actually paying the taxes on those is  
5 the bond investor, the individual or entity who actually  
6 purchased the bonds from the industrial development  
7 authority. That's actually an income tax, you know.  
8 It's like you would pay tax on interest income from a  
9 bank. So that bondholder is the one that pays the tax.  
10 The school pays none of those type of taxes. The school  
11 pays no tax.

12 MEMBER GUINASSO: Just one last question,  
13 Mr. Chair. On page 39 at question 8, there's a question,  
14 or we're dealing with an emergency management plan, and  
15 in your response, it wasn't clear to me who is the  
16 primary responsible person for maintaining and executing  
17 that management plan. Can you provide an answer? I just  
18 wasn't sure like if there is a go-to person for this  
19 important piece of the application.

20 EXECUTIVE DIRECTOR GAVIN: I would just note,  
21 Member Guinasso, that while we ask this question about  
22 the emergency or the crisis response emergency management  
23 plans, because it is important when there's a facility  
24 change, that schools are being planful about this.

25 By statute, the emergency management plan is

1 actually a confidential document. So, for example, we  
2 receive a copy of it to ensure compliance, but it is not  
3 a public document, so hence, we don't ask people to  
4 attach a piece of it for the simple reason that if some  
5 bad actor were to find out what your emergency response  
6 plan was, they could possibly use countermeasures if they  
7 wanted to do some, God forbid, some kind of nefarious  
8 act.

9 MEMBER GUINASSO: Yeah, my question is not  
10 really so much toward what the plan is, but who is the  
11 responsible person? Where does the buck stop? I'd  
12 imagine that would be a piece to how you would want to  
13 answer or at least the kind of information we'd want to  
14 know in that kind of a question.

15 VICE-CHAIR MACKEDON: Generally, it's the  
16 site administrator who is going to have to, you know,  
17 execute the plan. The buck is going to stop with that  
18 person executing it.

19 CHAIR JOHNSON: Is that accurate, Mr. Moreno?

20 MR. MORENO: Richard Moreno, for the record.  
21 We have a two-step program basically from the board  
22 aspect. We're very lucky to have our board member,  
23 Starbucks Anthony, who was a former -- he's currently  
24 counsel for the City of Las Vegas, formerly a captain in  
25 Metro, and so he was involved with both Metro personnel

1 and in designing of this plan and then explaining it to  
2 our administrator who is on site at all times and some  
3 subordinates.

4 We have a couple of Metro families in our  
5 school, and so they've taken it upon themselves to come  
6 in and so -- and firemen. So I'm very comfortable with  
7 the plan as it was designed and ready to be implemented  
8 in the unfortunate situation that it would need to be.

9 CHAIR JOHNSON: I guess the question, though,  
10 is who is ultimately responsible for the execution of the  
11 plan or responsible for the success or failure?

12 MR. MORENO: The principal. The school  
13 leader.

14 MEMBER GUINASSO: Yeah. Thank you for that.  
15 It sounds like you have a committee, but the ultimate  
16 responsible person is the principal.

17 And then the next question below that has to  
18 deal with insurance. And in the question, it says that  
19 the schools requesting an amendment are expected to  
20 research the level of and types of insurance coverage  
21 typically required of and obtained by large schools and  
22 districts in this and in other states. And then in  
23 response, it says that you currently hold all required  
24 insurance and will increase liability coverages as  
25 enrollment increases and will increase worker's

1 compensation coverages as staffing increases.

2 And so I was just wondering -- well, I'll ask  
3 this of Director Gavin before I go to them. Were we  
4 looking for something more in an answer? Because if  
5 we're asking them to research, are we then asking them in  
6 their answer to give us what their research revealed, or  
7 are we just asking them to affirm that they actually have  
8 insurance right now and they'll get whatever appropriate  
9 insurance is appropriate that fits the need later?

10 EXECUTIVE DIRECTOR GAVIN: Sure. Great  
11 question, Member Guinasso. So sometime back in the misty  
12 past, the State Board of Education adopted minimum  
13 insurance requirements for charter schools, a certain  
14 level of umbrella coverage, certain level of liability  
15 coverage, D&L, etcetera.

16 Historically, it has been our experience that  
17 schools have simply adopted that minimal coverage, which  
18 in my view, was intended for relatively small schools,  
19 for the 300- 400-kid school that was getting started up  
20 in 2002 or 2004 or what have you when the state board  
21 actually adopted these regulations. So the intent behind  
22 this is basically to have schools look at is our level of  
23 insurance coverage sufficient given our scale, both on  
24 the education or the liability side, for example, and on  
25 the per-pupil side because, clearly, your risks increase

1 as your complexity increases.

2 So I would say that a school actually saying  
3 that we're going to increase based on -- in line with  
4 enrollment and with staffing is actually pretty  
5 responsive. I think it gets at the core question, which  
6 is: are you thinking about what the -- about whether  
7 you're actually -- whether your risk management actually  
8 works? Yeah, someone could actually go in and say yes,  
9 we engaged with, you know, with an outside insurance  
10 consultant and benchmarked against X, Y and Z. That  
11 would be great. But this gets at the thrust of the  
12 question for me right now. At least they're thinking  
13 about it not sitting there going, "We had no idea that we  
14 didn't have enough insurance" when something bad does  
15 happen. So I'm reasonably comfortable with where we are  
16 right now. Again, I think we need to evolve on this  
17 stuff.

18 MEMBER GUINASSO: Okay. That's fine. Go  
19 ahead.

20 MR. MORENO: If I could just add to that just  
21 part of good fiscal management, when you have a new  
22 contract or an old contract expire, we go out and we bid  
23 at least three times, three different companies to give  
24 us a bid on insurance, and then we ask them to tell us,  
25 you know, what are the state requirements? What are the

1 -- obviously, they want to sell you more, but we just say  
2 what are the requirements, and we try to meet that or  
3 exceed that in any situation. So any contract that we  
4 have, and these are usually for a year, we renegotiate or  
5 rebid everything.

6 MEMBER GUINASSO: Thank you.

7 CHAIR JOHNSON: Did that answer your  
8 questions, Member Corbett?

9 MEMBER CORBETT: Thank you, Mr. Chair. I'd  
10 like to accept staff's recommendations that this  
11 relocation amendment be approved.

12 VICE-CHAIR MACKEDON: I'll second.

13 CHAIR JOHNSON: All in favor?

14 THE BOARD: Aye.

15 CHAIR JOHNSON: All right. Thank you.

16 MR. MORENO: Thank you very much. We  
17 appreciate all of the hard work that you're all doing and  
18 staff support, and we appreciate it.

19 CHAIR JOHNSON: Thank you, Mr. Moreno.

20 MEMBER CONABOY: Mr. Chair, may I make just a  
21 comment? I think it's nice to hear a school, or it was  
22 in writing, I think, thanking the staff for their  
23 support. I was weary of this very lengthy application  
24 when I first saw it, but when I realized that it demands  
25 of the school that they do some introspection and sort of



1 rethink their strategies for themselves, I think it's  
2 very, very useful both of us in reading it, but also for  
3 the school, and I think the few that have come before us  
4 using this application have essentially affirmed that.  
5 So I'd like to say thank you to Director Gavin for  
6 pushing this format.

7 CHAIR JOHNSON: All right. We will move to  
8 agenda Item No. 8: the executive director's report.  
9 Director Gavin?

10 EXECUTIVE DIRECTOR GAVIN: Thank you,  
11 Mr. Chairman. I don't have a particularly lengthy  
12 executive director's report at this time. A couple of  
13 bullet points that I want you to be aware of. One is  
14 that as of October 15th, the agency's budget request to  
15 the Governor's Office actually became codified by  
16 statute, so we will get a copy of what we did ask for  
17 back in late August out to you folks.

18 We have not yet seen, as a staff, any  
19 feedback on our core budget account for what the  
20 Governor's recommendations will be. I will note that by  
21 statute, that remains confidential, I believe, until the  
22 State of the State. So while staff will have some  
23 knowledge of what the gov. rec. is likely to be, that's  
24 not something I will be able to share with the body,  
25 certainly in a public setting. So I just want to sort of

1 put those two pieces out there.

2 I will also note that we have had -- I'm  
3 notified as of this morning that one of our applicants --  
4 actually, we have two applicants who have withdrawn, I  
5 believe. I briefed the board the last time that the  
6 Marzano Academy had withdrawn its application to us. As  
7 you may have noticed from the papers, Dr. Marzano and his  
8 team have actually built a relationship with the Clark  
9 County School District and will be doing an innovative  
10 lab-type model school in conjunction with Clark County as  
11 a traditional Clark County school, not as a charter. So  
12 that's the disposition of that one.

13 We also do have one group that participated  
14 in a recent capacity interview that, based on the initial  
15 feedback, has elected to withdraw and ultimately, I  
16 believe, intends to resubmit their application, and that  
17 is Vector Academy, which was a school based here in Clark  
18 County. Again, I think some very promising ideas were in  
19 that application, but I think they recognized that  
20 there's a need for more focus, coherence, and also a  
21 stronger and more invested potential governing body as  
22 well. So I want to thank the folks from that board in  
23 that applicant group who have really taken this very  
24 seriously, and I want to make sure that if and when they  
25 are approved, they're able to knock the cover off the

1 ball. So while it's never a great thing to have someone  
2 withdraw an application, I think people doing it because  
3 they know they want to do a much better job in the future  
4 is always a good thing.

5 Let me think what else. The other one point  
6 is we continue to have a vacancy in our federal program  
7 education specialist. While we did make an offer to an  
8 individual, that individual ultimately did not respond to  
9 the offer after multiple deadlines, so we've had to  
10 rescind it, and we are reposting things, most likely  
11 effective Monday with the division of human resources  
12 management. So if you know anyone who knows educational  
13 federal programs and wants to steer them our way for  
14 either Las Vegas or Carson City, please do so and send  
15 them our way. Thank you.

16 CHAIR JOHNSON: Member Conaboy?

17 MEMBER CONABOY: I'd like to ask that the  
18 executive director -- tracking bill draft requests and  
19 I'm seeing a lot of activity around education going into  
20 the next session, so are we going to at some point have a  
21 discussion -- maybe this is for the executive director  
22 and Mr. Chair -- about legislative initiatives that  
23 authorize Patrick to speak on behalf of the board even  
24 though we don't have bill draft requests, privileges?  
25 He's often called upon as the expert in a lot of areas.

1 So how are we going to handle that issue going forward?

2 EXECUTIVE DIRECTOR GAVIN: I would suggest we  
3 make that an agenda item, but not for the December  
4 meeting, certainly for the January meeting so that we  
5 have a plan on that. I am a little surprised given that  
6 we had an earlier -- significant earlier BDR deadline  
7 this time around that we're not seeing more substantive  
8 information on some of the initiatives. I think LCB is  
9 continuing to work incredibly hard on creating language  
10 for all of these different proposed bills, and then of  
11 course depending on what happens in three weeks or so,  
12 there may be some of those folks carrying those bills may  
13 no longer be here, and so whoever succeeds them may  
14 decide to pick up those bills or do their own initiative.

15 So I would anticipate that from a legislative  
16 perspective, we're looking at some ways in terms of  
17 almost a redo of the 2015 session in terms of having a  
18 significant number of new legislators, which will mean  
19 that some of the stuff that's currently out there in bill  
20 draft form or proposals may not even get carried through  
21 the session based on changes in who is actually sitting  
22 in those seats.

23 MEMBER CONABOY: So short answer, may I  
24 request a December or January agenda item so that we can  
25 deliberate about this? I think it's best for Patrick to

1 go to the table empowered by the board's endorsement of  
2 certain concepts or intention to work against certain  
3 concepts. Thank you.

4 CHAIR JOHNSON: Duly noted. Anything  
5 additional? All right. We will go to agenda Item No.  
6 10: Consideration of Revised Infinite campus Database  
7 Split Proposal.

8 VICE-CHAIR MACKEDON: Where should I start?  
9 There is interest, I think, among the schools, of  
10 splitting off our individual databases for a variety of  
11 reasons. I won't get too far into the weeds with it, but  
12 it behooves the schools to have their own separate  
13 databases because it's really difficult the way it is  
14 right now to actually do their day-to-day operations  
15 because you don't have the authority to do it. It  
16 requires putting in a help ticket and getting help from  
17 the SPCSA to make really what should be very simple  
18 things like adding a staff member or a new teacher,  
19 removing the teacher who is no longer there, just really  
20 minimalist, mundane tasks are held up by the process as  
21 it is now. However, it is a really big deal, and we have  
22 started the process.

23 We've met with NDE and SPCSA and Infinite  
24 campus, but to do this in haste without our schools fully  
25 comprehending what this change really means for them

1 individually and having a really firm understanding of  
2 that and the roles and responsibilities of the SPCSA  
3 versus the individual school including the costs  
4 associated would be a huge error. So it is something  
5 that's happening. It's going to be slow and steady. I  
6 know that's a disappointment to a lot of schools.  
7 However, I think that we need to, you know, as a school  
8 leader, I want to go into this with my eyes wide open and  
9 make sure I fully understand what it is I'm committing to  
10 and what this change really means. So that's where we're  
11 at. We're talking back and forth with Infinite campus  
12 and working through that, so I suspect it will probably  
13 be several months before we're really -- NDE has given us  
14 some very specific requirements of a plan of how this is  
15 -- they really hold -- I mean, they really have to  
16 ultimately give the approval, so right now, we're  
17 developing a plan based on answering the questions NDE  
18 wants from us, and then we'll see if they give it the  
19 green light once that plan is formalized.

20 EXECUTIVE DIRECTOR GAVIN: More broadly, I  
21 would just note that I want to thank Member Mackedon for  
22 -- Vice-Chair Mackedon for shelving her understandable  
23 impatience and the impatience that I know that other  
24 school leaders have to fix this immediately and  
25 recognizing that we don't wish to compound our current

1 problem by simply just sort of changing the responsible  
2 parties.

3 I think one thing that whether the Department  
4 of Ed approves this transition plan or not, I think that  
5 the degree of understanding and knowledge that our  
6 schools will gain through this process and that frankly,  
7 more than that, I think our staff has at this point  
8 related to how this all really should roll out, can only  
9 help to make this -- however this rollout happens or this  
10 implementation continues to happen -- a much smoother and  
11 much more collaborative process. Because right now, it  
12 is really being regulated by the vendor and by the  
13 Department of Ed based on their business needs, based on  
14 -- versus our ability to really do the -- either our  
15 ability or our schools' ability to make appropriate  
16 strategic decisions because we're just up to our eyeballs  
17 in things like this.

18 CHAIR JOHNSON: Member Guinasso?

19 MEMBER GUINASSO: Yeah. May just be because  
20 I'm new, but what was the original intent behind having a  
21 shared database? And if the intended goal was met by  
22 breaking it up, will we still be able to accomplish the  
23 goal that is set up for that program?

24 EXECUTIVE DIRECTOR GAVIN: I think there's a  
25 couple of things. So just to be clear, this predates my

1 tenure as the authority director. So there is -- to some  
2 degree, this is based on what has been related to me by  
3 members of this body as well as by members of our staff  
4 and former staff members.

5 I think there were a couple of things. One  
6 was a desire to see if there were abilities to pool  
7 certain costs so that schools would not be overly  
8 burdened. I think that what we have discovered, at least  
9 with the current way that we've implemented this program,  
10 is that while the actual dollar cost, you know, is  
11 something we are subsidizing, the opportunity cost and  
12 the inefficiencies and the organizational challenges that  
13 come with rolling it out as sort of a single monolithic  
14 database that is centrally controlled have actually  
15 resulted in probably greater costs to schools than I  
16 think we've really understood. So there's that piece.

17 Secondly, there is the desire for greater  
18 data integrity. And I think what we've found is that  
19 partly due to some of the challenges we've just alluded  
20 to, and partly just due to the sheer magnitude of the  
21 system, it is the -- I would posit that if anything, our  
22 ability to actually determine whether the data is of high  
23 quality is more limited now because we are so focused on  
24 day-to-day blocking and tapping and operation versus  
25 actually auditing or reviewing or creating customer



1 reports to look at hey, are these fields actually like  
2 all mapped out the way they're supposed to be?

3 The fact that I have two special ed staff  
4 members who are having to go through every single  
5 individualized educational program for students to  
6 determine whether all of the data fields are filled out  
7 correctly because we just don't have the capacity to  
8 build some of the more robust reporting functions that  
9 could identify those kinds of errors on the front end,  
10 right now, because we're so focused in the weeds of  
11 day-to-day implementation, I think is an area where it's  
12 been -- for our staff, especially in the last eight  
13 months, it's been quite an eye opener to realize just how  
14 much of what we're doing with this system is work that  
15 really is the accountability of individual school leaders  
16 and teachers versus what we're supposed to be doing in  
17 terms of monitoring and oversight and performance  
18 management.

19 So I think that that's something where the  
20 other piece that really, I think, drove a lot of this is  
21 sort of the, you know, the one ring to bring them all  
22 together and bind them, as I quote from "Lord of the  
23 Rings," but there was this holy grail idea that one  
24 single system will solve all of our problems. Single  
25 systems, absent really clear other infrastructure and

1 capacity -- and we're 1 percent of our school's budget,  
2 and we're doing all of this work for them -- that's not  
3 efficient for anybody, and it's not helpful for anybody.  
4 So trying to figure out what's -- even though there's a  
5 cost to us associated with having 22 or 27 or 37  
6 databases versus one, that is nothing compared to the  
7 complexity associated with being on the hook for  
8 everything because it's all our system. So I think  
9 that's really, I think, what we're trying to think  
10 through, I believe, at the end of the day.

11 We used another system called Power School,  
12 which was a far less robust system, but it was relatively  
13 user friendly. It's formally an Apple product that folks  
14 knew what they were getting, and it was a relatively easy  
15 reporting tool to get to the department. It didn't meet  
16 the State's needs, and it didn't meet some of the  
17 Authority's needs. We went from basically having a  
18 Macintosh from 1982 to having essentially like a massive  
19 like huge server effectively on the other side. We  
20 hypercorrected in the other direction, I think. That's  
21 one thing we've really worked on with schools, and I  
22 think it frustrates schools because they know there's  
23 more power and more customization, but you can't  
24 customize without breaking stuff if you aren't really  
25 systematic and thoughtful about it.

1                   We bought a product and our state has now  
2 bought a product that can meet virtually any need we may  
3 want to ultimately fulfill, but it requires a lot more  
4 investment in personnel and time and expertise to be able  
5 to actually use that system effectively, and we're just  
6 not there yet. And I have to believe that crowd sourcing  
7 expertise from the schools with a hundred times our  
8 resources and our capacity and our expertise to do this  
9 work will, ultimately, inure to a better and more  
10 functional product for the state as a whole.

11                   CHAIR JOHNSON: Member Snow?

12                   MEMBER SNOW: I think it's a great idea. I  
13 think it's worth exploring it and seeing if it's going to  
14 be beneficial for the Authority and for the schools to  
15 proceed. So I think that's what can be a problem in  
16 government is that we don't -- we're not willing to try  
17 things. I think it's worth it to make the attempt.

18                   CHAIR JOHNSON: Any further discussion? All  
19 right. We will move to Agenda Item 11: update,  
20 discussion and possible action regarding the SPCSA  
21 strategic plan. Director Gavin?

22                   EXECUTIVE DIRECTOR GAVIN: Thank you,  
23 Mr. Chairman. Over the last four meetings, the Authority  
24 has approved the objectives and goals and metrics related  
25 to the strategic plan, and those really sort of

1 encapsulate what we are trying to accomplish and how we  
2 are going to measure it. As part of the final piece of  
3 this project, I also wanted to make sure we went back and  
4 revisited the mission beliefs, core functions and theory  
5 of action that really undergirded that process that we  
6 started talking about first in 2013 and then as a result  
7 of that very impassioned and spirited set of  
8 conversations we had beginning in May of this year at the  
9 board retreat, because I just really think it's important  
10 that we also think about the why as well as the what.

11           And so as you will recall, I mentioned at the  
12 last meeting, that language had already been updated, so  
13 I wanted to make sure that you had the full month to  
14 study and think about that and consider what, if any,  
15 changes you felt were merited based on our best  
16 understanding of what you came out of that strategic  
17 plan, of all of our strategic planning conversations.  
18 And so this is really that opportunity to do that again.  
19 If you wish to adopt this as is or with minimal changes,  
20 great. If there is a desire to dig into this more  
21 deeply, that is something we can also -- much like we did  
22 with the goals, we can go through this on a slightly  
23 slower path and timeline. And I really want to defer to  
24 you folks in terms of how you'd like to do this.

25           CHAIR JOHNSON: Member Conaboy?

1                   MEMBER CONABOY: Mr. Chair, before we get  
2 into the philosophy, may I ask just two quick questions?  
3 Under goal two, when we talk about four- and five-star  
4 schools, how will that interface with this framework for  
5 alternative schools now? Are they going to have -- this  
6 is why I asked my question earlier, Director Gavin, about  
7 may I see that framework? Because are they stars? Is it  
8 the same kind of ranking system as we have now, or is  
9 there -- I mean, I don't mean to belabor that, but if we  
10 tie ourselves into putting in here four or five star and  
11 the specifics of the rankings change --

12                   EXECUTIVE DIRECTOR GAVIN: So I believe  
13 there's a reason why I said four- or five-star level or  
14 equivalent in bullet No. 1, and it was certainly not my  
15 intent with the other -- simply a matter of space on a  
16 tiny, tiny page. There's the explicit reason for saying  
17 "equivalent" because we don't know what -- I mean, it  
18 could change from stars to lunch boxes. It could go from  
19 five stars to three stars. We don't know. With relation  
20 to the alt framework in particular, the rating level is  
21 really something that's still something to debate.

22                   MEMBER CONABOY: I see the wording. The  
23 other quick business, which is just the editor in me, but  
24 under the "goals," we have verbs in two of the statements  
25 and not in the other two, so could we just like in number

1 two, add, "maintain unwavering commitment," and then  
2 number three, say, "assure fulfillment"? I mean, I kept  
3 reading those and thinking that the construction of those  
4 goals was different. That's a little tiny, itty-bitty  
5 point. I know that.

6 EXECUTIVE DIRECTOR GAVIN: I really  
7 appreciate that point because it's the kind of thing that  
8 I usually get super -- to use the David Foster Wallace  
9 term, I get astute about. So yes, I think that's a  
10 really great point. So maintain unwavering commitment to  
11 high-quality schools and ensure fulfillment of public  
12 school obligations.

13 CHAIR JOHNSON: My question actually stems on  
14 our measures. When are we going to determine -- at what  
15 point will we determine what those targets are for  
16 ourselves? So since percentage -- imagine if goal No. 1  
17 is percentage of open enrollment schools weighted  
18 lotteries, what is that percentage that we are seeking to  
19 obtain? When do we determine those specific measures so  
20 that we can know -- so we can evaluate ourselves on  
21 success?

22 EXECUTIVE DIRECTOR GAVIN: That sounds like a  
23 really great next step, Mr. Chairman. This is the -- by  
24 the time we finish the strategic plan, it will be time to  
25 do the next one, and I say that tongue in cheek very much

1 so. Not at all as a critique, but yeah, I think that is  
2 a very fair point.

3 One of the things we definitely need to do is  
4 figure out what our baseline is in these areas. In this  
5 particular one, a zero. And I will note that the  
6 department right now seems super eager to do the weighted  
7 lottery thing, and I believe Steve has a sense of urgency  
8 on that as well based on some of the needs for a whole  
9 bunch of reasons that his team has articulated to me in  
10 just the last 72 hours, actually following up on our  
11 conversation at the Las Vegas City Council meeting. So I  
12 am confident that will very quickly become a reality,  
13 those regs, and then we can begin that process of  
14 figuring out how we deal with this. I think the way we  
15 do it is we look at the schools that have the -- that are  
16 the most divergent from what their sending schools are  
17 and sort of start the conversation there.

18 CHAIR JOHNSON: I guess that was one specific  
19 point, but I think we have three, six, nine, almost 12  
20 measurements we need to actually have some numbers  
21 towards. So if we could get some clarity on that so we  
22 can actually start measuring our progress. We don't want  
23 to look up and be 2020, time to make another strategic  
24 plan, and we don't actually know if we've been successful  
25 or not. And I mention all of that because over the past,

1 I don't know, I guess ten days or so, I've had lots of  
2 opportunities to talk to various stakeholder groups about  
3 charter schools and helping people understand our  
4 performance and debunk some misconceptions, and it's very  
5 difficult to do that when you don't have some very  
6 concrete metrics.

7 I talk a lot about our philosophy and things  
8 that we want to achieve, but if you don't have data to  
9 back up those conversations, especially in public spaces,  
10 it becomes difficult for us to, as a body, to talk about  
11 why we exist or why we are a good alternative to other  
12 options that exist for families today. And so I want to  
13 make sure that we are holding ourselves to the highest  
14 standards, just like we are trying to hold our schools to  
15 those standards, so that when in fact we do go to public  
16 spaces like the city council meeting or talking to any of  
17 our legislators and we have to defend our presence, we  
18 can say and point to hard metrics that we are changing  
19 the lives of students every day, day after day.  
20 Hopefully, the priesthood is converted. Any other -- I  
21 know we wanted to talk about actually moving this so we  
22 could actually move to the next step of that. Any other  
23 questions, points?

24 MEMBER CONABOY: I'd just like to support  
25 what you just said because I was looking for the numbers



1 in that column, and I recall that when we had NACSA in  
2 when we were beginning the review of ourselves and of the  
3 executive director and dealing with the issue of how to  
4 evaluate, the issue was not having concrete goals. So I  
5 think we have some good goals. I think we have a good  
6 philosophical approach. My reading of it is that it's  
7 still very, very valid and maybe others have other  
8 insight, but I think it's really important for us to set  
9 the measures. And I don't know if, Executive Director  
10 Gavin, is it something that you would like to make a stab  
11 at and make a recommendation to us? I mean, do you see  
12 on the horizon the possibility or capacity again,  
13 capacity, to do these things, or do you want to do it  
14 over the next one, two, three, four, five years? It  
15 might behoove the conversation for you to make a  
16 recommendation to us.

17 EXECUTIVE DIRECTOR GAVIN: I think that --  
18 so assuming you meant months and not years, Member  
19 Conaboy?

20 MEMBER CONABOY: Accomplish this over --  
21 setting the measures over months, but maybe what we need  
22 is a five-year rollup, just like benchmarks for our  
23 schools, because some of these things aren't possible  
24 until, for instance, we have a weighted lottery.

25 EXECUTIVE DIRECTOR GAVIN: Yep. I think

1 that's a very --

2 MEMBER CONABOY: Yeah.

3 EXECUTIVE DIRECTOR GAVIN: I think that makes  
4 -- so the answer is yes, take a stab at it, absolutely.  
5 And I think doing it in an iterative fashion also makes  
6 sense with at least one of those buckets of stuff,  
7 something we talk about each meeting, and in some cases,  
8 perhaps two because I also -- I've got one member who is  
9 signalling me that she wants it too, so I'm more than  
10 good with that because we don't want to basically be  
11 sitting here and it's taken us to a year to get this  
12 done.

13 The good news is we knew going in that this  
14 was something that was going to -- we needed to get this  
15 done by the end of 2016. We are on track to do all of  
16 this work by, if not by the end of 2016, certainly by the  
17 first month of 2017. So we've -- I think we're doing  
18 good work here, and you guys are doing good work here in  
19 continuing to push this process along.

20 CHAIR JOHNSON: Member Guinasso?

21 MEMBER CONABOY: May I just follow up? I  
22 think it would be really important to have this in place  
23 going into the legislative session. I will say that  
24 we've had a couple of news releases lately, and they're  
25 all bad news. I think we have some good news to relate

1 to people, and I'd like some of it to be a narrative and  
2 some of it to be quantifiable. But, I mean, the progress  
3 that some of our schools are making that was evidenced  
4 today is something that we need to be able to talk about  
5 and be ready to talk about in a very firm and concrete  
6 way before the session starts or during the session.

7 Thank you.

8 CHAIR JOHNSON: Member Guinasso?

9 MEMBER GUINASSO: As you all are talking, one  
10 of the things is one of the public bodies that I  
11 represent, what we do with every board memo that comes to  
12 the board in support of a particular agenda item is we  
13 ask the staff to connect that agenda item to some  
14 long-range principle or goal that we've set so that we're  
15 clear every time we look at our agenda, how is this  
16 particular agenda item advancing our set of long-range  
17 principles or goals? And so if we do that as a matter  
18 of practice, it helps keep us on course so it doesn't  
19 become just a set of goals we've discussed and ratified  
20 and a set of benchmarks that we've all agreed to, but as  
21 we go from agenda to agenda, we can see that we're on  
22 track, you know, addressing piece by piece the goals and  
23 the benchmarks that we've set forth. We've found that to  
24 be a helpful practice in kind of keeping us focused, and  
25 I would suggest that as a practice that we adopt because

1 I think it's a productive practice.

2 CHAIR JOHNSON: I appreciate that. Actually,  
3 I'll kind keep that mind as we move forward in the  
4 future. That's actually really helpful to make sure we  
5 keep these goals in mind.

6 EXECUTIVE DIRECTOR GAVIN: Yeah, I couldn't  
7 agree more. I think it goes back to what Mr. Kern and  
8 his colleague were discussing with professional  
9 development. And so spending 75 percent of your time on  
10 actual teaching and learning and curriculum instruction  
11 versus on sort of on administrative minutia because  
12 that's the core business of school. And it's very much  
13 the same conversation you have with governing bodies of  
14 schools. Are you spending your time dealing with lunch  
15 policy or like, you know, lunch line stuff, not  
16 necessarily the income stuff, or are you looking at the  
17 stuff that are actually value drivers for your  
18 organization?

19 And if you're spending your time dealing with  
20 the minutiae of a particular set of complaints on  
21 relatively minor issues versus the global issue of how  
22 are our children doing and how are we making sure that  
23 we're delivering the best possible outcomes for them,  
24 that's -- you can go through just a school district board  
25 agenda or a charter school board set of minutes, and you

1 get a very clear sense of what people's actual values and  
2 priorities are. And I think that's -- so I couldn't  
3 agree more. I think that's brilliant.

4 CHAIR JOHNSON: Thank you. Take a motion.  
5 Unless, Member Conaboy, you had something else to add  
6 there? Please ask your separate question.

7 MEMBER CONABOY: They're speaking about  
8 organizing ourselves. Just maybe it's the way I think,  
9 but I'm wondering how difficult it would be tomorrow or  
10 even the next day, but over the short term to update our  
11 website -- and I know we've done a lot of work on it,  
12 Director Gavin, but when I read about a school, it would  
13 be really useful for me to go to one place on our  
14 website, not their website, and see all of like their  
15 applications and other amendments.

16 Would it be difficult to do that, Patrick, to  
17 extract that from -- I know there are huge databases of  
18 documents out there, but frankly, I don't have time to  
19 plow through them when I'm looking for something -- just  
20 to have a document history about each of our schools at a  
21 place on the website that we can quickly access?

22 EXECUTIVE DIRECTOR GAVIN: It is something we  
23 have been actively trying to work through with both  
24 enterprise integration technology and with the Governor's  
25 Office of Finance. We actually do have some request for

1 one of the pieces of the enhancement request that we did  
2 make was to purchase a performance center and other  
3 elements of the Epicenter platform that would allow for  
4 creating some of those dashboard elements, for example.

5 CHAIR JOHNSON: That would be so wonderful.  
6 And I noticed in your briefing document, you've tried to  
7 put history more and more. That's very useful to me, so  
8 I thank you for that. But it would be really nice to  
9 have sort of a reference file about each school.

10 EXECUTIVE DIRECTOR GAVIN: Yeah. There is  
11 the capacity within Epicenter to actually make those  
12 documents automatically transparent, both on our website  
13 and on the school's website. The challenge has been  
14 working through our non-ADA-compliant state publishing  
15 platform to make those scripts actually work in a way  
16 that is -- the focus -- they're not unsupportive of it  
17 but also have zero bandwidths as well on how to help us  
18 build that on a custom level. In an ideal world, I wish  
19 we had a different publishing platform. That would make  
20 things a heck of a lot easier, but we don't have that  
21 flexibility as of yet, so maybe some day.

22 CHAIR JOHNSON: Any other questions? Then I  
23 will take a motion for approving the recommendation of  
24 staff here. Entertain a motion.

25 VICE-CHAIR MACKEDON: Member Mackedon. I

1 would move to approve the revised mission, core beliefs,  
2 core function and theory of action and final approval of  
3 the full strategic plan.

4 MEMBER GUINASSO: Member Guinasso. I'll  
5 second that.

6 CHAIR JOHNSON: All in favor?

7 THE BOARD: Aye.

8 CHAIR JOHNSON: We will move to our last  
9 item, which is public comment. I have one sign-up for  
10 public comment here in the south, Dr. John Hawk.

11 MR. HAWK: Chair Johnson, Members of the  
12 Board, John Hawk, chief operations officer for Nevada  
13 State High School, for the record. I just wanted to  
14 update you on December 4th for some new members that are  
15 on the board, there was a renewal and expedited renewal  
16 of our application for another six years. Two things  
17 that came out of that was number one, this board charged  
18 us with a responsibility to disseminate information to  
19 other charter schools, and number two, there was a very  
20 strict ask from the Authority Staff to not go below our  
21 ending fund balance. So we just finished our annual  
22 audit with \$50,000 to the positive.

23 However, I do have to put the caveat of GASB  
24 68 for public agencies that have to report on PERS, you  
25 will notice that we have a huge ending fund balance in

1 the negative as a liability. However, if you were to  
2 take that out, we ended up \$48,000 to the positive. So  
3 \$227,000 plus \$50,000, approximately \$50,000 over that.

4 Number two, with the dissemination, we made a  
5 commitment to disseminate information and allow for a  
6 deeper dive into some of our best practices, and two  
7 things came out of that. You charged us with holding  
8 ourselves accountable to meeting up with at least a  
9 hundred administrators from around the State of Nevada.  
10 We're at about 95 administrators that we've touched base  
11 with and asked them if they would like to do a deeper  
12 dive. We wrote for the charter schools' program  
13 dissemination grants. We were awarded \$120,000, and  
14 basically, that is going to focus on -- we don't do a lot  
15 of things. We don't do a lot of things at our school  
16 like a normal school, but I think that the things that we  
17 do do well, we do really well, and we're focused on the  
18 mission, on monitoring and interventions with students,  
19 and we're going to disseminate that information to best  
20 practices through a workshop of 35 people around the  
21 state for this year, 35 people next year, and then follow  
22 it up with a deeper dive to allow ourselves to go in and  
23 work with some of the schools to implement it back at  
24 their school. That's my update for you at this  
25 particular time. I know that it wasn't requested by you,



1 but I felt compelled to come up and let you know it was  
2 great news on our behalf, and I just reported that to our  
3 board last time.

4 CHAIR JOHNSON: Thank you, Dr. Hawk. Is  
5 there any public comment in the north?

6 MS. OSBORNE: No, there is not.

7 CHAIR JOHNSON: All right. Any additional  
8 comments, Member Conaboy?

9 MEMBER CONABOY: I just want to end on a good  
10 news note here. This is the kind of good news about the  
11 work of our schools and the Authority that I'm talking  
12 about. Actually, Dr. Hawk and his team are taking us to  
13 another level now where some of our schools are mature  
14 enough and have a proven track record long enough that  
15 they can turn around and nurture those coming behind  
16 them, and it is like music to my ears. So thank you,  
17 Dr. Hawk, for coming forward today.

18 CHAIR JOHNSON: All right. Well, then, I  
19 will call this meeting adjourned at 12:41.

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1 STATE OF NEVADA, )  
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I, NICOLE HANSEN, Official Court Reporter for the Nevada State Public Charter School Authority, do hereby certify:

That on the 21st day of October, 2016, I was present at said hearing for the purpose of reporting in verbatim stenotype notes the within-entitled public meeting;

That the foregoing transcript, consisting of pages 1 through 113, inclusive, includes a full, true and correct transcription of my stenotype notes of said public meeting.

Dated at Carson City, Nevada, this 25th day of October, 2016.

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NICOLE HANSEN, NV CCR #446