

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



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

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

For the: **Amplus Academy**

Date Submitted: May 17, 2021

Current Charter Contract Start Date: July 1, 2020.

Charter Contract Expiration Date: December 2024

Key Contact: Rachelle Hulet

Key Contact title: Interim Managing Director

Key Contact email and phone: rhulet@amplus.academy, 702-970-6800 ext 5014

Date of School Board approval of this application:

### Deadlines

|   | Spring Cycle             | Fall Cycle                 |
|---|--------------------------|----------------------------|
| Notice <sup>1</sup> of Intent to submit Request for Charter Amendment (RFA)   | No Later Than: March 1   | No Later Than: September 1 |
| Request For Amendment (RFA)   | Due between April 1 – 15 | Due between October 1 – 15 |
| Board Meeting for Possible Action<br><i>(tentative and subject to change)</i> | June board meeting       | December board meeting     |

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

*Red text indicates updates or points of emphasis.*

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<sup>1</sup> Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for):

1.  [Add Distance Education](#)
2.  [Add Dual-Credit Program](#)
3.  [Change Mission and/or Vision](#)
4.  [Eliminate a Grade Level or Other Educational Services](#)
5.  [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6.  [Enrollment: Expand Enrollment in \*\*Existing\*\* Grade Level\(s\) and Facilities](#)
7.  [Enrollment: Expand Enrollment in New Grade Levels](#)
8.  [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9.  [Facilities: Occupy New or Additional Facility](#)
10.  [Facilities: Occupy a Temporary Facility](#)
11.  [Facilities: Relocate or Consolidate Campuses](#)
12.  [RFA: Transportation](#)
13.  [Change of Incorporation Status](#)
14.  [Other changes](#)

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**Section I: Standard RFA Requirements**

**A) EXECUTIVE SUMMARY**

Required for all submissions. 4 Pages or less per RFA

Provide a brief overview of your school, including:

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

Amplus Academy is a classical education model charter school, currently serving students on two campuses in grades K-12. The Durango campus is located at 8377 West Patrick Lane, Las Vegas, NV 89113 and the Rainbow campus is located at 7077 W Patrick Lane Las Vegas, NV 89113. Both campuses reside in the southwest area of urban Las Vegas, and we serve students from the entire valley. The school opened in 2014 as American Preparatory Academy and was managed by a Utah based EMO, American Preparatory Schools. In July 2020 both the school board and the SPCSA board approved the name change to Amplus Academy as well as to move forward as a self-managed school. Our current student body includes 2,240 students marking a growth of 600 students to our school(s) this past year. The school is led by Rachelle Hulet, Interim Managing Director, Sarah Barlow, Principal; a cadre of Directors and Administrators; and a 5-person Board of Directors presided over by Board Chair Lee Iglody. Chair Iglody and Treasurer Gardner were on the original committee to form and have been serving on the board for 8 years. Member Elliott has been serving since 2018, Secretary St Jean since 2019 and Member Farthing joined the board in 2020.

2. Statement and overview of the mission and vision

Mission: Amplus Academy operates as a free public charter school that welcomes and honors all. Our intent is that our students acquire knowledge and skills to become esteemed, distinguished, and productive citizens who preserve the pillars of a free and just society.

Vision: We will strive to ensure the academic, social/emotional, and developmental needs of all learners with a data-driven focus that will afford students opportunities in college and career readiness. We will remain true to the following tenets:

- We are a classical education model incorporating engaging and effective teaching.
- We utilize external testing and data to assist in the classroom instruction.
- We focus curriculum on Nevada Academic Content Standards in all classes.
- We create professional learning opportunities for growth for all staff.
- We prioritize our community's future with our character development program.

3. Specific statement of the request

The Board of Amplus Academy charter school, operating under a current contract with a start date of July 1, 2020 and a five-year expiration date of June 30, 2025 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services **change Rainbow Campus to a K-5 configuration**
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses

9. Facilities: Occupy a temporary facility

10. Other (specify): Full-Day Kindergarten program

(See full list above of RFA amendment types)

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

Please see Attachment A – Board Meeting Agenda and Attachment B – Board Meeting Draft Minutes

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

1. Enrollment: Dual-Credit Programs

2. Kindergarten to Full Day

3. Rainbow Campus reconfiguration to a K-5 school

5. Description of proposed target model and target communities

1. Amplus Academy target model and communities are a reflection of the already diverse population at our school. We are seeking to provide ALL students the opportunity to expand their post-graduate options by jumpstarting college credits and expanding classes into CTE programs, where possible. We are seeking to expand our academic services, particularly for special programs (like EL, FRL, and minority populations), by articulating an academic plan that includes dual/CTE credit options by the time students are in high school. Currently, 20% of our population identify as either Hispanic, Asian, or African/American, 10% are two or more races, and 30% white provides a unique and viable educational choice, which will ultimately yield college bound and career-oriented graduates.

2. With an uptick in the diversity of the socio-economic and demographic populations of Amplus Academy, the need to expand kindergarten services to a full-day program has been noted. An expansion of instruction will provide additional support and opportunities for remediation/acceleration of students as a support to the Read by Grade 3 statewide initiative. A full day kindergarten program will provide higher long-term achievement, particularly for low-income students. Higher reading capabilities, test scores, self-esteem, and independence are all documented benefits of a full-day kindergarten program. In addition to the whole group instruction provided during half-day, transitioning to a full day will not only reinforce positive social behaviors, but also allow for individualized instruction of creative and self-motivated learning.

3. Following the first site review and after considering the school data, it became clear the Rainbow campus would best be represented as an elementary ONLY campus with grades K-5 per the Nevada state reporting guidelines for growth measures. In recommending this grade configuration change from the original expansion request (the Rainbow campus housing grades K-6), all 6<sup>th</sup> grade classes will be assigned only at the Durango campus. In making this change, Amplus Academy Rainbow will be an elementary school housing only K-5 classes; Amplus Academy Durango will have an elementary, middle, and high school program at its location housing K-12 programs. Both physical locations will continue with the age appropriate programs for students of special populations.

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

For all the above listed changes, Amplus Academy hopes to create additional opportunities for all students to achieve growth. Amplus Academy expects for all rating factors to trend positively because of these proposed changes. In conjunction with the school mission and vision, preparing students to be more successful is a hallmark of the school. This amendment seeks experiences and options that will afford students opportunities in college and career readiness as part of our school vision starting from the earliest stage and ending in college credits while attending high school.

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

Amplus Academy's educational model is derived from the classical education model that focuses on the trivium approach in pedagogy. Built on the premise that all learning is connected, students move from a grammar phase (or beginning stages) of learning where details and content are the focus, to a logic phase. At this stage, students use their information to create rationale and understanding of more complex processes. Finally, the rhetoric phase springboards from the previous two stages to a place where students can create their own philosophies and determine their own future.

By expanding opportunities for our youngest students, and by maintaining standards-based instruction with fidelity at both campuses, students have more opportunities to demonstrate the true classical education model; the grammar phase is impacted by expanding the school day of kindergarten; the logic phase is synergized by keeping all middle school classes at the same campus; the rhetoric phase solidifies as students utilize their skills in real-life scenarios presented in college classes. Amplus Academy believes all learning prepares students for their post-graduate pursuits. Ultimately, we seek to prepare students for a seamless transition into life where they are strong leaders, advocates, and citizens who exemplify all things honorable, distinguished, and esteemed; we firmly believe this is built from a strong academic foundation regardless of how students' college and career goals vary.

## 8. Describe the charter school's plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

Restorative Justice for all students includes a Positive Behavior Intervention System (PBIS) as part of our Multi-Tiered Systems of Support. The Amplus Academy approach to discipline will be a holistic, systems approach wherein all stakeholders will be responsible for the growing potential of our students. The actual implementation of policy will continue to be the responsibility of all staff members. In all grades, the support system established to restore what has been removed is of paramount importance, and the K-12 administrative team plays a vital role in conferencing, mediating, and facilitating consequences. Infinite Campus is exclusively used to guarantee improved record keeping and to ease reporting of discipline practices. This data, then, would be used to study disproportionalities. Students will be engaged in an inclusive culture, relationship building practices and learn problem solving skills in accordance with AB114, AB378 and SB89.

Both the CHAMPS Behavior Management program and Ingenium, Amplus Academy's Character Development programs will promote practices of classroom and school management that will engage students academically to promote positive social behaviors as school norms. Staff training about culturally-responsive instructional methods and positive-behavior reinforcements are a part of professional development and restorative justice plans.

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

Amplus Academy's approach to ensure enrollment diversity and equity is to continue to advertise and seek representation from its closest neighbors. As a practice, the enrollment application does not have any identifying information as to which program (ex. Race/ethnicity, FRL, EL, IEP) the students might qualify, but the commitment to providing all services to all students is paramount. An increased representation of the diverse landscape of Amplus Academy has been the focus of all media and marketing campaigns at Amplus Academy since becoming a self-managed school.

Specific plans for students who have gaps are an essential part of students' learning plans with their teachers. The wider the gap, the deeper the plan. Wrap around services from the Department of Student Support, EL,

Individualized Education, 504, Behavior Intervention, and RTI Plans are ALL systems now functioning with fidelity and geared to meet the diverse needs of all students. Record keeping and communication is facilitated with Infinite Campus.

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

The addition of an academic leader, Sarah Barlow, under the direction of Director Rachele Hulet has righted an academic course for our Nevada students at Amplus Academy. Rachele Hulet is a founding member of our school and has remained a constant presence and visionary for the school since its conception. She is an expert at building relationships with school leaders at the state and local level. Sarah Barlow has over twenty years of educational experience, and most recently was an administrator at the most successful comprehensive high school in Clark County. Her experience in professional development, curriculum, and instruction has cleared a pathway for academics to grow and flourish. She has added an academic-focused administration team of four assistant principals and a student support department to address the needs of students and their families. Combining an ambition to honor the past while preparing for the future, this administrative team has one focus and vision to see all students grow and find success.

The 5 member school board of Amplus Academy is a cohort of strong and invested community members; serving on our board are educational leaders, a lawyer, and human resources and financial professionals. These experts govern Amplus Academy to be a successful reflection of the Nevada public charter school system.

Already, within the year of its original self-managed status, the student growth data is trending positively as are the newly implemented systems of support. Additional programs in student activities have resulted in the recognition of Amplus Academy Student Council as a National and State Gold Council of Excellence. Leadership certifications are increasing with administration, directors, teachers, and staff. Achievement gaps and stalled growth are addressed with teachers being empowered to differentiate and being held to performance standards that instruction for all students meets the grade-level standard.

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

In expanding Amplus Academy's offerings (and configuration), our key supporters will continue to be our parents, teachers, and staff. Beyond the school partners and resources already implemented, a new relationship with Truckee Meadow Community College will provide the MOU that facilitates the dual credit classes. An improved connection to Nevada Department of Ed's CTE office will provide additional guidance and support.

## ***NOTES***

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate "No change" for any below requested response that has not changed from your charter school contract.**
3. **Indicate "N/A" for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond "N/A" to any Specific Requirements RFA section for which they are not applying.**
4. ***If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:***
  - a. ***Letter from the Board chair requesting Good Cause Exemption;***
  - b. ***Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and***
  - c. ***The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.***
5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle (▲) left of that heading.**

## **B) MEETING THE NEED**

### **TARGETED PLAN**

- (1) Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community. *No change*
- (2) Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA. *No change*

### **GROWTH RATE AND RATIONALE**

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools). *No change*
  - a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion. *No change*
- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. *No change*
  - 1.Examples may include:
    - a. Inability to secure facilities/facilities financing; *No change*
    - b. Difficulty raising philanthropic funding; *No change*
    - c. Insufficient talent pipeline/difficulty recruiting faculty; *No change*
    - d. Insufficient leadership pipeline/difficulty recruiting school leaders; *No change*
    - e. Misalignment between the founding school and leader and new campuses and leaders, and; *No change*
    - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops. *No change*
- (3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses. *No change*

### **PARENT AND COMMUNITY INVOLVEMENT**

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school. *No change*



- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening? *No change*
- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents. *No change*
- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** \_\_, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. *No change*
- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county? *No change*
- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community. *No change*

## C) ACADEMIC PLAN

### MISSION & VISION

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

2. Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications. *No change*
3. Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision? *No change*

### CURRICULUM & INSTRUCTIONAL DESIGN

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

- (1) Historical Performance

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

(2) Academic Vision and Theory of Change

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

(3) Performance Management

- a) **Measuring Progress:** Describe the school’s approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. *N/A*
  - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress? *N/A*
  - b. Explain how the school addresses underperformance and describe the corrective action plan procedures. *N/A*
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision. *N/A*
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates. *N/A*
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication? *N/A*
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at [http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment\\_Template.xlsx](http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades. *N/A*
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools

typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation. *N/A*

- g) **Remediating Academic Underperformance:** Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported? *N/A*
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model. *N/A*
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported? *N/A*
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress. *N/A*
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards. *N/A*

#### **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE**

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.  
*See attached calendar as reference. While there are no new grades being added with this RFA, our kindergarten schedule and calendar is impacted to ensure there is adequate time for assessments and full-day kinder instruction.*
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. *N/A*
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

*Amplus Academy's goal for attendance is to maintain a positive attendance rate of above 95% even once less flexible attendance measures are re-instituted. Students will have the flexibility of distance education only in situations where the student must attend school from home (i.e. severe illness/government distance ed mandate, severe discipline pending expulsion, etc.). Teachers are responsible for recording daily participation and attendance via Infinite Campus. The department of student support will assist support staff in monitoring attendance; home visits and family conferences to establish attendance expectations and support will be held guided by administration when a student moves beyond five unexcused absences. A system to report absences to staff will be established via our*

school website beginning the 2021-2022 school year to ease the communication gap so frequent with absenteeism.

## DISTANCE EDUCATION

### 4. (Distance Education Expansion Amendments)

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

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

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

(1) No change

## PRE-KINDERGARTEN PROGRAMS

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

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

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

No change to the Amplus Academy system requested.

## HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

*(New High School Amendments Only)*

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

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

No change.

## SPECIAL POPULATIONS

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

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

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

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

No change

## Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities. *N/A*
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services? *N/A*
  - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services? *N/A*
  - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans? *N/A*
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past? *N/A*
  - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract. *N/A*
- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities? *N/A*
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum? *N/A*

No change

## Staffing

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

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?

Highly qualified staff will be hired to expand the needed classrooms for students with full-day kindergarten; in effort to address students of all abilities, licensed teachers with inclusion and RTI experience will be sought – specific to the kindergarten classes in order to assist in identifying new

students who may have unique needs. All teachers and staff will maintain the adequate licensure for the special education positions. Teachers assigned to the dual credit program will either be Amplus Academy staff concurrently hired by Truckee Meadow Community College OR Truckee Meadow Community College staff who are certified to teach the courses of study our students intend to take.

Training of teachers will continue to be offered weekly during Professional Learning Community time and/or during specific Professional Development lessons. This training will be conducted by outside resources (RPDP, accredited programs/institutes of learning, etc.) or by administration.

- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

No change

- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

No change

- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

No change

- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

No change

## **D) FINANCIAL PLAN**

### **1. This section must be completed for all applications.**

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

The onsite controller and finance department manages all Amplus Academy accounting, purchasing, and payroll functions. In conjunction with the Human Resources department and the Grants Manager, the systems and criteria for managing all funds relevant to this amendment request will continue per the normal procedures.

The financial systems in place at Amplus Academy begin with a resource audit and refer to specific students' needs when considering investments and/or purchases. Requisition requests are submitted by staff and are subjected to review by a Director or Administrator (depending on the department and need.). Spending limits are monitored by the Finance Department to require approvals in order to complete purchases. All spending is recorded with the Nevada Chart of Accounts system and kept within the projected and approved annual budget.

Every month, the finances are reported to the Amplus Academy School Board. Independent auditors, consultants and risk management officers are contracted through the Finance Department to review the practices, policies, and management of all the finances to report to the board. In addition to these findings, the school's business team has also implemented new accounting controls to ensure separation of duties exist within the accounting department and elsewhere throughout the school, as applicable. Accounting systems are managed by QuickBooks under the direction of the Director of Finance.

The fiscal impact of the RFA expansion will include the incursion of additional costs:

- With offering Dual Credit, the proposed MOU is affordable enough to shift staffing units to compensate and subsidize for the costs associated with the concurrent enrollment. Grant-funding is planned to pay for any additional staffing and costs for students as much as grant-funding is available. Student registration fees for enrollment in the college program are planned from the school budget for students who qualify for FRL. The goal is to sustain the Dual Credit/CTE programs with grant-funding for as long as possible. When considering the achievement gaps presented by the Covid-19 pandemic, Dual Credit/CTE programs will encourage students to invest in classes that will have a dual impact.
- The financial impact in moving to full-day kindergarten will be absorbed by expanding the class offerings of eight (8) half-day classes to six (6) full-day classes. The full-time DSA funds for kindergarten students will fund the shift to full-day kindergarten.
- There is no financial impact for the grade configuration at the two different campuses.

- (2) **Attachment \_\_\_\_**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment \_\_\_\_**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment. *N/A*
  - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
  - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f. *N/A*
  - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening. *N/A*
  - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening. *N/A*

#### Budget Narrative

To prepare for the proposed changes to our charter with this RFA, the bulk of the incurred costs will be covered by DSA funding from the Nevada Department of Education. Considering the initial interest of the Dual Credit/CTE programs, there is no current need for additional staffing provided by Amplus Academy. The MOU that connects Amplus Academy with the dual credit options will provide the staffing for the classes until the time/requests of students increases to justify a qualified college-level Amplus Academy staff member to teach the class(es). The immediate cost for the 21-22 school year is



estimated to be # of interested kids \* the registration fee and then class cost + the cost of books.

Anticipated costs for ALL students are being proposed as part of the ESSER II and ESSER III grant funding to cover costs for all students in the hopes that more students of subgroups will be encouraged to participate up to \$10,000/year for the 2021-22, 2022-23, and 2023-24 school years. Cost and fees are prohibitive to students interested in enrollment, so funding from grants will permit students to participate in these opportunities freely and to benefit their academic achievement.

Changing our kindergarten program from half day to full day will increase staffing by two positions. This cost will be covered by the anticipated DSA funds generated by the kindergarten full time enrollment.

Moving all sixth grade students to the Durango campus will not impact the fiscal budget.

Once/If the funding from grants is unavailable, the cost to the Dual Credit/CTE/full-day kinder programs will be absorbed into the normal functions and expenditures of the school. The anticipated grant-funding is guaranteed from above for the 2021-22 and 2022-23 school years.

As designated in the school budget and financial plan, cash flow and contingencies are included in the budget with at least a 3.0% budget leeway.

No other changes are expected with the finances of Amplus Academy with this RFA.

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

## **E) OPERATIONS PLAN**

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

1. Historical performance

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
  - a. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations.
  - b. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

Amplus Academy elementary school has been designated as a 2-Star rated school with growth concerns. In part, expanding the kindergarten day from half to full-day status will provide a drastic improvement to the foundational skills students need to evidence academic success. In order to better facilitate the growth of students, a complete restructure of academics began in June 2020. As a self-managed school, Amplus Academy now has an academic leadership team of principal, assistant principals, and instructional coaches. Based on the needs-assessment and additional funding through ESSER grants, the school is assessing the needs for additional academic coaching positions for high-needs areas. As part of that assessment and based on the recommendations of the SPCSA (after their initial charter visit in February 2021) and Dr. Jessica Barr (an independent data analyst), the grade configuration of the Rainbow campus needed to change. In order to best represent the academic growth, resources, and focus, and contrary to the original charter, the Rainbow elementary will remove 6<sup>th</sup> grade middle school classes from that campus. All middle school classes (grades 6-8) will stay at the Durango campus. This amendment will help enable the school to meet their growth goals to promote beyond the 2-Star designation.

In the high school realm, Amplus Academy is also a 2-Star CSI designation due to reporting irregularities in graduation data. Historically, Amplus Academy has had a 98% or above graduation rate, but since the reporting was not done correctly under the previous management system, the CSI designation continues until the next official review. The concerns have been resolved as part of this designation, so Amplus Academy is able to focus on the growth concerns and goals. As part of the mandated requirement to offer Dual Credit to students, this RFA will put into compliance that aspect of the academics. Beyond that, however, expanding course offerings to a CTE course of study and adding Dual Credit classes will prepare students to be College and Career Ready regardless of their socio-economic or demographic obstacles. All students will be able to have an academic course plan that includes advanced study opportunities, particularly for EL and FRL populations.

Amplus Academy’s school board initiated the changes to the operations primarily as a response to academic needs not being met by the previous EMO. They authorized the hiring of independent contractors and auditors to review all systems and to make recommendations on how to proceed during the 2019-2020 school year. Based on the multiple findings of non-compliance and concern (from all systems), the independently managed school took root with the approval and support of the SPCSA. Complete with a name, vision/mission, and instructional overhaul (now standards-based and *objective* data-based), the board’s primary goal was to improve student opportunities and growth. This priority has been the singular motivator with this RFA.

Monitoring and implementation are being reported monthly to the Amplus Academy school board; weekly director and administrative meetings guarantee transparency, fidelity, and accountability. All public information is accessible to stakeholders.

2. Organization governance structure & board development:

- (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses *No change*
- (b) Describe the diverse skill sets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan. *No change*
- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth. *No change*
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy. *No change*

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:
  - (i) Current
  - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years) *No change*
  - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years) *No change*

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

*No change*

4. Describe the proposed organizational model; include the following information:

- a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment**\_\_\_) *No change*
- b) Resumes of all current leadership (provide as an **Attachment**\_\_\_). *No change*
- c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment**\_\_\_) *No change*

5. Describe the leadership team’s individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:

- (a) School leadership;
- (b) School business operations and finance;
- (c) Governance management and support to the Board;
- (d) Curriculum, instruction, and assessment;
- (e) At-risk students and students with special needs;
- (f) Performance management; and
- (g) Parent and community engagement.

(5) *No change*

6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment**\_\_\_).

(6) *No change*

7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.

(7) *No change*

8. Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader’s guidance?

(8) *No change*

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

(9) *No change*

#### LEADERSHIP FOR EXPANSION

- a) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions. *No change*
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment**\_\_\_). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network. *No change*
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment**\_\_\_) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses. *No change*

#### STAFFING

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans. *No change*

Sample Excerpt—Complete using Excel file

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

**HUMAN CAPITAL STRATEGY**

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

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers. *No change*
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain: *No change***
  - 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school’s philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
  - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development. *No change*
- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators? *No change*
- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff

and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable. *No change*

**SCALE STRATEGY**

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses. *No change*
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states. *No change*
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open. *No change*
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada. *No change*
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment** \_\_\_\_. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization. *No change*
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally. *No change*

| Function                           | Mgt Org Decision-Making | Network Leader Decision-Making | Board Decision-Making | Campus Leader Decision-Making |
|------------------------------------|-------------------------|--------------------------------|-----------------------|-------------------------------|
| Performance Goals                  |                         |                                |                       |                               |
| Curriculum                         |                         |                                |                       |                               |
| Professional Development           |                         |                                |                       |                               |
| Data Mgt & Interim Assessments     |                         |                                |                       |                               |
| Promotion Criteria                 |                         |                                |                       |                               |
| Culture                            |                         |                                |                       |                               |
| Budgeting, Finance, and Accounting |                         |                                |                       |                               |
| Student Recruitment                |                         |                                |                       |                               |

|   |  |  |  |  |
|---|--|--|--|--|
| School Staff Recruitment & Hiring         |  |  |  |  |
| HR Services (payroll, benefits, etc.)     |  |  |  |  |
| Development/ Fundraising                  |  |  |  |  |
| Community Relations                       |  |  |  |  |
| IT  |  |  |  |  |
| Facilities Mgt                            |  |  |  |  |
| Vendor Management / Procurement           |  |  |  |  |
| Student Support Services                  |  |  |  |  |
| Other operational services, if applicable |  |  |  |  |

## STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child’s race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- g. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas. *No change*
- h. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools. *No change*
- i. Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which

targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>2</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school. *No change*

- j. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery. *No change*
- k. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below. *No change*
- l. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law? *No change*
- m. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? *No change*
- n. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020. *No change*

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



**Amplus Rainbow Campus 21-22 SY**

|           | Rounds       | Per Class | Total      |
|-----------|--------------|-----------|------------|
| Kinder    | 4            | 33        | 132        |
| 1st Grade | 4            | 33        | 132        |
| 2nd Grade | 4            | 33        | 132        |
| 3rd Grade | 3            | 33        | 99         |
| 4th Grade | 3            | 33        | 99         |
| 5th Grade | 3            | 33        | 99         |
|           | <b>TOTAL</b> |           | <b>693</b> |

**Amplus Durango Campus 21-22 SY**

|            | Rounds       | Per Class | Total       |
|------------|--------------|-----------|-------------|
| Kinder     | 2            | 33        | 66          |
| 1st Grade  | 2            | 33        | 66          |
| 2nd Grade  | 2            | 33        | 66          |
| 3rd Grade  | 3            | 33        | 99          |
| 4th Grade  | 3            | 33        | 99          |
| 5th Grade  | 3            | 33        | 99          |
| 6th Grade  | 6            | 33        | 198         |
| 7th Grade  | 6            | 30        | 180         |
| 8th Grade  | 6            | 30        | 180         |
| 9th Grade  | 5            | 30        | 150         |
| 10th Grade | 5            | 30        | 150         |
| 11th Grade | 4            | 30        | 120         |
| 12th Grade | 4            | 26        | 104         |
|            | <b>TOTAL</b> |           | <b>1577</b> |

**TOTAL FOR BOTH CAMPUSES 2270**

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. *No change*
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment. *No change*
- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment. *No change*

## BOARD GOVERNANCE

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

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups. *No change*
- p. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents. *No change*
- q. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** \_\_\_\_). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request. *No change*
- r. Provide, as part of **Attachment** \_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school. *No change*
- s. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509? *No change*
- t. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools. *No change*
- u. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time? *No change*
- v. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. *No change*
- w. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports. *No change*
- x. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership. *No change*

- y. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. *No change*
- z. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process? *No change*

| Goal | Purpose | Outcome Measure |
|------|---------|-----------------|
|      |         |                 |
|      |         |                 |
|      |         |                 |
|      |         |                 |
|      |         |                 |
|      |         |                 |
|      |         |                 |

**INCUBATION YEAR DEVELOPMENT**

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment \_\_\_**. *No change*
- bb. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program. *No change*
- cc. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals. *No change*

**SCHOOL MANAGEMENT CONTRACTS**

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

- dd. How and why was the EMO **or CMO** selected? *N/A*
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model). *N/A*
- ff. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations. *N/A*

gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. *N/A*

hh. Please provide the following in **Attachment** \_\_\_ :

1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract; *N/A*
2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations; *N/A*
3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization. *N/A*
4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada. *N/A*
5. Provide a brief overview of the EMO/CMO's history. *N/A*
6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement. *N/A*
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement. *N/A*
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due

diligence and how this research has informed provisions that the governing body has required in the proposed management agreement. *N/A*

## SERVICES

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

## ONGOING OPERATIONS

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?*N/A*
17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly

smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.  
[N/A](#)

## Section II: SPECIFIC RFA SECTIONS

### RFA: Academic Amendments

#### 1. RFA: Add Distance Education

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

- ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
- i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
  - ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
  - iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?
- g. Services
- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
  - ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
- h. Financial
- Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

## 2.RFA: Add Dual-Credit Program

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

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

The relationship between Amplus Academy and Truckee Meadow Community College will begin in the spring of 2021 to prepare for a fall course load. The MOU between Amplus Academy and Truckee Meadow Community College will have terms commencing July 1, 2021 in order to facilitate student registration in ample time and will extend with the current terms until June 30, 2022. Either party will have the ability to terminate the agreement without cause upon 30 days written notice. Registration of students, however, for enrollment fees will commence prior to the end of the 2020-2021 school year per the recommendation of Truckee Meadow.

- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

The Amplus Academy Board of Directors will ensure the school adheres to the agreements entered into between Amplus Academy and Truckee Meadow Community College. Truckee Meadow Community College, through their Academic Affairs department will oversee the administration, enrollment, and educational requirements for the dual credit courses offered to Amplus Academy students, but will focus on courses known statewide as the CORE 15 classes. Any Amplus Academy student who successfully passes each course in the program will receive the appropriate amount of college credit assigned to the specific course offered and credit for a course at Amplus Academy. Amplus Academy will select, through our own application process, sophomore (in limited situations), junior, or senior grade students that qualify to enroll in Truckee Meadow Community College dual enrollment study courses. Both Truckee Meadow Community College and Amplus Academy will coordinate to verify the selected students qualify for admission and enrollment pursuant to applicable NSHE standards. Once the students are enrolled, Truckee Meadow Community College will provide an academic advisor or success coach, pursuant to the MOU, with whom each Amplus Academy student must meet in addition to the student's academic advisement from the counseling department at Amplus Academy. Amplus Academy counselors will coordinate with the Truckee Meadow Community College academic advisors in approving the proposed course selection and schedule of each participating Amplus Academy student.

Dual credit courses will be offered by qualified Amplus Academy teachers and Truckee Meadow Community College staff via distance ed while on the Amplus Academy campus. Both Amplus Academy and Truckee Meadow Community College will be responsible for maintaining their respective student records for the courses that are awarded credit under the dual enrollment program. Amplus Academy will be responsible to pay a portion or all of the fees applicable to Amplus Academy students enrolled at Truckee Meadow Community College. In an effort to subsidize the cost of Truckee Meadow Community College dual enrollment, Amplus Academy will pursue grants, allocated DSA budget funds, and other funding opportunities to provide opportunities to all students.

- c. Discuss the scope of the services and resources that will be provided by the college or university.

Truckee Meadow Community College staff will provide a new student orientation to Amplus Academy students as well as access to academic advisors and success coaches as mentioned above. They will provide the instruction in some cases where the minimum enrollment of eighteen (18) is not met via their Jumpstart to Truckee Meadow program. As the dual credit program expands, students will be instructed by Amplus Academy staff who will be credentialed and qualified by Truckee Meadow Community College.

- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

Amplus Academy is responsible to pay for all fees applicable to Amplus Academy students enrolled at Truckee Meadow Community College. TMCC will charge the enrollment, class, and book supply fees via invoice within 30 days of the start of the courses and Amplus Academy will submit payment within 30 days of receipt of invoice. Classes are anticipated to begin the third week of August through TMCC. The college and school calendars will be synced through counseling departments to provide ease to families, students, the school, and the community. Amplus Academy will pursue grants (specifically ESSER II and III), allocated DSA budget funds, and other funding opportunities to provide opportunities to all students.

- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.

Truckee Meadow Community College requires all dually enrolled students to attend an orientation prior to the start of their classes where policies and practices are reviewed with participants. Representatives from



TMCC will be present on Amplus Academy, if requested, for this orientation and/or it can happen via an online platform. Both Truckee Meadow Community College and Amplus Academy will be responsible to initiate and maintain respective student attendance and grades for the courses in which they are enrolled. Truckee Meadow Community College will comply with the Family Educational Rights and Privacy Act (FERPA). Amplus Academy students must sign a FERPA document before Truckee Meadow Community College will release any academic records to Amplus Academy. Upon successful completion of any course in which an Amplus Academy student is enrolled, Truckee Meadow Community College will award corresponding credits listed in the Truckee Meadow Community College's course catalog at TMCC and credit for a course at Amplus Academy. An Amplus Academy staff member (secondary registrar and/or administrator) charged with maintaining student records will ensure the appropriate credit(s) are entered onto student transcripts. Communication between TMCC and Amplus Academy will be ongoing throughout the various sports seasons in order to monitor student attendance and academic achievement in accordance with Nevada Interscholastic Activities Association's eligibility requirements.

- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

No employee of Truckee Meadow Community College serves on the Amplus Academy Board of Directors, Administration, nor School Board.

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

*Attach official MOU*

Future Attachments:

*Notice of Public Meetings*

*School Board Meeting Agendas regarding addition of Dual Credit*

*Board Meeting Draft Minutes regarding addition of Dual Credit*

*Memorandum of Understanding*

### **3. RFA: Change Mission and/or Vision *N/A***

For an RFA to accomplish this objective:

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

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

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

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

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

### a) School Management Contracts *N/A*

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

personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

## **b) Financial Plan**

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

## **Attachments Necessary for EMO Amendment**

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

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

3. The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.
  - a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
  - b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?

- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

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

|            |  |  |  |  |  |  |
|------------|--|--|--|--|--|--|
| Year       |  |  |  |  |  |  |
| Enrollment |  |  |  |  |  |  |

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

|            |  |  |  |  |  |  |
|------------|--|--|--|--|--|--|
| Year       |  |  |  |  |  |  |
| Enrollment |  |  |  |  |  |  |

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

For an RFA to accomplish this objective:

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

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

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

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

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

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

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

- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

### **Facility RFAs**

**8. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320) *N/A***

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

**9. RFA: Occupy New or Additional Sites (NAC 388A.315) *N/A***

- e. Complete the general sections above and the general and specific facility sections below
- f. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
- g. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

**10. RFA: Occupy a Temporary Facility *N/A***

- h. Complete the general sections above and the general and specific facility sections below
- i. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
- j. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

**11. RFA: Relocate or Consolidate Campuses *N/A***

- k. Complete the general sections above and the general and specific facility sections below
- l. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
- m. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

### **General Facility RFA requirements**

1. Describe the school’s capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.
3. List names and roles of any financially interested parties and describe the interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.

4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of your most recent version). Explain plans to address pro forma rating declines—if any—to at least the below areas from implementation of the plan.
  - a) Current Ratio
  - b) Unrestricted Days Cash on Hand
  - c) Cash flow
  - d) Debt to Asset Ratio
  - e) Debt Service Coverage Ratio
  
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
  - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
  - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
  - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
  - d) A copy of the floor plan of the facility, including the notation of all included campus facilities with a table or statement describing **the square footage** of these facilities AND an assurance the school will submit final versions of this documentation in compliance with NAC 388A.315. Include in the RFA application the amount of conditioned square footage as well the total acreage of the campus including all property to be under the control or usable by the school. (Do not simply refer to architectural drawings which may include specific dimensions but not square footages of various spaces within the facility.)
  - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** \_\_\_\_.
  - f) A copy of the Certificate of Occupancy at **Attachment** \_\_\_\_.
  - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** \_\_\_\_.
  - h) Documentation showing what, if any, governmental permits, waivers, modifications or variations may be required and a schedule showing approximate dates for those approvals to be considered.
  - i) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment** \_\_\_\_.
  - j) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
  
6. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
  - a) Either a discussion of the desired community of location and the rationale for selecting that community **AND** an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** \_\_\_\_ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment** \_\_\_\_.
  - b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** \_\_\_\_ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** \_\_\_\_.

- c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment**\_\_\_ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as an **Attachment**\_\_\_.
  - d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment**\_\_\_ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment**\_\_\_.
  - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**\_\_\_.
  - f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**\_\_\_.
  - g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment**\_\_\_.
7. The organization's plans/methods to finance these facilities, including:
- a) Whether the school is seeking:
    - i)  Loan (CDFI or other),
      - (1)  For Construction financing,
      - (2)  For Permanent financing,
      - (3)  Refinancing
    - ii)  Bond Financing,
      - (1)  For Construction financing,
      - (2)  For Permanent financing,
      - (3)  Refinancing
      - (4)  Tax-exempt
      - (5)  Rated
      - (6)  Privately placed
  - b) Identification and description of bond instrument terms, including planned face amount, years/term to maturity, coupon rate.
  - c) Identification and description of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
  - d) Comparison schedule/table showing for the first five years from issuance the current full lease rates and



conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).

- e) Describe the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”). Additionally include the actual planned total classroom student capacity of the new facilities (e.g., “planned for 450 students at 20 square feet minimum classroom space per pupil”).
  - f) Will the financing/refinancing trigger any prepayment penalties?  Yes,  No.
    - i) If “Yes”, describe the amount.
  - g) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction?  Yes,  No. If so, please identify the parties and describe the interest(s).
  - h) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
  - i) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
  - j) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
  - k) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
  - l) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
7. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
  - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an **Attachment** \_\_\_\_\_. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of **Attachment** \_\_\_\_\_.

7.

## Facility RFA Attachments required

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth **in square feet** OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265
9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.
10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265

## 12. RFA: Transportation *N/A*

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
  - o The number of students to receive transportation, including their grades
  - o The hours transportation is to be provided
  - o The physical location(s) proposed as pick-up and drop-off locations
  - o The entity/vendor providing transportation
3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
  - o The proposed schedule for practicing student evacuation
  - o A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

## 13. Change of incorporation status

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

## 14. RFA: Other Changes

1. **For certain other RFA requests**
  - a. See NAC 388A.330
  - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.
2. **For all other RFA requests not otherwise described**
  - a. See NAC 388A.335
  - b. Complete all applicable sections above, general and specific
3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.
  - a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.
4. **Nonmaterial amendments**
  - a. NAC 388A.335(2)
  - b. For all other RFA requests not otherwise described in NAC 388A.335
  - c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

MEMORANDUM OF UNDERSTANDING  
BETWEEN AMPLUS ACADEMY AND  
BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION,  
ON BEHALF OF TRUCKEE MEADOWS COMMUNITY COLLEGE,  
FOR THE JUMP START PROGRAM

This Interlocal Agreement, herein referred to as "Agreement", made and entered into this May 1, 2021, by and between the Amplus Academy, herein referred to as Amplus Academy located 8377 W Patrick Ln, Las Vegas, NV 89113, and the Board of Regents of the Nevada System of Higher Education, on behalf of Truckee Meadows Community College, herein referred to as TMCC, provides for the administration and operation of the TMCC Jump Start Program, located at 7000 Dandini Blvd., Reno, Nevada, owned and operated by TMCC.

This agreement is established for a one-year period, to expire on June 30, 2022.

This agreement will be reviewed and revisions made as necessary, any time before the expiration date, with mutual agreement of both entities. Any renewal on or before June 30, 2022 will be subject to further negotiation and agreement.

WITNESSETH:

WHEREAS, Amplus Academy and TMCC are mutually committed to promoting student success and improving the college readiness of students, and

WHEREAS, Amplus Academy and TMCC are mutually committed to raising the graduation rate of Amplus Academy through cooperative programs, and

WHEREAS, Amplus Academy and TMCC are mutually interested in students completing college work while still in high school,

NOW, THEREFORE, in consideration of the aforementioned premises and the mutual promises, covenants and undertaking set forth herein, the parties agree as follows:

**TMCC and Amplus Academy desire to work in collaboration to offer lower division college courses to Amplus Academy students. This agreement describes the mutual understanding of TMCC and Amplus Academy.**

SECTION I: Dual Credit

1. Legislative definition governing dual credit coursework for high school students, Nevada Revised Statute (NRS) 389.160:

*Credit toward graduation from high school for courses taken at community college or university:*

*A pupil enrolled in high school, including, without limitation, a pupil enrolled in grade 9, 10, 11, or 12 in a charter school or a pupil enrolled in a program designed to meet the requirements of an adult standard diploma, who successfully completes a course of education offered by a community college or university in this State which has been approved pursuant to subsection 2, must be allowed to apply the credit received for the*

MEMORANDUM OF UNDERSTANDING  
AMPLUS ACADEMY AND  
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*course so completed to the total number of credits required for graduation from the high school or the charter school in which the pupil is enrolled or the credits required for receipt of an adult standard diploma, as applicable.*

*With the approval of the State Board, the board of trustees of each county school district and the governing body of each charter school shall prescribe the courses for which credits may be received pursuant to subsection 1, including occupational courses for academic credit, and the amount of credit allowed for the completion of those courses. (Added to NRS by 1989, 1089; A 1991, 1700; 1993, 103; 1999 3313; 2007, 1997.)*

2. Jump Start Concept

Amplus Academy students may enroll in a course at Truckee Meadows Community College (TMCC) and receive both high school academic credit and college credit.

- a. Only approved courses may be used for Dual Credit (either academic or elective). Academic credit refers to those courses which have been approved by the Amplus Academy to meet graduation requirements. All other approved courses will count for elective credit.
- b. Dual Credit course may be applied for either elective or academic high school credit. During the traditional school day and/or regular public hours, Amplus Academy students may enroll in dual credit courses that qualify for college credit.

3. Amplus Academy Concept

- a. Amplus Academy students may enroll in a course at Truckee Meadows Community College (TMCC) and receive both high school academic credit and college credit.
- b. Only approved courses may be used for Dual Credit (either academic or elective). Academic credit refers to those courses which have been approved by the Amplus Academy to meet graduation requirements. All other approved courses will count for elective credit.
- c. Dual Credit course may be applied for either elective or academic high school credit. Amplus Academy students may enroll in dual credit courses that qualify for college credit from a common menu of courses approved by Amplus Academy.

4. Approved Courses

- a. College/Community College courses may be taken for college credit, for dual (high school/college) credit or for personal fulfillment/enjoyment.
- b. Any course offered through TMCC and approved by both Amplus Academy and the Nevada State Board of Education is available for dual credit.

SECTION II: TMCC Jump Start Program

1. TMCC Course Offerings

MEMORANDUM OF UNDERSTANDING  
AMPLUS ACADEMY AND  
TRUCKEE MEADOWS COMMUNITY COLLEGE

- a. TMCC shall develop and offer appropriate college courses in which Amplus Academy students, grades 9<sup>th</sup> through 12<sup>th</sup>, who meet minimum enrollment requirements may enroll in college credit courses to meet high school elective or graduation requirements.
  - b. TMCC will provide one unofficial transcript for each student to participating Amplus Academy registrar within three weeks after grades are posted at the end of each TMCC academic term.
2. Jump Start Course Definitions
- a. Participation
    - i. Individual: Known as “J2,” refers to individual students taking non-cohort dual credit college courses offered through the published TMCC catalog. No special arrangement or consideration is given for time or access in these courses.
    - ii. Cohort: This refers to courses arranged for specific groups where high school students are given first priority for enrollment.
      - a) Cohort Group Class: A class reserved for a specific group of high school students, usually at a single high school or targeted to a specific defined group (such as Gifted and Talented students, CTE students, etc.). These courses may be offered at a TMCC site.
      - b) Cohort/Public – A class with a specific number of seats reserved for high school students (generally from a specific program, a specific targeted group, or any Amplus Academy student) that is also open for enrollment of any TMCC student.
  - b. Content
    - i. Definitions
      - a) Academic: Refers to courses that align with academic graduation requirements, to include fine arts and those courses accepted as academic electives.
      - b) Career: Refers to technical or skill-based courses that align to Nevada Department of Education high school career and technical education pathways.
3. Jump Start Student Enrollment
- a. Jump Start classes are regular college classes. Curriculum and expectations follow the same rigorous standards set by TMCC Academic Departments. Jump Start students are fully responsible for their academic success.
  - b. Jump Start participants will be responsible for completing the required Steps to Enroll for Jump Start students which include:
    - i. submitting a TMCC application for admission,
    - ii. a dual credit orientation and
    - iii. submitting appropriate permission to enroll paperwork.
  - c. Administrators or their designee will be responsible for approving all students enrolled in Jump Start courses to ensure the course is appropriate and the student is prepared to be successful.
  - d. Jump Start students will have full access to TMCC support services including Tutoring and Writing Center.

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TRUCKEE MEADOWS COMMUNITY COLLEGE

- e. TMCC may provide student support for high school students enrolled in TMCC classes, which may include orientation, retention services and assistance with registration and enrollment in college classes.

4. Instruction

- a. Academic Jump Start classes are taught by TMCC college instructors, per course requirement.
- b. Students will be the only point of contact with professors regarding any questions they have. By enrolling in at TMCC, students and Amplus Academy understand:
  - i. Academic freedom is practiced at TMCC and allows faculty and students to pursue whatever inquiry they feel is important in the classroom without fear of censorship.
  - ii. Students may encounter adult language and images, different philosophical viewpoints and belief systems, as in any college environment.
  - iii. Parents are encouraged to help their students practice important communications skills to best support the student role as the main point of contact for all Jump Start inquiries.
- c. The grades earned through Jump Start will be a part of student's permanent college record. Students should review TMCC's dates and deadlines carefully and frequently.
  - i. Dropping a class:
    - a) To drop a class, students must withdraw from the class by contacting the Jump Start Program in advance of the deadline.
    - b) If dropped after the 100% refund deadline, the student will have a permanent transcript showing a grade of "W." After the deadline to Withdraw with a grade of "W" has passed, the student will keep the letter grade earned in the class.
  - ii. Students who do not request to be dropped a course and fail to attend or submit work will receive the grade for the course they earn.

SECTION III: Fees and Payment

1. Course Fees and Payment

- a. Course Fees: TMCC shall charge the following fees in addition to course registration fees, as established annually by the college –
  - i. For new students: a one-time application fee
  - ii. For all students:
    - 1. A technology fee per credit hour
    - 2. A student association fee per credit hour
    - 3. A sports complex fee
    - 4. Any special fees associated with the course
    - 5. Other fees approved by TMCC

MEMORANDUM OF UNDERSTANDING  
AMPLUS ACADEMY AND  
TRUCKEE MEADOWS COMMUNITY COLLEGE

- b. For on-line courses, the following additional fees will be charged to all students:
  - i. A distance education fee
  - ii. An on-line fee
- c. Textbook costs shall be the responsibility of the Amplus Academy.
- d. For on-line courses, TMCC shall charge \$50 per course registration fee.
- e. For in-person courses taught on a TMCC campus by a TMCC instructor at any time during or outside of the school day shall receive a 50% discount on the per credit registration fee.
- f. Courses taught on an Amplus Academy campus by an Amplus Academy instructor (who has been approved as part-time faculty for TMCC) during the school day and considered part of the Amplus Academy's instructor's full- or part-time course load shall receive a 66% discount on per credit registration fee.
- g. Payment Schedule  
Amplus Academy will send vouchers directly to the TMCC Cashier's office showing which students are enrolled at TMCC and which course are to get covered.

TMCC will invoice Amplus Academy as a part of its normal billing cycle.

TMCC may not allow registration of subsequent courses if there is an outstanding balance due. Amplus Academy will be responsible for payment on any outstanding charges on student's accounts. Amplus Academy understands that failure to pay as agreed upon will result in immediate termination of third-party billing.

Marketing: The design content, and distribution of all marketing efforts (i.e., written materials, displays, broadcasts, media releases, announcements, etc.) associated with this partnership will be mutually developed and agreed upon by both parties prior to release/distribution. All promotional materials requiring the use of the TMCC logo shall be approved by the TMCC Marketing and Communications Office via email (marketing@tmcc.edu) prior to being posted or distributed. All promotional materials requiring the use of the Amplus Academy logo shall be approved by the Amplus Academy Marketing Office via email prior to being posted or distributed. TMCC will provide directory student information to Amplus Academy qualified personnel for targeted marketing only for the purposes and intentions set forth in this Agreement.

#### SECTION IV: Hold Harmless

To the extent authorized by law, Amplus Academy agrees to indemnify and hold harmless TMCC, its officers, agents, servants or employees, from any damages, costs, or expenses by reason of liability as a result of any negligent act or omission by Amplus Academy, or sub-users of Amplus Academy, in the operation, supervision, control, or sponsorship of any activity or program upon the TMCC premises.

#### SECTION V: Insurance



MEMORANDUM OF UNDERSTANDING  
AMPLUS ACADEMY AND  
TRUCKEE MEADOWS COMMUNITY COLLEGE

The Board of Trustees shall, at its option, procure and maintain general liability insurance or self- insurance in compliance with NRS Chapter 41.

The Board of Regents shall, at its option, procure and maintain general liability insurance or self- insurance in compliance with NRS Chapter 41.

Responsibility of the College, Community College or University:

1. TMCC will comply with FERPA regulations.
2. Tuition will be refunded pursuant to the refund policies of TMCC if the student elects to drop a course or if the student is administratively dropped.

Amplus Academy will maintain \$2 million in general business liability insurance.

SECTION VI: Amendment

This interlocal agreement may be amended upon mutual consent of Amplus Academy of Nevada and the Board of Regents of the Nevada System of Higher Education, on behalf of the Truckee Meadows Community College, so long as it is consistent with the law of the State of Nevada.

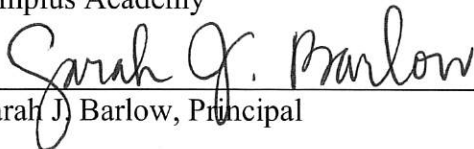
SECTION VII: Agreement Term

This agreement shall commence on May 1, 2021 and end on June 30, 2022.

Amplus Academy and TMCC agree and declare that it is their intention that all of the foregoing constitutes the complete and final expression of their agreement.

THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION, on behalf of Truckee Meadows Community College:

\_\_\_\_\_ Date \_\_\_\_\_  
Dr. Karin Hilgersom, President

Amplus Academy  
  
\_\_\_\_\_ Date 5/17/21  
Sarah J. Barlow, Principal



# AMPLUS ACADEMY

8377 WEST PATRICK LANE  
LAS VEGAS, NEVADA 89113  
702.970.6800

May 7, 2021

State Public Charter School Authority  
Attn: Rebecca Feiden, Executive Director  
2080 W. Flamingo Road  
Las Vegas, NV 89119

Re: Good Cause Exemption Letter

Dear Executive Director Feiden,

Amplus Academy is respectfully seeking an exemption from the current amendment schedule. The amendment request application includes the following changes:

1. Adding a dual credit program by partnering with Truckee Meadow College.
2. Changing our Kindergarten program from half day to a full day program.
3. Altering the campus configuration of the Rainbow campus to now house students in grades K-5.

Amplus Governing Board has approved this amendment application in their May 6, 2021 board meeting (agenda and draft minutes are attached). Amplus administration has been in frequent contact with Authority staff regarding this request and have provided all items needed for this approval.

Please contact Rachelle Hulet, Interim Managing Director, if you have any questions regarding this request. ([rhulet@amplus.academy](mailto:rhulet@amplus.academy); 702-970-6800 x5014)

Sincerely,

A handwritten signature in blue ink that reads "Rachelle Hulet".

Rachelle Hulet  
Interim Managing Director  
702-970-6800 x5014  
Rhulet@amplus.academy

**AMPLUS ACADEMY**  
8377 West Patrick Lane  
Las Vegas, NV 89113  
702-970-6800

**NOTICE OF PUBLIC MEETING**

The Governing Body of **AMPLUS ACADEMY** will conduct a board meeting open to the public on May 10, 2021 beginning at 6:00 p.m. at the following location: Amplus Rainbow Campus, 7077 W Patrick Lane Las Vegas, NV 89113

This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020.

Pursuant to Governor Sisolak's Emergency Directives related to COVID-19 and Nevada's Open Meeting Law, this meeting may also include virtual attendees/participants. To participate virtually, please use this link:

<https://zoom.us/j/97261993309>

Please note the following:

Public comment will be limited to three minutes per person.

The Board reserves the right to take agenda items out of order and may combine two or more items. Items may also be removed or postponed by the board or combined for consideration.

The Board is pleased to make reasonable accommodations for any member of the public who has a disability and wishes to attend the meeting. If special arrangements for the meeting are necessary, please notify staff, in writing, at 8377 West Patrick Lane, Las Vegas, NV 89113; via email at [mstjean@amplus.academy](mailto:mstjean@amplus.academy); or call 702-970-6800 x5060 in advance so arrangements can be made.

**AGENDA**

1. Roll Call of The Board
2. Call to order
3. Pledge of Allegiance
4. Public Comment Opportunity #1 (*See NRS 241.020. Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. A time limit of three (3) minutes will be imposed on public comments. A second public comment period will be provided at the end of the meeting to receive public comment on any matter not on the agenda. If attending remotely, please use the "raise hand" feature on Zoom to be recognized by the board chair.*)

5. Approval of Agenda (for possible action)

The Board may make a motion for a flexible agenda which is defined as taking items on the agenda out of order; combining agenda items with other agenda items; removing items from the agenda; moving agenda items to an agenda of another meeting, or voting on items in a block.

OR

The Board may make a motion to accept and follow the agenda as submitted/posted.

6. Reading and approval of the minutes of the Board Meeting on April 8, 2021. (For Discussion and possible action)
7. Reading and approval of the minutes of the Board Meeting on April 30, 2021. (For Discussion and possible action)
8. Report from Amplus Academy Legal Counsel Jason D. Guinasso, Esp., Hutchison & Steffen, PLLC
  - a. Discussion and possible action regarding results of two day mediation re litigation with American Preparatory Schools.
  - b. Legislative Update and Overview of Legislation Impacting Education and Charter Schools (Discussion only)
9. Correspondence received (Discussion)
  - a. Review of SPCSA unique correspondence. *This place on the agenda is to review any correspondence unique to the school that has been received from the Authorizer since the previous meeting.*
    - i. SPCSA Amplus Site Evaluation Review
  - b. Other important correspondence received since the last special meeting of the Board.
    - i. SPCSA updated COVID guidelines and recommendations
10. Interim Managing Director's report, Rachelle Hulet (Discussion)
  1. Updates regarding Operations
  2. Updates regarding Financial Management
  3. Updates regarding Risk Management
  4. Updates regarding Compliance
  5. Updates regarding Stakeholder Communication
  6. Updates regarding Instructional/ Academic Development
  7. Updates regarding Support to the Board
  8. Updates regarding Personnel Management
  9. Updates regarding Authorizer Relationship
  10. Updates regarding Leadership Development
11. General Business (for possible action)
  - a. Received and reviewed the Quarterly Officer Report-Quarter 3
  - b. Review, analyze and possibly approve of the 21-22 School Year Final Budget
  - c. Review, analyze and possibly approve of Amplus Charter Amendment regarding Dual Credit, Kindergarten to Full Day, and Rainbow Campus reconfiguration to a K-5 school
  - d. Review, analyze and possibly approve the purchase of the new K-12 math curriculum, Reveal Math, not to exceed \$28,898.75

- e. Review, analyze and possibly approve the purchase of IXL Learning to not exceed \$86,405.00
  - f. Review, analyze and possibly approve staff bonuses to not exceed a total of \$300,000
  - g. Review, analyze and possibly approve increasing board size to 7 from 5 in new bylaws.
  - h. Review, analyze and possibly approve Election of Officers
  - i. Review, analyze and possibly approve Election of Committee Chairs
  - j. Discussion and possible action: NRS 388A.320(5) payment to eligible members of board.
12. Board Member Updates or Comments (No Discussion or Action)
13. Public Comment Opportunity #2 (*No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken.*) *If attending remotely, please use the "raise hand" feature on Zoom to be recognized by the board chair.*
14. Interim Managing Director and Board Review on Long Range Calendar (for possible action)
15. Adjournment

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the meeting location, or by contacting administration by emailing [info@amplus.academy](mailto:info@amplus.academy), 8377 West Patrick Lane, Las Vegas, NV 89113; or by phone at (702) 970-6800 x5060.

In accordance with NRS 241.020, This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations::

1. [notice.nv.gov/](http://notice.nv.gov/):
2. <https://amplus.academy/governing-board/>

*Amplus Academy*

Minutes of Board Meeting

Located at 7077 W Patrick Lane, Las Vegas, NV 89113

and online through Zoom

Monday, May 10, 2021, posted start time: 6:00 p.m.

| BOARD MEMBERS |                 |                 |        |              |                |   |
|---------------|-----------------|-----------------|--------|--------------|----------------|---|
| Name          | Office          | Present         | Absent | Arrived Late | Departed Early |   |
| 1             | Lee Iglody      | Board Chair     | X      |              |                |   |
| 2             | Jon Gardner     | Board Treasurer | X      |              |                | X |
| 3             | Melissa St Jean | Board Secretary | X      |              |                |   |
| 4             | Ernie Elliot    | Member          | X      |              |                |   |
| 5             | Candy Farthing  | Member          | X      |              |                |   |

**1. Roll Call of the Board [00:00:03]**

**2. CALL TO ORDER: [00:00:05]**

Upon determining the presence of a quorum (via Zoom), Board Chair Iglody called the meeting to order at 6:06 pm

Others in attendance:

**School Staff:**

Rachelle Hulet, Interim Managing Director  
Nik Hulet, Director of Student Services  
Sarah Barlow, K-12 Principal

**Official guests of the board:**

Jason Guissano, Amplus General Counsel

**3. Pledge of Allegiance [00:00:29]**

**4. PUBLIC COMMENT OPPORTUNITY #1 [00:00:46]**

*No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken.) If attending remotely, please use the "raise hand" feature on Zoom to be recognized by the board chair.*

*Amplus Academy*

Minutes of Board Meeting

Located at 7077 W Patrick Lane, Las Vegas, NV 89113

and online through Zoom

Monday, May 10, 2021, posted start time: 6:00 p.m.

- Chair Iglody announced the opportunity for public comment, however, no comments were offered.

**5. Approval of Agenda [00:01:42]**

The Board may make a motion for a flexible agenda which is defined as taking items on the agenda out of order; combining agenda items with other agenda items; removing items from the agenda; moving agenda items to an agenda of another meeting, or voting on items in a block.

OR

The Board may make a motion to accept and follow the agenda as submitted/posted.

- Chair Iglody moved board approval for flexible agenda. Seconded by Ernie Elliott . Motion carried unanimously.

**6. Reading and approval of the minutes of Amplus Board Meeting on April 8, 2021 (for action) [00:50:38]**

- After calling for corrections to the minutes of the board meeting on April 8, 2021 and hearing none, Chair Iglody declared the minutes approved as submitted.

**7. Reading and approval of the minutes of Amplus Special Board Meeting on April 30, 2021 (for action) [00:50:59]**

- After calling for corrections to the minutes of the special board meeting on April 30, 2021 and hearing none, Chair Iglody declared the minutes approved as submitted.

**8. Report from Amplus Academy Legal Counsel Jason D. Guinasso, Esp., Hutchison & Steffen, PLLC [00:02:16]**

a. Discussion and possible action regarding results of two day mediation and litigation with American Preparatory Schools.

1. Legal council gave an update on recent mediation and further action. Melissa St. Jean read Option 3. Jon Gardner second the motion. 4-1 vote to carry the motion with terms detailed under Option 3 as presented by the legal council.

b. Legislative Update and Overview of Legislation Impacting Education and Charter Schools (Discussion only)

**9. Correspondence received (Discussion) [00:51:19]**

a. Review of SPCSA unique correspondence. *This place on the agenda is to review any correspondence unique to the school that has been received from the Authorizer since the previous meeting.*

- i. SPCSA Amplus Site Evaluation Review

b. Other important correspondence received since the last special meeting of the Board.

- i. SPCSA updated COVID guidelines and recommendations

**10. Interim Managing Director's report, Rachelle Hulet (Discussion) [01:00:41]**

1. Updates regarding Operations
2. Updates regarding Financial Management

*Amplus Academy*

Minutes of Board Meeting

Located at 7077 W Patrick Lane, Las Vegas, NV 89113

and online through Zoom

Monday, May 10, 2021, posted start time: 6:00 p.m.

3. Updates regarding Risk Management
4. Updates regarding Compliance
5. Updates regarding Stakeholder Communication
6. Updates regarding Instructional/Academic Development
7. Updates regarding Support to the Board
8. Updates regarding Personnel Management
9. Updates regarding Authorizer Relationship
10. Updates regarding Leadership Development
11. See attached Interim Managing Director's report.

**11. General Business (for possible action) [00:46:49] Returned at [01:17:49]**

- a. Received and reviewed the Quarterly Officer Report-Quarter 3
  - i. Melissa St Jean moved to approve the quarterly officer report, seconded by Lee Iglody, Unanimous, 4-0
- b. Review, analyze and possibly approve of the 21-22 School Year Final Budget
  - i. Melissa St Jean motion for board approval of the 21-22 School Year Final Budget, seconded by Lee Iglody; Unanimous Vote, Motion Carries
- c. Review, analyze and possibly approve of Amplus Charter Amendment regarding Dual Credit, Kindergarten to Full Day, and Rainbow Campus reconfiguration to a K-5 school
  - i. Candy Farthing motion for board approval of the Amplus Charter Amendment regarding Dual Credit, Kindergarten to Full Day, and Rainbow Campus reconfiguration to a K-5 school, seconded by Lee Iglody; Unanimous, Motion Carries
- d. Review, analyze and possibly approve the purchase of the new K-12 math curriculum, Reveal Math for a 3-year contract, not to exceed \$281,898.75
  - i. Candy Farthing moves for board approval of the purchase of the new K-12 math curriculum, Reveal Math for a 3-year contract, not to exceed \$281,898.75, seconded by Lee Iglody; Unanimous vote, motion carries
- e. Review, analyze and possibly approve the purchase of IXL Learning for a 3-year contract to not exceed \$86,405.00
  - i. Candy Farthing moves for board approval of the purchase of IXL Learning for a 3-year contract to not exceed \$86,405.00, seconded by Ernie Elliott, Unanimous Vote, Motion carries
- f. Review, analyze and possibly approve staff bonuses for the 20-21 school year to not exceed \$300,000.
  - i. Melissa St. Jean moves for board approval of the staff bonuses for the 20-21 school year to not exceed \$300,000, seconded by Lee Iglody, Unanimous Vote, motion carries



*Amplus Academy*

Minutes of Board Meeting

Located at 7077 W Patrick Lane, Las Vegas, NV 89113

and online through Zoom

Monday, May 10, 2021, posted start time: 6:00 p.m.

- g. Discussion and possible action: NRS 388A.320(5) payment to eligible members of board.
  - i. Lee Iglody moves for board's approval of the NRS 388A.320(5) payment to eligible members of board, Seconded by Ernie Elliott, unanimous vote, motion carries

**12. Board Member Updates or Comments (No Discussion or Action) [01:22:33]**

**13. Public Comment Opportunity #2** *(No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken.) If attending remotely, please use the "raise hand" feature on Zoom to be recognized by the board chair. [01:23:10]*

- Chair Iglody announced the opportunity for public comment, however, no comments were offered.

**14. Interim Managing Director and Board Review on Long Range Calendar (for possible action) [01:23:33]**

- See attached Long Range Calendar

**15. Adjournment:[01:29:48]**

- Having concluded the agenda, Board Chair Iglody declared the meeting adjourned at 7:36 pm

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Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the meeting location, or by contacting administration by emailing [info@amplus.academy](mailto:info@amplus.academy), 8377 West Patrick Lane, Las Vegas, NV 89113; or by phone at (702) 970-6800 x5060.

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