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Coral Academy of Science Las Vegas - Central Office
8965 S. Eastern Ave. Ste 280 Las Vegas, NV 89123
702-776-6529 | 702-776-6569 (Fax)

Sandy Ridge Campus
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To: Nevada State Public Charter School Authority

From: Coral Academy of Science Las Vegas

Date: October 28, 2021

Re: Good Cause Exemption

Coral Academy of Science Las Vegas (CASLV) is requesting a "Good Cause Exemption" for the submission of a charter amendment outside of the normal submission cycle to:

- Add Dual Enrollment for its Sandy Ridge Campus
- Add JumpStart Programs

The amendment will allow students to benefit from concurrent enrollment in the current year instead of having to wait another year to start. The school was unaware that this step was necessary and immediately filed for an amendment as is required

CASLV seeks to provide its students with a variety of ways to earn college credit while simultaneously earning a high school diploma. This amendment will allow CASLV teachers to teach select college courses on our campus for the 2021-2022 school year. In addition, CASLV students will be able to continue to take college courses concurrently with CSN. It will be in effect from August 2021 through July 2022.

CASLV's Governing Board has voted on the proposed amendments prior to submission during its Board meeting on October 27, 2021.

We appreciate the support of SPCSA staff regarding the required amendments and are asking that a good faith exemption be granted and that the request for amendments be approved.

Sincerely,

Ann Diggins
Board President

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: **Coral Academy of Science Las Vegas**

Date Submitted: October 13, 2021

Current Charter Contract Start Date: July 1, 2019

Charter Contract Expiration Date: June 30, 2025

Key Contact: Ercan Aydogdu

Key Contact title: Executive Director and CEO

Key Contact email and phone: eaydogdu@coralacademylv.org (702)776-6529.

Date of School Board approval of this application: October 27, 2021

Deadlines

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

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

Red text indicates updates or points of emphasis.

¹ 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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Introduction

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

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

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

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

1)

Most Frequent Requests For Amendments (RFAs)

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

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

Below are the processing requirements.

For the following:

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

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

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

Executive Summary

Meeting The Need

Expansions to new grade levels or new campuses must complete the Meeting the Need section.

Academic Plan (required if expanding to new grades that are currently not being offered)

Financial Plan

1. For enrollment RFAs, complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
2. For facility related RFAs, complete the tab labeled “**Facilities**” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
3. This file is not required for Dual Credit or Distance Education RFAs assuming costs are nominal. The applicant is responsible for confirming this in the narrative should this be the case.

Operations Plan

RFA Specific Sections (as applicable for your RFA, as opposed to General Sections)

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 4 Pages or less per RFA

Provide a brief overview of your school, including:

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

Coral Academy of Science Las Vegas (CASLV), Sandy Ridge Campus is a 8-12 state-sponsored, tuition-free public charter school with an emphasis in STEM. The school was designated as a high achieving school by the Nevada Department of Education in 2007-2008, 2008-2009, and 2011-2012 and successfully met Adequate Yearly Progress (AYP). Our middle and high schools achieved 5 Star Status in 2016-17, 2017-18, and 2018-19. Our high school also earned Silver status as one of the Best High Schools by *U.S. News* for the last three school years. Coral Academy of Science Las Vegas is currently ranked the #1 state sponsored charter school in Nevada

Coral Academy of Science Las Vegas started its operation in 2007 at the Tamarus Campus for grades 5-9. Four years later, CASLV added a second and third campus, Windmill and Sandy Ridge, respectively. CASLV added three more campuses to serve the Centennial Hills area, Nellis Air Force Base in 2016, and the Eastgate campus in 2018. The Sandy Ridge campus opened in 2010 as a 6-12 school and will transition to grades 8-12 beginning with the 2020-2021 school year.

Students apply to our school and a lottery is held annually to determine enrollment. Our collection of schools has a current waiting list that exceeds 4,000 students in grades K-12. Based on survey data, parents and students have chosen to be part of CASLV due to our strong academic programs including STEM-focused instruction and supportive learning environment. Although we strive to create an overall college-going culture based in STEM for all students, over the last three years we have been transitioning our focus in order to include underrepresented students in specific STEM courses such as PLTW, Robotics, A-STEM, and AP Science and math courses. At the middle school level, we have opened a coding class and an additional PLTW course. At the high school level, AP Environmental Science, AP Computer Science Principles, AP Computer Programming, and AP Psychology were added. These courses were specifically opened to include more underrepresented students. AP Psychology has an enrollment that is over 50% female and all other courses include high numbers of students from underrepresented groups. Two CTE Pathways have been established: Computer Science and Web Design.

Over the last 4 years, there has been a significant increase in the number of economically disadvantaged students from 2.3% in 2016-17 to 25.6% in the current year. The school has 366 female and 498 male students. CASLV has a diverse student population which includes 39% Caucasian followed by 25.5% Asian and 16.30% Hispanic. The next largest group is self-described as multi-race at 11.2%. African-American students comprise 5% of our student population. The largest grade level is 8th grade with 208 students and the smallest grade level is 12th grade with 112 students. We serve Henderson and the greater Las Vegas area. Our current demographics are predominantly white, similar to the Henderson area, but more closely resemble the diversity found in the greater Las Vegas area.

2. Statement and overview of the mission and vision

Coral Academy of Science Las Vegas's mission is to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success. At CASLV, we recognize that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony.

We, as educators, will create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential- intellectually, socially, emotionally and physically. The educational vision and innovation crucial to accomplishing this mission are organized under two main headings: specific elements and whole-school design. The specific design elements fall into five categories: 1. rigorous curricula, instruction, and assessment; 2. leadership, governance, and staffing; 3. parent and community involvement; 4. technology; and 5. financing. Whole school design involves the comprehensive and continuing effort to realize these five essential elements in an integrated manner.

It is our belief that each child has an inherent curiosity and love of learning; and that each child has a unique intelligence, level of capability, and learning style. With this in mind, we will motivate our students and expect them to strive toward their highest levels of capability while addressing their individual learning styles, thus fostering within them a life-long love of learning.

Continuous improvement, persistent innovation, positive response to change, and a commitment to continuous growth will be expected of all the people and programs at CASLV. The public's resources and those of the Board of Directors must be effectively committed to ensure that these expectations will be met. Then, and only then, will our tested educational vision infused with the energy of local innovation harmonize the triad of student-teacher-parent/guardian support to accomplish our mission, that of providing each student with the motivation and resources to reach his or her highest potential and realize his or her greatest aspirations.

It is the responsibility of the Board of Directors, in alliance with the community, to guide the school in holding true to its mission. To this end, the Board of Directors will provide the school with the support which will ensure optimal conditions for the achievement and continuing growth and development of each student.

3. Specific statement of the request

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

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): _____

(See full list above of RFA amendment types)

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

- 4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.
- 5. Description of proposed target model and target communities
- 6. Statement of outcomes you expect to achieve across the network of campuses
- 7. Key components of your educational model for the expanded school

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.
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.
10. The values, approach, and leadership accomplishments of your school or network leader and leadership team
11. Key supporters, partners, or resources that will contribute to your expanded school’s success.

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. Put cursor at the end of each section and hit Return and it’ll expand.**

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.
- (2) Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

GROWTH RATE AND RATIONALE

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

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

PARENT AND COMMUNITY INVOLVEMENT

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

- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

C) ACADEMIC PLAN

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.

(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?

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Historical Performance

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

(2) Academic Vision and Theory of Change

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

(3) Performance Management

- a) **Measuring Progress:** Describe the school’s approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
 - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.

- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

DISTANCE EDUCATION

(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.

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/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

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

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

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

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

SPECIAL POPULATIONS

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

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

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

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.

5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

Special Education

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

Staffing

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

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

- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

D) FINANCIAL PLAN

(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.
- (2) **Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.**
- (3) **Attachment ____.** Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment ____**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
 - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
 - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
 - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
 - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (4) Submit a completed financial plan for the proposed school as an **Attachment ____** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) Submit, as an **Attachment ____**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

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

E) OPERATIONS PLAN

◆ **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?
2. Organization governance structure & board development:
 - (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
 - (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
 - (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
 - (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.
3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:
 - (i) Current
 - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
 - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

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

4. Describe the proposed organizational model; include the following information:
 - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment**___)
 - b) Resumes of all current leadership (provide as an **Attachment**___).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment**___)
5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
 - (a) School leadership;
 - (b) School business operations and finance;
 - (c) Governance management and support to the Board;
 - (d) Curriculum, instruction, and assessment;
 - (e) At-risk students and students with special needs;
 - (f) Performance management; and
 - (g) Parent and community engagement.
6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment**___).
7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.
8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?
9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

LEADERSHIP FOR EXPANSION

- a) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment**___). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment**___)

or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

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

Sample Excerpt—Complete using Excel file

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
<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.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
 - 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;

- 4) The school’s philosophy regarding internal promotions;
 - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
 - d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
 - e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

SCALE STRATEGY

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment**____. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				

Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

STUDENT RECRUITMENT AND ENROLLMENT

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

- g. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

- h. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.
- i. Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery² which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.
- j. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
- k. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
- l. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- m. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?
- n. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

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

² 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.

11					
12					
Total					

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

Sample Excerpt

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

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

Sample Excerpt

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

- 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.
- 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.
- 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.

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.

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

Goal	Purpose	Outcome Measure
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INCUBATION YEAR DEVELOPMENT

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

SCHOOL MANAGEMENT CONTRACTS

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

- dd. How and why was the EMO or CMO selected?
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- ff. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- hh. Please provide the following in **Attachment** ____:

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

SERVICES

9. Provide **Attachment** ___ describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below.

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

ONGOING OPERATIONS

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

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

- a. Executive Summary
 - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
 - ii. A list of the current school campuses
 - iii. Proposed model and target communities by zip code
 - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
 - v. The key components of your educational model and how the distance education program aligns with the educational model.
 - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
 - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
 - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
 - i. Describe the system of course credits that the school will use.
 - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
 - iii. Describe how the school will ensure students participate in assessments and submit coursework.
 - iv. Describe how the school will conduct parent-teacher conferences.
 - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
 - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
 - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
 - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
 - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
 - i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

g. Services

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

h. Financial

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

2.RFA: Add Dual-Credit Program

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

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

The relationship between Coral Academy of Science Las Vegas and College of Southern Nevada (CSN) began in the Spring of 2021 through an MOU dated August 1, 2021 through July 31, 2026.

- 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 Coral Academy of Science Las Vegas Board of Directors will ensure the school adheres to the agreements entered into between Coral Academy of Science Las Vegas and CSN.

CSN, through the Academic Affairs department, will oversee the administration, enrollment and educational requirements for the dual credit courses offered to Coral Academy of Science Las Vegas students. Any Coral Academy of Science Las Vegas 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 Coral Academy of Science Las Vegas.

Coral Academy of Science Las Vegas will select, through their own application process, any high school students that qualify to enroll in the CSN Jumpstart Program. Both CSN and Coral Academy of Science Las Vegas will coordinate to verify the selected students qualify for admission and enrollment pursuant to applicable NSHE standards. Once the students are enrolled, CSN will provide a CSN academic advisor or success coach, with whom each Coral Academy of Science Las Vegas student must meet. CSN will provide Coral Academy of Science Las Vegas students enrolled in dual enrollment courses the same

counseling services offered to other CSN students. Jumpstart Program courses will be offered by qualified Coral Academy of Science Las Vegas teachers on the Coral Academy of Science Las Vegas Sandy Ridge campus. All other dual enrollment courses will be offered at established CSN campuses or CSN learning sites. Both Coral Academy of Science Las Vegas and CSN will be responsible for maintaining their respective student records for the courses that are awarded credit under the dual enrollment program. Coral Academy of Science Las Vegas students will be responsible to pay all fees applicable to Coral Academy of Science Las Vegas students enrolled at CSN. In an effort to subsidize the cost of CSN dual enrollment, Coral Academy of Science Las Vegas will pursue grants and other funding opportunities.

- c. Discuss the scope of the services and resources that will be provided by the college or university. CSN staff will provide a new student orientation to Coral Academy of Science Las Vegas students as well as access to academic advisors and success coaches. These are the same services provided to any CSN student.
- 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.

Coral Academy of Science Las Vegas students are responsible to pay for all fees applicable to Coral Academy of Science Las Vegas students enrolled at CSN. CSN will charge via CSN invoice within 30 days of the start of the courses and Coral Academy of Science Las Vegas students will submit payment within 30 days of receipt of invoice. Coral Academy of Science Las Vegas plans to pursue grants and other funding opportunities to help support their students in the dual enrollment program

- 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.

CSN requires all dually enrolled students to attend an orientation prior to the start of their classes where policies and practices are reviewed with participants. Both CSN and Coral Academy of Science Las Vegas will be responsible to initiate and maintain respective student attendance and grades for the courses in which they are enrolled. CSN will comply with the Family Educational Rights and Privacy Act (FERPA). Coral Academy of Science Las Vegas students must sign a FERPA document before CSN will release any academic records to Coral Academy of Science Las Vegas. Upon successful completion of any course in which a Coral Academy

of Science Las Vegas student is enrolled, CSN will award corresponding credits listed in the CSN course catalog at CSN and credit for a course at Coral Academy of Science Las Vegas. A Coral Academy of Science Las Vegas staff member charged with maintaining student records will ensure the appropriate credit(s) are entered onto student transcripts.

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

No employee of CSN currently serves on the Coral Academy of Science Las Vegas Board of Directors. Provide as an **Attachment A**, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

3.RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

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

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

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

- a) Complete and submit your RFA with the General Requirements sections above completed.

- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

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

a) School Management Contracts

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

- (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.

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

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

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

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

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

Attach a revised student enrollment form to be used under the proposed policy³.

Facility RFAs

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

- 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.

10.RFA: Occupy New or Additional Sites (NAC 388A.315)

- 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.

11.RFA: Occupy a Temporary Facility

- h. Complete the general sections above and the general and specific facility sections below

³ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

- 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.

12.RFA: Relocate or Consolidate Campuses

- 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) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate “N/A”...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** ____.
 - j) **A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.**
6. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
- a) Either a discussion of the desired community of location and the rationale for selecting that community **AND** an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility as an **Attachment** ____.
 - b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** ____.
 - c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **AND** an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment** ____.
 - d) Either a description of the process and resources the school will use to identify a facility **AND** an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** ____.

- f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment**_____.
- g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment**_____.
7. The organization’s plans/methods to finance these facilities, including:
- a) Whether the school is seeking:
- i) Loan (CDFI or other),
- (1) For Construction financing,
- (2) For Permanent financing,
- (3) Refinancing
- ii) Bond Financing,
- (1) For Construction financing,
- (2) For Permanent financing,
- (3) Refinancing
- (4) Tax-exempt
- (5) Rated
- (6) Privately placed
- b) Identification and description of bond instrument terms, including planned face amount, years/term to maturity, coupon rate.
- c) Identification and description of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- d) Comparison schedule/table showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
- e) Describe the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”). Additionally include the actual planned total classroom student capacity of the new facilities (e.g., “planned for 450 students at 20 square feet minimum classroom space per pupil”) .
- f) Will the financing/refinancing trigger any prepayment penalties? Yes, No.
- i) If “Yes”, describe the amount.
- g) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).

- h) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
 - i) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant's facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
 - j) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
 - k) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
 - l) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
7. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** _____. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** _____.
- (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 388A.315
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 388A.315
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 388A.315
 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 388A.315
 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 388A.315
 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 388A.315.
 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 388A.315
-

13. RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
 - The number of students to receive transportation, including their grades
 - The hours transportation is to be provided
 - The physical location(s) proposed as pick-up and drop-off locations
 - 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:
 - The proposed schedule for practicing student evacuation
 - 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.

14. 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.

15.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.



Coral Academy of Science Las Vegas

Regular Board Meeting

Date and Time

Wednesday October 27, 2021 at 5:00 PM PDT

Location

1051 Sandy Ridge Pkwy. Henderson, NV 89052

Posting of Agenda: This agenda has been posted at the following locations:

Coral Academy of Science Las Vegas ("CASLV"), Green Valley Library, Enterprise Library, James Gibson Library, Paseo Verde Library, Whitney Library, CASLV website at www.caslv.org, and Nevada Public Notice website at <http://notice.nv.gov>.

Format / Procedures / Rules: This is a notice of a public meeting held pursuant to NRS Chapter 241. Members of the public are invited to be present.

Certain items may be removed from open/public consideration if permitted or required by Nevada law. The Board may also (i) take agenda items out of order; (ii) combine two or more items for consideration; (iii) separate one item into multiple items; (iv) table an agenda item to a future meeting; and/or (v) remove an agenda item.

Reasonable efforts will be made to assist and accommodate persons with physical disabilities desiring to attend the meeting. Please contact Ms. Shepard at ashepard@coralacademylv.org at least 48 hours before the time of the meeting, if possible, so that reasonable arrangements may conveniently be made.

Please also contact Ms. Shepard if you would like a copy of the agenda and any public reference materials relating to agenda items. Those materials will also be available at the meeting location. Those materials would provide you with greater context and clarity as to the matters under discussion.

By law, no one may willfully disrupt the meeting to the extent that its orderly conduct becomes impractical.

All items are action or possible action items if denoted as such.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Call the Meeting to Order			5 m
Call to order			
Roll Call			
Pledge of Allegiance			
B. Public Comment			15 m
<p>Comments from the public are welcome at this time. You may present your comment during the meeting or beforehand, by contacting Ms. Shepard and relaying the comment to her. No person may sign up for another person, nor yield his/her time to another person. The Board may not deliberate on, or take any action regarding, a matter raised during the public comments sessions, unless the matter itself has already been specifically included on the agenda as an "Action" Item (and then, only at the time such Item is heard). The Board President will limit public comment to 3 to 5 minutes per person to ensure that all participants may speak and the Agenda is not unduly delayed, subject to any brief extension granted by the Board President in his/her sole discretion. No restrictions apply based on the speaker's viewpoints. If the Board hears public comments which exceed, in total, 20 minutes, the Board may postpone the remainder of the public comments to the same agenda item at the end of the meeting. The Board President may, in her discretion, forego Items I (B) and V and instead solicit Public Comments during each individual action item below, as permitted by NRS 241.020(3)(d)(3); or alternatively keep Items I (B) and V but still permit Public Comments during certain (but not necessarily all) individual action items below. The information above applies to all Public Comment periods.</p>			
II. Consent Agenda			5:20 PM
<p>Information concerning the following consent agenda items has been provided to Board members for study prior to the meeting. The Executive Director recommends the passage of all Consent Agenda items in one motion. The Board may vote upon these items in one motion, unless a Board member requests that an item be taken separately.</p>			
A. Approval of the September 18, 2021 Regular Board Meeting Minutes (For Possible Action)	Approve Minutes		3 m
B. Report of Purchases and Expenses Between \$10,000 and \$25,000 (Information)			3 m
C. Renewal of Henderson Chamber of Commerce Membership and Sponsorship (For Possible Action)	Vote		5 m
III. Discussion & Possible Action Items			5:31 PM
A. Appointment of Dr. Carryn Warren as Acting Treasurer Until the Regular Appointment at the Next Board Meeting (For Possible Action)	Vote		3 m
B. Amendment of the 2021-2022 School Year Student/Parent Handbooks (For Possible Action)	Vote		7 m
C. Amendment of Licensed Teacher Salary Scale for SY 2022-2023 (For Possible Action)	Vote		10 m
D. Retention Payment to the Returning Full Time Teachers and Staff (For Possible Action)	Vote		5 m
E. Policy regarding the rights and needs of persons with diverse gender identities or expressions (For Possible Action)	Vote		10 m
F. COVID-19 Vaccination Incentive (For Possible Action)	Vote		5 m

	Purpose	Presenter	Time
G. MOUs for Jumpstart and Dual Enrollment Programs between CASLV and CSN (For Possible Action)	Vote		5 m
H. Charter Amendment Request for Dual Enrollment and JumpStart Programs and Good Cause Exemption Letter (For Possible Action)	Vote		7 m
I. Special Education Policy and Procedures Manual and Forms (For Possible Action)	Vote		5 m
J. Commitment to Serving a More Inclusive Population Plan (For Possible Action)	Vote		10 m
K. Board Member Philanthropic Support (For Possible Action)	Vote		5 m
L. Coach Digital curriculum - license extension until June 30, 2023 (For Possible Action)	Vote		5 m
M. New Website Redesign Services (For Possible Action)	Vote		5 m
N. Appointment of a School Safety Specialist (NRS 388.910 / SB 36 (2021)). (For Possible Action)	Vote		5 m
O. Approval of the Annual Audit to comply with NAC 387.775 (For Possible Action)	Vote		10 m
P. Renewal of Edgenuity Online Curriculum (For Possible Action)	Vote		5 m

IV. Information/Discussion Items

7:13 PM

A. First Quarter Discipline Suspension Report (Information)	Vote		5 m
B. CASLV Campus Update From Sandy Ridge and Tamarus Campuses (Information)	FYI	Ms. Flores and Ms. Katotakis	10 m
C. Financial Update (Information)	FYI		5 m
D. Executive Director's Progress Report (Information)	FYI		5 m

This typically consists of brief updates and notices from the Executive Director regarding general school matters (i.e., items of general interest) not already covered in this meeting, including, for example, campus and school news, test results, school awards/accolades, sports results, club events, staff and teacher trainings, special events, graduation ceremonies, etc.

V. Public Comments (Information)

Please see the procedures and rules in item I(B) above.

VI. Closing Items

A. Adjourn Meeting (For Action)	Vote		
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Coral Academy of Science Las Vegas

Minutes

Regular Board Meeting

Date and Time

Wednesday October 27, 2021 at 5:00 PM

Location

1051 Sandy Ridge Pkwy. Henderson, NV 89052

Posting of Agenda: This agenda has been posted at the following locations:

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All items are action or possible action items if denoted as such.

Directors Present

Ann Diggins, Arlene Hayman, Beth Kazelskis, Brin Gibson, Carryn Warren, Feyzi Tandogan (remote)

Directors Absent

None

Guests Present

Andrea Katotakis, Andrea Shepard, Bridget Peevy, Crissy Hanna, Emrullah Eraslan, Ercan Aydogdu, Ismail Kocabiyik, Mark Gardberg, Nick Sarisahn, Omer Arikan, Selim Tanyeri, Taylor Rylant, Yolanda Flores, as well as candidates for the open board position.

I. Opening Items

A. Call the Meeting to Order

Ann Diggins called a meeting of the board of directors of Coral Academy of Science Las Vegas to order on Wednesday Oct 27, 2021 at 5:00 PM.

B. Public Comment

Brin Gibson arrived at 5:17 p.m.

At 6:47 p.m. Feyzi Tandogan disconnected and returned at 7:06 p.m.

The board took a brief break from 7:00 p.m. to 7:07 p.m.

Ms. Diggins asked that during the public comment period the candidates for the open board seat introduce themselves. Ms. Diggins added the board is happily surprised at the high quality of people that are interested in possibly joining the board and that there is currently one vacancy the board is looking to fill. Ms. Diggins also reviewed the process the board will use to fill the position. Each candidate introduced themselves and shared their background and interest in serving on the CASLV governing board.

There were no other public comments.

II. Consent Agenda

A. Approval of the September 18, 2021, Regular Board Meeting Minutes (For Possible Action), Report of Purchases and Expenses Between \$10,000 and \$25,000 (Information), Renewal of Henderson Chamber of Commerce Membership and Sponsorship (For Possible Action)

Ann Diggins asked if the board has any questions or comments regarding these routine items.

Mr. Nick had a follow-up from the September 18, 2021 agenda item III. H Liability Insurance Renewal. He checked with the insurance broker and CASLV received credit for \$8,140 from the Eastgate campus landlord.

Carryn Warren made a motion to approve the consent agenda Regular Board Meeting on 09-18-21.

Beth Kazelskis seconded the motion.

The board **VOTED** to approve the motion.

III. Discussion & Possible Action Items

A. Appointment of Dr. Carryn Warren as Acting Treasurer Until the Regular Appointment at the Next Board Meeting (For Possible Action)

Ann Diggins explained that the board vacancy is for the treasurer position. It is important for the potential candidate to have a strong financial background. Ann Diggins made a motion to elect Dr. Warren as CASLV acting treasurer until our new member is elected at the February 2022 board meeting. Beth Kazelskis seconded the motion. The board **VOTED** to approve the motion.

B. Amendment of the 2021-2022 School Year Student/Parent Handbooks (For Possible Action)

Mr. Ercan indicated there were urgent items that needed to be updated and he summarized them.

Mr. Gardberg added currently pre-k - 5th grade girls can wear skirts and skorts and recommends we make that policy gender-neutral. Mr. Gardberg added the Lottery Policy requires updating as per the September board meeting in regards to feeder schools.

Arlene Hayman made a motion to accept the Student Handbook with the amendments that were discussed. Brin Gibson seconded the motion. The board **VOTED** to approve the motion.

C. Amendment of Licensed Teacher Salary Scale for SY 2022-2023 (For Possible Action)

Mr. Ercan explained this has been discussed in previous board meetings and we worked with Mr. Nick regarding improving the salary scale for the next school year. The starting salaries are higher than CCSD's starting salaries. Mr. Nick added this will affect next year's budget by approximately \$1 million, and we haven't started to work on next year's detailed budget. The uncertainties are meeting Cadence enrollment numbers as well as the Cadence construction timeline. Ms. Diggins asked if there are any questions or comments. Carryn Warren made a motion to approve the Licensed Teacher Salary Scale for 2022-2023 school year. Arlene Hayman seconded the motion. The board **VOTED** to approve the motion.

D. Retention Payment to the Returning Full Time Teachers and Staff (For Possible Action)

Mr. Ercan explained since we could not make any changes to the salary scale this year it is proposed to give a retention stipend compensation to teachers, registrars, receptionists, maintenance, school nurses, and health assistants in the amount of \$1,000. Teacher aides will receive \$800. It will cost \$190,000. School administration is excluded as well as central office staff. Two, equal payments will be distributed in November 2021 and June 2022. The board agrees this is great. Arlene Hayman made a motion to approve the retention payment for the returning full-time teachers and staff for the current 2021-22 school year. Beth Kazelskis seconded the motion. The board **VOTED** to approve the motion.

E. Policy regarding the rights and needs of persons with diverse gender identities or expressions (For Possible Action)

Mr. Ercan indicated that in accordance with Nevada regulations, CASLV must devise a policy by January 31, 2022, as well as train our teachers and staff. The central office created this policy with the guidance of legal counsel. Ms. Diggins asked operationally, how this policy will be applied here. Mr. Ercan addressed Ms. Diggins' questions. Ms. Flores added the Sandy Ridge campus has been adhering to the proposed policy since she has been principal for the last six years. Brin Gibson made a motion to adopt the Right and Needs of Persons with Diverse Gender Identities or Expressions Policy. Ann Diggins seconded the motion. The board **VOTED** to approve the motion.

F. COVID-19 Vaccination Incentive (For Possible Action)

This item was discussed at the September board meeting at length. The board requested we discuss possible incentives at the central office. At present, 82% of CASLV staff are fully vaccinated. Mr. Tandogan suggested the incentive of an additional personal day for all vaccinated staff, regardless of when the vaccine was received. Currently, each staff member has eight personal days. This policy will give one additional day. If a fully-vaccinated staff member does not use the additional day, they will receive \$100 at the end of the year per the existing policy. Mr. Ercan reviewed the current numbers of vaccinated staff with the board. adding the incentive increased the rate slightly. Mark Gardberg advised we clarify the doses.

Ann Diggins asked for a discussion on the continuation of incentives and get a sense from the board. Dr. Warren asked whether we are giving enough time to get both doses. The board asked to extend the date to November 30th and asked to define fully vaccinated. Ms. Diggins said she would like to see authority given to CASLV leadership since the board is not meeting again until February 2022. The board asked for public comment at this juncture, and no public comments were offered.

Carryn Warren made a motion to approve the COVID-19 vaccination incentive with a minor change to the definition of fully vaccinated, extending the date to November 30, and give authority to leadership if an OSHA rule comes down to implement as required.

Brin Gibson seconded the motion.

The board **VOTED** to approve the motion.

G. MOUs for Jumpstart and Dual Enrollment Programs between CASLV and CSN (For Possible Action)

Mr. Ercan informed the board that Jumpstart and Dual Enrollment Programs will be introduced to CASLV students. CSN provided the Memo of Understandings (MOU) which is their general practice with other charter schools. Mr. Gardberg confirmed this is standard practice and has reviewed the MOU. Upon board approval, we will amend the CASLV charter with the State Public Charter School Authority.

Ann Diggins made a motion to approve the Memorandum of Understanding for the Jumpstart and Dual Enrollment programs between CASLV and CSN.

Arlene Hayman seconded the motion.

The board **VOTED** to approve the motion.

H. Charter Amendment Request for Dual Enrollment and JumpStart Programs and Good Cause Exemption Letter (For Possible Action)

Mr. Ercan indicated we need to request an amendment of our charter from the State Public Charter Authority (SPCSA) for the addition of these two programs.

The board must approve a good cause exception letter as the SPCSA is not in the regular cycle.

Ann Diggins made a motion to amend our charter to include the Dual Enrollment and Jumpstart programs as well as the Good Cause Exemption letter requirement for the State Public Charter Authority.

Brin Gibson seconded the motion.

The board **VOTED** to approve the motion.

I. Special Education Policy and Procedures Manual and Forms (For Possible Action)

Mr. Ercan explained the current SPED manual, as presented was approved by the board on August 19, 2017. The manual has had no changes or updates. CASLV is seeking board approval once again. New updates may be made at the end of the 2021-22 school year due to COVID-19.

Brin Gibson made a motion to approve.

Carryn Warren seconded the motion.

The board **VOTED** to approve the motion.

J. Commitment to Serving a More Inclusive Population Plan (For Possible Action)

Mr. Ercan summarized this plan implemented by Janelly Corona adding she is doing a great job and working hard to reach out to at-risk communities. Her position was created to engage the community. Arlene Hayman asked about the FRL percentage for Greenspun, and Mr. Ercan said we will verify. Ms. Corona is participating in various community events, including Hispanic Heritage events, promoting CASLV.

Ercan Aydogdu thanked all CASLV principals for their hard work on increasing their campuses' FRL rates. This year was hard due to COVID-19 as all students are eligible for free lunch. All campuses had campaigns and incentive programs to increase applications. Mr. Ercan reviewed the current FRL numbers compared to last year with the board.

CASLV is the first charter school in Southern Nevada to initiate a weighted lottery. On Monday, November 1, 2021, the new application window will open. Parents applying will need to provide documentation to qualify for special weighting in the weighted lottery.

Arlene Hayman made a motion to approve the Plan for Commitment to Serving a more Inclusive Population.

Beth Kazelskis seconded the motion.

The board **VOTED** to approve the motion.

K. Board Member Philanthropic Support (For Possible Action)

Ann Diggins requested this item to be added to the agenda. Currently, we have six campuses with the seventh under construction. Ms. Diggins would like the board to feel they can support the school, whether that be a donation of time or an appropriate monetary donation. She requested two board members to participate in a working group to determine the structure of this support. She would like the group to discuss this next generation of support for CASLV besides the board members' donation of time and attending board meetings. The board agrees this is a good idea. Beth Kazelskis and Arlene Hayman volunteered to meet and formulate options for the board.

Ann Diggins made a motion to form a philanthropic support working group from board members. Beth Kazelskis, Arlene Hayman, Ann Diggins, and non-board member, Ercan Aydogdu. The group will meet in November and January with recommendations to the board in February 2022.

Arlene Hayman seconded the motion.

The board **VOTED** to approve the motion.

L. Coach Digital curriculum - license extension until June 30, 2023 (For Possible Action)

Mr. Ercan explained this is the curriculum CASLV has been using for the SBAC testing preparation and this is the renewal.

Caryn Warren made a motion to approve the Coach Digital curriculum license for \$32,988.

Ann Diggins seconded the motion.

The board **VOTED** to approve the motion.

M. New Website Redesign Services (For Possible Action)

Mr. Ercan indicated we currently have only one main website for all CASLV campuses. The administrative team proposes each campus have their own website with access from the main CASLV website. Mr. Nick found a great company, Educational Networks, who presented to the team at the principals' meeting. Each campus principal was impressed with the presentation and would support having their own website. Educational Networks will send a photographer to each campus, create drone videos, and it will take about 2-3 months. All data will be transferred from the current website.

Brin Gibson made a motion to approve Educational Networks for website redesign services in the amount of \$67,600 for three years.

Ann Diggins seconded the motion.

The board **VOTED** to approve the motion.

N. Appointment of a School Safety Specialist (NRS 388.910 / SB 36 (2021)). (For Possible Action)

Mr. Ercan explained we have already assigned our Director of Operations to school safety, but recently there was a change to NRS.388.910 that is asking the board to assign a Safety Specialist instead of the Executive Director or a Principal of the school. Mr. Ercan made the recommendation for the board to appoint Anthony Vu, the Director of Operations as the School Safety Specialist.

Ann Diggins requested Mr. Vu provide quarterly updates to the board regarding changes or updates in terms of campus safety issues.

Ann Diggins made a motion to approve Anthony Vu as the School Safety Specialist, which will include two comprehensive reports to the board per year.

Caryn Warren seconded the motion.

The board **VOTED** to approve the motion.

O. Approval of the Annual Audit to comply with NAC 387.775 (For Possible Action)

Mr. Nick presented the financial highlights from the audit report, and he stated that there are no audit findings.

Mr. Nick stated that 84% of revenues are DSA funds based on enrollment numbers. Total revenues increased 3%. An increase in enrollment constituted an increase in the revenue from the Distributive State Account (DSA) and Federal sources. CASLV has also received grant funds through the CARES Act Elementary and Secondary School Emergency Relief Fund (the ESSER Fund). Other sources decreased because of distance learning.

Total expenses increased by 2%. Expenses for regular instruction, central services, general administration, and food services increased. Student support, instructional support, school administration, operation, and maintenance decreased due to COVID-19 related instruction model changes. Unallocated depreciation increased due to the acquisition of assets from previous years.

Mr. Nick presented near-term financial indicators and sustainability indicators. He informed the board that CASLV had 268 days unrestricted cash-on-hand and a 1.63 debt service coverage ratio as of June 30, 2021. CASLV meets all financial standards.

Mr. Nick presented all federal award amounts, and he also stated that CASLV is in a strong financial position. Mr. Nick noted that CASLV now qualifies under federal rules as a "low risk auditee. "

Ms. Diggins thanked Mr. Nick and his team for all their hard work.

Brin Gibson made a motion to approve the annual audit.

Carryn Warren seconded the motion.

The board **VOTED** to approve the motion.

P. Renewal of Edgenuity Online Curriculum (For Possible Action)

Mr. Ercan explained we implemented this online program due to COVID-19 protocols. We currently have 100 online students using this program and our current agreement expires in the middle of this school year. The recommendation is to purchase a one-and-a-half-year agreement. Director of Curriculum and Accountability, Selim Tanyeri answered many questions from the board regarding this purchase and explained in detail the need for this program. It is one of the best programs and they have been very supportive.

Mark Gardberg noted he does not see the new Cadence campus included. Selim Tanyeri said he will verify. The agreement has not been finalized yet as we typically try to negotiate. They will evaluate our usage and the price may drop. If Cadence adds additional cost, we will bring it back to the board.

Ms. Diggins added we need to be supportive to our online students and be responsive during the pandemic. Hopefully next school year we will start to see improvement. She stated we are not an online program, at some point, we would like to see everyone in person. Next school year we should evaluate the effectiveness of this program. Selim Tanyeri said this can be used for credit recovery as well and would like to continue the program in the future, Carryn Warren said she agrees with Ann Diggins and would like to see data on student performance in subsequent classes.

Ann Diggins asked that the Academic Subcommittee put this on their agenda for a spring meeting. She requested the committee analyze the program and report back to the board regarding cost-benefit, the number of students using the program, teacher usage, and summer credit recovery.

Brin Gibson made a motion to approve the renewal of Edgenuity for one-and-a-half-years in the amount of \$120,712.87. The board would like this to be reviewed by the Academic Subcommittee.

Carryn Warren seconded the motion.

The board **VOTED** to approve the motion.

IV. Information/Discussion Items

A. First Quarter Discipline Suspension Report (Information)

Mr. Ercan presented the first quarter discipline suspension report since Anthony Vu was not available for the meeting. Campus staff is doing an excellent job checking in on students and working with families in general. The school administration reported success in applying restorative justice principles, with the high school in particular working with a social worker.

B. CASLV Campus Update From Sandy Ridge and Tamarus Campuses (Information)

Ercan Aydogdu explained moving forward we will have two campus updates at each board meeting. Principals Yolanda Flores and Andrea Katotakis volunteered to report first.

Yolanda Flores, CASLV Sandy Ridge principal, presented and discussed academics, athletics & activities, student support services, counseling, and work-based learning. Ms. Taylor Rylant, the Lead Counselor at CASLV Sandy Ridge, presented counseling updates and information regarding the work-based learning coordinators' efforts. CASLV Sandy Ridge campus has been ranked the #4 high school, #1 Charter high school, and #7 middle school in Nevada by U.S. News & World Report.

Andrea Katotakis, CASLV Tamarus principal presented information regarding class sections, professional development day details for teachers, school clubs, and after-school tutoring. She also discussed the important roles the literacy and reading specialists have, and that their support has been tremendous. Andrea Katotakis also reviewed updates provided by Tamarus grade level chairs. CASLV Tamarus campus has been ranked the #1 elementary school by U.S. News & World Report.

Ms. Diggins thanked everyone and said this is great information.

C. Financial Update (Information)

Paul Khoury with Delta Management System (DMS) presented the first quarter September 30th financial update. The financial metrics have been included as requested. The days of cash on hand stands at 305, cash ratio, unrestricted cash, and all current liabilities are at a 3:1 ratio which is very strong. The Current ratio is 7.5 so all in all CASLV can easily cover any outstanding debts in the current operation and balance sheet. CASLV is on track with the budget and where it should be in the year.

D. Executive Director's Progress Report (Information)

Mr. Ercan discussed CASLV's accomplishments and important information regarding students and school clubs with the board.

- There was a leadership summit held with the principals recently and Mr. Ercan is planning a second summit in January to include the assistant principals. Former State Superintendent of Public Investigation, Mr. Dale Erquiaga, and Nevada State Senator Carrie Buck were the presenters of this Summit.
- U.S. News & World Report. 2021 - Elementary Schools: Nevada, #1 CASLV Tamarus, #9 CASLV Windmill, #25 CASLV Eastgate, #61 CASLV Centennial Hills. Middle Schools: #6 CASLV Eastgate, #7 CASLV Sandy Ridge, #19 CASLV Centennial Hills, #28 CASLV Nellis AFB.
- National Merit Scholarship: This year one of our senior students Brayden M. received a letter of commendation.
- Mr. Ercan discussed a recent feature in UNLV news of a CASLV graduate.
- Ms. Janelly Corona attended the Cadence Car Show with a booth providing information about CASLV.
- Cadence Campus Update: Construction is on schedule, a postcard mailer was sent this week, and the application window will open on November 1st.

- Mr. Ercan shared an image of the Cadence Campus groundbreaking ceremony and reviewed the dignitaries that attended.
- CASLV had the third Zoom information session for Cadence prospective families.
- CASLV had a booth at the Cadence community truck-or-treat for the new Cadence campus.
- Mr. Ercan reviewed the number of students in distance learning.
- DonorsChoose-approved grants were reviewed campus by campus.
- Mr. Ercan reviewed the staff vaccination report.
- The FRL rates for 2020 and 2021 were compared and reviewed. There is a significant improvement in the FRL percentages compared to the last year's data.
- The Debate Team competed at GDSDA #2 tournament and did an amazing job! Sophia O. and Enessa O. took 1st place in #Varisty Duo, Ryan C. took 1st place and the honor of Top Chair in #Novice House, Kristopher D. took 4th place in #Varsity US Extemp, Jonathan A. and Cevan L. took 2nd place in #Varsity Public Forum
- Debaters challenged themselves by competing in the Varsity division against juniors and seniors with multiple years of experience. They did an amazing job. Kristopher D. took 1st place in Varsity US Extemp, Jonathan A. and Cevan L. took 1st place in Varsity Public Forum, Rachael M. and Adeline K. took 6th place in Novice.
- The Harvest Festival was a blast at CASLV Centennial Hills. Mr. Ercan shared images from the event.
- CASLV Nellis AFB had a Halloween parade with families. Mr. Ercan shared images from the event.
- Girls volleyball team: It was a packed house in the Falcons nest as our varsity girls' volleyball team celebrated the last home regular-season game by recognizing the only senior, Lora G. on senior night. Lora and the team played a great game and defeated Somerset Losee three sets to zero, bringing our record to an impressive thirteen wins and only four losses.
- Windmill Campus gave hero awards to students for special accomplishments and hard work they completed.
- Next Board Meeting: February 26th at 11 am in-person at CASLV Centennial Hills.

V. Closing Items

A. Adjourn Meeting

Ann Diggins made a motion to adjourn the meeting.

Beth Kazelskis seconded the motion.

The board **VOTED** to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:46 PM.

Respectfully Submitted,
Ann Diggins

DUAL ENROLLMENT PROGRAM

**This Memorandum of Understanding (MOU) is made and entered into by and between
THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION,
on behalf of**

THE COLLEGE OF SOUTHERN NEVADA

And

CORAL ACADEMY OF SCIENCE LAS VEGAS

Coral Academy of Science Las Vegas (CASLV) and College of Southern Nevada (CSN) referred to individually as a “party” or collectively as the “parties.”

WHEREAS, CASLV is a Nevada charter high school offering unique secondary educational opportunities to its students; and

WHEREAS, the Parties are willing to facilitate for selected CASLV students a limited opportunity for enrollment in higher education courses at CSN; and

WHEREAS, the Nevada System of Higher Education (NSHE) Handbook, Title 4, Chapter 16, Section 8 provides for, in relevant part:

Dual and Early Enrollment for High School Students

1. High school students may be admitted and may enroll in a NSHE college or university, subject to the approval of appropriate institutional officials.

NOW, THEREFORE, the Parties agree as follows:

I. Term and Purpose

CSN, through its Academic Affairs department, will oversee the administration, instruction and educational requirements for the Certificate of Achievement and Associate Degree programs offered to CASLV students pursuant to this MOU. Any CASLV student, who graduates with a Certificate of Achievement or an Associate degree, may participate in the formal ceremonies of CSN, as applicable.

The term of the MOU shall be August 1, 2021, through July 31, 2026. Notwithstanding the foregoing, either party may terminate this MOU without cause upon thirty (30) days written notice to the other party, and any CASLV student will be able to complete the course(s) they are enrolled in pursuant to this MOU at the time of the written notice.

II. Admission and Enrollment at CSN Pursuant to this MOU

Student Selection & Admissions

The selection of the CASLV students that will be able to enroll in CSN dual enrollment study courses pursuant to the terms of this MOU is exclusively reserved to CASLV. Both parties will coordinate to verify that selected students qualify for admission and enrollment pursuant to the terms of this MOU and applicable NSHE standards. Each first-time CASLV student must complete the CSN on-line admission form. The completeness and accuracy of the admissions form is the responsibility of the student.

DUAL ENROLLMENT PROGRAM

New Student Orientation

Each first-time CASLV student must participate in a mandatory student orientation. The orientation must be complete before scheduling an appointment with a CSN academic advisor or registering for classes.

Placement Evaluations

Every CASLV student must prepare for and complete the Math and English placement assessments. Information regarding these placement assessments can be found at www.csn.edu/testingcenter

Academic Advisor/Success Coach/Counseling

After completing the orientation and placement evaluations, each CASLV student must meet with a CSN academic advisor or success coach. CASLV students can receive counseling services to the same extent as regular CSN students.

Locations

CSN will only offer academic courses and other coursework at established CSN campuses and CSN learning sites.

Class Schedule

CASLV students will be required to attend the selected classes on the dates, days, and times that these classes are scheduled as per the official CSN academic calendar. No classes will be scheduled for CASLV students outside of the official CSN academic calendar.

Limitation on Number of Credit Hours Each Semester

CASLV students enrolled pursuant to the terms of this MOU will be limited to a maximum of nineteen (19) credit hours each fall and spring semester at CSN. CASLV students may request to exceed 19 credits in a given semester following the CSN Credit Overload Process. In the event that a CASLV student is approved to take more than 19 credits in a semester, CASLV agrees to pay all student fees associated with those additional credits.

Selection of Courses

While there is no restriction on the type of course that a CASLV student may enroll in, each CASLV student's course selection must be approved by CASLV in consultation with the student, CSN's academic advisor/success coach and must be consistent with the results of any placement tests or prerequisites established by CSN. Any consultation will include discussion about the advisability for a particular student to enroll in an "on-line class" in contrast to a class taught at one of CSN's campuses or centers.

Course Textbooks

Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. The CASLV student will be responsible for the purchase of required course textbooks and materials.

DUAL ENROLLMENT PROGRAM

Credits to be Awarded

Upon successfully completing a course in the dual enrollment program, the CASLV student will receive the corresponding credit amount listed in the CSN course catalog at CSN and credit for a course at CASLV.

Applicability and Transferability of College Credit

CSN courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. All credits earned at CSN by a CASLV student must be applied toward a credentialed degree or certificate at CSN.

Academic Plans

Pursuant to NRS 388.205, CASLV will establish an academic plan for each CASLV student enrolled in the dual enrollment program.

Student Identification Number

CASLV will assign a unique identification number to each student in the dual enrollment program. CSN will retain the unique identification number provided by CASLV.

Student Records

Both parties will each be responsible to initiate and maintain their respective student records for the courses that they award credit. CSN will comply with the Family Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99). A CASLV student must sign a FERPA document before CSN will release any academic records to the CASLV executive director or anyone other than the student.

For each student, CSN will assign an identification number to the student that shall correspond to or reference the student number assigned by CASLV to the student. CASLV will provide CSN with the assigned number for each student.

Compliance with CSN's Policies

CASLV students enrolled in classes at CSN pursuant to this MOU are subject to all of CSN's policies.

Student Transportation

CSN will have no role in the transportation of CASLV students either to or from any CSN facility.

Continued Eligibility for Interscholastic Activities at CASLV

CASLV students in the dual enrollment program will be eligible to participate in interscholastic activities provided that they maintain the required GPA and attendance standards set by CASLV.

III. Fees

CASLV is responsible to pay for all fees applicable to CASLV students enrolled at CSN. CSN will charge via CSN invoice within thirty (30) days of the start of the courses and CASLV will remit payment of fees within thirty (30) days receipt of CSN's invoice, for each student enrolled in CSN courses pursuant to section II above. CASLV may pursue grants and other funding opportunities to help support their students in the dual enrollment program.

DUAL ENROLLMENT PROGRAM

The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by CASLV for newly enrolled students.

CASLV must verify all fees with CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding any other provision herein, CSN will not allow any further student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual:

[https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMCH07FEE TUITION.pdf](https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMCH07FEE%20TUITION.pdf)

IV. Miscellaneous Provisions

Governing Law.

The parties agree that the laws of the State of Nevada shall govern the validity, construction, interpretation, and effect of this MOU, excluding any laws or principals regarding the conflict or choice of laws. Any and all disputes arising out of or in connection with this MOU shall be litigated in a court of competent jurisdiction in Clark County, State of Nevada, and CASLV expressly consents to the jurisdiction of said court.

Severability and Waiver.

The partial or complete invalidity of any one or more of the provisions of this MOU will not affect the validity or continuing force and effect of any other provision. The failure of a Party hereto to insist in any one or more instances upon the performance of any of the terms, covenants or conditions of this MOU or to exercise any right herein, will not be construed as a waiver or relinquishment of such term, covenant, condition or right with respect to further performance.

Entire Agreement.

This MOU is intended solely for the benefit of the Parties hereto, represents the entire, integrated agreement between the Parties, and supersedes all prior negotiations, representations, or agreements, written or oral.

Waiver or Modification Ineffective Unless in Writing.

No waiver, alteration, or modification of any provision of this MOU will be binding unless in writing and signed by duly authorized representatives of the Parties to the MOU.

Designated CSN Representatives.

CSN representatives and CASLV Administrators will collaborate on all articulation efforts and agreements for all CASLV students.

Written Notices.

Unless notified to the contrary, all notices required by this MOU will be sent to the Parties at the addresses set below:

DUAL ENROLLMENT PROGRAM

For College of Southern Nevada:

For Coral Academy of Science Las Vegas:

Caprice Roberson
Associate Vice President, Academic Affairs
6375 W. Charleston Blvd., WC E310
Las Vegas, NV 89146
(702) 651-7357

Ercan Aydogdu
Executive Director and CEO
8965 S. Eastern Ave # 280
Las Vegas, NV 89123
(702) 776-6529

IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives and by so doing represent and warrant that they have full authority to enter same, as the day and date first above written.

**Board of Regents of the Nevada System of Higher Education
on behalf of the College of Southern Nevada**

Recommended by:

Dated: _____
Caprice Roberson, Interim Associate Vice President, Academic Affairs

Recommended by:

Dated: _____
James McCoy, Vice President, Academic Affairs

Approved By:

Dated: _____
Mary Kaye Bailey, Vice President Finance and Administration

Coral Academy of Science Las Vegas

Approved by:

Dated _____
Ercan Aydogdu, Executive Director and CEO

**JUMPSTART
CONCURRENT STUDY PROGRAM**

**This Memorandum of Understanding is made and entered into by and between
THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION,
on behalf of
THE COLLEGE OF SOUTHERN NEVADA
And
CORAL ACADEMY OF SCIENCE LAS VEGAS**

I. Purpose

- a. The purpose of this Memorandum of Understanding (MOU) is to memorialize the agreement between the Board of Regents of the Nevada System of Higher Education (NSHE) on behalf of the College of Southern Nevada (CSN) and Coral Academy of Science Las Vegas (CASLV) to coordinate their efforts and work collaboratively to provide concurrent enrollment in CSN courses to qualified CASLV students. The CASLV and CSN are referred to individually as a “party”, or collectively as the “parties.”
- b. The parties acknowledge and endorse the need for collaboration in carrying out the conditions and intent of this MOU, and agree to use their reasonable efforts to provide the appropriate actions hereunder, and to make available appropriate representatives and resources in order to maximize the benefits hereunder consistent with their respective priorities, budgets, and other obligations.

II. Terms of Agreement

- a. The parties will jointly agree on concurrent enrollment courses to offer during the term of this MOU.
- b. CASLV will offer certain approved 299 or lower-level college courses that qualify for CSN academic credit and fulfill CASLV’s high school graduation requirements.
- c. Contact hours (classroom instruction hours) for concurrent enrollment courses taught pursuant to this MOU must be equivalent to CSN regular courses. CASLV will offer concurrent enrollment classes during the traditional school day hours.
- d. All instruction of the concurrent enrollment classes under this MOU will occur at a CASLV location. The CASLV waives any charge to CSN for facility usage under this MOU. Both CASLV and CSN shall be responsible for the actions or negligence of its own employees and agents. In no event shall liability exceed that set forth in Nevada Revised Statute Chapter 41.
- e. Upon successful completion of the approved course, the CASLV student will receive credit towards high school graduation from CASLV and simultaneously receive credit from CSN.
- f. CSN will work together with CASLV to formulate a steering committee that will meet at least once quarterly to review the policies and procedures outlined in this MOU and National Alliance of Concurrent Enrollment Partnerships Standards to ensure compliance.
- g. Pursuant to Nevada Revised Statute 388.205, CASLV will develop a four-year plan for each student, which may include concurrent enrollment courses.

JUMPSTART CONCURRENT STUDY PROGRAM

- h. CASLV will ensure that each student seeking enrollment in a concurrent enrollment course, and the parent/guardian of the student, is made aware of opportunities and requirements for participating in interscholastic activities.

III. Fees and Payments

- a. CSN will charge via CSN invoice and CASLV will remit payment for fees for each student enrolled in CSN courses pursuant to section II. a. above. The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by CASLV for newly enrolled students.
- b. CASLV must verify all fees with the CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding any other provision herein, CSN will not allow any further CASLV student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual: <https://nshe.nevada.edu/leadership-policy/board-of-regents/procedures-guidelines-manual/>
- c. CASLV students will be charged for courses taken under this MOU, a course fee of \$50 per course, and the technology fee per credit hour. CSN agrees to waive its' application fee, new student fee, athletics and recreation fee and student union fee for CASLV students enrolled pursuant to this MOU.
- c. CSN will not award any academic credit to the student if CASLV fails to pay any, or all of the fees to CSN, despite the student's otherwise successful completion of the concurrent enrollment course(s). If the student withdraws from enrollment in the course no later than the day before the class begins, CSN fees will be refunded. No refund of CSN fees will be made on or after the first day of the semester.
- d. CASLV will remit payment for each student enrolled in the Jumpstart Concurrent Enrollment credit courses pursuant to section III(a) above within thirty (30) days of the start of the concurrent enrollment course. Notwithstanding any other provision herein, CSN will not allow any further CASLV student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid.

IV. Curriculum and Supplemental Materials

- a. The curriculum of the concurrent enrollment courses taken by CASLV high school students must be the same as those offered to regular CSN students taking college level course(s). The course syllabus content must be the same and include CSN course descriptions, outcomes, assessment methods, and will adhere to the National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards.

JUMPSTART CONCURRENT STUDY PROGRAM

- b. Qualified CASLV students may enroll in up to four (4) courses per academic semester.
- c. Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. CASLV will be responsible for the purchase of required textbooks and supplemental materials.

V. Student Academic Eligibility Requirements

In order for students to qualify to enroll in a concurrent enrollment course and receive CSN academic credit, the following academic eligibility requirements apply.

- a. The student must be a CASLV high school freshman, sophomore, junior or senior.
- b. Diagnostics and assessments appropriate for placement in the course may be administered to the class members by CSN following NSHE Board policies (i.e., English, mathematics, and reading levels).
- c. Students may be referred to the Jumpstart program by CASLV instructors; CSN and CASLV officials will review each referral individually for eligibility.
- d. All students must complete the Jumpstart Concurrent Enrollment High School Authorization Form and parental or legal guardian consent must be obtained.
- e. CASLV administration must concur in the determination of the student's qualification.
- f. A final summative assessment will be administered to the students in coordination with the appropriate CSN academic department.

VI. Teacher Qualifications, Expectations, and Compensation

- a. Teachers approved to teach in the Jumpstart program pursuant to this MOU must meet the same criteria as regular CSN part-time faculty, as noted in the CSN policy on qualifications for faculty. CSN's academic departments will review teacher qualifications and determine eligibility based on the teacher's educational credentials, knowledge in the course subject, and teaching experience.
- b. Once approved to teach a concurrent enrollment course offered pursuant to this MOU, a CASLV teacher must complete CSN onboarding and professional development training.
- c. An approved CASLV instructor will receive 1) \$200 from CSN, and 2) extra duty pay for 10 hours at \$22 per/hour (for a total of \$220) from CASLV for each concurrent enrollment course the instructor teaches each semester during the traditional school day.

VII. Supervision and Evaluation of Instructors

- a. CASLV will be responsible for the day-to-day supervision of the instructor including any instructor discipline.
- b. CSN lead faculty are responsible for conducting site observation visits per NACEP Standards to ensure that the CSN courses offered through the Jumpstart program are offered with the same quality and rigor as the courses offered on CSN's campus.
- c. CASLV administrators will conduct observations and administer discipline in accordance

JUMPSTART CONCURRENT STUDY PROGRAM

with CASLV policies and regulations as well as the applicable collective bargaining agreement.

VIII. Student Records and Student Identification Numbers

- a. Both parties will each be responsible to initiate and maintain their respective student records for the courses for which they award credit. CSN will comply with the Family

Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99).

- b. For each student, CSN will assign an identification number to the student that shall correspond to or reference the student number assigned by CASLV to the student. CASLV will provide CSN with the assigned number for each student.

IX. Applicability and Transferability of College Credit

Approved concurrent enrollment courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. CSN will grant college credit toward earning a credential, certificate, or degree, as applicable, for a dual credit course when a student satisfactorily completes the course.

X. Grant-In-Aid Privilege

NSHE/CSN professional Grant-In-Aid (GIA) policy for employees is afforded only to Jumpstart instructors (LOA and LOB contracts) and not immediate family. Classes can only be taken in the fall and spring semesters, must be equivalent to the number of credit hours taught by the Jumpstart instructor in the previous or current semester and may not exceed six-credit hours per semester. GIA benefits apply to the current semester of employment only.

XI. Disability Support Services

CASLV and CSN will work together to provide appropriate accommodations and/or disability support resources for any CASLV student taking a Jumpstart Concurrent Enrollment Program course.

XII. Term and Termination

This MOU is effective August 1, 2021 and shall terminate five (5) years later unless terminated under the provisions this MOU. Either party may terminate this agreement without cause, at any time, upon ninety (90) days prior written notice to the other party. Notice must be given to the point of contacts specified in this MOU, with the effective date of termination specified in said notice. If instruction in a concurrent credit course has commenced, CSN and CASLV will use their reasonable efforts to complete instruction of the concurrent credit courses and award college credit before terminating activities under this MOU.

XIII. Non-Compliance Clause

CSN and CASLV both agree to adhere to the standards set forth by CSN and NACEP, which ensures the Jumpstart Concurrent Enrollment Program follows best practices toward offering the utmost quality of college standards. Non-compliance will result in measure taken by the respective CSN

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department to rectify and correct the non-compliance.

XIV. Modifications of the MOU

The provisions of this MOU may be modified only by written agreement and executed by CSN and CASLV. This MOU sets forth the entire understanding and agreement between CSN and CASLV on this topic of concurrent enrollment classes between CSN and CASLV, and supersedes all previous statements or agreements, whether oral or written.

The points of contact for this Memorandum of Agreement and any required notices hereunder shall be sent to:

For CSN:

Caprice Roberson
Associate Vice President
Office of Academic Affairs
6375 West Charleston Blvd. WC E310
Las Vegas, Nevada 89146

For CASLV:

Ercan Aydogdu
Executive Director and CEO
8965 S. Eastern Ave. #280
Las Vegas, NV 89123

Notices required hereunder shall be deemed sufficient if given by electronic mail to the designated points of contact.

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IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives, and by so doing represent and warrant that they have full authority to enter same, as the day and date first above written.

**Board of Regents of the Nevada System of Higher Education on behalf of the
College of Southern Nevada**

Recommended by:

_____ Dated: _____
Caprice Roberson, Associate Vice President, Academic Affairs

Recommended by:

_____ Dated: _____
James McCoy, Vice President, Academic Affairs

Approved by:

_____ Dated: _____
Mary Kaye Bailey, Vice President Finance and Administration

Coral Academy of Science Las Vegas

Approved by:

_____ Dated _____
Ercan Aydogdu, Executive Director and CEO