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State Public Charter School Authority

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Las Vegas, NV 89119

EMAIL: Mark Modrcin <mmodrcin@spsca.nv.gov>

November 24, 2021

Dear Mark Modrcin,

Please accept this correspondence as a formal request for a *Good Cause Exemption* with the SPCSA, asking for an expediated Request for Amendment (RFA) to approve for implementation in the 22-23 school year a **Weighted Lottery in Special Education (Students with Disabilities) and FRL (Economically Disadvantaged)**.

It is the intention of Founders Classical Academy of Las Vegas (FCALV) to implement these weighted lotteries immediately upon approval of the SPCSA; therefore, this letter is a result of the urgency of the request since the lottery timeline demands immediate attention.

Be aware that FCALV is actively completing the application with NDA to provide a Free and Reduced Lunch (FRL) Program through the NSLP.

We are grateful to the SPCSA staff for their willingness to seek a reasonable remedy to our request.

Attached is a draft (unapproved) copy of the Regular Governing Board of Directors meeting of FCALV dated November 23, 2021, indicating the GBOD's approval for this name change and this request for a *Good Cause Exemption*.

Thank you for your willingness to accept this *Good Cause Exemption* letter. I am willing and agree to attend and participate in any conferences and meetings to ensure this request finds a quick remedy.

Yours in education,

Ronald Fick

Superintendent-Principal

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: **Founders Classical Academy of Las Vegas (FCALV)**

Date Submitted: November 24, 2021

Current Charter Contract Start Date: July 1, 2021

Charter Contract Expiration Date: June 30, 2025

Key Contact: Ronald Fick

Key Contact title: Superintendent-Principal

Key Contact email and phone: ronald.fick@fcalv.net (702) 998-8368

Date of School Board approval of this application: November 23, 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:

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

Founders Classical Academy of Las Vegas is a single-site, classical charter school in the 89130 zip code, located at 5730 W Alexander Road. The current enrollment 902.68 (most recent ADE quarter). Currently, there are 708 students on the Waitlist, 78.4% of FCALV current ADE. FCALV is engaged in a unique philanthropic relationship with the Barney Charter School Initiative (BCSI) of Hillsdale College, Hillsdale, Michigan. BCSI employs classical school content and pedagogy specialists who develop curriculum and instructional practices that best serve classically educated students. Additionally, BCSI provides professional development to ensure the proper implementation of curriculum in K-12 classical classrooms. The purpose of our K-12 classical education is to grow young children into young adults who are strong in mind and character. A classical school achieves this through a time-tested, content-rich program that emphasizes traditional learning, virtuous living, and civic responsibility. Albeit a classical school, the focus of FALV’s classroom instruction is always the Nevada Content Standards (NCSs), course/grade-level scopes, and related timelines, ensuring alignment and vertical integration between and among grade levels and courses. Professional development endeavors to take the best of classical instruction and high-quality texts and programs, using them as drivers to teach NCSs in preparation for state assessments. Academic growth data through annual and episodic formative and summative assessment are regularly utilized to measure growth and identify areas in need of remediation. The academic materials and curriculum are purposeful and specifically tailored to the values of a classical education with the daily NCS providing the focus for daily instruction. Programmatically speaking, FALV utilizes the Core Knowledge curriculum, Singapore Math (US version), Access Literacy (Riggs) phonics, as well as the Lumos Learning online portal to provide both SBAC practice and data to identify deficiencies and growth. However, these programs, and the related BCSI curricular recommendations, only serve to be a vehicle of delivery of NCS. The NCS, and related state-recommended curriculum, are always the focus at FALV as measured by the SBAC, a criterion reference test. FCALV currently has 7 members of its GBODs of diversified backgrounds in law, banking, insurance, marketing, and education with 3 of 7 members as parents of students currently attending the school. The current GBOD’s is led by President Ramir Hernandez, Esq. Policy and governance are the sole responsibility of the FALV Governing Board of Directors (GBOD). In addition to its statutory requirements, the GBOD provides goals for the school that are aligned with the charter and the elements of a classical school. The school leader serves the school’s shareholders as FALV Superintendent and Principal, assuming all responsibilities of the leadership and supervision of operations, human resources, financial accountability, and the academic and cultural objectives of the school. The FCALV administrative team consists of five members – a Superintendent-Principal, an Assistant Principal, a Classical Learning Specialist, a Special Education Specialist, and a Guidance Counselor. The administrative team is charged

with implementing the requirements of the NDE, SPCSA, BCSI, and GBODs; specifically, they develop and execute the operational functions of the school’s mission and the requirements embedded in the charter agreement.

The mission of Founders Classical Academy of Las Vegas is to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

The FCALV Governing BODs, operating under a current contract with a start date of July 1, 2022 and a five-year expiration date of June 30, 2025 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following:

- 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): FRL (Economically Disadvantaged) and Special Education (Students with Disabilities) Weighted Lotteries

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

1. FCALV seeks approval to implement weighted lotteries in alignment to [NRS 388A.456](#) and/or [R131-16](#) in Special Education (Students with Disabilities) and FRL (Economically-Disadvantaged) to ensure enrollment diversity and equity in these subgroups. Currently, FCALV has 5.30% Special Education Enrollment and has a 25.41% FRL Enrollment. Currently, FCALV’s advertisement for new applications and enrollment is limited to an annual, targeted bulk mailer and weekly school tours.
2. FCALV intends to target the FRL (Economically Disadvantaged) and Special Education (Students with Disabilities), implementing policies, promoting interest, and monitoring growth of these subgroups.

FCALV has developed a board-approved policy for a weighted lottery in Special Education (Students with Disabilities) while focusing on retention strategies with the BCSI, including modified curriculum and specific accommodations/assistance. Specifically, FCALV recognized the need for additional collaborative training from the BCSI team on best practices in delivery of its instructional materials to students with disabilities. This includes modified text appropriate for learning levels and additional tutoring opportunities to improve students’ comprehension. Teachers will be provided additional training on the needs of students with disabilities, including lesson accommodations and modifications appropriate for students’ present levels and goals. FCALV will track student progress of students with disabilities to better identify and remediate areas of deficiency, boundaries to access to modified content, and improper implementation of accommodations in an effort to retain more Special Education students. This tracking will be in to form of monthly interviews with Special Education students, their families, and the teaching team. These interviews will be an impetus for change and instructional delivery improvement.

FCALV has developed a board-approved policy for a weighted lottery in FRL (Economically Disadvantaged) while focusing on retention/recruitment strategies, specifically the implementation of the National School Lunch Program for the 22-23 school year. Currently, FCALV does not offer Free and Reduced Lunch program; FCALV believes that its low FRL percentage is due to families not completing the NSLP applications because the service is not currently offered to students. FCALV also believes that offering a Free and reduced Lunch program will encourage new FRL families to apply for enrollment at FCALV.

FCALV intends to increase its targeted bulk mail initiative, specifically advertising to zip codes in a two-mile radius (walking distance) of the school campus and explaining the benefits of a classical education to Special Education and FRL students. Additionally, FCALV will advertise family enrollment meetings specifically for Special Education and FRL students led/attended by the school's Principal, Special Education Specialist, and Guidance Counselor; these meetings will define support resources for students with disabilities and economically disadvantaged students. A virtual video call-in option will be available for all meetings, and a recording will be available on the school's website. The Weighted Lottery Policies and application process will be explained in detail with supporting documents and calendars. The school's Registrar will also be available to schedule meetings and phone calls, disseminating information in person, by phone, by email, and by US ground mail. The school's website will have all information related to the weighted lotteries accessible from the Homepage.

3. FCALV is focused on outcomes that provide a high-quality, classical education to a diverse population of students. This means the FCALV must be cognizant of students' needs and available resources to support the academic, social, and personal needs of all students. FCALV endeavors to create and sustain an educational environment that "trains the minds and improves the hearts of young people" while clearly communicating the idea that a classical education, though "rigorous," is accessible to all students. Our primary outcome is not to simply increase enrollment of special or at-risk populations, but to retain and become a more inclusive school in our community.
4. The academic approach of FCALV is best described as 1) an ordered, respectful environment where a distraction-free classroom is sacrosanct; 2) content-rich, coherent liberal arts curriculum delivered by kindhearted, subject matter experts with purposeful instruction of the NCS; 3) a back-to-basics approach where traditional methods and teacher-led instruction are promoted; 4) having a significant emphasis on phonics-based reading, spelling, grammar, and vocabulary, especially in the elementary grades; 5) text-centered, teacher-led classroom marked by Socratic, responsive discussion, especially in middle school and high school; intentional small groupings that yield high-level discussion after instruction, and 6) memory work, recitation, and public speaking that are cultivated through practice. At FCALV, reading and listening are purposeful activities with the student engaged in contextual notetaking and teacher-led discussion that incorporate all levels of questioning in all grade-levels and courses. The cultural focus at FCALV is defined as a school community that shares a common mission and code of conduct – 1) to honor what is good, true, and beautiful, 2) to show respect to others at all times; 3) to do good things for others without being asked; 4) to strive for excellence in all things; and 5) to persevere and fulfill commitments and not give up or act on discouragement. The FCALV faculty, staff, and administrators are expected to be exemplars of behavior and role models for students and families in the Eight Pillars – Honesty, Respect, Courage, Integrity, Citizenship, Cooperation, Responsibility, and Perseverance. These are not empty words at FCALV – these elements are at the core of our school's mission. FCALV welcomes parents and guardians to immerse in the culture, volunteering to assist in classrooms and special school projects. FCALV has an active and productive Parent Teacher Organization (PTO).
5. FCALV ensures that proper restorative justice principles are practiced.

Founders Classical Academy of Las Vegas sees incidents requiring correction as rich opportunities for students and staff to learn about themselves and others, and to provide students with character education in the classic virtues and the eight pillars of character: Respect, Citizenship, Cooperation, Courage, Honesty, Integrity, Perseverance, and Responsibility. All FCALV staff are also expected to model these attributes and to put them into daily practice as well. In the spirit of restorative justice, the correction is to address the need or issue "behind" the negative or antisocial behavior, and when possible, to have the consequence be more meaningful and germane to the issue rather than punitive.

To facilitate these goals, FCALV Admin avails itself of numerous resources and trains its faculty in such programs and initiatives as:

- MTSS sponsored by the SPCSA
- FCALV Mission Statement
- Founders Code
- T.H.I.N.K.
- PBIS and Restorative Justice Initiatives
- Project Aware
- SafeVoice
- The FCALV Restorative-Progressive Discipline Plan (RPDP)

- The FCALV Mission Statement, Code, Pillars, “T.H.I.N.K” and “A.R.E.T.E.” guidelines
 - The Harbor Las Vegas
 - We Are Hope Counseling Services
 - Social Emotional and Academic Development (SEAD) & Social Emotional Learning (SEL)
 - Mandatory Child Abuse Reporting
6. FCALV has seen significant increases in its Hispanic/Latino ethnic population in recent years with a near percentage parity between White and Hispanic/Latino student enrollment. Black student enrollment still lacks in comparison to the geographical community. FCALV intends to use its GBOD member in marketing (Mr. Jesus Marquez) to develop and implement a plan focused on the Black community that shares the benefits of a classical school to the Black community. Additionally., Mrs. Peral Morgan, CCSD Retired, African-American Principal, will provide the school’s administrative team with assistance on avenues to better articulate the school’s mission to the local black community. This item is an active agenda item of the GBODs. Additionally, FCALV has made efforts to diversify its staff and governing board. FCALV, as mentioned above, believes multiple, focused bulk mailings and a convenient school tour plan that 1) describes the benefits and classical school, 2) allows for weighted lotteries, and 3) provides additional supports, like Free and Reduced Lunch service and additional resources to Special Education students, will motivate families to inquire as the school benefits, take a tour, attend a recruitment event, and take advantage of the lottery weight.
 7. FCALV values a high-quality education for all. The classical approach is a balance between rigorous, content-based instruction integrated with instruction in honorable character and civic virtue. Our leadership team is active in our school community and models in our interactions and communications the virtues embedded in our 8 Pillars. A classical school expects basic virtuous character without focus on reward. The honor is in the virtuous action of the leader, whether that be an administrator, teacher, staff, or student. The school values Truth – and celebrates the Good, the True, and the Beautiful that describe the best of our humanity, regardless of our differences. It endeavors to bring people together in shared knowledge and respect to solve the problems with dynamic discourse that disenfranchises no individual or group.
 8. FCALV key supporters are our families, our dedicated staff, our PTO, and our local HOA (NARA) as well as the leadership team at Hillsdale College’s Barney Charter School Initiative (BCSI).

NOTES

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

B) MEETING THE NEED

TARGETED PLAN

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

GROWTH RATE AND RATIONALE

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).
 - a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.
- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
 - b. Difficulty raising philanthropic funding;
 - c. Insufficient talent pipeline/difficulty recruiting faculty;
 - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
 - e. Misalignment between the founding school and leader and new campuses and leaders, and;
 - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.
- (3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.
- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for

learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** __, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?
- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

C) ACADEMIC PLAN

MISSION & VISION

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

Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

CURRICULUM & INSTRUCTIONAL DESIGN

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

- (1) Historical Performance

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

(2) Academic Vision and Theory of Change

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

(3) Performance Management

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

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

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

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

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

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

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.

- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

PRE-KINDERGARTEN PROGRAMS

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

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

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

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

SPECIAL POPULATIONS

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

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

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

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

Special Education

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

with other charter schools or through a third party contract.

- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Staffing

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

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

D) FINANCIAL PLAN

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. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
 - (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?

- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?
2. Organization governance structure & board development:
 - (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
 - (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
 - (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
 - (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.
 3. Organization charts and decision-making authority:
 - (a) Provide the following organizational charts:
 - (i) Current
 - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
 - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

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

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

7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
8. Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader’s guidance?
9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

LEADERSHIP FOR EXPANSION

- a) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** ____). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ____) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

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

Sample Excerpt—Complete using Excel file

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

HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal*

and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
 - 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;
 - 4) The school's philosophy regarding internal promotions;
 - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

SCALE STRATEGY

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

division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

STUDENT RECRUITMENT AND ENROLLMENT

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

- g. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.
- h. Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school's current zoned schools.
- i. Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted 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?

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.

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	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
1					
2...					
10					
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					

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

- 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

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

INCUBATION YEAR DEVELOPMENT

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

SCHOOL MANAGEMENT CONTRACTS

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

- dd. How and why was the EMO or CMO selected?

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

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

SERVICES

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

ONGOING OPERATIONS

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school

police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

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

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

2.RFA: Add Dual-Credit Program

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

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

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

3.RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

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

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

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

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

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

a) School Management Contracts

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

explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

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

b) Financial Plan

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

information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

5. Submit a completed financial plan for the proposed school as an **Attachment**___ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**___, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment**___. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**___.

Attachments Necessary for EMO Amendment

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

- (b) Good Cause Exemption Letter
- (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

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

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

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

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

Year						
Enrollment						

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

Year						
Enrollment						

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

For an RFA to accomplish this objective:

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

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

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they’ve proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity

interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

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

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

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

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

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

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.

A FCALV’s “NEW” Lottery Policy (Anticipated Enrollment Projections):

FCALV “Current” Allowable Enrollment:

School Year	2020-21	2021-22	2022-23	2023-24	2024-25
Grade Levels	K-12	K-12	K-12	K-12	K-12
Enrollment	785	820(902)	855(940)	890(979)	925(1017)
SpEd		5.30%			
FRL		25.41%			

FCALV “Anticipated” Enrollment:

School Year	2020-21	2021-22	2022-23	2023-24	2024-25
Grade Levels	K-12	K-12	K-12	K-12	K-12
Enrollment	785	820	855	890	925
SpEd		5.30%	7.30%	9.30%	11.30%
FRL		25.41%	30.41%	35.41%	40.41%

FCALV Differences Between Plans:

FCALV projects it will increase its Special Education population by 2% per year for the remainder of the charter contract with a retention rate of the subgroup not less than the school-wide retention rate.

FCALV projects it will increase its FRL population by 5% per year for the remainder of the charter contract with a retention rate of the subgroup not less than the school-wide retention rate.

B. FCALV currently does not have a lottery policy.

C. FCALV provides this “draft,” proposed lottery policy, including 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.

Founders Classical Academy of Las Vegas

FRL Annual Weighted Lottery Policy

Pursuant to the Nevada Department of Education Regulation R131-16 Sec. 12, Founders Classical Academy of Las Vegas (FCALV) adopts the **FRL Annual Weighted Lottery Policy** to ensure that the pupil subpopulations of FCALV more closely align the pupil subpopulations of **schools in the Nevada State Public Charter School Authority (SPCSA)**.

Specifically, FCALV provides weighted preference of **3.0** in its annual enrollment lottery to *pupils who are economically disadvantaged*, defined as pupils who ‘qualify for free or reduced priced lunch.’ The **FRL Annual Weighted Lottery** occurs only when determined that the percentage of pupils enrolled at the FCALV campus who qualify for free and reduced lunch is less than **90%** of the percentage of pupils eligible for free or reduced priced lunch in the Nevada **(SPCSA)**.

The process for the weighted lottery will be as follows:

- 1) Prior to the enrollment lottery, FCALV will determine the percentage of pupils who are eligible for free or reduced priced lunch in **Nevada State Public Charter School Authority**, rounded to the nearest tenth of one percent (“FRL Comparison %). Data used for this comparison percentage will be gathered from the most recent full year data available on www.nevadareportcard.nv.gov.
- 2) The FRL Comparison % will then be compared to the validated current school year free and reduced lunch percentage at the FCALV campus (“FCALV FRL %).
- 3) If the FCALV FRL % is less than **90%** of the FRL Comparison %, the weighted lottery will be enacted. If the FCALV FRL % is greater than or equal to **90%** of the FRL Comparison %, the weighted lottery will not be enacted.

Example #1: if the FRL Comparison % is **50%** and the FCALV FRL % is **44%**, the weighted lottery will apply.

Example #2: if the FRL Comparison % is 50% and the FCALV FRL % is 45%, the weighted lottery will not apply.

- 4) If the **FRL Annual Weighted Lottery** is enacted, a weight of 3.0 will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for free and reduced lunch based on the previous year's USDA income guidelines for free and reduced lunch.
- 5) FCALV's enrollment application voluntarily requests that applying parents/guardians of applicant inform FCALV of:
 - a. Eligibility for TANF, SNAP, FDPIR, or Medicaid, or
 - b. Qualification for a free or reduced price lunch at their previous school, or
 - c. Eligibility to receive a free or reduced price lunch.
- 6) Any applicant who indicates eligibility for the 3.0 weighting in the **FRL Annual Weighted Lottery** will be asked to a) complete and sign an Income Verification Form AND 2) provide proof of either current income or current FRL eligibility not less than three days prior to the lottery date. Any late submissions or any refusal to provide the required documentation necessary to validate eligibility for the **FRL Annual Weighted Lottery** will result in the pupil receiving a standard 1.0 weight in the enrollment lottery.
- 7) Qualifying for a 3.0 weight in the **FRL Annual Weighted Lottery** DOES NOT qualify the student for free or reduced price lunch. In order to confirm qualification for free or reduced price lunch, the parent or guardian must complete and submit the Household Application for Free and Reduced Price School Meals released by the USDA in July of each year and must be approved under USDA guidelines.
- 8) In the event the **FRL Annual Weighted Lottery** is not enacted, any information collected for the purpose of this weighted lottery will not be utilized by FCALV for any other purpose than its original purpose, ensuring the confidentiality of the applicants.
- 9) If FCALV enacts more than one Annual Weighted Lottery for enrollment applicants, then the applicant must select which one Annual Weighted Lottery to participate. An applicant cannot combine two or more weights in the annual lottery.

Founders Classical Academy of Las Vegas

Special Education Annual Weighted Lottery Policy

Pursuant to the Nevada Department of Education Regulation R131-16 Sec. 12, Founders Classical Academy of Las Vegas (FCALV) adopts the **Special Education (SpEd) Annual Weighted Lottery Policy** to ensure that the pupil subpopulations of FCALV more closely align the pupil subpopulations of **schools in the Nevada State Public Charter School Authority (SPCSA)**.

Specifically, FCALV provides weighted preference of 4.0 in its annual enrollment lottery to *pupils with disabilities*, defined as pupils who 'have a current Individualized Education Plan (IEP).' The **SpEd Annual Weighted Lottery** occurs only when determined that the percentage of pupils enrolled at the FCALV campus who have a current IEP is less than 90% of the percentage of pupils enrolled without a current IEP (SPCSA).

The process for the weighted lottery will be as follows:

- 10) Prior to the enrollment lottery, FCALV will determine the percentage of pupils who indicate a current IEP in **Nevada State Public Charter School Authority**, rounded to the nearest tenth of one percent ("IEP Comparison %). Data used for this comparison percentage will be gathered from the most recent full year data available on www.nevadareportcard.nv.gov.
- 11) The IEP Comparison % will then be compared to the validated current school year IEP percentage at the FCALV campus ("FCALV IEP %).
- 12) If the FCALV IEP % is less than **90%** of the IEP Comparison %, the weighted lottery will be enacted. If the FCALV IEP % is greater than or equal to **90%** of the IEP Comparison %, the weighted lottery will not be enacted.

Example #1: if the IEP Comparison % is **50%** and the FCALV IEP % is **44%**, the weighted lottery will apply.

Example #2: if the IEP Comparison % is **50%** and the FCALV IEP % is **45%**, the weighted lottery will not apply.
- 13) If the **SpEd Annual Weighted Lottery** is enacted, a weight of **5.0** will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for the weight as evidenced by a current Individualized Education Plan (IEP).
- 14) FCALV's enrollment application voluntarily requests that applying parents/guardians of applicant inform FCALV of:
 - a. Current (unexpired) Individualized Educational Plan (IEP), or
 - b. Documented eligibility for an Individualized Educational Plan (IEP).
 - c. Any applicant who indicates eligibility for the **5.0** weighting in the **IEP Annual Weighted Lottery** will be asked to provide the pupil's a) Current unexpired Individualized Educational Plan (IEP) or documented eligibility for an Individualized Educational Plan (IEP) **OR** 2) provide written (including email) confirmation from the current school of record of a current unexpired Individualized Educational Plan (IEP) not less than three days prior to the lottery date. Any late submissions or any refusal to provide the required documentation necessary to validate eligibility for the **IEP Annual Weighted Lottery** will result in the pupil receiving a standard 1.0 weight in the enrollment lottery.
- 15) In the event the **IEP Annual Weighted Lottery** is not enacted, any information collected for the purpose of this weighted lottery will not be utilized by FCALV for any other purpose than its original purpose, ensuring the confidentiality of the applicants.
- 16) If FCALV enacts more than one Annual Weighted Lottery for enrollment applicants, then the applicant must select which one Annual Weighted Lottery to participate. An applicant cannot combine two or more weights in the annual lottery.

Rational for “Proposed” Weights

FCALV proposes a weight of 4.0 in SpEd (Students with Disabilities). The school currently has a static growth in the SpEd student subgroup and has had challenges with retention. In conversations with BSCI and our administrative team, FCALV will need additional assistance and training from the Special Education representative at BSCI to support improved learning strategies and instructional support for SpEd students in a classical school. With our challenging standardized curriculum, a measured approach is needed to hire and train new staff while retaining and retraining qualified current staff. FCALV has a high will-high skill instructional staff; however, accelerating this too quickly most likely would not benefit SpEd students. FCALV is open to assistance for the SPCSA and increases in weights as the instructional staff are trained and have had time to implement appropriate strategies that benefit students with learning disabilities.

FCALV proposes a weight of 3.0 in FRL (Economically Disadvantaged). The school is currently completing its NSLP Application with NDA (beginning free and reduced lunch service next year) and expects an increase of families choosing to complete the form for FRL eligibility for next school year. FCALV believes this proposed weight will promote new applications; however, we believe there is a significant FRL population in the school presently that will complete the required documentation when informed of the Free and reduced Lunch Program for the 22-23 school year.

D. FCALVs plan and timeline for communicating the proposed lottery changes to our community

<u>Date</u>	<u>Events/Days/Times</u>
December 7	Post the Weighted Lottery Policy and Related Materials (application) on the Website
December 7	Bulk Mail-Out (Tuesday)
December 6, 13	December Scheduled School Tours (9:00am)
December 13	Weighted Lottery Interest Meeting (10:00am) – Virtual Call-In Available
January 4	Bulk Mail-Out (Tuesday)
January 11	Weighted Lottery Interest Meeting (10:00am) -- Virtual Call-In Available
January 15	Weighted Lottery Interest Meeting (1:00pm) -- Virtual Call-In Available
January 4, 11, 18 25	December Scheduled School Tours (9:00am)
February 1	Bulk Mail-Out (Tuesday)
February 8	Weighted Lottery Interest Meeting (10:00am) – Virtual Call-In Available
February 1,8,15	December Scheduled School Tours (9:00am)
February 18, 2022	Lottery Commences at 12 noon (FCALV)

Attached: A revised student enrollment form to be used under the proposed policy.

Facility RFAs

General Facility RFA requirements

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.
3. List names and roles of any financially interested parties and describe the interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.
4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of your most recent version). Explain plans to address pro forma rating declines—if any—to at least the below areas from implementation of the plan.
 - a) Current Ratio
 - b) Unrestricted Days Cash on Hand
 - c) Cash flow
 - d) Debt to Asset Ratio
 - e) Debt Service Coverage Ratio
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
 - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
 - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
 - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - d) A copy of the floor plan of the facility, including the notation of all included campus facilities with a **table or statement describing the square footage** of these facilities AND an assurance **the school will submit final versions of this documentation** in compliance with [NAC 388A.315](#). **Include in the RFA application the amount of conditioned square footage as well the total acreage of the campus including all property to be under the control or usable by the school. (Do not simply refer to architectural drawings which may include specific dimensions but not square footages of various spaces within the facility.)**
 - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.

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

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

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

Facility RFA Attachments required

Founders Classical Academy of Las Vegas FRL Annual Weighted Lottery Policy

Pursuant to the Nevada Department of Education Regulation R131-16 Sec. 12, Founders Classical Academy of Las Vegas (FCALV) adopts the **FRL Annual Weighted Lottery Policy** to ensure that the pupil subpopulations of FCALV more closely align the pupil subpopulations of **schools in the Nevada State Public Charter School Authority (SPCSA)**.

Specifically, FCALV provides weighted preference of **3.0** in its annual enrollment lottery to *pupils who are economically disadvantaged*, defined as pupils who 'qualify for free or reduced priced lunch.' The **FRL Annual Weighted Lottery** occurs only when determined that the percentage of pupils enrolled at the FCALV campus who qualify for free and reduced lunch is less than **90%** of the percentage of pupils eligible for free or reduced price lunch in the Nevada **(SPCSA)**.

The process for the weighted lottery will be as follows:

- 1) Prior to the enrollment lottery, FCALV will determine the percentage of pupils who are eligible for free or reduced price lunch in **Nevada State Public Charter School Authority**, rounded to the nearest tenth of one percent ("FRL Comparison %). Data used for this comparison percentage will be gathered from the most recent full year data available on www.nevadareportcard.nv.gov.
- 2) The FRL Comparison % will then be compared to the validated current school year free and reduced lunch percentage at the FCALV campus ("FCALV FRL %).
- 3) If the FCALV FRL % is less than **90%** of the FRL Comparison %, the weighted lottery will be enacted. If the FCALV FRL % is greater than or equal to **90%** of the FRL Comparison %, the weighted lottery will not be enacted.

Example #1: if the FRL Comparison % is **50%** and the FCALV FRL % is **44%**, the weighted lottery will apply.

Example #2: if the FRL Comparison % is **50%** and the FCALV FRL % is **45%**, the weighted lottery will not apply.

- 4) If the **FRL Annual Weighted Lottery** is enacted, a weight of **3.0** will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for free and reduced lunch based on the previous year's USDA income guidelines for free and reduced lunch.
- 5) FCALV's enrollment application voluntarily requests that applying parents/guardians of applicant inform FCALV of:
 - a. Eligibility for TANF, SNAP, FDPIR, or Medicaid, or
 - b. Qualification for a free or reduced price lunch at their previous school, or
 - c. Eligibility to receive a free or reduced price lunch.

- 6) Any applicant who indicates eligibility for the **3.0** weighting in the **FRL Annual Weighted Lottery** will be asked to a) complete and sign an Income Verification Form AND 2) provide proof of either current income or current FRL eligibility not less than three days prior to the lottery date. Any late submissions or any refusal to provide the required documentation necessary to validate eligibility for the **FRL Annual Weighted Lottery** will result in the pupil receiving a standard 1.0 weight in the enrollment lottery.
- 7) Qualifying for a **3.0** weight in the **FRL Annual Weighted Lottery** DOES NOT qualify the student for free or reduced price lunch. In order to confirm qualification for free or reduced price lunch, the parent or guardian must complete and submit the Household Application for Free and Reduced Price School Meals released by the USDA in July of each year and must be approved under USDA guidelines.
- 8) In the event the **FRL Annual Weighted Lottery** is not enacted, any information collected for the purpose of this weighted lottery will not be utilized by FCALV for any other purpose than its original purpose, ensuring the confidentiality of the applicants.
- 9) If FCALV enacts more than one Annual Weighted Lottery for enrollment applicants, then the applicant must select which one Annual Weighted Lottery to participate. An applicant cannot combine two or more weights in the annual lottery.

Founders Classical Academy of Las Vegas Special Education Annual Weighted Lottery Policy

Pursuant to the Nevada Department of Education Regulation R131-16 Sec. 12, Founders Classical Academy of Las Vegas (FCALV) adopts the **Special Education (SpEd) Annual Weighted Lottery Policy** to ensure that the pupil subpopulations of FCALV more closely align the pupil subpopulations of **schools in the Nevada State Public Charter School Authority (SPCSA)**.

Specifically, FCALV provides weighted preference of 4.0 in its annual enrollment lottery to *pupils with disabilities*, defined as pupils who ‘have a current Individualized Education Plan (IEP).’ The **SpEd Annual Weighted Lottery** occurs only when determined that the percentage of pupils enrolled at the FCALV campus who have a current IEP is less than 90% of the percentage of pupils enrolled without a current IEP (SPCSA).

The process for the weighted lottery will be as follows:

- 10) Prior to the enrollment lottery, FCALV will determine the percentage of pupils who indicate a current IEP in **Nevada State Public Charter School Authority**, rounded to the nearest tenth of one percent (“IEP Comparison %). Data used for this comparison percentage will be gathered from the most recent full year data available on www.nevadareportcard.nv.gov.
- 11) The IEP Comparison % will then be compared to the validated current school year IEP percentage at the FCALV campus (“FCALV IEP %).
- 12) If the FCALV IEP % is less than **90%** of the IEP Comparison %, the weighted lottery will be enacted. If the FCALV IEP % is greater than or equal to **90%** of the IEP Comparison %, the weighted lottery will not be enacted.

Example #1: if the IEP Comparison % is **50%** and the FCALV IEP % is **44%**, the weighted lottery will apply.

Example #2: if the IEP Comparison % is **50%** and the FCALV IEP % is **45%**, the weighted lottery will not apply.

- 13) If the **SpEd Annual Weighted Lottery** is enacted, a weight of **4.0** will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for free and reduced lunch based on the previous year’s USDA income guidelines for free and reduced lunch.
- 14) FCALV’s enrollment application voluntarily requests that applying parents/guardians of applicant inform FCALV of:
 - a. Current unexpired Individualized Educational Plan (IEP), or
 - b. Documented eligibility for an Individualized Educational Plan (IEP).

- c. Any applicant who indicates eligibility for the 4.0 weighting in the **IEP Annual Weighted Lottery** will be asked to provide the pupil's a) Current unexpired Individualized Educational Plan (IEP) or documented eligibility for an Individualized Educational Plan (IEP) **OR** 2) provide written (including email) confirmation from the current school of record of a current unexpired Individualized Educational Plan (IEP) not less than three days prior to the lottery date. Any late submissions or any refusal to provide the required documentation necessary to validate eligibility for the **IEP Annual Weighted Lottery** will result in the pupil receiving a standard 1.0 weight in the enrollment lottery.
- 15) In the event the **IEP Annual Weighted Lottery** is not enacted, any information collected for the purpose of this weighted lottery will not be utilized by FCALV for any other purpose than its original purpose, ensuring the confidentiality of the applicants.
- 16) If FCALV enacts more than one Annual Weighted Lottery for enrollment applicants, then the applicant must select which one Annual Weighted Lottery to participate. An applicant cannot combine two or more weights in the annual lottery.

Founders Classical Academy of Las Vegas

Annual FRL (Free and Reduced Lunch) Weighted Lottery

General Questions

What is the Annual FRL (Free and Reduced Lunch) Weighted Lottery?

Founders Classical Academy of Las Vegas (FCALV) uses weighted lotteries for acceptance of pupils in certain categorical subgroups. A weighted lottery means a random selection process that provides additional weight or increased chances to individual pupils who are identified in a certain categorical subgroup. Weighted lotteries neither reserve nor set aside seats for individual pupils, they instead allow for additional weights that improve the statistical chance of being selected in the lottery.

At FCALV, students who qualify for the FRL (Free and reduced Lunch) lottery receive (3) three entries in the enrollment lottery. These additional entries will increase the student's chance of selection in this random enrollment drawing.

How Can My Student Qualify for the FRL Weighted Lottery?

Students can qualify for the FRL weighted lottery by completing the enrollment application and providing verification of free and reduced lunch (FRL) status. Families that are eligible for TANF, SNAP, FDPIR or Medicaid will qualify. Students who qualify for free or reduced priced lunch will also qualify. Families will provide proof of income and complete an income verification.

When are the qualifying documents due to the school's Registrar?

Proof of either current income or current FRL eligibility is due to the school's Registrar not less than three days prior to the lottery date. Any late submissions or any refusal to provide the required documentation necessary to validate eligibility for the **FRL Annual Weighted Lottery** will result in the pupil receiving a standard 1.0 weight in the enrollment lottery.

Does the qualifications for the the FRL Annual Weighted Lottery automatically qualify a student for free and reduced lunch?

The **FRL Annual Weighted Lottery** DOES NOT qualify the student for free or reduced-price lunch. To confirm qualification for free or reduced-price lunch, the parent or guardian must complete and submit the Household Application for Free and Reduced-Price School Meals released by the USDA in July of each year and must be approved under USDA guidelines.

Can my student receive combined weights for both FRL and SpEd?

No. If FCALV enacts more than one Annual Weighted Lottery for enrollment applicants, then the applicant must select which one Annual Weighted Lottery to participate. An applicant cannot combine two or more weights in the annual lottery.

What are acceptable proofs of family income that will be verified by the school?

1. IF YOU RECEIVE BENEFITS FROM NEVADA SNAP, NEVADA TANF OR FDPIR, SEND US A COPY OF ONE OF THESE:

- a. Nevada SNAP, Nevada TANF or FDPIR Certification Notice that shows dates of certification.
- b. Letter from Nevada SNAP or Nevada TANF or FDPIR office that shows dates of certification.

Note: Do not send your EBT card.

2. IF THE CHILD IS CURRENTLY APPROVED FOR FREE OR REDUCED LUNCH AT ANOTHER SCHOOL DISTRICT: Provide written documentation from the school that verifies that the child has been approved for free or reduced lunch for this current school year, 2020-2021.

3. IF THE CHILD IS A FOSTER CHILD: Provide written documentation that verifies the child is the legal responsibility of the agency or court.

4. IF THE CHILD IS A HOMELESS, MIGRANT OR RUNAWAY CHILD: Provide written documentation from the child's current school that verifies that the child is homeless, migrant, or runaway. If they also receive free or reduced lunch at their current school, this information can be provided instead through the steps outlined above in item number 2.

5. IF NO ONE IN YOUR HOUSEHOLD RECEIVES Nevada SNAP or Nevada TANF or FDPIR Benefits: Send papers that show the amount of money your household receives from each source of income that you listed on the Income Verification Form. The papers you send must show the name of the person who received the income, the date it was received, how much was received, and how often it was received.

Acceptable papers include:

JOBS: Paycheck stub or pay envelope that shows the amount and how often pay is received; letter from employer stating gross wages and how often you are paid; or, if you work for yourself, business or farming papers, such as ledger or tax books.

SOCIAL SECURITY, PENSIONS, OR RETIREMENT: Social Security retirement benefit letter, statement of benefits received, or pension award notice.

UNEMPLOYMENT, DISABILITY, OR WORKER'S COMP: Notice of eligibility from State employment security office, check stub, or letter from the Worker's Compensation's office. *WELFARE PAYMENTS:* Benefit letter from the Nevada TANF office.

CHILD SUPPORT OR ALIMONY: Court decree, agreement, or copies of checks received.

OTHER INCOME (SUCH AS RENTAL INCOME): Information that shows the amount of income received, how often it is received, and the date received.

NO INCOME: A brief note explaining how you provide food, clothing, and housing for your household, and when you expect an income.

MILITARY HOUSING PRIVATIZATION INITIATIVE: Letter or rental contract showing that your housing is part of the Military Privatized Housing Initiative.

TIMEFRAME OF ACCEPTABLE INCOME DOCUMENTATION: Please submit proof of one month's income; you can use any month from July 1, 2021 to now.



**FOUNDERS ACADEMY OF LAS VEGAS
GOVERNING BOARD REGULAR MEETING
DRAFT MINUTES
November 23rd, 2021 at 5:30 PM**

	Name	Office	Present	Absent	Arrived Late: Time	Departed Early: Time
1	Rami Hernandez	President	X			
2	Danielle Butler	Vice President	X			
3	Jamie Combs	Secretary	X			
4	Steve Trupp	Treasurer	X		5:42pm	
5	Jesus Marquez	Director		X		
6	Mary Kerfoot	Director	X			5:42pm
7	Mary Greene	Director	X			
8	Julio Morales	Director	X			

Attendance from FCALV

Mr. Fick, CEO-Principal
Mr. Bonkobara, Clerk

1. President Hernandez called the meeting to order at 5:37 p.m., Clerk Bonkobara completed roll call, and Director Greene led pledge of allegiance. President Hernandez confirmed quorum.
2. President Hernandez called for public comment. None offered.
8. (l) New Business – **President Hernandez altered agenda** – President Hernandez led the consideration of the resignation of Mary Kerfoot from the FCALV Governance Board. President Hernandez recognized and praised Director Kerfoot for her service to FCALV and presented an appreciation plaque. Vice President Butler motioned to accept the resignation of Mary Kerfoot from the FCALV Governance Board. Secretary Combs seconded. No discussion. Motion passed unanimously.
8. (a) New Business – **President Hernandez altered agenda** – Superintendent-Principal Fick introduced the audit team at Clifton Larson Allen – Derrick DeBruyne (on phone) and Michelle Baird (in person) to acknowledge receipt of audit of FY21 by FCALV governing board on 10/31/21. CLA Baird presented the audit report to the GBOD and school staff for acknowledgment.
8. (b) New Business – **President Hernandez altered agenda** – Superintendent-Principal Fick reintroduced CLA DeBruyne and CLA Baird to review and discuss the FY21 Audit of Founders Classical Academy of Las Vegas, as required by NAC387.775 completed by Clifton Larson Associates. CLA Baird completed a PowerPoint presentation, praised the school staff and CSMC for their cooperation, and announced a clean audit with no budget, accounting, or operational concerns. Treasurer Trupp inquired as to possible additional audit costs and a timely resolution of that billing. CLA DeBruyne agreed to contact Treasurer Trupp to discuss additional audit costs and itemization. Treasurer Trupp motioned to accept FY21 Audit of Founders Classical Academy of Las Vegas, as required by NAC387.775 completed by Clifton Larson Associates. Director Green seconded. No discussion. Motion passed unanimously.



5. Financial Update for October 2021 -- **President Hernandez altered agenda** – CSMC Saenz provided the Financial Update for October 2021.

3. President Hernandez led the review and approval of the regular board meeting minutes from 10/26/21. Secretary Combs corrected officer positions, and President Hernandez added the attendance of Director Morales. Secretary Combs motioned to approve of the regular board meeting minutes from 10/26/21. Director Morales seconded. No discussion. Motion passed unanimously.

4. Official Guest Discourse – Mr. Brent Pace of Odyssey Partners provided updates on a high school campus project. Mr. Pace indicated that the property owners have agreed to extend due diligence until December 20, 2021 and may agree to extend until January 20, 2022.

6. Superintendent-Principal Fick presented the School Leader's Report

- A. **Enrollment – Current 902 [DOC 1]**. There are 708 on the FCALV Waitlist (continues to increase). SPCSA approved per charter is 902.
- B. **Changes to Personnel** – (21.22) -- Licensed and Support Staff Openings – New MS Science Teacher – Mr. Kendrick Kumabe.
- C. **School Leader's Report**
 - a. **COVID-19 – 21-22 School Year Requirements** – Provide synchronous hybrid Instruction to 1) students diagnosed with Covid-19, students in quarantine due to Covid-19, and students with a medical condition directly related to Covid-19 that would exempt them from full in-person instruction with a physician's note. All these requirements may be suspended by future directives of the governor or will be suspended with an end to the state of emergency. Current Relevant Covid-19 Numbers **[DOC 2]** – Weekly reporting on the FCALV of COVID Positive or HH Quarantine. Reported to the SPCSA and the SNHD.
 - b. **Personnel update** – Limitation of Qualified Candidates – Latin Language search through Handshake and Hillsdale Career Fair
 - c. **Relevant correspondence update** – Regular correspondence with the SPCSA on Weighted Lotteries – FRL and SpEd. Regular correspondence with (NDA Daniel Pimm) on application for Free and Reduced Lunch Program **[DOC 3]**.
 - d. **HS Expansion Project** – RFA Rescinded for the Fall Cycle – Additional requirements from the SPCSA in FRL and SpEd – GBOD approval is needed for a FRL Weighted Lottery Policy and a SpED Weighted Lottery Policy as well the implementation of a Free and Reduced Lunch Program – NSLP and related FRL Policies.
 - e. **Bond Reserve Account** – Reserve Accounts at US Bank. Current operations have now stabilized. No decision on Reserve Investment.
 - f. **Annex Budget update** – US BANK XXXXX1007 Trust Account Balance & Future Withdraws on budget. Annex complete – Anticipated Balance **\$145,000.00**
 - g. **Academic update** – **1)** Disaggregating SBAC Scores – for information only and no NSPF Star ratings – MS Math largest Ed losses; **2)** Beginning *School Performance Plan* (Redesigned) – Event 2 -- that is aligned to ESSER remediation funds, including Individualized Math and English Plans (Educational Loss Due to Covid-19). ESSER funded Tutoring has begun and Pullouts underway since beginning of school. **3)** 20-21 SPCSA Academic Framework – **N/A** as no NSPF and limited academic testing data **[DOC 4, 5, & 6]**.



h. Financial update – 1) Grants – CRSSA ESSER II \$295,868.84; FY 22 SpEd IDEA Part B \$43,706.00; FY 22 Title II A, \$28,077.00; ARP ESSER \$460,408.00; & FY 21 Title IIA Carryover 8,127.99; **2)** Meadows Bank accounts --SGF and Operations -- to be closed prior to November 30, 2021 with outstanding amounts due forwarded to the Nevada State Treasurer (Unclaimed Funds) for deposit.

i. Principal Correspondence – 1) Regular monthly meeting with Director Feiden (W) at 3:30pm and bi-monthly meeting with Mr. Peltier by telephone. Regular expansion correspondence with Mark Modrcin (SPCSA), Brent Pace (Developer), and George King (BCSI) about Future Expansion, and **2)** NDE Student Art Contest – Nevada Reading Week (Special Recognition – Secondary) [DOC 7] and 3) NDE Nevada Reading Week Student Art Award [DOC 7].

D. Follow-up / Reoccurring Items:

E. **Assessment** – Future of State Testing -- (MAP, WIDA, SBAC, ACT) to be or administered 21-22 with no decision on the 2022 NSPF (most possibly a public star rating but without penalty to schools). The EOC (End of Course Exams) in Math and ELA have been cancelled for the 21-22 school year.

F. **Other: 1)** FEL Employees – Still looking for options! **2)** FEL as a Fund Raising 501C3 in support of FCALV – Board Members. **2)**

7. President Hernandez introduced the Committee Reports:

a.) Treasurer Trupp presented the Audit Committee report, indicating the timely receipt of all necessary documents and no concerns upon a review of bank and credit card statements.

b.) President Hernandez presented the Governance Committee report, indicating the review of policies on the current addenda and modifications/changes suggested in committee (with rationale).

c.) President Hernandez announced no Risk Management Committee report.

d.) President Hernandez announced no Ad Hoc Expansion Committee report.

8. President Hernandez introduced New Business:

c.) Sped Facilitator Bechtold led the review for approval of the Special Education Policies and Procedures manual and forms. Director Green motioned to approve the Special Education Policies and Procedures manual and forms. Director Morales seconded. No discussion. Motion passed unanimously.

d.) Superintendent-Principal Fick requested the review and approval the Plan for Restorative Discipline be deleted without objection as it was previously approved by the GBODs. President Hernandez acknowledged its deletion for the agenda without objection.

e.) Superintendent-Principal Fick led the review for approval of a weighted lottery policy in Special Education (pupils with disabilities) as defined in NRS 388A.456, NAC 388A.536, and NDE R131-16 Section 2, including weights and triggers to ensure that the FCALV pupil population more closely reflects the SPCSA portfolio of schools and/or the surrounding neighborhood schools beginning in the 2022-2023 school year with a weight of 4.0 (including rationale). Treasurer Trupp motioned to approve a weighted lottery policy in Special Education (pupils with disabilities) as defined in NRS 388A.456, NAC 388A.536,



and NDE R131-16 Section 2, including weights and triggers to ensure that the FCALV pupil population more closely reflects the SPCSA portfolio of schools and/or the surrounding neighborhood schools beginning in the 2022-2023 school year with a weight of 4.0. Director Greene seconded. No discussion. Motion passed unanimously.

f.) Superintendent-Principal Fick led the review for approval of a weighted lottery policy in Free and Reduced Lunch (economically disadvantaged) as defined in NRS 388A.456, NAC 388A.536, and NDE R131-16 Section 2, including weights and triggers to ensure that the FCALV pupil population more closely reflects the SPCSA portfolio of schools and/or the surrounding neighborhood schools beginning in the 2022-2023 school year with a weight of 3.0 (including rationale). Secretary Combs motioned to approve a weighted lottery policy in Free and Reduced Lunch (economically disadvantaged) as defined in NRS 388A.456, NAC 388A.536, and NDE R131-16 Section 2, including weights and triggers to ensure that the FCALV pupil population more closely reflects the SPCSA portfolio of schools and/or the surrounding neighborhood schools beginning in the 2022-2023 school year with a weight of 3.0. Vice President Butler seconded. No discussion. Motion passed unanimously.

g.) Superintendent-Principal Fick led the discussion to implement a Free and Reduced Lunch Program (National School Lunch Program – NSLP) through the Nevada Department of Agriculture at FCALV beginning in the 2022-2023 school year, including an update with NDA, cost analysis, and timeline for completion.

h.) Superintendent-Principal Fick led the discussion to implement a diverse gender identities or expressions policy for the protections of transgender and gender-nonconforming pupils as defined in NRS 388.133 (2) b. President Hernandez indicated that the policy was edited in committee to be in better alignment with NRS. Director Greene motioned to approve the diverse gender identities or expressions policy for the protections of transgender and gender-nonconforming pupils as defined in NRS 388.133 (2) b. Director Morales seconded. No discussion. Motion passed unanimously.

i.) Superintendent-Principal Fick led the discussion to review and approve a State Wellness Policy for NSLP. Treasure Trupp motioned to approve the State Wellness Policy for NSLP. Director Morales seconded. No discussion. Motion passed unanimously.

j.) Superintendent-Principal Fick led the discussion to review and approve a Meal Change Policy for NSLP. Director Green motioned to approve the Meal Change Policy for NSLP. Director Morales seconded. No discussion. Motion passed unanimously.

k.) Superintendent-Principal Fick led the discussion to review and approve a Special Diet Policy for NSLP. Secretary Combs motioned to approve the Special Diet Policy for NSLP. Vice President Butler seconded. No discussion. Motion passed unanimously.

9. President Hernandez called for public comment. None offered. No discussion. Motion passed unanimously.

10. President Hernandez announced next Board Meeting to be held Tuesday, January 25, 2022 at 5:30pm without objection.

11. President Hernandez announced Meeting Adjournment at 7:37 p.m. without objection.