

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2023 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Nevada Prep Charter School**

Date Submitted: Oct 12, 2023

Current Charter Contract Start Date: July 1, 2020

Charter Contract Expiration Date: June 30, 2026

Key Contact: John Haynal

Key Contact title: Executive Director

Key Contact email and phone: john@nevadaprep.org and (702) 476-9199

Date of School Board approval of this application: October 18, 2023

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 (tentative and subject to change)	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.

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 (RFA) Applications (RFAAs), primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA have now add 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 most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

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

Most Frequent Request For Amendment Applications

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

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**
5. **Lotteries and lottery changes**

Below are the processing requirements of the RFA types above. Complete the following check marked items (☒) from the overall application requirements list below. You do not need to respond to the unchecked areas.

Sections Required

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

- Executive Summary
- Meeting The Need

- Expansions to new grade levels or new campuses must complete the Meeting the Need section.
- Lottery RFAs must include Meeting the Need section for relevant sections.
- Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
 1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
 2. Enrollment RFAs: complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
 3. Facility RFAs: complete the appropriate tab under the “**Facilities**” section below including the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the “**Facilities**” related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 4 Pages or less per RFA. If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.

Provide a brief overview of your school, including:

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

History & Location: Nevada Prep Charter school is located in a neighborhood in East Las Vegas serving families from all over the Las Vegas Valley. When our school first opened its doors in 2018, demographics showed that most students were coming from the 89156 zip code area and that is why in 2021 we decided to make 1780 Betty Lane, Las Vegas Nevada 89156 our permanent home. Our permanent home has allowed for our school to be more accessible for our families and it has also allowed us to serve as another educational option for families in a community where the only options for school are performing far below standard.

Enrollment:

2022-2023 (As of May 1, 2023)

3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total:
30	42	25	54	59	59	269

2023-2024 (As of Sep 20, 2023)

3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total:
35	36	55	65	63	69	324

Governing Board:

Member Name and Position	Professional Role	Expertise
Jose Solorio Board President	Business & Political Consultant, Former CCSD Trustee	Finance, Educational Policy, MBA
Jim McIntosh	Assistant City Manager, CFO City of Henderson	Finance
Trisha Wilbourne	Executive Director, Discovery Charter School	K-12 educational leadership, school structures
Patrice Tew	Former CCSD Trustee	Educational policy
Claudia Aguayo	Lead Counsel for City of North Las Vegas	City law
Fabiola Harvey	Former Edison Schools Administrator	School finance, educational policy
Tiffany Tyler	City of Las Vegas, Workforce Development	Community Development
Al Martinez	Assistant Director Youth Advocacy Program	Community Development
Christian Truss	Parent	Community Advocate
Maria Guillen	Parent	Community Advocate

Key Leadership team member(s):

John Haynal, former 2016 National Principal of the year representing Nevada, was appointed as Executive Director by the Nevada Prep Charter School board of trustees effective May 15, 2023 and assembled an instructional leadership team of seven including himself. Only 10% of the 2022-23 staff was offered positions for the 2023-24 school year. The remainder of the staff was hired early summer including naming two new administrators to work as direct reports to the Executive Director. The Executive Director worked to review and take over sole operation of Nevada Prep’s financial operations to ensure that the school’s budgeting and reporting was an accurate reflection of the school’s current condition.

2. Statement and overview of the mission and vision

Our Mission

With a focus on academic achievement and leadership development, Nevada Preparatory Charter School educates every fifth- through eighth-grade student for success in high school, college, and life.

Our Vision

We envision a joyful, rigorous, and expanded middle school with best-in-class teaching, dedicated to equipping students with the knowledge, skills, and habits to choose and excel on a rigorous high school path that leads to college, career, and a life of opportunity for themselves and their families.

3. Specific statement of the request

The Board of Nevada Prep Charter School, operating under a current contract with a start date of August 2018 and a six-year expiration date of July 2024 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

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

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

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

We believe that adding kindergarten, first and second grade would bring the following benefits for our scholars:

Comprehensive Educational Continuity: By including kindergarten, 1st, and 2nd grades, the school can provide a continuous educational experience for students from their earliest years through to their middle school years. This can facilitate smoother transitions and a consistent school culture.

Early Childhood Development: Young children in kindergarten, 1st, and 2nd grades are in critical phases of cognitive, social, and emotional development. Having these grades in the same school can allow for a more tailored approach to early childhood education, supporting their growth in a familiar environment.

Alignment of Curriculum and Instruction: Including these lower grades can help ensure that the school's curriculum and teaching methods are aligned from the earliest stages of education. This alignment can create a more coherent educational experience and better prepare students for higher grades.

Parental Convenience: Parents with children in multiple grade levels can benefit from having all their children in one school, simplifying drop-offs, pickups, and involvement in school activities.

Community Building: Expanding the school to include kindergarten, 1st, and 2nd grades can foster a stronger sense of community among families, as parents and students build connections over a longer span of time.

Teacher Professional Development: Teachers who work with younger students can share insights and strategies with teachers in higher grades, promoting professional development and the exchange of effective teaching practices.

Resource Sharing: Resources such as facilities, libraries, technology, and support staff can be shared more efficiently across all grade levels, potentially optimizing costs.

Institutional Growth and Stability: Expanding the school to encompass early grades can lead to increased enrollment and stability over time, contributing to the school's long-term viability.

Holistic Student Support: Starting interventions and support services at an earlier age can address learning challenges and special needs more effectively, potentially leading to better outcomes in the long run.

Student Leadership Opportunities: Older students can take on mentorship roles and leadership responsibilities, fostering a sense of responsibility and contributing to a positive school culture.

Flexibility in Class Grouping: Including kindergarten, 1st, and 2nd grades can provide more flexibility in creating class groupings such as “Walk To Read” and adjusting classroom dynamics as students progress through the grades.

Reduced Transition Stress: Transitioning from kindergarten to 1st grade and then to 2nd grade within the same school can be less stressful for young students than transitioning to entirely new institutions.

5. Description of proposed target model and target communities

We plan to design a model in which we have two classrooms per grade level across the board kindergarten through 8th grade with approximately 20-25 students per class. We strive to maintain our class sizes small to ensure more targeted instruction. Our target community for the expansion will be the younger siblings and family members of the students we currently serve. The expansion plan also includes outreach to the surrounding community within a 2 mile radius since the neighborhood district school has temporarily moved to a further location.

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

The positive outcomes of our expansion of kindergarten through 2nd grade will specifically be seen in our academics and school culture. Adding lower grades allows for better alignment of curriculum across the entire span of our school. This alignment can help ensure that learning objectives build upon each other seamlessly and that students are well-prepared for each subsequent grade. Teachers and support staff can identify and address learning challenges at an earlier stage, leading to more effective interventions and improved academic outcomes. The addition of lower grades can lead to increased enrollment over time, contributing to the school's growth and sustainability.

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

Nevada Prep Charter School began the 2023-24 school year with a significant leadership transition, with the departure of the former school leader. The school is now managed by a team of an executive director and two additional directors, one for the elementary grades 3 through 5 and one for middle school grades 6 through 8.

School turnaround situations require seasoned, transformational leaders with the experience necessary to drive significant change to improve student outcomes and the fiduciary responsibilities for financial success..

While the new team has taken responsibility for the vast majority of leadership responsibilities, leadership is also distributed across the school. Several tasks have been assigned to other staff members. Coordination of grant writing, epicenter task management, special education, daily operations and management of all

benefits and employee retirement has been assigned to four other members of the staff forming a staff leadership team of seven.

Additionally our model includes a developmentally appropriate curriculum for all students kindergarten through 8th grade. This ensures a design curriculum that aligns with the developmental stages of each grade, focusing on age-appropriate learning objectives and activities. It also includes intervention work that helps to identify and address learning challenges in the lower grades, ensuring students receive necessary support. With technology integration, combining traditional teaching methods with digital resources allows our staff to create a more engaging and personalized learning experience. Using these tools will allow for data-driven decision making opportunities that inform instructional decisions, identify areas for improvement, and track progress over time.

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

Implementing proper restorative justice principles in Nevada Prep Charter School is essential for creating a safe and inclusive learning environment while addressing issues related to discipline and behavior. Nevada Prep Charter School will provide comprehensive training on restorative justice principles and practices to all staff, including teachers, administrators, and support staff. This training will ensure that all school personnel understand the philosophy and techniques behind restorative justice. Nevada Prep Charter School will establish a clear and transparent discipline policy that emphasizes restorative practices over punitive measures. Restorative circles and conferences will be implemented as a primary means of resolving conflicts and addressing disciplinary issues. These practices encourage open dialogue, empathy, and problem-solving among those involved. Data on discipline incidents, including the race, gender, and other relevant factors of students involved, will be collected and analyzed. Nevada Prep Charter School will maintain detailed records of all restorative justice conferences and circles, including information about participants, discussions, and outcomes. This documentation will serve as a resource for assessing the effectiveness of restorative practices and ensuring accountability.

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

Nevada Prep Charter School is committed to fostering a diverse and equitable learning environment that reflects the demographics of the neighborhoods and zip codes we serve. We recognize the importance of closing proficiency gaps among student groups and engaging families and communities in our efforts to ensure all students have equal access to high-quality education.

Enrollment Strategies:

Targeted Outreach:

- Collaborate with local community organizations, religious institutions, and neighborhood leaders to reach families from all backgrounds.
- Participate in community resource fairs and informational sessions in different community locations to provide information about our school and what we offer.
- Collaborate with local businesses, libraries, and community centers to distribute enrollment information and build relationships with families.
- Facilitate home-school partnerships by sending regular newsletters, emails, and updates to keep families informed about school updates that they can share with friends and family

Bilingual Communication:

- Provide enrollment information, forms, and communications in multiple languages to accommodate non-English-speaking families.
- Hire bilingual staff to assist families during the enrollment process and facilitate effective communication.

Closing Proficiency Gaps:

Differentiated Instruction:

- Implement a variety of teaching strategies to accommodate diverse learning needs, including differentiated instruction and personalized learning plans.
- Offer specialized support for English learners (EL) and students with Individualized Education Programs (IEP) to provide them with the resources they need to succeed.

Data-Driven Interventions:

- Regularly assess student performance data to identify proficiency gaps and implement targeted interventions to address areas of concern.
- Have teacher follow our response to intervention (rti) plan for any student that they might have extra academic concerns for so we can provided them with the resources they need

10. The values, approach, and leadership accomplishments of your school or network leader and leadership team (SEE EXHIBIT XX)

The Executive Director built off four distinct strengths that led to meeting the school vision and mission, along with the two milestones enumerated in the interview process. (1) Staff members will remain devoted and genuinely interested in positive outcomes for the students. NV Prep staff members charge is to have the school and its students succeed. Teachers were empowered with a team approach and worked effectively with the new leadership to achieve successful student outcomes. (2) Students will be respectful to one another and adults while in the classroom. The students did show progress in both ELA proficiency and math proficiency indicators that made the proficiency benchmark attainable by the 2012-23 school year. (3) NV Prep's newly implemented weekly schedule allowed for Friday a professional development program, which gave teachers time to plan for and engage students in relevant, rigorous learning. The teachers are delivering a clear and precise curriculum to follow as a scope and sequence. Materials are sufficiently rigorous and precisely aligned to meet state learning standards. Structured Teacher Planning Time (STPT) supported teachers working together to plan and effectively manage student learning.

The leadership team has exhibited the passion and persistence necessary demonstrating turnaround expertise, clear vision for improvement, and support (leadership and coaching) that was needed to sustain agreed upon improvement objectives.

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

Name:	Title/Position:	Organization:
John Haynal	Executive Director	Nevada Prep Charter School
Jose Solorio	Board President	Nevada Prep Charter School
Jana Wilcox	Chief Executive Director	Opportunity 180
Dru Damico	President of Real Estate	Building Hope

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 grade-level expansion and describe your interest in serving this specific community.**

The enrollment expansion plan of Nevada Prep Charter School is designed to provide comprehensive educational opportunities for families with students spanning a wide range of grade levels. Specifically, this plan aims to serve families with children in kindergarten through 2nd grade who may have older siblings already attending our school in 3rd through 8th grades. This strategic approach ensures that siblings can be educated within the same institution, benefiting both the students and their families.

- (2) **Explain how your expansion model, 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.**

Our expansion model is strategically planned to integrate kindergarten through 2nd grade so we can meet district and community needs by addressing early education access, increasing capacity, improving student performance at an early age, engaging the community, promoting equity, providing adequate resources, measuring success, and incorporating long-term planning. Expanding to these grade levels will help accommodate the growing student population in our community due to the relocation of elementary and ensuring that all eligible students have access to education.

GROWTH RATE AND RATIONALE

- (1) **Specifically identify the key risks associated with this grade-level 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.

- 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.**

(2) 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.

Historically, our institution, primarily serving students from the 3rd through 8th grades, has faced a unique challenge upon admitting new students: a lack of prior academic knowledge. Our journey with these students begins with limited insights into their educational backgrounds and learning needs. It is only after conducting initial assessments and examinations that we can truly comprehend where each student stands academically, thus providing the much-needed support.

The introduction of kindergarten through 2nd grade levels represents a transformative development in our school. With these early educational stages now within our purview, we can proactively address any gaps in learning from the very outset. To facilitate this process, we have established a robust Response to Intervention (RTI) system, thoughtfully designed to identify and support students' individual learning requirements promptly.

This strategic expansion will significantly enhance our capacity to nurture students' academic growth. By intervening early in their educational journeys, we can help them lay a solid foundation, ensuring that no learning deficits persist or accumulate over time. Through the diligent application of the RTI system, we aim to empower our students with timely, personalized support that fosters academic excellence and personal growth. This monumental shift marks our unwavering commitment to providing the best educational experience possible for our students, regardless of their entry point, and reinforces our dedication to their holistic development.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed grade-level expansion of the school.

Currently, we are harnessing the support of our parents as enthusiastic advocates for recruiting students in the newly added grade levels. Parents have shown keen interest in enrolling their children in the lower grades with the aim of keeping all their youngsters on a single campus. Given the steadfast dedication of both parents and community members who have fervently supported Nevada Prep's mission from its inception, we have made the strategic choice to formulate a recruitment strategy that actively engages our parents and community members within a 2-mile radius of our neighborhood as we expand our enrollment efforts.

- (2) **Describe how you will engage parents, neighborhood, and community members from the time that the application is approved** through the opening of the 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?

Upon approval of a family's application, a warm welcome email will promptly be sent, providing detailed guidance on the subsequent steps required to complete the registration process. Our commitment to assisting families extends beyond this point, as we will track the progress of their registration from the moment they receive application approval. In the event that a family has not initiated the registration process within a two-week window, our team will reach out via phone to provide personalized support and assistance. For those families who successfully complete the registration process, we will extend an invitation to join our mailing list. This inclusion ensures that they remain informed and engaged with our community throughout the academic year. Moreover, they will have the privilege of participating in various family and community events that we will host, starting from the moment they register and continuing until the culmination of the school year.

- (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.

The developmental stages encompassing Kindergarten through 2nd Grade are pivotal moments for fostering parent engagement and securing their ongoing support in the years ahead. To actively involve parents during these critical years, we have devised a multifaceted approach:

Parent Volunteers: We will actively encourage parents to participate as volunteers during significant events such as "Holidays Around the World," "Field Day," "Kindergarten Promotion," and the "Fall Festival." Their presence and contributions will enrich these experiences for our students.

Field Trip Chaperones: Recognizing the value of hands-on learning, we aim to organize more frequent field trips for our younger learners. To this end, we will extend invitations to parents, inviting them to serve as chaperones and actively engage in their child's educational journey beyond the classroom.

Support from Home: For parents who may not have the flexibility to be on campus during school hours but remain eager to contribute, we will create opportunities for remote involvement. Parents will have the chance to support teachers by preparing materials at home. For example, this may involve cutting pieces for Kindergarten assignments or assembling science kits for 2nd-grade lessons.

This comprehensive approach ensures that parents can be deeply involved in their child's education, fostering a strong sense of partnership between home and school during these formative years.

- (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.

As we strategize our expansion efforts, one crucial facet that we've been diligently cultivating revolves around our community partnerships, with a special focus on enriching the experiences of our younger students across extracurriculars, mental health resources, and academic support.

Extracurricular Engagement: In the realm of extracurricular activities, we have embarked on a collaborative journey with esteemed partners like Soccer Shots and 4H, in conjunction with the UNR Extension Center. This partnership will enable our young scholars to delve into a diverse array of interests beyond the confines of the classroom, fostering holistic growth.

Mental Health and Family Support: Recognizing the significance of mental health and family well-being, we are planning to partner with Boystown, a trusted community ally. Boystown will play a pivotal role in providing invaluable resources and support to address the mental health needs of our students and their families, ensuring a nurturing environment for all.

Academic Enrichment: In the realm of academics, we are planning a collaboration with Leaders in Training, an organization known for its volunteering efforts to support the community. Through this partnership, we will harness the expertise of high school students from Leaders in Training, who will serve as dedicated tutors for our students, thereby enhancing their academic journey.

- (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?

Given our location we have been able to engage with people from the neighborhood that are looking for a better educational opportunity for their children. Many of the new families that have walked through our doors are excited to learn what a charter school is and want to enroll their children because they want another option other than the school district. However, since our school currently only serves 3rd through 8th grade, some families have been discouraged from enrolling because they want to keep all their elementary students together. Both new and returning families have expressed interest multiple times in the need for the school to add kindergarten through 2nd grade, especially now with the neighborhood district school under construction and not at a walkable distance.

- (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 support in this new community.

Building Home is an organization that is working with us and on board with our expansion. One of their members has even offered to help us develop a recruitment plan to ensure all seats are filled by the end of January.

C) ACADEMIC PLAN

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?

In our comprehensive report for the 2022-2023 school year, it came to light that only 15% of our elementary school students exhibited proficiency in reading at the grade level. For elementary school students as a whole, 23% demonstrated readiness for their respective grade levels, and this percentage increased to 33% among our middle school students.

In response to these findings, we have made a resolute commitment to enhancing our students' academic achievements. To ensure that we effectively address their specific learning needs and guide them toward reaching grade-level proficiency, we have taken a bold step forward. In the upcoming 2023-2024 school year and beyond, we are excited to introduce an RTI (Response to Intervention) block into the school day for both our elementary and middle school students. This tailored intervention will provide targeted support, meeting each student precisely where they are on their educational journey and facilitating their growth towards the desired grade level.

Furthermore, we are proud to announce the official implementation of the IReady curriculum in both mathematics and reading for the 2023-2024 school year. Our dedication to student success is unwavering, and we have left no stone unturned. We have placed a strong emphasis on teacher development, providing ongoing training to ensure the efficacy of the IReady curriculum. With this comprehensive approach, we are committed to delivering the best possible support to our students, driving their academic growth and nurturing their full potential.

(2) 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) **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.

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

IREADY online math and IREADY online reading instruction along with the diagnostic package was purchased to meet the needs of teaching the appropriate alignment of state standards for all grades. Ready workbooks give the instructor additional tools for small group precision instruction time. This meets the needs of core instruction using a blended learning model and supplies many additional project based activities that are aligned to state academic standards, but are individualized and self-guided to develop student cognitive skill development through a project based learning model.

NV Prep Charter School now uses online learning coupled with research and evidence based precision instruction delivered by the instructor in small groups. Teachers also create materials to supplement the online learning platform, but receive peer and administrator guidance in their creation. Teachers give consistent answers to questions about expectations for lesson planning, and are able to speak with confidence about the state standards. Less confusion exists about the curriculum. Information regarding instructional strategies and content knowledge have been presented as part of a professional development plan delivered by content specialists during and administrators during 3 hour blocks of professional development time every other Friday from 8:30 to 1:30.

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?

Our upcoming school year will commence on Monday, August 5th, ushering in an innovative educational experience. We are proud to introduce a revised schedule that features a four-day school week, with extended hours from Monday through Thursday. During these school days, our dedicated students will have the opportunity to engage in enriching learning experiences from 7:30 a.m. to 3:30 p.m., making the most of their time on campus.

In a thoughtful effort to create a unified and cohesive school environment, our schedules have been meticulously designed. Elementary school students will have shared recess and lunch periods, fostering a sense of togetherness and camaraderie. Simultaneously, middle school students will enjoy dedicated recess and lunch moments that cater to their unique needs and interests.

Additionally, we have taken into account the importance of alignment with the district calendar, especially for families with students enrolled in both our institution and district schools. Our calendar closely mirrors the district's schedule in terms of days off for students and teachers. This harmonization aims to facilitate seamless coordination for families, ensuring a smooth transition between educational environments and providing them with the support and convenience they deserve.

As we embark on this exciting new school year, our commitment to creating a positive, efficient, and unified learning environment remains unwavering. These strategic changes are a testament to our dedication to providing the best possible education for our students and the most convenient experience for our families.

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) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional support or services?
 - a) 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 (K, 1, or 2) for appropriate services?
- (2) 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?
- (3) 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?

During our enrollment process we will ask parents of students about their previous enrollments and if the student has an IEP or 504 plan in place. Through our records request we ask their previous school for any special education documentation if the parent/guardian has stated that the student has an IEP or 504 plan but we do not receive any record of it through the record transfer process we will call the school and speak with their special education coordinator.

Our recruitment efforts will aim to target all students kindergarten through 2nd grade age level. All families are welcome to apply but those that might be a bit hesitant of applying because they have a student with disabilities will be able to speak with our special education director so they can be aware of how we can support their scholar. Once students with disabilities are enrolled in our special education teacher will ensure to give reports to the families regularly about student progress. We will also continue our partnership with a speech and language pathologist and occupational therapist.

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?**

Nevada Prep Charter School utilizes a four day student schedule (Monday - Thursday) that meets the requirements for total minutes per week as defined by Nevada Statute. Students do not attend school on Friday which gives the administrative team time to work with core grade level instructors and special needs instructors in small groups and individually. Topics vary between developing true content knowledge and the efficacy of instruction using the six models of effective inclusion.

- (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.**

Nevada Prep Charter School utilizes a Restorative Justice plan that is built upon redemption instead of punishment. This model has promoted a strong foundation of services at NV Prep to continue education for students with personal needs and eliminate unnecessary absences.

- (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?**

Use of a variety of formative instruction assessments such as MAPS and iReady math and iReady Language Arts are used multiple times a year to guide RTI interventions and strive to obtain grade level mastery.

- (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?**

A continuum of Parent one to one conferences with the special needs instructor and the teacher of record will keep parents informed of academic progress and development of social skills. An invitation is extended to all parents for school wide activities such as heritage monthly celebrations , assemblies, field trips and programs that their children participate in or attend.

- (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.***

This is not applicable in reference to Nevada Prep Charter School.

D) FINANCIAL PLAN

This section must be completed for all applications.

- (1) Depending on the type of RFA requested, staff may require applicants to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.
- (2) **Attachment ____**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment ____**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
 - (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.
- (3) Submit a completed financial plan for the proposed school as an **Attachment ____** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

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?**

Sustaining a stable enrollment and preventing any declines was a facet of our performance that needed improvement. This trend came to our attention through a thorough analysis of quarterly enrollment reports. To rectify this situation, we have committed to a proactive strategy for the future. We are determined to not only preserve our existing enrollment but also stimulate growth by instilling a deep sense of commitment to the Nevada Prep mission within every student and family.

The journey begins with our dedicated educators, who are entrusted with the vital task of nurturing strong relationships with students and their families. By fostering trust, open communication, and a shared vision for success, we aim to create a sense of belonging and dedication to our school community.

Our commitment to enhancing engagement extends to our esteemed governing board members. They will make a concerted effort to be more visible and accessible at school events, creating opportunities for meaningful dialogues with our families. By actively participating in these interactions, they aim to address concerns, answer questions, and strengthen the connection between our institution and our valued students and their families.

This renewed focus on creating a community of champions for the Nevada Prep mission reflects our unwavering commitment to providing an exceptional educational experience. We believe that, together, we can overcome challenges, promote growth, and secure a future where every student and family is an enthusiastic advocate for our school and its unique offerings.

- 2. 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:**
- 3. 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 (provided as an Attachment ___).**
- 4. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.**

5. **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?**
6. **What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?**

Our Executive Director, John Haynal has supervised a staff of over 170 teachers at three at-risk elementary schools through a franchise model. He supported each to excel while remaining accessible to his staff, with an impressive 95% teacher retention rate. His career began as a teacher and coach, and after fourteen years he left education for a successful private sector career with Citicorp, returning as a principal a few years later. Haynal served as principal of Helen Marie Smith Elementary School when it was named a National Blue Ribbon School in 2010 and has been successful in transforming two high need schools as well as mentoring other principals to learn from his success. As described by a colleague, Haynal made the decision long ago to champion the cause for at-risk students and has had a profound impact on students and families for the last three decades. He was nominated to participate in the intensive Nevada Executive Leadership Academy in 2013 and was named the inaugural recipient of the “Best in Class” for School Leadership Award at the 2016 Heart of Education Awards Ceremony. Haynal has been a Phi Kappa Phi Honor Society member since 1996, holds a B.S. in Elementary Education and Physical Education from California University of Pennsylvania, and a M.Ed. in Education Administration from the University of Nevada. He also pursued additional graduate study as part of the Harvard University School Turnaround Leaders program.

Through his lived experience and knowledge of school leadership Haynal serves as a mentor for the site directors at Nevada Prep Charter school, and has also built a strong leadership team to support with school operations, compliance protocols and student achievement. Dialogue and team meetings are a regular part of the leadership team day to support each other in all aspects of each other's roles and responsibilities.

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.

HUMAN CAPITAL STRATEGY - No change

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 the process the charter school will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Professional Development:** Identify the school’s plan to meet professional development needs. Also identify the method the school will use to determine the effectiveness of professional development.

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.

- a. Explain the plan for student recruitment and marketing for the new grade levels 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.
- b. 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.
- c. 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.

Presently, we are capitalizing on the unwavering support of our parents, who have emerged as ardent advocates for the recruitment of students in our newly added grade levels. Their enthusiasm and interest in enrolling their children in the lower grades, all under one campus, have been particularly noteworthy. Recognizing the dedicated commitment of both our parents and community members who have passionately championed Nevada Prep's mission since its inception, we have made a deliberate strategic decision. Our aim is to create a recruitment strategy that proactively involves our parents and engages community members residing within a 2-mile radius of our neighborhood. This outreach approach forms an integral part of our broader expansion efforts, bolstered by the collective dedication of our extended Nevada Prep community. We have also decided to launch an interest form in November to see how many families will actually commit to coming to the school when the expansion takes place. Once the amendment is approved we will launch our official registration hopefully in early January.

1) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions)

NV Prep Charter School Five Year Enrollment Projection by Grade											
	KDG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	TOTAL	
2023-2024	0	0	0	40	55	55	70	70	70	360	
Student Retention %	n/a	n/a	n/a	n/a	(18/34) 52.9%	(30/58) 51.7%	(19/68) 27.9%	(45/62) 72.6%	(49/70) 70%	1/325) 49	
2024-2025	30	30	30	48	60	60	70	70	70	468	
FTE/ROOMS	2/2	2/2	2/2	2/2	2/2	2/2	3/3	3/3	3/3	21/2 3	
2025-2026	48	48	48	48	70	70	80	80	80	572	
FTE/ROOMS	2/2	2/2	2/2	2/2	3/3	3/3	3/3	3/3	3/3	23/2	

											3
2026-2027	50	50	50	50	80	80	80	80	80	80	600
FTE/ROOMS	2/2	2/2	2/2	2/2	1/3/3	3/3	3/3	3/3	3/3	3/3	23/2 3
2027-2028	50	50	50	60	90	90	90	90	90	90	660
FTE/ROOMS	2/2	2/2	2/2	2/2	3/3	3/3	3/3	3/3	3/3	3/3	23/2 3

BOARD GOVERNANCE – No Change

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.”

- d. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- e. 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.
- f. 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 2023-2024 must be identified at the time of the submission of the expansion request.
- g. 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.
- h. 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?
- i. 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.
- j. 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 to expand and develop over time?

- k. 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.
- l. 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.
- m. 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.
- n. 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.
- o. 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?

Nevada Prep - 1780 Betty Lane, Las Vegas, NV 89156
Board of Directors Meeting Minutes - October 18, 2023, 5pm

Board Members Present - Jose Solorio, Jim McIntosh, Fabiola Harvey, Tricia Twilbourne, Claudia Aguayo, Tiffany Tyler, Absent - Patrice Tew, Al Martinez, Maria Guillen, Christian Truss.

- I. **Chair, Jose Solorio, called the meeting to order at 5:05.** Roll call taken (see above).

- II. **There was no public comment.**

- III. **Oct 4, 2023 Board Meeting minutes APPROVED. (M - Twilbourne, 2nd - McIntosh, Passed unanimously.)**

May 24, 2023 Board Meeting minutes APPROVED. (M- Solorio, 2nd - McIntosh. Y: Solorio, McIntosh, Abstain: Harvey, Wilbourne, Aguayo & Tyler (as they were not members of the board on May 24, 2023, motion passes.)

- IV. **McKinney/Vento Plan APPROVED. (M - Twilbourne, 2nd - Harvey, Passed unanimously.)**

- V. **K-2 Charter Amendment for Growth APPROVED, with modification. (M - Twilbourne, 2nd - McIntosh, Passed unanimously)** Modified p.6 changing Tiffany Tyler Professional role from Children’s Advocacy to City of Las Vegas)

- VI. **Organizational Performance Self-Certification 22-23 APPROVED with modifications. (M - Solorio, 2nd - McIntosh, Passed unanimously)** Modifications - Page 3, replace “the school is current with all PERS obligations” with “the school is current with this year’s obligations, and has submitted to PERS a repayment plan for prior year(s) PERS obligations with said plan to be considered by their Board for approval within the next 30 days”; Page 4, Item 7. Mark Yes

box; Item 8. Mark Yes box; Item 9. Mark Yes box; Item 10. Mark No box, with explanation under Notes; Item 12. Mark Yes box; Item 16. Mark No box, with explanation under Notes. Under Notes, Mark “Item 10, Explanation - “Eight of ten Board members have been added over the last three board meetings, the Board anticipates ALL Board members will complete the training within the next 30 days.” Also, Under Note, for Item 16, Explanation - “Eight of ten Board members have been added over the last three board meetings, the Board anticipates ALL Board members will complete fingerprint submissions within the next 30 days.”

- VII. Executive Director, John Haynal provided update on the school’s transportation plan.** Notably, previous contractor damaged school’s bus & gate and hasn’t repaired either. Also this contractor incorrectly billed for his services.
- VIII. Executive Director, John Haynal provided update on academics, enrollment, recruitment, staffing, and attorney search. Kristen Deitz, EdTech, provided summary of 23-24 projections and accounts payable.**
- IX. Chair Solorio provided status of board member onboarding requirements:** including training video, disclosure statement, and fingerprinting (John Haynal indicated the school could help facilitate the fingerprinting).
- X. There was no public comment.**
- XI. Chair Solorio adjourned meeting at 5:50 PM.**