

Call for Quality Charter Schools Application Guidance



Nevada State Public
Charter School
Authority

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PART I

Overview of Application Requirements, Application Submission, and the Application Process

Part I of the Application Guidance provides relevant background information and details regarding application requirements, application submission, and the application process.

I INTRODUCTION

I.I HOW TO USE THIS DOCUMENT

This Application Guidance Document is intended to provide applicants with detailed information and background regarding the application process, application requirements, the application questions found in the “Application Template”, and the criteria upon which application are evaluated as defined in the “Evaluation Rubric”. All of these materials can be found on the SPCSA’s website at the following link:

https://charterschools.nv.gov/OpenASchool/Application_Packet/.

Part I of this document, including the Introduction, Glossary of Terms, Resources, and Application Overview provides relevant background information and details regarding application requirements, application submission, and the application process. Part II of the document covers each of the major sections of the application and its subsections. For each section and subsection, the document provides the following information:

- The application questions which are identical to the questions found in the *Application Template Document*;
- The rubric criteria which are identical to the criteria defined in the *Evaluation Rubric Document*; and
- Guidance regarding the section or subsection, such as important information and resources to consider when drafting an application.

Applicants are encouraged to refer to the corresponding section of this document while completing the *Application Template Document*.

The final sections of this document contain information regarding the Completeness Checklist and attachments. Information provided in these sections can be used by applicants to ensure submission of a complete application.

I.II ABOUT THE STATE PUBLIC CHARTER SCHOOL AUTHORITY (SPCSA)

The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.

I.II.I SPCSA Mission Statement

The SPCSA sponsors, supports, and oversees dynamic and responsive public charter schools that prepare all students for academic, social, and economic success.

I.II.II SPCSA Vision Statement

Equitable access to diverse, innovative, and high-quality public schools for every Nevada student.

I.II.III SPCSA Website and Strategic Plan

For additional information about the SPCSA, please refer to the website at <https://charterschools.nv.gov/>. You may also wish to review the [SPCSA’s Strategic Plan](#).

I.II.IV SPCSA Commitment to Serving All Students

In accordance with the SPCSA’s vision centered on equitable access, we are committed to serving all students and ensuring access for historically underserved student populations and communities. This focus is reflected in our Strategic Plan, and the [SPCSA’s Academic and Demographic Needs Assessment](#) serves as a tool for implementing our Strategic Plan and ensuring that new charter schools intentionally meet the needs of Nevada students.

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I.III HOW TO CONTACT SPCSA STAFF

SPCSA staff are available to meet with applicants and answer questions throughout the application process. Please find contact information for SPCSA staff below.

Name and Title	Topics	Email and Phone
Melissa Mackedon Executive Director	• Application Contents and Process	mmackedon@spcsa.nv.gov 775-546-3021
Katie Broughton Director of Authorizing	• Application Contents and Process • Training	kbroughton@spcsa.nv.gov 775-399-3397
Danny Peltier Management Analyst III	• Application Submission • Epicenter • Training	dpeltier@spcsa.nv.gov 775-687-9178

II GLOSSARY OF TERMS

Charter Contract – the contract executed between the governing body of a charter school and the sponsor of the charter school pursuant to [NRS 388A.270](#)¹.

Charter Holder – an entity that signs the charter contract with the sponsor.

Charter Management Organization (CMO) – A nonprofit organization that provides educational and/or operational services to a charter school. A charter management organization is eligible to apply for sponsorship directly and may enter into a charter contract with a charter school sponsor or enter into a contractual agreement with the governing body of a charter school that has charter contract with a charter school sponsor.

Charter School Sponsor – A charter school sponsor (sometimes referred to as “Authorizer”) includes

- The State Public Charter School Authority; and
- The board of trustees of a school district or a college or university within the Nevada System of Higher Education that has been approved by the Nevada Department of Education to sponsor charter schools².

Committee To Form – A charter school applicant team that meets the membership requirements in [NRS 388A.240](#) and submits an application to a charter school sponsor.

Educational Management Organization (EMO) – a for-profit entity that contracts with and is accountable to the governing body of a charter school to provide centralized support or operations, including, without limitation, educational, administrative, management, compliance or instructional services or staff, to the charter school³.

English Language Learner (ELL) –As defined in federal law⁴, an individual:

- who is age 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- (i) who was not born in the United States or whose native language is a language other than English; (ii) who is a Native American or Alaska Native, or a native resident of outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i) the ability to meet the challenging state academic standards;
 - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Epicenter – document submission platform used for the submission of a new charter school application. The platform can be accessed using this URL: <https://my.epicenternow.org/>.

¹ [NRS 388A.015](#)

² [NRS 388A.220](#)

³ [NRS 388A.030](#)

⁴ Section 9101(25) of the Elementary and secondary Education Act

Governing Board – the board or governing body that oversees the charter school and signs the charter contract with the sponsor.

Individualized Educational Program (IEP) – as defined in federal law, a written statement for each child with a disability that is developed, reviewed, and revised in accordance with the requirements of [20 U.S.C. § 1414\(d\)\(1\)\(A\)](#).

Intent to Enroll Form – a form completed by a parent or guardian of a student indicating interest in enrolling in a proposed charter school. An intent to enroll form is non-binding and does not guarantee acceptance into the proposed charter school.

Proposed Governing Board – the individuals listed in the application that are proposed to become the governing board of the charter school, if approved.

Students with Disabilities – children with disabilities as that term is defined in 20 U.S.C. § 1401(3)(A), who are under 22 years of age⁵.

⁵ [NRS 388.417\(8\)](#)

III RESOURCES

- State Public Charter School Authority Website: <https://charterschools.nv.gov/>
- Nevada Department of Education (NDE) Website: <https://doe.nv.gov/>
 - Career and Technical Education information from NDE: <https://doe.nv.gov/offices/craeo/cte>
 - Distance Learning information from NDE: <https://doe.nv.gov/offices/office-of-teaching-and-learning/distance-learning>
 - High School Graduation information from NDE: https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/diploma_requirements_1018352e30.pdf
 - Nevada Academic Content Standards: <https://doe.nv.gov/offices/office-of-teaching-and-learning>
- Statutes and Regulations:
 - Nevada Revised Statutes Chapter 388A – Charter Schools: <https://www.leg.state.nv.us/nrs/NRS-388A.html>
 - Nevada Administrative Code Chapter 388A – Charter Schools: <https://www.leg.state.nv.us/nac/NAC-388A.html>
 - Nevada Revised Statutes Title 34 – Education: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/index.html>
- National Charter School Resource Center: <https://charterschoolcenter.ed.gov/>
- National Alliance for Public Charter Schools: <https://www.publiccharters.org/>
- National Association of Charter School Authorizers: <https://www.qualitycharters.org/>
- Great Schools for Nevada Charter School Program (Opportunity 180): <https://opportunity180.org/great-schools-for-nevada/>
- Charter School Association of Nevada: <https://www.nevadacharters.info/>
- Bellwether: <https://bellwether.org/>

IV APPLICATION OVERVIEW

IV.I APPLICANT TYPES

Pursuant to [NRS 388A.249\(1\)](#), an application may be submitted by a **Committee to Form** or **Charter Management Organization (CMO)**.

IV.I.I Committee to Form

Membership of a Committee to Form

A Committee to Form must be comprised of:

- a) One member who is a teacher⁶ or other person licensed pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;
- b) One member who:
 - 1) Satisfies the qualifications of paragraph (a); or
 - 2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;
- c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and
- d) Two members who possess knowledge and expertise in one or more of the following areas:
 - 1) Accounting;
 - 2) Financial services;
 - 3) Law; or
 - 4) Human resources.⁷

In addition to these required a Committee to Form a charter school may include, without limitation, not more than four additional members as follows:

- a) Members of the general public;
- b) Representatives of nonprofit organizations and businesses; or
- c) Representatives of a college or university within the Nevada System of Higher Education.⁸

Additional Requirements for a Committee to Form

In addition, there are several other requirements regarding the Committee to Form and its members.

- A majority of the individuals on the Committee to Form must be residents of Nevada at the time that the application is submitted.⁹
- The membership of a Committee to Form cannot include:
 - a) A potential contractor of the proposed charter school;
 - b) A potential lessor of a facility that the proposed charter school may lease;
 - c) A representative of an Educational Management Organization with which the proposed charter school may contract;

⁶ “Teacher” is defined as someone who holds a current license to teach issued pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and has at least 2 years of experience as an employed teacher in any state in a position for which a teaching license is required. The term does not include a person who is employed as a substitute teacher. (See [NRS 388A.240\(4\)](#) and [NAC 388A.100](#))

⁷ [NRS 388A.240\(1\)](#)

⁸ [NRS 388A.240\(2\)](#)

⁹ [NRS 388A.240\(3\)](#)

- d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c) above; or
- e) Two or more persons who are related by blood or marriage to each other.¹⁰

Committee to Form Applicants that Intend to Contract with a Charter Management Organization (CMO) or Educational Management Organization (EMO)

In some cases, Committee to Form will propose to contract with a nonprofit Charter Management Organization (CMO) or a for-profit Educational Management Organization (EMO) to provide centralized educational and/or operational services to the proposed school. If the Committee to Form intends to contract with and CMO or EMO, additional information will be required in the application regarding this entity and will be taken into consideration in the review of the application¹¹.

IV.I.II Charter Management Organization (CMO)

A Charter Management Organization CMO must be a nonprofit organization. A CMO applicant may apply with the intent of holding the charter contract or may propose that a new governing board be established to hold the charter contract with the understanding that the new governing board would contract with the CMO for educational and/or operational services. Regardless of which entity holds the charter contract, Nevada Revised Statutes stipulate certain requirements for the membership of the governing board of the entity that holds the charter as outlined in [NRS 388A.320](#), as well as additional requirements regarding members of governing bodies of charter schools found in [NAC 388A.520-388A.525](#). However, note that as part of an application a CMO may request a waiver of certain requirements concerning the membership of the governing board. Such a waiver may be approved by the SPCSA if a compelling reason is presented. Regardless, a majority of the members the governing board must reside in Nevada.

¹⁰ [NAC 388A.130\(4\)](#)

¹¹ [NRS 388A.249\(2\)\(g\)](#)

IV.II TIMELINE

IV.II.I Application Timeline

The timeline below is intended to provide applicants with an understanding of the application process. While SPCSA staff intend to meet this timeline, in the event that there is a change to the SPCSA's board meeting calendar or other factor that impacts this timeline, applicants will be notified via email of any changes.

All application forms and guidance will be posted to the [SPCSA's new charter school application webpage](#) on or before October 15, 2026.

Date	Activity	Responsible Party
October 31, 2026	Notice of Intent ¹²	Applicant
January 31, 2027	Application Deadline ¹³	Applicant
February 1-15, 2027	Completeness Check (see section 7)	SPCSA Staff
February 1-15, 2027 (Applicants are provided with approximately 48 hours to respond)	Response to Completeness Findings	Applicant
February 15-March 19, 2027	Application Evaluation	SPCSA Staff & Review Panel
March 22-April 3, 2027	Send Clarifying Questions	SPCSA Staff
March 22-April 9, 2027 (Applicants are provided with 4 business days to respond)	Response to Clarifying Questions	Applicant
March 29-April 16, 2027 (Date and time for each Applicant will be scheduled based on availability of Applicant and Review Panel)	Capacity Interview	Applicant, SPCSA Staff, & Review Panel
May 14, 2027	Recommendation Published	SPCSA Staff
May 21, 2027	Consideration of Approval/Denial	SPCSA Board
May 24-28, 2027	Notice of Denial, if applicable	SPCSA Staff
May 24-June 4, 2027	Meet and Confer on Deficiencies of Denied Application	Denied Applicants who wish to resubmit, SPCSA Staff
June 23-28, 2027 (30 days from receipt of Notice of Denial ¹⁴)	Resubmission Deadline	Denied Applicants
August 20 or October 1, 2027 (Applicants will be provided with a specific date during the resubmission process)	Resubmission Recommendation Published	SPCSA Staff
August 27 or October 8, 2027 (Applicants will be provided with a specific date during the resubmission process)	Consideration of Approval/Denial of Resubmitted Applications	SPCSA Board

During the application process, an applicant is considered a “**proposed** public charter school.” Applicants should be careful to communicate this status to prospective students, parents, and families, as well as the community at large. Any

¹² [NAC 388A.260](#) as amended by [Regulation R080-24](#)

¹³ [NAC 388A.260](#) as amended by [Regulation R080-24](#)

¹⁴ [NRS 388A.255\(2\)](#)

websites, fliers, message, social media, videos, etc. should make clear that the school is ‘proposed’ and not given the impression that the school has been approved to open.

IV.II.II Application Training

The SPCSA will offer a five-part application training beginning in ~~January-October~~ 2026 and concluding in ~~February November~~ 2026. A list of the training topics and dates are below.

Training Topic	Training Date
Application Introduction and Overview	October 13, 2026
Cover Sheet, Meeting the Need, & Academic Plan Sections	October 20, 2026
Operations Plan and Addendum Sections	November 5, 2026
Financial Plan	November 9, 2026
Clarifying Questions and Capacity Interview	November 16, 2026

All trainings will be offered virtually. Additionally, each training module will be recorded and made available to individuals who are not able to join live. For information and to participate in the trainings, contact Katie Broughton (kbroughton@spcsa.nv.gov) and Danny Peltier (dpeltier@spcsa.nv.gov).

IV.III SUBMISSION DIRECTIONS

IV.III.I Notice of Intent

To be eligible to submit an application during the 2027 application cycle, applicants must first submit the Notice of Intent by October 31, 2026¹⁵. This Notice of Intent is submitted via an online form and contains, among other things, the name of the proposed charter school, contact information for the applicant, the proposed location of the charter school, and the grade levels and number of students the proposed charter school seeks to serve. Applicants who have submitted a Notice of Intent for a previous application cycle are required to submit a new Notice of Intent for the 2027 application cycle by the October 31, 2026, deadline. The link to the 2027 Notice of Intent form can be found on the SPCSA’s new charter school application webpage: https://charterschools.nv.gov/OpenASchool/Application_Packet/.

IV.III.II Application Deadline

Applicants may start uploading application materials beginning on January 15, 2027. Applications must be submitted by 11:59 pm PT on January 31, 2027. The SPCSA Executive Director, may, at their sole discretion, grant a brief extension of the application window in the event that the Authority observes a connectivity or server issue related to the portal. Applicants are strongly encouraged to upload application documents well before the deadline. Late submissions, including applications that are partially uploaded, will not be accepted.

IV.III.III Submission Format

It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers; external experts; and parents, families, and the general public.

Document Font and Margins

- The application narrative may be in a font of the applicant’s choice, so long as the font is easily readable. Avoid fonts that are overly ornate that may be difficult to read.
- The font size for the narrative must be 11 point or larger.
- The top, bottom, left, and right margins within the narrative should be at minimum one half inch.

¹⁵ [NAC 388A.260](#) as amended by [Regulation R080-24](#)

- References and citations should be used throughout the narrative, as applicable and should be included in the footer of the appropriate page.

Application Page Limit

The application narrative, including sections 2-6 and excluding the cover page, cover sheet, and attachments must comply with the following page limits:

- **Committee to Form Applicants** that do not propose to contract with a CMO or EMO (Addendum Section not required): 140 pages.
- **Committee to Form Applicants** that propose to contract with a CMO or EMO (Addendum Section is required): 150 pages.
- **Charter Management Organization (CMO) Applicants** (Addendum Section is required): 150 pages.

Labelling Sections and Questions

- The table of contents must identify the page number of each major section of the narrative and each required attachment.
- Each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) must begin on a separate page and should be labeled with the same name as used in the *Application Template*.
- Each subsection should be labeled with the same name as used in the *Application Template*.
- Applicants should complete the *Application Template* with responses following each question. **We ask that applicants leave the text of questions in the document to facilitate review and public transparency.**
- If a particular question does not apply to your application team, simply respond with an explanatory sentence identifying the reason this question is not applicable to your team or proposal AND including the term “not applicable” within the sentence.

Compiling the Narrative and Attachments for Submission

- Once the narrative and attachments are complete and ready for submission, the applicant should compile the narrative, followed by the attachments in order (except attachments in Excel format as described below), into a single PDF document.
 - Attachments in Excel format should not be added to the combined charter application PDF. Instead, these attachments will be uploaded separately.
 - In order to compile the narrative and attachments, applicants should use Adobe Acrobat or a third-party PDF-creation solution.
- The combined charter application PDF should be numbered continuously beginning with the cover page as page 1. Adobe Acrobat or other PDF-creation software can be used to add continuous page numbers, once the combined charter application PDF has been compiled.

IV.III.IV Minimum Technology Requirements

In order to complete and submit your application, the following minimum technology requirements are needed:

- Microsoft Office Word 2007 and Microsoft Office Excel 2007 or later or comparable capabilities using another platform such as Google Suite;
- Adobe Acrobat or a third-party PDF-creation solution that allows for converting, combining, and consecutively page-numbering files into an ADA accessible portable document format;
- Microsoft Office Project and Microsoft Office Visio or other software or a school-selected suitable web-based equivalent (e.g. Lucidchart for flowcharts) with the capacity to produce detailed Gantt charts, flowcharts, and explanatory graphics for inclusion in the narrative or the requested attachments;

- An up-to-date internet browser;
- A reliable Internet connection; and
- A laptop or desktop computer with at least 150 Mb of free space to store downloaded application documents and local copies of your application submission.

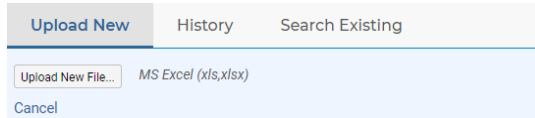
Should an applicant have difficulty meeting these requirements please contact Katie Broughton at kbroughton@spcsa.nv.gov.

IV.III.V Use of the Epicenter Platform

Upon receipt of the Notice of Intent, the Committee to Form or CMO primary point of contact will receive an invitation to Epicenter which will be used for the application submission. The Epicenter platform can be accessed at the following web address: <https://my.epicenternow.org/>.

Once the Committee to Form or CMO primary point of contact has accessed the Epicenter account, open up Tasks by selecting the Tasks queue found in the upper left corner of the Epicenter home page. You can use the headers to sort the tasks in your queue. To complete a task listed in your My Tasks queue, complete the following steps on the task's Submission Upload page:

- Review any Description, Resources, and Instructions that have been provided.
- Fill in the School Year Submission Tag (* = required).
- To Satisfy the requirement and upload the combined charter application PDF and Excel attachments:
 - Select the Attach button.
 - Under the "Upload New" tab: Click the "Upload New File..." which will open a window where you can select files to upload. Select and attach the combined charter application PDF and Excel attachments.



iii. All attachments should be added before selecting the submit button.

- Once all attachments have been added, select "Submit."
- No further changes can be made to the application once you have submitted. If you accidentally submit before all attachments have been added, please contact Danny Peltier at dpeltier@spcsa.nv.gov.

More information can be found in the [Epicenter Support Resources Page](#) which can be accessed once you are signed in to Epicenter).

IV.III.VI Ensuring Accessible Documents

Congress significantly strengthened Section 508 in the Workforce Investment Act of 1998. Its primary purpose is to provide access to and use of Federal executive agencies' electronic and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds—including the SPCSA and its charters. Charter school applications must meet the Section 508 compliance requirements so that they can be posted to the SPCSA's website.

- [Section 508 Homepage](#)
- [Section 508 Accessible Electronic Documents Resource Page](#)

IV.IV APPLICATION CONTENTS

The Charter Application is comprised of six main sections. The table below provides information about each section, its subsections, and when certain sections or subsections are required to be completed. In addition, applicants are required to submit a number of attachments which are detailed in Section 8.

Section or Subsection	Applicants Required to Complete this Section
1. Application Cover Sheet	All
1.1 General Information	All
1.2 Applicant Team Information	All
1.3 Pending Applications and Schools	All
1.4 Planned Enrollment	All
1.5 Proposed Location	All
1.6 Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs)	Committee to Form Applicants that propose to contract with a CMO or EMO, or CMO Applicants
1.7 Application Preparation	All
1.8 Applicant Certification	All
2. Meeting the Need	All
2.1 Mission and Vision	All
2.2 Targeted Plan	All
2.3 Parent and Community Involvement	All
3. Academic Plan	All
3.1 Transformational Change	All
3.2 Curriculum and Instructional Design	All
3.3 Promotion and Graduation Requirements	All
3.4 Driving for Results	All
3.5 At-Risk Students and Special Populations	All
3.6 Professional Development	All
3.7 School Culture	All
3.8 Student Discipline	All
3.9 School Calendar and Schedule	All
3.10 Dual Credit Partnerships	Applicants proposing a high school program, even if high school grades are not served during the first year of operation
3.11 Programs of Distance Education	Applicants proposing to offer distance education
4. Operations Plan	All
4.1 Board Governance	All
4.2 Leadership Team	All
4.3 Staffing Plan	All
4.4 Human Resources	All
4.5 Student Recruitment and Enrollment	All
4.6 Incubation Year Development	All
4.7 Services	All
4.8 Facilities	All
5. Financial Plan	All
6. Addendum	Committee to Form Applicants that propose to contract with a CMO or EMO, or CMO Applicants
6.1 Past Performance	Committee to Form Applicants that propose to contract with a CMO or EMO, or CMO Applicants

Section or Subsection	Applicants Required to Complete this Section
6.2 Scale Strategy	Committee to Form Applicants that propose to contract with a CMO or EMO, or CMO Applicants
6.3 Network Capacity	Committee to Form Applicants that propose to contract with a CMO or EMO, or CMO Applicants
6.4 School Management Contracts	Committee to Form Applicants that propose to contract with a CMO or EMO, or CMO Applicants
6.5 Charter Management Organizations Applying for Sponsorship Directly	CMO Applicants
Attachments	All; See Section 8 for details on required attachments.

Prospective applicants who are unsure of or have questions about which portions of the application they are required to complete are encouraged to contact Katie Broughton, Director of Authorizing, at 775-399-3397 or via email at kbroughton@spcsa.nv.gov.

The application narrative, including sections 2-6 and excluding the cover page, cover sheet, and attachments must comply with the following page limits:

- **Committee to Form Applicants** that do not propose to contract with a CMO or EMO (Addendum Section not required): 140 pages.
- **Committee to Form Applicants** that propose to contract with a CMO or EMO (Addendum Section is required): 150 pages.
- **Charter Management Organization (CMO) Applicants** (Addendum Section is required): 150 pages.

IV.V APPLICATION REVIEW PROCESS

As indicated in the Timeline in Section IV.II, the application review process has a number of stages. Below are details regarding the application review process.

IV.V.I Completeness Check

After receiving a new charter school application, the SPCSA, pursuant to [NRS 388A.249\(3\)\(a\)\(2\)](#) and [NAC 388A.260\(2\)](#) conducts a completeness check of the application to ensure that the new charter school application contains all the information required by [NRS 388A.246](#) and [NAC 388A.135-160](#) and is complete in accordance with the SPCSA's Completeness Checklist (See Section 7). If a new charter school application is deemed incomplete, the SPCSA follows up with the applicant to obtain the required information. Applicants are provided with approximately 48 hours to respond to the findings of the completeness check. Should an applicant fail to provide a complete application following a request to remediate a completeness issue, the application will not be processed and will not move forward to the review phase¹⁶.

IV.V.II Application Evaluation

Once a new charter school application is deemed complete in accordance with [NRS 388A.249\(3\)\(a\)\(2\)](#) and [NAC 388A.260\(2\)](#), the SPCSA begins its substantive review of the new charter school application.

[NRS 388A.249\(2\)\(a\)](#) requires the SPCSA to conduct a "thorough review" of the new charter school application. This thorough review requires that the SPCSA establish a review team to review and evaluate the new charter school application and include in the review team persons with knowledge and expertise regarding the academic, financial, and

¹⁶ [NAC 388A.260](#)

organizational facets of charter school that are not employed by the SPCSA – these persons are often referred to as “outside reviewers.” [NRS 388A.249\(2\)\(a\)](#) and [NAC 388A.260\(4\)](#).

During the application evaluation, members of the review team will independently rate the application against the *SPCSA’s Evaluation Rubric*. For each rubric criteria and subsection of the application, each member of the review team will assign one of the following ratings:

- **Meets the Standard (MS):** The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school is expected to operate; and inspires confidence in the applicant’s capacity to carry out the plan effectively and result in a 4- or 5-star school.
- **Approaches the Standard (AS):** The response meets the criteria in many respects but lacks detail and/or requires additional information in one or more areas.
- **Does Not Meet the Standard (DNMS):** The response is undeveloped or incomplete; demonstrates lack of preparation and/or raises serious questions about the coherence of the application and whether it is original work; raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out.

IV.V.III Clarifying Questions

Following the initial evaluation and rating of the application by each reviewer, the review team convenes to discuss the strengths and weaknesses of the application in accordance with the rubric. At that time, the review team identifies areas of the application for which additional information and/or clarification is needed. This results in a list of clarifying questions – key questions and areas that need to be clarified or confirmed in writing – which are sent to the applicant. Applicants are provided with 4 business days to respond to the clarifying questions. These may include, but is not limited to:

- Line item questions about the budget;
- Clarification regarding specific terminology or language;
- Questions regarding inconsistencies within the narrative and attachments; or
- Requests for documents referenced within the narrative.

IV.V.IV Capacity Interview

As part of its thorough evaluation of new applications, the SPCSA is required to conduct an interview with the applicant to elicit clarifying or additional information about the proposed charter school and determine the ability of the applicant to establish a high-quality charter school – this is the “capacity interview” conducted by the SPCSA.¹⁷ In addition to developing clarifying questions as described above, the review team prioritizes areas of the application to discuss during the capacity interview and develops a list of probing questions – key questions which need to be addressed and areas that need to be clarified or confirmed that would be best addressed through a verbal response.

Capacity interviews last approximately two hours and are scheduled based on the availability of applicant and review team. Further guidance and details regarding capacity interviews will be provided to each applicant team soon after an application is deemed complete. All applicants will be provided with at least two options for the capacity interview date and time but should plan accordingly based upon the timeline chart included in this document in Section IV.II.

Capacity interviews are generally conducted virtually and follow the agenda as described below.

- **Overview and Introductions (15 minutes):** SPCSA staff will provide a brief overview of what to expect during the capacity interview. Then, the members of the SPCSA staff and review team will introduce themselves. Finally,

¹⁷ [NRS 388A.249\(2\)\(b\)](#) and [NAC 388A.260\(4\)\(b\)\(2\)](#)

members of the applicant team will introduce themselves. Since the application materials include the resume and background information on members of the applicant team, applicant team members should provide brief introduction including their name, proposed role with the school when opened, and the area(s) of the application for which they are best positioned to answer questions.

- **Questions from the Review Team (75 minutes):** The review team will ask questions of the applicant team. During this time, the review team may direct questions to certain members of the team, based on their area of expertise and proposed role with the proposed school. Applicant teams should aim to take 2-3 minutes to provide an initial response to each question, in order to leave time for follow-up questions. On occasion, the review team will limit the time for the applicant team's response in an effort to ensure that there is sufficient time to cover all of the questions. Some examples of the types of questions asked during a capacity interview include:
 - Describe the committee's knowledge of and ties to the community you intend to serve.
 - Can you walk through the assessments that will be used throughout the year to monitor student performance and growth? How will the data from each of these assessments be used?
 - From a governing board's perspective, what is the academic goal that you will track to determine if the school is successful?
 - How do you plan to make the school financially sustainable after your philanthropic dollars run out?
- **Scenario-Based Question (20 minutes):** The review team will pose a hypothetical scenario to the applicant team. Then the applicant team will have 10 minutes to discuss the scenario and how they would address the question/challenge. During this time, members of the review team will observe the review team's discussion but will not interject in the conversation. Following the discussion, the applicant team will have 10 minutes to present their response to the scenario, and the review team may ask follow-up questions during this time. Some examples of the types of scenarios that applicants might be asked to respond to include:
 - Examples of school wide academic scores for the board to review and discuss plans to address any achievement gaps, low classroom performance, etc.;
 - Examples of under-enrollment scenarios for the board to consider and develop a plan to address with the proposed school leader; or
 - Examples of challenging situations or circumstances within the pre-opening or incubation year with regard to operations and/or educational program for the board to discuss and identify next steps.
- **Applicant Team Questions and Next Steps (10 minutes):** The applicant team will have a chance to ask questions about the application process. Then, SPCSA staff will discuss next steps and what to expect with the remainder of the application process.

All capacity interviews are recorded, and a copy of the recording is sent to the members of the SPCSA Board for review.

IV.V.V Final Ratings and Recommendation

Following the capacity interview, each member of the review committee will review their initial rubric ratings and make any changes based on the information gleaned from the capacity interview and responses to clarifying questions. They will also rate certain criteria specific to the capacity interview. Then, the review committee will finalize the overall ratings for the application and their ultimate recommendation as to whether to approve or deny the application. The SPCSA Executive Director will then make the final determination as to whether to recommend approval or denial to the SPCSA Board. The information from each of the members of the review team is compiled and summarized in the recommendation memorandum that is presented to the SPCSA Board.

Once a determination has been made as to whether to recommend approval or denial, SPCSA staff will contact the primary point of contact for the applicant team. The applicant will be asked whether they would like to be notified of the recommendation via email or through a meeting with SPCSA staff. At that time, SPCSA staff will be able to provide the

final ratings in each of the rubric categories. However, the applicant should expect that the full recommendation memorandum will not be complete until approximately May 14, 2027 (approximately one week before the SPCSA Board meeting). Once the recommendation memorandum is complete, SPCSA staff will post it on the SPCSA website.

Pursuant to Nevada's charter school statutes and regulations the new charter school application process includes a notice of intent, the submission of the new charter school application, application review, a capacity interview and any clarifying questions, SPCSA's staff's recommendation to the SPCSA Board regarding the new charter school application, the decision to approve or deny the new charter school application by the SPCSA Board, and a resubmission process for any new charter school application that is denied by the SPCSA Board. This process, however, does not contemplate additional materials or information being submitted outside of the application, clarifying questions, and capacity interview (other than material changes to information that has been submitted by the applicant during the new charter school application process). In short, in the event that an applicant seeks to add new or additional information to the applicant's new charter school application, such materials should be submitted as part of the resubmission process. Once an applicant has submitted its new charter school application, and the application review process has begun, any additional information or materials should be submitted to the SPCSA as part of the resubmission process unless additional information is requested by the SPCSA as part of the capacity interview and/or clarifying questions process, or an applicant is made aware that information or materials submitted as part of the applicant's new charter school application has materially changed.

IV.V.VI Consideration of Approval/Denial

The State Public Charter School Authority must consider an application to form a charter school at a board meeting within 120 days of receipt of the application, unless a longer timeline is mutually agreed upon. At that meeting, the State Public Charter School Authority may approve or deny an application to form a charter school¹⁸. Applications received by the October 31, 2026, application deadline are expected to be considered by the SPCSA Board on May 21, 2027. The agenda and materials (application, attachments, and recommendation memorandum) associated with the May 21, 2027, Board Meeting will be posted to the SPCSA's website approximately one week prior to the meeting (approximately May 20, 2027).

Once the agenda and materials are posted, SPCSA staff will provide applicants with additional information regarding how to participate in the board meeting. This will include our best estimate as to the time at which each application will be heard. Note that while we do our best to predict the length of each agenda item, items do not have a set start time and so the estimated time is subject to change. Applicants are encouraged to have as many members of the applicant team attend and participate in the board meeting as possible.

At the SPCSA Board meeting, the following protocol is typically used for each application:

1. Staff will provide a summary of the findings of the review committee that should last approximately 10 minutes.
2. Authority members may ask questions of staff.
3. The Committee to Form/CMO will have the opportunity to provide any introductory comments to the board that should last approximately 3-5 minutes.
4. Authority members may ask questions of the Committee to Form/CMO and/or staff.
5. The board may act on either approval or denial of the application.

Public comment will be taken at the beginning and end of the Board meeting.

¹⁸ [NRS 388A.255](#)

Approval of an Application

Applicants that are approved will be required to complete the SPCSA's pre-opening process which includes a list of criteria that must be satisfactorily met in order to be allowed to open the school. In addition, as part of the approval, the SPCSA may establish additional and unique pre-opening conditions that must be met prior to the school opening¹⁹.

Applicants that are approved should expect to have a meeting with SPCSA staff in the summer of 2027 to initiate the pre-opening process. Failure to fulfill pre-opening conditions and/or conditions for authorization, as prescribed by the Authority, are all grounds for delayed opening and/or charter revocation²⁰.

Denial of an Application

Should the application be denied by the Authority, SPCSA staff will follow the provisions and timelines outlined in [NRS 388A.255](#). Specifically, the SPCSA will provide the applicant with written notice of the reasons for the denial within 30 days of the Authority taking action to deny the application. Applicants that are denied have the opportunity to resubmit their application. Details regarding the resubmission process can be found in Section IV.V.VIII below.

IV.V.VII Withdrawal of an Application

Applicants may, at any time, withdraw their application to form a charter school by providing written notice to the State Public Charter School Authority²¹. Notice of withdrawal may be sent to the SPCSA's Executive Director via email, sent to mmackedon@spcsa.nv.gov.

IV.V.VIII Resubmission of a Denied Application

If an application is denied, and the Committee to Form or CMO chooses to proceed with the resubmission process, the applicant has up to 30 days to correct any deficiencies in the application and resubmit the application to the SPCSA. During this time, applicants are then provided the opportunity to meet and confer with SPCSA staff regarding the deficiencies within the application.²² It is important to note that the resubmission process is not required and that not all denied applications are well positioned for resubmission. In particular, denied applications with substantial deficiencies or deficiencies that require an extended period of time to correct are less likely to be approved upon resubmission and are encouraged to consider reapplying during the next application cycle.

If the Committee to Form or CMO chooses to proceed with the resubmission process, once a resubmitted application has been received, the SPCSA will assemble a review team which may include external reviewers to reevaluate the application against the SPCSA's application rubric. Then, SPCSA staff will recommend approval or denial of the resubmitted application to the SPCSA Board. If the Authority denies the resubmitted application, the applicant may choose to appeal the Authority's decision to the district court.²³

Applicants who are denied initially or upon resubmission are permitted to reapply during another application cycle. Please note that a new Notice of Intent is required for a reapplication.

¹⁹ [NRS 388A.270](#)

²⁰ [NAC 388A.260\(10\)](#)

²¹ [NAC 288A.260\(3\)](#)

²² [NRS 388A.255\(2\)](#)

²³ [NRS 388A.255\(3\)](#)

PART II

Overview of Application Sections and Subsections

*Part II of the Application Guidance provides information about each section and subsection of the application, including the **application questions** which are identical to the questions found in the Application Template Document, the **rubric criteria** which are identical to the criteria defined in the Evaluation Rubric Document, and **specific guidance** regarding the section or subsection, such as important information and resources to consider when drafting an application.*

Applicants are encouraged to refer to the corresponding section of this document while completing the Application Template Document.

1 APPLICATION SECTION: APPLICATION COVER SHEET

1.1 GENERAL INFORMATION

1.1.1 Questions

Name of Proposed School: _____

Proposed Opening Year: _____

Grades Served in Year 1: _____ Grades Served at Capacity: _____

Identify the **primary point of contact** for your application. This should be either the primary contact for the Committee to Form OR the primary contact for the non-profit CMO applying directly for sponsorship.

Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that the founding group receives all general communications promptly. As with all aspects of your application, the names of the Primary Contact will become public information.

Primary Contact Name: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____ Email: _____

1.1.2 Guidance

- The “Proposed Opening Year” must be no earlier than the 202~~86~~-2~~97~~ school year.
- “Year 1” refers to the first year of operation, the 202~~86~~-2~~97~~ school year or later.
- “At Capacity” refers to when the school is fully enrolled and includes all intended grade levels.
- The personal contact information for the primary point of contact will be redacted when posted to the SPCSA’s website. However, the individual’s name will not be redacted.

1.2 APPLICANT TEAM INFORMATION

1.2.1 Questions

In accordance with [NRS 388A.249](#), a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements contained in the table on the next page and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an Educational Management Organization. A Committee to Form must comply with the membership requirements in [NRS 388A.240](#).

Is the applicant a Committee to Form or a Charter Management Organization (CMO)?

☐ Committee to Form

☐ Charter Management Organization (CMO)

For CMO Applicants, what is the name of the CMO and any affiliated Nevada nonprofit? _____

For CMO Applicants, if approved, what entity will hold the charter? _____

Committee to Form Applicants: Please list the name, residence, and role of all persons on the Committee to Form in the table below. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. You may add rows to this table if needed; however, a Committee to Form may not exceed nine members.
Note that the Committee to Form may be different than the proposed Governing Board.

NRS 388A.240 Membership Category	Full Name	State and County of Residence <i>(list permanent residence)</i>	Role with Proposed School
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS At least 2 years of experience employed as a teacher, not including employment as a substitute teacher: ☐ Yes ☐ No	Nevada License Number, if applicable:		
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator At least 2 years of experience employed as a teacher, not including employment as a substitute teacher: ☐ Yes ☐ No	Nevada License Number, if applicable:		
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school			
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services;			

(3) Law; or (4) Human resources.			
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.			
2: Other (optional)			
2: Other (optional)			

For Committee to Form applicants, if there are any proposed board members who are not on the Committee to Form, please provide their information in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence <i>(list permanent residence)</i>

CMO Applicants: Please list members of the Applicant Team including the full governing board of the CMO, key CMO employees, proposed school employees, etc. You may add rows to this table if needed.

Full Name	Role with Proposed School	Current Employer

For CMO Applicants, if you indicated on page 3 that the current CMO Board will not hold the charter, and instead another entity will hold the charter, please list all proposed board members of the entity that is proposed to hold the charter in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence <i>(list permanent residence)</i>

For all applicants, as Attachment 1 provide a completed and signed Information Sheet and Resume for each individual who is:

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- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed above,
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school who is not captured in A-C above.

1.2.2 Guidance

- For more information about applicant types see Section IV.I.
- A Committee to Form must comply with the membership requirements in [NRS 388A.240](#) at the time the application is submitted. Committee to Form applicants should complete the table identifying members of the Committee to Form and ensure that members are listed in the appropriate row, based on the membership criteria that they satisfy.
- For Committee to Form Applicants, the Committee to Form may not be identical to the proposed Governing Board. If there are proposed Governing Board members who are not on the Committee to Form, please include information about these individuals in the table provided for this purpose.
- For CMO Applicants, the Applicant team includes the full governing board of the CMO as well as key CMO employees, proposed school employees, and others identified by the CMO. “Key employees” are those that will play an active, critical role in the launch of the proposed school.
- For CMO Applicants, should the CMO intend for a local board to hold the charter, the proposed members of the local board should be listed in the table provided for this purpose. Note that while the local board does not need to be fully constituted, given that this is the entity that will hold the charter, the evaluation team will be interested in evaluating the capacity of this group of individuals. Additionally, it may be helpful to refer to the membership requirements for governing bodies of charter schools, which can be found in [NRS 388A.320](#), as well as additional requirements regarding members of governing bodies of charter schools found in [NAC 388A.520-388A.525](#).
- Any individual who is on the Committee to Form or CMO Applicant Team, as well as any additional proposed board members must provide a completed and signed Information Sheet and resume. While the names of each of these individuals will be published, any personal contact information for these individuals will be redacted before the application is posted to the SPCSA’s website.

1.3 PENDING APPLICATIONS AND SCHOOLS

1.3.1 Questions

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes ☐ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
-------	------------	----------------------	----------------------	---------------

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have new schools scheduled to open elsewhere in the United States in the current or coming school years?

☐ Yes ☐ No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

1.3.2 Guidance

- The Committee to Form or CMO is required to disclose any charter application(s) to open school(s) that is under review in any state as well as any charter school that is approved but has not yet opened.

1.4 PLANNED ENROLLMENT

1.4.1 Questions

Please complete the Planned Enrollment table below. *This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

1.4.2 Guidance

- The planned enrollment table outlines the expected enrollment in each grade level for each of the first six years of operation.

- If approved, the total enrollment for each year will be incorporated into the charter contract. While a charter school may make adjustments in the number of students enrolled in a given grade, the applicant must stay within 10% of the total enrollment, otherwise a charter contract amendment is required.

1.5 PROPOSED LOCATION

1.5.1 Questions

Has a facility been identified for the proposed school?

☐ Yes ☐ No

If a facility has been identified, provide the address and information regarding the facility below.

Facility Address: _____

County: _____ Zip Code(s) to be Served by School: _____

If a facility has not yet been identified, provide information below about where the charter school seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.

Describe Intended Facility Location: _____

County: _____ Zip Code(s) to be Served by School: _____

1.5.2 Guidance

- If a facility has been identified, provide the address for the proposed location. If a facility has not been identified, provide as much detail as possible about where the applicant team seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.

1.6 CHARTER MANAGEMENT ORGANIZATIONS (CMOs) AND EDUCATIONAL MANAGEMENT ORGANIZATIONS (EMOs)

1.6.1 Questions

Nevada law permits an operator to contract with a for-profit, Educational Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an Educational Management Organization (EMO) or Charter Management Organization (CMO) to provide school management services?

☐ Yes ☐ No

If yes, identify the name of the EMO or CMO and specify which designation: _____

1.6.2 Guidance

- Section 1.6 is only required of CMO applicants and Committee to Form applicants that intend to contract with an CMO or EMO.

1.7 APPLICATION PREPARATION²⁴

1.7.1 Questions

Was the application prepared by a person(s) that is not a member of the Committee to Form or employee of the CMO applying directly for sponsorship? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☐ Yes ☐ No

Did a person(s) that is not a member of the Committee to Form or CMO applying directly for sponsorship assist in preparing the application? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☐ Yes ☐ No

If you answered yes to either of the previous two questions, complete the table below.

The name(s) of the person(s) that prepared or assisted in preparing the application	
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	
The name and address of any public or private school with which the above-referenced person(s) has been or is currently affiliated, and the dates on which the person(s) was affiliated with the school(s)	
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	

1.7.2 Guidance

- [NAC 388A.160\(8\)](#) requires applicants to disclose if the application was prepared by a person who is not a member of the committee to form or employee of the CMO applying for sponsorship directly, or such a person assisted in preparing the application. This may include an accountant, back-office service provider, employee of an EMO, consultant, contractor, or other individual.
- If such a person(s) prepared or assisted in preparing the application, additional information regarding this individual(s) must be provided.

²⁴ [NAC 388A.160\(8\)](#)

1.8 APPLICANT CERTIFICATION

Applicant Responsibilities

1.8 APPLICANT CERTIFICATION

1.8.1 Questions

Applicant Responsibilities

- **Public Posting of Applications:** The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- **Material Changes to Information Contained in the Application After Submission:** If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc.* It is the applicant's responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Katie Broughton (kbroughton@spcsa.nv.gov) with any information or questions.
- **Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contains portions that are substantially similar to a previous application or other published document without proper citation will be returned to the applicant for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Primary Contact Name

Date

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Signature

1.8.21.8.1 Guidance

- The primary point of contact for the applicant must review and sign the applicant certification.

2 APPLICATION SECTION: MEETING THE NEED

2.1 MISSION AND VISION

2.1.1 Questions

The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission.

- 1) Provide the mission and vision for the proposed school.
- 2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:
 - a) The students and community to be served,
 - b) The key components of your educational model,
 - c) The outcomes and goals you expect to achieve for students and the school overall, and
 - d) Key supporters, partners, or resources that will contribute to your school's success.
- 3) Identify the statutory purpose(s)²⁵ that the school will fulfill and explain the alignment to the school's mission and vision. *(The six statutory purposes are: a) Improving the academic achievement of pupils, b) Encouraging the use of effective and innovative methods of teaching, c) Providing an accurate measurement of the educational achievement of pupils, d) Establishing accountability and transparency of public schools, e) Providing a method for public schools to measure achievement based upon the performance of the schools, and f) Creating new professional opportunities for teachers.)*

2.1.2 Rubric Criteria

Criteria

Clear, measurable, and compelling mission statement which explains the role of the school in meeting the needs of the community and intended student population, and which is reflected throughout the application.

Vision describes success (beyond graduation) for students if the school fulfills its mission.

Committee to Form/CMO aims to achieve outcomes that they demonstrate will improve the long-term quality of life of all students served, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level.

School's plan, in alignment with the mission and vision, satisfies at least one statutory purpose²⁶:

- Improving the academic achievement of pupils.
- Encouraging the use of effective and innovative methods of teaching.
- Providing an accurate measurement of the educational achievement of pupils.
- Establishing accountability and transparency of public schools.
- Providing a method for public schools to measure achievement based upon the performance of the schools, AND/OR

²⁵ [NRS 388A.246\(2\)](#)

²⁶ [NRS 388A.246\(2\)](#)

- Creating new professional opportunities for teachers.

2.1.3 Guidance

- *No additional guidance.*

2.2 TARGETED PLAN

2.2.1 Questions

- 1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.
- 2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.
- 3) Describe how the proposal meets at least one of, and preferably multiple, academic or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment²⁷: 1) Demographic Need: 2a) Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50, and/or 2b) Academic Need: Students at risk of dropping out of school. *For details on the identified needs, refer to the [SPCSA's Academic and Demographic Needs Assessment](#).*

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2.2.2 Rubric Criteria

Criteria

Demonstrates a thorough understanding of the community and students to be served, including the demographics and educational needs of the intended student population, as well as the current school options within the community.

The proposed educational model is clearly described and addresses a need(s) related to student outcomes in the identified community that is either shown to exist with data or is in response to demonstrated demand for a particular school model.

Clear, comprehensive explanation of how the proposed model meets identified community needs.

Demonstrates a commitment to meeting at least one of, and preferably multiple, academic, or demographic needs identified in the [SPCSA's Academic and Demographic Needs Assessment](#)²⁸:

Commented [KB3]: Update

1. **Demographics:** Student groups that consistently underperform on the Nevada state assessments in Math and ELA (3rd-8th grade Smarter Balanced and 11th grade ACT) present a demographic need. Such student groups may benefit from the creation of high-quality charter school options so long as those new charter schools have credibly plans to meet their needs. Applicants meeting this need will propose a school that includes demonstrated capacity, credible plans, community input, and thorough research and analysis to intentionally enroll and serve the following student groups, each of which has been identified as historically underperforming:
 - Students qualifying for free or reduced-price lunch (FRL)²⁹;
 - English Language Learners (ELLs);
 - Students with disabilities (those with an Individualized Education Program, or IEP);
 - Students in foster care;
 - Students experiencing homelessness.

²⁷ [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)

²⁸ [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)

²⁹ Enrollment rates of students qualifying for free or reduced-price lunch is often used as a proxy measure for students in poverty.

Criteria

2a. Academic Need: Geographies with Consistently Underperforming Schools: Zip codes with one or more consistently underperforming schools present an academic need. When a significant number of students are enrolled in schools that have a history of not meeting or partially meeting state performance standards, a community may benefit from the addition of high-quality charter school options so long as those new charter schools have both credible plans to meet the needs of the student population and strong partnerships within the community. Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, community input, and thorough research and analysis to intentionally provide access to 3-, 4-, and 5-star schools in zip codes where a significant percentage of students are attending consistently underperforming schools, which are defined as schools that:

- Received a 1- or 2- star NSPF rating in the two most recent NSPF ratings.

2b. Academic Need: Students at Risk of Dropping Out of School: Student groups that graduate from high school at lower rates (i.e. drop out at higher rates) than their peers present an academic need. Nearly one in five Nevada students do not graduate from high school in four years, with certain student groups consistently graduating at lower rates than their peers, including English Language Learners (ELLs), students with disabilities (those with Individualized Education Programs or IEPs), students that are homeless, students in foster care, and students identifying as American Indian/Alaskan Native, Black/African American, or Hispanic/Latino. Such students may benefit from the creation of high-quality charter school options so long as those new charter schools have credible plans to meet their needs.

Pursuant to [NRS 388A.249\(2\)](#), the SPCSA must consider the degree to which the proposed charter school will address the needs identified in the Academic and Demographic Needs Assessment as part of the application review. Additionally, in accordance with [NRS 388A.249\(3\)](#) the SPCSA may only approve an application to form a charter school if, in addition to meeting other requirements, the proposed charter school will address one or more of the needs identified in the Academic and Demographic Needs Assessment.

2.2.3 Guidance

- Pursuant to [NRS 388A.249\(2\)](#), the SPCSA must consider the degree to which the proposed charter school will address the needs identified in the Academic and Demographic Needs Assessment as part of the application review. Additionally, in accordance with [NRS 388A.249\(3\)](#) the SPCSA may only approve an application to form a charter school if, in addition to meeting other requirements, the proposed charter school will address one or more of the needs identified in the Academic and Demographic Needs Assessment.
 - The SPCSA's 2027~~6~~ Academic and Demographic Needs Assessment can be found on this webpage: https://charterschools.nv.gov/OpenASchool/Application_Packet/. The Needs Assessment is comprised of the [Needs Assessment Narrative](#), an [Excel workbook](#) with data regarding schools in Nevada, and a [map of schools in Nevada](#).
 - Applicants should closely review the Needs Assessment and associated materials as part of the development of their proposal.

Commented [KB4]: Update

2.3 PARENT AND COMMUNITY INVOLVEMENT

2.3.1 Questions

- 1) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community.
- 2) Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.

- 3) Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?
- 4) What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?
- 5) Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.
- 6) Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions (do not include the CMO/EMO identified, dual-credit partners discussed in subsequent sections, or proposed vendors). Provide, as Attachment 3, existing evidence of support from each of the community partners identified such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Although the SPCSA welcomes general letters of support for the proposed charter school, this section seeks information regarding specific partnerships with community partners and specific information regarding community partner's commitments to the proposed charter school. Please refer to the rubric for additional details.*

Partner Name	
Briefly describe this partnership	
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	

2.3.2 Rubric Criteria

Criteria
Demonstrates ties to and/or knowledge of the identified community and explains how the proposed school will build upon community assets.
Intentional and thoughtful strategies for engaging with community members, families, and parents representative of the community to be served. Illustrates, with examples, that parents, neighborhood, and community members representative of the community to be served helped shape the school proposal.
Outlines a thoughtful plan to proactively engage parents, community members, and other neighborhood partners from the time that the school is approved and once the school is operating.
Describes meaningful opportunities for all parents to contribute to the school community and be active partners, including parents of students with disabilities and English language learners.
Adheres to state laws regarding parent and family volunteers, ensuring that there are no volunteering requirements as a condition of enrollment ³⁰ .
Identifies key supporters, partners, or resources that are directly tied to the stated outcomes of the school, including community partners that are located in and/or serve the identified zip codes. Partnerships are evidenced by specific letters of commitment outlining the accountabilities of both parties and clear, measurable, time-specific deliverables from the partner which are clearly relevant to the needs of the identified population, and do not reflect a paid vendor relationship.

³⁰ [NAC 388A.538\(1\)](#)

2.3.3 Guidance

- Question two asks about the role of parents and community members in the development of this application. It is the SPCSA's expectations that the development of the new charter school application has been informed by the community and families that the school intends to serve. In responding to this question, applicants should make sure to provide details regarding the engagement strategies as well as specific examples, that can be found within the application as to how the proposal has informed by and evolved as a result of the input and feedback provided by parents and community members.
- Question six requests information about "established partnerships" which the SPCSA defines as partners that have committed to working with the school, including specific deliverables, if the school is approved to open. These partners should be evidenced by letters of support or MOUs that outline the commitments and deliverables, should the school be approved. General letters of support that include language such as "this school will provide a high-quality school option for the community" or "we will work to support this school once opened" do not satisfy this expectation. Rather, the application narrative and evidence of support should include specific commitments. For example, a partner could commit to hosting recruitment events to assist with student enrollment, participating in the school's internship program, providing after-school programming, offering parent education classes, etc. In responding to question six, please only include established partnerships that meet this criterion and for which evidence of specific commitments can be provided. Finally, note that vendors and paid partnerships should not be included in this section and should instead be included in the Services Section (4.7) or the Addendum (6), as applicable. In addition, college or university partners that will be provided dual credit programming should not be included in this section and should instead be included in the Dual Credit Partnerships Section (3.10).
- Within the rubric criteria, "a thoughtful plan to proactively engage parents, community members, and other neighborhood partners from the time that the school is approved and once the school is operating" may include strategies such as conducting home visits or holding community meetings before the school opens, and once the school is operating establishing a parent advisory council, providing parent training opportunities, utilizing effective communication strategies, and incorporating thoughtful opportunities for volunteering. *Note these are just examples, and do not represent a complete list.*

3 APPLICATION SECTION: ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

3.1.1 Questions

In its 2025-2030 [Strategic Plan](#), the SPCSA established goals related to student enrollment and school performance that each charter school applicant should consider when setting their own respective goals:

1. Provide communities with access to excellent schools that students and families want to attend. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
2. Provide equitable access to charter schools. The SPCSA aims for sponsored schools to serve a student population that is representative of the state in terms of race/ethnicity and other student groups.

- 1) How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?
- 2) How will you accelerate growth at all achievement levels, particularly among students who are most behind?
- 3) Describe the distinguishing features of your school, including programmatic components that make it unique. For each feature, explain how it will be implemented and how it is expected to influence student success, citing evidence from your experience and/or valid research. Key features may include:
 - a) Programs (e.g., curriculum, professional development, afterschool program, parent program, etc.),
 - b) Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and
 - c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.).

Note that this question is aimed at understanding what makes your school unique, how those features are implemented, and how they fit together. If a key feature is described in another portion of the application, you may reference that section rather than repeating information and focus your response to this question on implementation of the key feature.
- 4) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

3.1.2 Rubric Criteria

Criteria
Compelling, well-articulated theory of change and clear educational strategy aligned to the mission and critical to the school's success.
Ambitious, yet achievable plan to further the SPCSA's strategic goals: • Provide families with 4- or 5-star school. • Ensure that every SPCSA student succeeds - including those from historically underserved student groups.
Provides a specific description of how the proposal will be implemented to ensure fidelity to the model.
Demonstrates that the key features of the proposed school can be implemented together in a coherent and cohesive manner that will drive towards meeting the proposed mission and vision.
Distinguishing features of the proposed school are supported by compelling evidence of success in schools implementing similar programs while serving similar student populations.

3.1.3 Guidance

- The SPCSA's Strategic Plan can be found on this website: https://charterschools.nv.gov/About/Strategic_Plan/. The two goals highlighted in this section are further detailed below:
 - Provide communities with access to excellent schools that students and families want to attend:

The SPCSA aims for all sponsored schools to meet academic, organizational and financial performance standards. Five-year goals:

- Improve upon existing strong performance on the Nevada School Performance Framework (NSPF) by achieving 60% four-star or better and 78% three-star or better.
- 85% of schools on the organizational and financial framework intervention ladder will be returned to good standing or not escalated.

○ Provide equitable access to charter schools:

The SPCSA aims for sponsored schools to serve a student populations that is representative of the state in terms of race/ethnicity and other student groups. Five-year goals:

- The percentage of Title 1 schools in the SPCSA portfolio is at or above the percentage of statewide Title 1 schools.
- New charter schools opening under this strategic plan will have an ELL enrollment rate at or above their district average.
- New charter schools opening under this strategic plan will have an enrollment rate of students with IEPs at or above the state average.

- Technical information about the Nevada School Performance Framework which is used to determine star ratings for schools can be found here: <http://nevadareportcard.nv.gov/DI/more?path=resources>. Applicants are encouraged to review this information to understand the levels of growth, proficiency, graduation rates, etc. that will result in certain scores and ultimately star ratings according to the Nevada School Performance Framework.

3.2 CURRICULUM AND INSTRUCTIONAL DESIGN

3.2.1 Questions

The proposed framework 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) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.
- 2) Using the table below, provide a comprehensive list of the school's curricula for core academic subjects³¹: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards³². *Add rows as needed until the table reflects all grade levels and subjects.*

Grade(s)	Subject	Product Name	Rationale for Selection

³¹ [NRS 389.018\(1\)](#)

³² <https://doe.nv.gov/offices/office-of-teaching-and-learning>

- 3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education³³.
- 4) Identify the instructional strategies that will support the education plan. Explain why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.
- 5) If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented by the charter school.

3.2.2 Rubric Criteria

Criteria
Describes instructional model and learning environment that align to the proposed mission and vision, academic program, and instructional strategies. Instructional model and learning environment will engage students in ways that are culturally responsive and relevant.
Identifies curricula for all core academic subjects and demonstrates that they align to the Nevada Academic Content Standards ³⁴ .
Includes a logical plan for delivering required courses including arts, computer education and technology, health, and physical education.
Demonstrates that instructional strategies are well suited to the identified student population and will enable effective differentiation.
If the school intends to include a career and technical education program, the application outlines a logical plan that is aligned with the school's mission, vision, instructional model, and goals for student growth as well as the State's requirements for career and technical education ³⁵ .

3.2.3 Guidance

- Information regarding the Nevada Academic Content Standards can be found here:
<https://doe.nv.gov/offices/office-of-teaching-and-learning>
- To demonstrate alignment to the Nevada Academic Content Standards (NVACS), applicants may choose to reference:
 - EdReports (<https://www.edreports.org/>) which provides information on alignment to the common core, which is closely aligned to the NVACS;
 - the Nevada Department of Education's Instructional Materials Webpage:
<https://doe.nv.gov/offices/office-of-teaching-and-learning/instructional-materials> (note that charter schools are not required to use approved instructional materials);
 - documentation provided by the curriculum publisher; or
 - other documentation or information.

This type of information should be included in the rationale column of the table in question two of this subsection.

³³ [NRS 389.018\(3\)](#)

³⁴ <https://doe.nv.gov/offices/office-of-teaching-and-learning>

³⁵ <https://doe.nv.gov/offices/craleo/cte>

3.3 PROMOTION AND GRADUATION REQUIREMENTS

3.3.1 Questions

Questions 1 and 2 are required of all applicants. Questions 3 and 4 are only required if the proposal includes a high school program.

- 1) Explain how students will matriculate through the school (e.g., promotion/retention policies) and how stakeholders will be informed of these policies.
- 2) Explain what systems and structures the school will implement for students at risk for retention, and/or dropping out, and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.
- 3) For high school programs, explain how the school will meet state graduation requirements³⁶. 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.
- 4) For high school programs, explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

3.3.2 Rubric Criteria

Criteria
Describes promotion and retention policies for all grades to be served, demonstrating high expectations for all students.
Structures are in place to support students at risk of dropping out, including those who are over age for their grade, those needing to access credit recovery options, and those performing significantly below grade level.
If proposing a high school program, clearly articulates high school graduation requirements which align with Nevada Graduation Requirements ³⁷ and will ensure that students graduate college and career ready.

3.3.3 Guidance

- No additional guidance.

3.4 DRIVING FOR RESULTS

3.4.1 Questions

The SPCSA will evaluate the performance of every charter school annually, and when considering applications for renewal and contract amendment according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework³⁸, the Nevada School Performance Framework adopted by the Nevada Department of Education³⁹, and applicable law and regulation.

³⁶ https://webapp-strap-paas-prod-nde-001.azurewebsites.net/uploads/diploma_requirements_1018352e30.pdf https://webapp-strap-paas-prod-nde-001.azurewebsites.net/uploads/24_25_diploma_requirements_one_pager_7d76501bd0.pdf

³⁷ https://webapp-strap-paas-prod-nde-001.azurewebsites.net/uploads/diploma_requirements_1018352e30.pdf https://webapp-strap-paas-prod-nde-001.azurewebsites.net/uploads/24_25_diploma_requirements_one_pager_7d76501bd0.pdf

³⁸ <https://charterschools.nv.gov/ForSchools/Accountability/>

³⁹ <https://doe.nv.gov/accountability/nspf/>

Applicants are expected to propose additional goals to complement or supplement, but not supplant, the SPCSA’s performance standards. These goals should be school-specific, mission-driven academic, financial, or organizational goals. All included indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

- 1) Describe the **mission-specific academic goals** for the school. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.
- 2) In the table below, outline the **annual performance and growth goals** that the school will set in order to meet or exceed expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF). You may add rows as needed.

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2028-29	2029-30	2030-31

- 3) Explain how the baselines in the table above were set.
- 4) Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?
- 5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.
- 6) In addition to mandatory state testing, identify the primary **interim academic assessments** the school will use to assess student learning needs and ensure progress towards SPCSA and state proficiency targets. Describe how these assessments will be used.
 - a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?
 - b) Explain how you know that the proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school’s curriculum, performance goals, and the Nevada Academic Content Standards.
 - c) Articulate how interim assessments will be used to inform instruction and key decisions throughout the school year. How will teachers and school leaders be trained in their use?

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- 7) For each interim assessment identified above, describe the performance targets and benchmarks the school will use to monitor student progress and ensure it remains on track to meet its academic goals throughout the first year. Explain how these targets will be set, measured, and adjusted if needed.
- 8) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.
- 9) Describe the school's **organizational or financial performance goals** the school will have. Explain how these align to the SPCSA Organizational and Financial Performance Frameworks.

3.4.2 Rubric Criteria

Criteria
All academic goals and targets are expressed in SMART terms (Specific, Measurable, Achievable, Relevant, and Time-Bound) and demonstrate a commitment to ensuring the success of all students including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level.
Mission-specific academic goals explicitly complement or supplement, but do not replace, the SPCSA's performance standards. All such indicators, measures, and metrics are rigorous, valid, reliable, and objectively verifiable. Annual performance and growth goals align to the Nevada School Performance Framework⁴⁰ and/or the Authority Performance Framework⁴¹ and will put the school on a trajectory to meet SPCSA performance standards. Quarterly performance targets/interim academic assessments can be used to develop a plan for monitoring and reporting academic performance gaps and a process for using data to support instruction and inform professional development.
Sound plan for measuring and reporting academic performance and progress of students and monitoring for disparities in academic performance between student groups.
Explanation of corrective actions that will be taken if the school fails to meet achievement outcomes at the classroom, cohort, special population and/or school-wide level (throughout the year or at end of year), including the party responsible for implementing these actions.
Internal assessment selections will provide sufficiently rich data for evaluation of the education program, are valid and reliable, and are fully align with state assessments, Nevada Academic Content Standards, and the curriculum as presented.
The assessment plan is sufficiently detailed to demonstrate collection and analysis of individual student, student cohort, special populations, and school level data (interim, annual, year over year), including a clear process for setting and monitoring ambitious academic goals.
Logical plan for using assessment data to drive key decisions aimed at improving academic outcomes.
Organizational and financial goals are aligned to the SPCSA's Performance Frameworks.

3.4.3 Guidance

- Mission-specific goals should directly align to the proposed school's mission and establish how the applicant would measure the success of the school, if approved to open. As described in the rubric, the goals should complement or supplement, but not replace, the SPCSA's performance standards. In addition, all measures should be rigorous, valid, reliable, and objectively verifiable.
- Annual performance and growth goals should directly align to the Nevada School Performance Framework and/or the Authority's Academic Performance Framework. These goals should be rigorous enough to ensure

⁴⁰ <https://doe.nv.gov/accountability/nspf/>

⁴¹ <https://charterschools.nv.gov/ForSchools/Accountability/>

that if met, the school the school will meet SPCSA performance standards. For example, if setting a goal for graduation rate, which is a point-earning measure in the Nevada School Performance Framework, the goal should be sufficiently ambitious such that if met, the school will earn points that will enable at minimum a 3-star rating or ideally a 4-or 5-star rating.

- The interim targets for the first year of operation should ensure the school is on track to meet its goals for the first year. There should be clear alignment between these interim targets and the year-1 goals.
- Organizational and financial goals should enable the school to meet the SPCSA's expectations according to the Organizational and Financial Performance Frameworks
- Technical information about the Nevada School Performance Framework which is used to determine star ratings for schools can be found on this website: <http://nevadareportcard.nv.gov/DI/more?path=resources>.
- Technical information regarding the SPCSA's Academic, Organizational, and Financial Performance Frameworks can be found on this website: <https://charterschools.nv.gov/ForSchools/Accountability/>

3.5 AT-RISK STUDENTS AND SPECIAL POPULATIONS

3.5.1 Questions

At-Risk Students

- 1) What is the school's definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?
- 2) Describe the school's approach to help remediate students' academic underperformance. Detail the interventions 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, year 3, year 5, and beyond)?
- 3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.
- 4) How will you communicate the need for remediation to parents?
- 5) What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

Special Populations

- 1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for:
 - a) students with disabilities, including students with mild, moderate, and severe disabilities,
 - b) English language learners,
 - c) homeless and migrant students, and
 - d) intellectually gifted students.
- 2) Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including:
 - a) How will the school identify students who require special education services? How will the school handle over-identification of students 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?
 - b) What specific instructional programs, practices, and strategies the school will employ to provide a continuum of services? Describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

- c) 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?
 - d) How will you ensure qualified staffing to meet the needs of students with disabilities? *Federal and Nevada law requires licensure for special education teachers, related service personnel, and psychologists at charter schools.*
 - e) What are your plans for monitoring and evaluating the progress and success of *students who qualify for special education* and related services, including the process for exiting students from special education services, as needed. How will curricular and instructional decisions be tracked and monitored by IEP teams and school personnel?
 - f) What are your plans for monitoring and evaluating the extent to which your *special education program* complies with relevant federal and state laws?
 - g) *For proposed middle and high schools*, discuss how you will develop and implement transition plans for special education students.
- 3) Explain how the school will meet the needs of English language learners (EL), including:
- a) How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?
 - b) How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?
 - c) How will you ensure qualified staffing to meet the needs of EL students, conduct assessments, and monitor the progress of EL students? *Nevada law requires licensure (ELAD endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.*
 - d) What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English language learners?
 - e) What plans are in place for monitoring and evaluating the progress and success of EL students, including the process for exiting students from EL services as needed?
- 4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.
- 5) Explain how the school will meet the needs of homeless/migrant students:
- a) How will the school ensure proper identification of students and families who qualify for homeless and/or migrant services? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?
 - b) How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?

3.5.2 Rubric Criteria

Criteria

At-Risk Students

Provides a clear and research-based process for identifying at-risk students and their needs, including those with academic and behavioral needs.

Outlines the methods according to which the school will remediate academically underperforming students, including the system according to which the school will track progress, facilitate teacher collaboration, and the research supporting the school's remediation strategy.

Criteria
The school's Response to Intervention system differentiates planning for each student according to the significance of their need, providing a continuum of programs, strategies, and supports that corresponds with the needs identified for each student and is supported by research.
Presents a reasonable plan and identifies the parties responsible for communicating with parents regarding remediation needs.
Demonstrates that the school's response to early signs of behavioral and/or social emotional needs will be met with positive interventions and restorative justice practices. The school will utilize differentiated support for each student in collaboration with the students' parents, teachers, and with support, as needed, from other school staff.
Special Populations
Demonstrates the Committee to Form or CMO's track record of success serving a wide range of students with disabilities (mild, moderate, and severe), English language learners, homeless and migrant students, and intellectually gifted students.
Clear demonstration and understanding of Nevada and federal laws and regulations governing services for special populations.
For students with disabilities ⁴² : - Provides a logical plan to screen all students and to ensure that struggling students are evaluated for special education services early and accurately. - Presents a plan for student evaluation and developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals. - Presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs towards the goals articulated in their respective plans. - Demonstrates that the school will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services. Specifies full Nevada licensure for all special education teachers/coordinators⁴³. - Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress. - Articulates process for monitoring compliance with state and federal laws pertaining to serving students with disabilities⁴⁴. - For middle and high schools, presents a logical and thorough plan for developing and implementing transition plans⁴⁵.
For English language learners ⁴⁶ - Processes for identifying English language learners are well-defined, including administration of placement assessments and communications to parents and teachers. - Indicates full Nevada licensure for all English language learners teachers/coordinators. - Describes the specific services that will be provided for students within and outside the classroom, including curriculum and instruction and exposure to co-teaching. - Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress.

⁴² Refer to [NRS 388.417 to 388.459](#) and [NAC 388.215 to 388.284](#) for statutes and regulations regarding serving students with disabilities.

⁴³ [NAC 388.165 to 388.171](#)

⁴⁴ [NAC 388.294](#)

⁴⁵ [NAC 388.195](#) and [NAC 388.284](#)

⁴⁶ Refer to [NRS 388.406](#) and [NAC 388.525 and NAC 388.655](#) for statutes and regulations regarding serving English language learners

Criteria

For intellectually gifted students, demonstrates that the school will extend their learning offerings such that those students have access to unique, tailored opportunities. The proposed staffing structure demonstrates sufficient staffing and teacher support to implement the plan.

For homeless/migrant students⁴⁷:

- Presents a logical and systematic method according to which the school will identify homeless and/or migrant students.
- Clear plan to assess and meet the needs of students and identified as homeless and/or migrant.

3.5.3 Guidance

- Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. 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.
 - SPCSA schools are to ensure streamlined access for all students requiring special programs.
 - SPCSA schools develop programs to support the needs of their students.
 - SPCSA schools do not encourage, counsel, or force any students out.
 - SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
 - If necessary, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest need students, including but not limited to clustered placements in consortium with other charter schools.
 - SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on evidence based instructional practices, student advocacy, and high expectations. IEP teams (including school leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

3.6 PROFESSIONAL DEVELOPMENT

3.6.1 Questions

- 1) Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
- 2) Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered. *Ensure alignment to incubation year plan.*
- 3) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?
- 4) Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.
- 5) How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?

⁴⁷ Refer to [NAC 392.205 to 392.225](#)

- 6) Identify the individuals (or positions) and/or vendors responsible for professional development.

3.6.2 Rubric Criteria

Criteria
Clearly describes professional development that will be offered during the incubation year to effectively support the academic program, including the topics to be covered and any specialized components of the educational model.
Provides a summary of professional development opportunities throughout the school year to effectively support the academic program, including topics and structures.
Explains teacher coaching plans that will effectively support teacher development, including responsible parties.
Demonstrates how professional development will support all teachers in meeting the needs of special populations including students with disabilities and English language learners.
Clear identification of the persons or organizations responsible for professional development. If professional development is to be provided by contracted third party, the third party has appropriate expertise.
Cost of any third party provided professional development is reflected in the budget.

3.6.3 Guidance

- Question two requests information regarding the professional development that will take place prior to school opening. The response to this question should align with the activities outlined in the incubation year plan in Section 4.6. For example, the incubation year plan should reflect the deadlines and milestones associated with preparing and delivering the professional development that will take place prior to the school opening.

3.7 SCHOOL CULTURE

3.7.1 Questions

- 1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment, reinforce student intellectual and social development, and support fulfillment of the school's mission and vision.
- 2) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for assisting students who enter the school mid-year to adapt to the school culture.
- 3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan.
- 4) Describe the school's approach to help support all students' social and emotional needs.
- 5) Discuss any required dress code or uniform policy.

3.7.2 Rubric Criteria

Criteria
Appropriate and effective strategies to support a school climate that will allow for fulfillment of the school's stated mission and vision, as well as the school's stated academic goals.
Describes a concrete plan for norming social/cultural expectations at the start of each year as well as for students who enter mid-year.
Provides plans to establish a culture of high expectations with students/families and teachers/staff and promote a positive school culture.
Presents well-defined goals around school culture and plans to monitor progress.
Presents research-based and age-appropriate strategies to support students' social and emotional needs.
Dress code and/or uniform policy is age-appropriate, and the applicant articulates how the proposed school will ensure that uniform requirements do not create a barrier for economically disadvantaged students.

3.7.3 Guidance

- Within the rubric criteria, there is reference to ensuring “that uniform requirements do not create a barrier for economically disadvantaged students.” Applicants should ensure that required uniforms are not overly expensive and that there is a protocol to ensure that if the parents/family of a student is unable to afford the required uniforms that student can still attend the school and participate in all required programming (ex. physical education).

3.8 STUDENT DISCIPLINE

3.8.1 Questions

- 1) Describe the school’s discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.
- 2) Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.
- 3) Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.
- 4) Who will be responsible for implementing the school’s discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA?
- 5) Describe the school’s goals for student behavior. How will the school track discipline data and how will this data be used?

3.8.2 Rubric Criteria

Criteria
Presents sound policies for student discipline, suspension, and expulsion including procedures for due process which align to Nevada statutes and regulations ⁴⁸ .
Describes the proactive use of restorative justice practices, including prior to suspensions or expulsions.
Clear designation of staff responsible for implementing the discipline plan, including maintenance of student records and data.
A plan to ensure that certain student populations are not disproportionately impacted by discipline policies, including protection of the rights of students with disabilities.
Goals for student behavior are clear and measurable. There is a plan, and designated personnel, for monitoring and reporting related to behavior goals as well as ongoing maintenance of discipline records.

3.8.3 Guidance

- In developing the school’s discipline policy, applicants should review statutes and regulations regarding school discipline including [NRS 392.4642 to 392.472](#). Note that Nevada requires the use of restorative discipline practices as outlined in [NRS 392.4644](#), [NRS 392.466](#), and [NRS 392.472](#).
- The rubric criteria refer to ensuring that “certain student populations are not disproportionately impacted by discipline policies, including protection of the rights of students with disabilities.” In meeting this rubric criterion, an applicant should address how the school will monitor for an prevent disproportionate discipline practices,

⁴⁸ [NRS 392.4655 to 392.472](#)

both with regard to students with disabilities, as well as other student groups based on race, ethnicity, gender, and/or other characteristics.

3.9 SCHOOL CALENDAR AND SCHEDULE

3.9.1 Questions

- 1) Explain how the proposed school calendar reflects the needs of the student population and the educational model. As Attachment 5, provide the annual academic schedule for the school.
- 2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. As Attachment 6, provide a draft teacher and student schedule for grade levels served in the first year of operation.
- 3) Explain why the school's daily and weekly schedule will be optimal for the school model and meet the needs of the student population.
- 4) 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?

3.9.2 Rubric Criteria

Criteria

Proposed Calendar and schedule meets or exceeds applicable statutory and regulatory requirements:

- Minimum of 180 (or equivalent) days of instruction⁴⁹.
- 43,200 minutes of classroom instruction/year for grades k-2.
- 54,000 minutes of classroom instruction/year for grades 3-6.
- 59,400 minutes of classroom instruction /year for grades 7-12⁵⁰.
- Minimum of 120 hours of instruction for High School courses⁵¹.

Calendar and schedule support implementation of the academic program.

Alignment between teacher and student schedules.

Outlines meaningful goals for student attendance and plans to monitor and intervene to prevent students from becoming chronically absent.

Presents sound policies for student attendance and truancy including procedures for due process that comply with state laws⁵² and are customized to the charter school.

3.9.3 Guidance

- Schools in Nevada are required to offer 180 days of school. However, charter schools may apply for an alternative calendar so long as they may demonstrate that the minimum number of instructional minutes is met for each grade level.
- In Nevada, a student is considered chronically absent if the student is absent 10% or more of their enrolled school days. For more information see the Nevada Department of Education's website on Chronic Absenteeism: <https://doe.nv.gov/offices/osrle/chronic-absenteeism-prevention><https://doe.nv.gov/offices/osrle/chronic-absenteeism>.

⁴⁹ [NAC 387.120 to 387.125](#)

⁵⁰ [NAC 387.131](#)

⁵¹ [NAC 389.040](#)

⁵² [NRS 392.130 to 392.160](#)

3.10 DUAL CREDIT PARTNERSHIPS

3.10.1 Questions

This section is required for all applicants proposing to offer high school.

In accordance with NRS 389.310, Charter schools sponsored by the SPCSA which offer instructions in grades 9 through 12 are required to offer a dual credit program, whereby students in grades 9 through 12 at the charter school may enroll in a dual credit course at a community college, state college or university that has been approved by the Nevada Department of Education to offer dual credit courses. In the event that a dual credit course is not offered by a community college, state college or university located in Nevada, charter schools may enter into cooperative agreements with one or more institutions of higher education located in another state and accredited by a regional accrediting agency recognized by the United States Department of Education to offer such dual credit courses to students attending the charter school.

For applicants who do not propose to operate a high school program, provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run.
- 2) Describe the engagement with the proposed college or university to date and plans to further the relationship in preparation for the opening of the proposed school. As attachment 7 provide evidence of engagement, which may include communication with representatives of the college or university, a proposed MOU, or proposed cooperative agreement.
- 3) Describe the manner and amount that the college or university will be compensated for providing courses and resources, including, without limitation, any tuition, and fees that pupils at the charter school will pay to the college or university.
- 4) Describe the how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits.

4)

3.10.2 Rubric Criteria

Criteria
Detailed plan for establishing and running a program for dual credit to enable students to enroll in dual credit courses at a college or university ⁵³ .
Evidence of, at minimum, initial engagement with a college or university and clear steps and timelines for further engagement to ensure that the dual credit program will come to fruition.
Specific plans for monitoring students enrolled in the dual credit program to ensure they have sufficient supports and resources to successfully earn college credits.
The proposed program for dual credit is shown to be both appropriate for high school students seeking advanced coursework as well as financially accessible to all students.

3.10.3 Guidance

- While recent legislation no longer requires schools to enter into a cooperative agreement to offer dual enrollment courses, as described in the rubric criteria, applicants must at minimum provide evidence of initial engagement with a college or university, clear plans for establishing the dual credit program, and a clear plan for the implementation for the dual credit program.

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⁵³ [NRS 389.310](#)

- The rubric criteria refer to ensuring that the dual credit program is “financially accessible to all students.” Applicants should ensure that the dual credit program is not cost prohibitive and that students who may need financial assistance for resources such as transportation and textbooks have access to appropriate supports. Public charter schools may not charge tuition nor create financial barriers for enrollment or participation.

3.11 PROGRAMS OF DISTANCE EDUCATION

3.11.1 Questions

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA⁵⁴.

For applicants who do not propose to offer a program of distance education, provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe plans for gaining necessary approvals from the Nevada Department of Education for the distance education program and courses. If any approvals are already in place, provide documentation of approvals as Attachment 8.
- 2) Describe the system of course credits that the school will use.
- 3) Explain how the school will monitor and verify the participation in and completion of courses by pupils. Include an explanation as to how the proposed school will monitor student attendance to ensure meaningful participation.
- 4) Explain how the school will ensure students participate in assessments and submit coursework.
- 5) Explain how the school will conduct parent-teacher conferences.
- 6) Describe how the school will administer, in a proctored setting, all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school.
- 7) Describe the supports that will be available to each pupil in their home or community. Include the availability and frequency of interactions between the pupil and teachers.
- 8) Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities, EL students, intellectually gifted, and homeless/migrant students.
- 9) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

3.11.2 Rubric Criteria

Criteria
Describes plan and timeline to garner necessary approvals from the Nevada Department of Education for the distance education program and courses. For courses that are already approved, documentation is provided ⁵⁵ .
Detailed, justifiable plan regarding student attendance which meets minimum state requirements.
Explanation of the plan for ensuring students complete coursework. Detailed, justifiable approach for interactions between the pupil and teachers that aligns with the proposed instructional minutes and provides adequate support to pupils in line with individual needs.
Specific plan for where and when the school will administer mandated assessments in a proctored environment outside of the home and an explanation of how the school will ensure student access and participation.
Detailed plan for ongoing communication with parents.
Comprehensive set of criteria for enrolling students that corresponds with a clear, logical, and accessible enrollment plan.

⁵⁴ [NRS 388.820-388.874](#) and [NAC 388.800-388.860](#)

⁵⁵ [NRS 388.820-388.874](#) and [NAC 388.800-388.860](#)

Criteria

Presents a logical and research-based plan to serve homeless and/or migrant students in a distance education setting.

3.11.3 Guidance

- Pursuant to [NRS 388.838](#) charter schools must be approved by the Department of Education in order to provide a program of distance education.
- Pursuant to [NRS 388.834](#) all distance education courses must be approved by the Department of Education.

4 APPLICATION SECTION: OPERATIONS PLAN

4.1 BOARD GOVERNANCE

4.1.1 Questions

Questions in this section refer to the governing board of the entity that is proposed to hold the charter as indicated in section 1.2 Applicant Team Information.

- 1) Provide, as Attachment 10, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.
- 2) Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.
- 3) Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?
- 4) Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template and provide as Attachment 9.
- 5) How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.
- 6) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *This information should match the disclosures in the Information Sheets provided for members of the Committee to Form, Board Members of the CMO, Employees of the CMO, and any other proposed governing board members, as applicable.*
- 7) Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?
- 8) 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.

4.1.2 Rubric Criteria

Criteria
Proposed governance structure, including delineation of roles and responsibilities between leadership and the board, is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.
The board puts into place a structure that enables it to collect the information it needs to evaluate the performance of the school.
Provides evidence that the governing body fulfills (or describes reasonable and detailed plans to ensure that the governing body will fulfill) statutory requirements for board membership ⁵⁶ , including at minimum, one teacher or other person licensed pursuant to chapter 391 of NRS; one teacher or other person licensed pursuant to chapter 391

⁵⁶ [NRS 388A.320](#)

Criteria
of NRS or a school administrator; one parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school; and two individuals with knowledge and expertise in one or more of the following areas: accounting, financial services, law, or human resources.
Demonstrates that the membership of the governing body embodies (or has clear plans to embody prior to the opening of the school) the wide range of expertise and skills needed to oversee a successful charter school, including but not limited to educational, financial, accounting, legal, and community experience and expertise, as well as special skill sets to reflect school-specific programs, if applicable (e.g., STEM, fine arts, blended learning, alternative programs, etc.).
There are no prohibited familial relationships between charter holder board members, charter holder board members and staff, or charter holder board members and CMO/EMO employees within the third degree of consanguinity or affinity nor any supervisory or business relationships.
Proposed conflict of interest policy, ethics policy, and bylaws are reasonable and compliant. Bylaws contemplate a mechanism for removal of governing body members if needed.
Provides plans for meaningful, appropriate training for board members on a regular basis. Governance training is provided by experienced, third parties and addresses on-boarding for new members, or when the composition of the board changes. Board training costs are reflected in the budget narrative assumptions and the budget calculations.
Describes a reasonable process for resolving student/parent objections.
Capacity Interview Criteria:
The proposed governing board members demonstrate a deep understanding of the educational model, organization's mission, and what mission achievement looks like. *
The proposed governing body members demonstrate ownership and a commitment to ensuring the school's success through active engagement in the development of the charter proposal and the capacity interview. *
The proposed governing body demonstrates the ability to work together to solve problems. *
The proposed governing body members demonstrate that they understand the role of the board in governing the school, including the responsibility for ensuring a high-quality school. *
For schools contracting with an EMO or CMO, the governing board demonstrates an understanding of their role in overseeing the EMO/CMO and holding the EMO/CMO accountable for delivering results. *

4.1.3 Guidance

- The governing body of a charter school has certain membership requirements as outlined in [NRS 388A.320](#), as well as additional requirements regarding members of governing bodies of charter schools found in [NAC 388A.520-388A.525](#).
- Pursuant to [NRS 388A.366](#) Charter schools are considered public bodies and are subject to Nevada's open meeting laws which are detailed in [chapter 241 of Nevada Revised Statutes](#) and the [Open Meeting Manual](#) published by the Attorney General's office.
- Charter schools' governing boards are subject to Nevada's Code of Ethics as described in [chapter 281A of Nevada Revised Statutes](#). Additional resources can be found on the Nevada State Commission on Ethics website: <https://ethics.nv.gov/Resources/Home/>.
- The rubric criteria refer to governance training provided by "experienced, third parties." In particular, when the governing board receives training on effective governance of charter schools. While a CMO or EMO may provide guidance and training regarding the governing bodies roles, responsibilities, and governance, such training is not a substitute for training from an experienced, unbiased, third party that does not have any potential conflict of interest. It is important to note that a vendor or contractor that provides other services, such as a CMO, or EMO, would not be considered unbiased because they have an interest in retaining their service contract. Note that the training plan for the governing board may contemplate training on other topics such as the school's

instructional model and curriculum, student assessments, discipline policies, etc., which may be conducted by internal staff or a CMO/EMO.

- While most criteria are evaluated through both the written application and capacity interview, several criteria, an indicated with “*” will only be evaluated after the capacity interview.

4.2 LEADERSHIP TEAM

4.2.1 Questions

- 1) Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.
- 2) Describe the Committee to Form or CMO team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - a) School leadership, operations, and governance.
 - b) Curriculum, instruction, and assessment.
 - c) At-risk students and special populations.
 - d) Performance management.
 - e) Parent and community engagement.
- 3) *If a school leader has been selected*, identify this individual, describe their qualifications for the role, and provide, as Attachment 12, the resume for this individual. Include student achievement data demonstrating the individual’s track record of success at the classroom, cohort, and school-wide levels.
-OR-
If a school leader has not yet been selected, describe the process, timeline, and selection criteria for this role, and instead provide in Attachment 12 the job description for this role.
- 4) Describe the makeup of the school’s leadership team, including the positions that will make up that team. *Other than the school leader discussed in question 3*, if any of these positions have been filled, please identify these individuals and provide their resumes in Attachment 13. *Other than the school leader discussed in question 3*, for positions that have not yet been filled, instead provide the relevant job descriptions in Attachment 13.
- 5) Explain how the school leader will be supported, developed, and evaluated. Include the competencies used for selecting and evaluation the school leader and identify the specific leadership evaluation tool(s) the school plans to use.

4.2.2 Rubric Criteria

Criteria

The organizational chart clearly indicates all positions, delineating board and leadership roles and lines of authority.

The qualifications of the Committee to Form (CMO for CMO Applicants) are demonstrable with empirical data related to student performance, including students from diverse backgrounds and experiences, students with disabilities, English language learners, and other special populations.

The qualifications of the Committee to Form (CMO for CMO Applicants) include experience with recruitment, hiring, and development of a highly effective staff.

If identified, school leader demonstrates a range of experience serving all students (students with disabilities, English language learners, students in need of remediation, and students above or below grade level) including:

- leadership role at a high-performing and/or high growth school,
- experience establishing a high-performing culture with students and staff, and
- responsibility for significant student achievement gains with demographics similar to the proposed school.

Criteria
If the school leader is not yet identified, explains the timeframe and the method by which the board will recruit and select a candidate who demonstrates qualifications and competencies aligned with the school's mission and program and has experience working with special populations.
Structure of the school leadership team will allow for effective management of the school and staff and demonstrates appropriate assignment of management roles and distribution of responsibilities for instructional leadership, curriculum, personnel, budgeting, financial management, special education and EL programming, legal compliance, state reporting, external relations, and any unique, school-specific staffing needs.
School leadership team job descriptions or resumes identify qualifications and competencies of the administration that align with the school's mission and program and demonstrate capacity to successfully manage the school.
Comprehensive plan for coaching, support, and evaluation of school leadership. The board articulates a clear, ambitious, data-driven set of standards and criteria that the school leader must satisfy to keep the school on track to achieve its vision.
Capacity Interview Criteria:
If members of the school leadership team have been identified, they demonstrate deep knowledge of the proposed academic model and an understanding of how the school's mission supports students and families.*
If members of the school leadership team have been identified, they demonstrate the ability to work together to solve problems. This includes seeing opportunities in challenges and an openness to multiple perspectives and strategies that support the school and its students and families.*
If members of the school leadership team have been identified, they demonstrate understanding of their role and the responsibilities they have to the community. This includes demonstrated evidence of engagement with and responsiveness to students, families, and the community.*
If members of the school leadership team have been identified, they demonstrate that they believe that all students can achieve their full potential. *

4.2.3 Guidance

- Question 3 requests information about the proposed "school leader." The school leader may be the school principal, executive director, or have some other official title, but is the individual who is responsible for the day-to-day operations of the school and who reports to the governing board. Depending on whether the school leader has already been selected, answer the applicable question and provide the applicable documentation in Attachment 12.
- While most criteria are evaluated through both the written application and capacity interview, several criteria, an indicated with "*" will only be evaluated after the capacity interview.

4.3 STAFFING PLAN

4.3.1 Questions

- 1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. *This table should only reflect school-based staff as CMO/EMO staff will be addressed in the Addendum Section. Change or add functions and titles as needed to reflect organizational plans. Add as many other lines as is necessary to capture all employees your school will hire.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal						
Assistant Principals						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						

Add'l School Leadership Position 3 [specify]						
Classroom Teachers - Core Subjects						
Classroom Teachers - Specials						
Special Education Teachers						
EL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Other [specify]						
Other [specify]						
Other [specify]						
Total FTEs at School						

- 2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.
- 3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

4.3.2 Rubric Criteria

Criteria
Aligns to the mission, vision, and proposed academic program.
Matches the proposed budget and is explicitly aligned to both budget narrative assumptions and to budget calculations.
Demonstrates an understanding of expected student population and aligns to the applicant's commitment to meet the needs of special populations and the community the school intends to serve.
Ensures sufficient capacity to enable high-quality teacher support/development, student/family support, effective school operations, and compliance with all applicable policies and procedures.
Demonstrates reasonable student-teacher ratios based on the proposed model and applicable Nevada class-size requirements and recommendations, including NRS 388.700, NAC 388.150, and State Board of Education recommendations. Demonstrates reasonable student-teacher ratios based on the proposed model and statutory student-teacher ratios for special education are met (22:1 for students with severe disabilities⁵⁷).

4.3.3 Guidance

- In completing the table in question one applicants should change the titles/functions in the left column to align to the school's model and reflect the language used throughout the application. For example, if the school does not have a "principal" position, revise this row to reflect the appropriate title.
- It is critical that the table in question one aligns with the staffing plan presented in the budget.
- ~~Although charter schools are not subject to Nevada's statutory class size requirements, the evaluation team may use applicable Nevada class-size ratios and State Board of Education recommendations as benchmarks when evaluating the reasonableness of the class sizes and student-teacher ratios proposed in a charter application.~~

⁵⁷ ~~NAC 388.150~~

Applicants and evaluators should consider the applicable ratios below, along with the school's instructional model, grade levels, staffing model, and other relevant factors.

- NRS 388.700 establishes class size ratios of 16 pupils per licensed teacher for kindergarten through grade 2 and 18 pupils per licensed teacher for grade 3.
- NAC 388.150 establishes maximum class sizes for certain disability programs.
- The State Board of Education established non-binding recommended ratios for Specialized Instructional Support Personnel (SISP).

4.4 HUMAN RESOURCES

4.4.1 Questions

- 1) Describe your strategy, plans, timelines, and key selection criteria for recruiting and hiring teachers, leadership, and staff. Identify who will be responsible for the hiring process ~~es~~ and explain how the recruitment ~~and hiring efforts~~ strategies will ensure that all hires are representative of the student body and aligned to the school's design align with the school's proposed model, and anticipated staffing needs.
- 2) Describe how the school's recruitment and retention strategies are reasonable given the school's proposed model, staffing needs, compensation structure, and anticipated recruitment and retention challenges. Explain how the school will attract and retain a high-quality, diverse staff aligned with the school's design and student population.
- 4)3) Describe the minimum staffing requirements for teaching and other staff positions, including applicable education, licensure, and certification requirements. Explain how the school will ensure that staff meet these requirements.
- 2)4) Describe the school's employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
- 3)5) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.
- 4)6) Describe the school's performance management system and process for teacher evaluation. Identify the teacher evaluation tool(s) the school plans to utilize.
- 5)7) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.
- 6)8) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, detail the areas that will require additional support and the costs and criteria for selecting such service provider. If not, provide a detailed description of how and by whom these functions will be managed.

4.4.2 Rubric Criteria

Criteria
<u>Articulates recruitment and hiring processes and strategies likely to result in the hiring of high-quality teachers, leaders, and staff reflective of the student body. Demonstrates a reasonable teacher recruitment and retention plan that is appropriately aligned to the school's proposed model, staffing needs, compensation structure, and anticipated recruitment and retention challenges.</u>
<u>Clearly identifies a reasonable and complete plan for minimum staffing requirements, including applicable education, licensure, and certification requirements.</u>
Describes a feasible compensation structure and rewards/incentives that are likely to attract and retain high-performing teachers.
Essential recruitment, hiring, and dismissal functions and processes, such as background checks, payroll, benefits, and employee relations, are clearly described and responsible parties are identified.
School performance management system is likely to retain and promote talented staff, allows for re-structuring and removal of staff as needed, creates opportunities for leadership development, and sets clear expectations.

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Criteria

School performance management system identifies low-performing teacher or leader performance, provides plans, support, and training for improvement, and provides the steps the school leadership will take in instances of persistent low-performance.

4.4.3 Guidance

- Requirements for background checks for charter school employees can be found in [NRS 388A.515](#).
- Requirements for background checks for volunteers can be found in [NRS 388A.516](#).
- Requirements for background checks for board members can be found in [NRS 388A.323](#).

4.5 STUDENT RECRUITMENT AND ENROLLMENT

4.5.1 Questions

- 1) Explain plans for student recruitment, marketing, and enrollment during the incubation year.
 - a) Describe in detail the recruitment and enrollment strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?
 - b) How will you ensure equal access to interested students and families, including families in poverty; students zoned to attend 1- and 2-star schools; students with disabilities; English language learners; and other at-risk students as defined in the [SPCSA's Needs Assessment](#)?
 - c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?
 - d) What are the marketing, recruitment, and enrollment targets throughout the winter and spring leading up to the first year of operation and who will be responsible for monitoring progress towards these targets?
Note that the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.
- 2) Describe the application and enrollment process.
 - a) What is the application and enrollment calendar for both the first year of operation and subsequent years of operation? Specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
 - b) Describe the school's proposed lottery policy including any proposed preferences and/or weights for certain student groups.
 - c) 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 specific populations of students?
- 3) 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? What strategies will be used to retain existing students?
- 4) Complete the following tables for the proposed school. *Remove rows as needed.*
 - a) Minimum Enrollment. *Must Correspond to Break Even Budget Scenario Assumptions.*

Commented [KB5]: Update

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6						
7						
8						
9						
10						
11						
12						
Total						

b) Planned Enrollment. *Must Correspond to Budget Worksheet Assumptions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

- c) Maximum Enrollment. *Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

- 5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.
- 6) As Attachment 14, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.
- 7) Describe how you will maintain engagement with families that have already demonstrated interest (see question 6) through the application window and maximize the number who apply to enroll.

4.5.2 Rubric Criteria

Criteria

Recruitment and enrollment plan for year 1 and subsequent years

- Leverages proactive, grassroots strategies such as door-to-door visits, open houses, and forums, and community conversations over the internet, social media, or other passive tactics which disproportionately benefit more advantaged populations.
- Includes specific plans to ensure equal access to interested families including families in poverty, students zoned to attend 1- and 2-star schools, students with disabilities, EL students, and other at-risk students as defined in the [SPCSA's Needs Assessment](#).
- Demonstrates an understanding of the identified community.
- Is likely to allow the school to enroll a representative student population based on surrounding zoned schools or a mission-specific educationally disadvantaged population.

Recruitment and enrollment plan for year 1 and subsequent years includes realistic and appropriate targets, timelines, staff capacity, and monitoring plan to provide confidence that the school will meet its minimum enrollment. *Note, the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year⁵⁸.*

Commented [KB6]: Update

⁵⁸ [NRS 388A.417](#)

Criteria

The application and enrollment process adequately addresses and is compliant with Nevada laws and regulations regarding notification to families within a 2-mile radius during the incubation year⁵⁹, application and enrollment timelines⁶⁰, lotteries⁶¹, weighted lotteries⁶², enrollment preferences⁶³, and backfilling vacant seats when students withdraw.

The planned enrollment numbers for years 1 through 6, including annual growth, is reasonable and supported by a clear rationale.

The recruitment and enrollment plan as well as planned enrollment numbers for year 1 and subsequent years are aligned with the staffing plan and budget, including projected recruitment expenses.

Demonstrated interest from parents of students in the appropriate grade level to enroll in year 1 and originating in the identified communities or zip codes to be served (approximately 30% of year 1 enrollment). Demand should be demonstrated through meeting sign in sheets or intent to enroll forms that capture, at minimum, parent name, student grade levels, and zip code of residence.

Proactive and detailed plan for maintaining engagement with parents of prospective students who have already demonstrated interest and converting interest into actual applications for enrollment.

4.5.3 Guidance

- Like all public schools, public charter schools must be open to any 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.
- When considering recruitment and enrollment plans for the first year of operation, it is important to note that the enrollment audit for new schools conducted on or before June 15 of each year.
 - This enrollment audit establishes the monthly per pupil payments for the first quarter (payments made on August 1, September 1, and October 1). While per pupil funding is ultimately trued-up in the November 1 payment based on the Average Daily Enrollment Report submitted on October 1, when new schools have low enrollment as of the enrollment audit, it often results in a cash-flow shortage during the first quarter of the first year of operation and in some cases, the projected cash shortfall is so severe that it will result in a new school not being able to open.
 - To be considered fully enrolled at the time of the enrollment audit, a student must have a completed and signed enrollment packet, proof of residence, proof of identity for the student (e.g. birth certificate or passport), and proof of identify for the parent/legal guardian (e.g. valid photo identification).
- Question four requests information regarding the minimum enrollment, planned enrollment, and maximum enrollment for the proposed school.
 - The "minimum enrollment" should reflect the breakeven budget scenario or the minimum enrollment required for the school to be financially viable.
 - The "planned enrollment" should match the budget as well as the "planned enrollment" provided in the Application Cover Sheet (Section 1.4). If approved, the total enrollment for each year as provided in the "planned enrollment" table will be incorporated into the charter contract. While a charter school may make adjustments in the number of students enrolled in a given grade, the applicant must stay within 10% of the total enrollment, unless a charter contract amendment is approved.

⁵⁹ [NRS 388A.450](#)

⁶⁰ [NRS 388A.453\(7\)](#)

⁶¹ [NRS 388A.453\(5\)](#)

⁶² [NAC 388A.536](#)

⁶³ [NRS 388A.456](#)

- Enrolling more than 10 percent of the planned enrollment would necessitate a charter contract amendment. Therefore, the “maximum enrollment” should be no more than 110% of the planned enrollment.
- Question six requests “evidence of demand from prospective students and families within the community you intend to serve.” As described in the rubric criteria, when reviewing this evidence of demand, reviewers will be looking for:
 - Meeting sign in sheets or intent to enroll forms, based on the SPCSA’s model forms, that amount to 30% of the year 1 total enrollment.
 - In counting towards this 30% reviewers will be verifying that the interested students/families reside in the zip codes that the school intends to serve and that the students are the correct age or enrolled in the correct grade level to be eligible to enroll in the school when it opens. For example, a current kindergartener would not be in the correct grade to enroll in a 6-12 school first year of operation. Similarly, a current 5th grader would not be the correct age to enroll in a K-5 school during the first year of operation.
- The rubric criteria refer to the application and enrollment process being “compliant with Nevada laws and regulations.” There are a number of requirements that must be met, as are detailed in the referenced statutes and regulations. Here is a summary of key requirements, though applicants are expected to carefully review the statutes and regulations:
 - Notification to families within a 2-mile radius during the incubation year: at least 45 days before a new charter school begins accepting applications for enrollment the charter school must make a reasonable effort to notify each household located within 2 miles from the charter school regarding when the charter school will begin accepting applications for enrollment, how to apply for enrollment, and the enrollment process⁶⁴.
 - Application and enrollment timelines: A lottery cannot be held less than 45 days after the date on which a charter school begins accepting applications for enrollment⁶⁵.
 - Lotteries: If more students apply for enrollment in the charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll on the basis of a lottery system⁶⁶.
 - Weighted lotteries: Nevada law permits the use of a weighted lottery to provide an increased likelihood of acceptance in certain situations and for certain subgroups of educationally disadvantaged pupils as described in [NAC 388A.536](#)⁶⁷.
 - Enrollment preferences: Nevada law permits the use of enrollment preferences or priority to enroll certain qualifying students before enrolling other students as described in [NRS 388A.456](#)⁶⁸.

4.6 INCUBATION YEAR DEVELOPMENT

4.6.1 Questions

- 1) Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the [SPCSA’s Pre-Opening Requirements](#) and is ready for a successful launch. Using the

⁶⁴ [NRS 388A.450](#)

⁶⁵ [NRS 388A.453\(7\)](#)

⁶⁶ [NRS 388A.453\(5\)](#)

⁶⁷ [NAC 388A.536](#)

⁶⁸ [NRS 388A.456](#)

template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 15 (“Incubation Year Planning Table”).

- 2) 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 to provide training and development, briefly describe the main components of the training program and why that organization was chosen.
- 3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual’s core responsibilities during the incubation year.

4.6.2 Rubric Criteria

Criteria
Provides key milestones for the planning year, as well as concrete actions and accountability, which will ensure that the school is ready for a successful launch. Incubation year plan: - Includes necessary activities/milestones to ensure that any program-specific components will be ready to begin on the first day of school. - Includes necessary activities/milestones to ensure the school will be operationally ready to open. - Includes necessary activities/milestones to ensure that the SPCSA Pre-Opening Requirements will be met. <i>Note it is not necessary to duplicate every SPCSA pre-opening requirement into your incubation year plan. Instead, focus on the activities that will ensure success and the major milestones that must be met.</i> - Clearly identifies the individuals responsible for leading year 0 initiatives and meeting year 0 milestones.
If a third party (including an CMO/EMO) will implement portions of the Year 0 plan, these actions should align to the contract or additional documentation presented later in the application.
Outlines comprehensive leadership development plans that include training aligned with incubation year goals as well as stated academic goals.
Outlines the function of any employees in Year 0, as well as the funding source for associated compensation. The staffing outlined for Year 0 will enable the school to reach its Year 0 milestones and goals.
Startup expenses are reflected in the budget narrative assumptions and the budget calculations.
Capacity Interview Criteria:
The committee to form demonstrates that they understand the challenges of opening a school and articulate a commitment and understanding of what it will take to ensure a successful launch of the school.*
The committee to form demonstrates they can work together to solve problems.*
The committee to form demonstrates they are well versed in the incubation year plan and are committed to following through with the implementation.*
The committee to form demonstrates that they are actively engaged* throughout the application process and plan to maintain active engagement through the incubation year.

4.6.3 Guidance

- In completing the “Incubation Year Planning Table” (Attachment 15) applicants should provide a detailed plan for the pre-opening year up until the first day of school. The “Incubation Year Planning Table” has four columns which should be completed as follows:
 - Planning Year Milestones (SMART Goals) by Work Stream: Under the appropriate work stream, enter specific milestones, in the form of SMART Goals (Specific, Measurable, Achievable, Relevant, and Time-Bound). For example, under the Talent Work Stream, you may have a goal regarding hiring teachers and being fully staffed by certain deadline.
 - Activity: For each Planning Year Milestone in the first column, list the activities that will be conducted to ensure that the SMART Goal is met. It is likely that for each Milestone/SMART Goal there will be multiple

activities required. Activities relating to a single Milestone/SMART Goal should be grouped together under the associated Milestone/SMART Goal.

- Responsible Personnel: List the individual(s) responsible for executing each activity. Make sure that titles are consistent with the titles used throughout the application to avoid any confusion.
- Activity Date: List the date(s) when each activity will occur.

For more information, please see the directions at the top of the “Incubation Year Planning Table” as well as the Sample provided within that template.

- The rubric criteria refer to circumstances where “a third party (including an CMO/EMO) will implement portions of the Year 0 plan.” If the incubation year plan relies on a third part such as a CMO or EMO, there must be documentation that shows the services that will be provided and the associated terms. In most cases, this would be captured in the Incubation Year MOU (Attachment 30) or CMO/EMO contract (Attachment 31) which should closely align to the described responsibilities of the CMO or EMO within the incubation year plan.
- While most criteria are evaluated through both the written application and capacity interview, several criteria, an indicated with “*” will only be evaluated after the capacity interview.

4.7 SERVICES

4.7.1 Questions

- 1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.
 - a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - b) 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, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - c) Technology: Outline plans to ensure the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.
 - d) Facilities maintenance (including janitorial and landscape maintenance)
 - e) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.
 - f) Safety and security (include any plans for onsite security personnel).
 - g) Other services that will be critical to the academics, operations, or financial management of the school.
- 2) Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

4.7.2 Rubric Criteria

Criteria

Operations plan includes logical plans for all essential and program-specific non-academic services, including, but not limited to transportation, food service, facilities management, nursing, and purchasing processes, and school safety.

Articulates a reasonable process and timeline for ensuring school will have information technology infrastructure, equipment, software, and policies to support the school operations and model, including plans for data security and privacy.

Costs of services are realistic and align with budget.

Articulates metrics and processes for evaluating effectiveness of services.

4.7.3 Guidance

- Information regarding school transportation requirements can be found on the following NDE webpage: <https://doe.nv.gov/offices/osrle/pupil-transportation/>
- Information regarding implementing the National School Lunch Program in Nevada can be found on the following Nevada Department of Agriculture webpage: [https://nutrition.nv.gov/Programs/National_School_Lunch_Program_\(NSLP\)/](https://nutrition.nv.gov/Programs/National_School_Lunch_Program_(NSLP)/)
- Statutes and regulations regarding student health can be found in [NRS 392.420 to 392.448](#) and [NAC 392.105](#).

4.8 FACILITIES

4.8.1 Questions

- 1) Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including:
 - a) The desired location of the school facility.
 - b) The number of general education classrooms required each year.
 - c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.
 - d) Space requirements for administrative functions, food services and physical education.
- 2) *If a facility is not yet identified, or if the identified facility will not meet the school's needs long-term*, describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. Include the organization's plans to finance the facility, including:
 - a) Total project cost
 - b) Financing and financing assumptions
 - c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

-AND/OR-

If a facility, including either a short- or long-term facility has been identified, provide evidence, such as a lease, MOU, or Letter of Intent, and other applicable information regarding the identified facility as Attachment 16. Briefly describe the facility, including location, size, and amenities. Explain how the facility meets or will be modified to meet the needs previously described. If construction, renovation, and/or tenant improvements are required provide a schedule and timeline as Attachment 17.

Note that charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school⁶⁹.

- 3) Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
- 4) Explain the organization's plan to maintain the facility.
- 5) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future

⁶⁹ [NRS 388A.360\(1\)](#)

engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 18.

- 6) Provide, as Attachment 19, a list of the types of insurance coverage the school will secure, 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 regulation⁷⁰.

4.8.2 Rubric Criteria

Criteria

Facility plans in the short and long-term are reasonable and meet the needs of the projected student population and proposed program.

If a facility (including a temporary facility) has been identified:

- Evidence that facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.
- Projected costs associated with the proposed facility, including purchase price, rent, utilities, insurance, and maintenance, as applicable, are reasonable and supported by evidence.
- A sound plan for construction, renovations, or tenant improvements including sufficient funds and a realistic timeline for completion.
- A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school.
- Evidence that the applicant has engaged with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division.
- Assurance that the proposed facility will comply with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school⁷¹.

If a facility (or permanent facility) has not yet been identified:

- Description of anticipated facilities needs that will be appropriate for the educational program of the school and adequate for the projected student enrollment.
- Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance, and maintenance.
- Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc.
- A realistic, timebound plan for selecting and preparing a facility that will meet the programmatic needs and budgetary constraints.
- A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school.
- A clear, time bound plan to engage with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division.
- Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation 30 days before the first day of school⁷².

⁷⁰ [NAC 388A.140](#) and [NAC 388A.190](#)

⁷¹ [NRS 388A.360\(1\)](#)

⁷² [NRS 388A.360\(1\)](#)

Criteria

Demonstrated capacity to manage facility selection, leasing, acquisition, development, renovation, and management, as applicable. If Committee to Form or CMO has identified a facility development partner, Committee to Form or CMO has thorough plans for managing the partner relationship and ensuring that the partner meets expectations.

Plans for facility maintenance will ensure that the facility provides a safe and clean learning environment for students.

4.8.3 Guidance

- When developing the facilities plan, it is important to note that charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation 30 days before the first day of school. Facilities plans, including plans for construction, renovation, and tenant improvements should reflect this requirement and provide some leeway to account for potential construction and/or permitting delays.
- Question two requests information regarding the proposed facility.
 - Applicants that have not yet identified a facility should answer the first part of the question which begins with *“if a facility is not yet identified, or if the identified facility will not meet the school’s needs long-term...”*
 - Applicants that have identified a long-term, permanent facility should answer the second part of the question which begins with *“if a facility, including either a short- or long-term facility has been identified...”*
 - Applicants that have identified a short-term facility that will not meet the long-term needs of the school should answer both parts of the question to address both the short-term facility that has been identified and plans for selecting and preparing a permanent facility.
- Question six requests a list of insurance coverage to be provided as Attachment 19. A quote from an insurance provider would meet this requirement. The insurance list and/or quote will be reviewed during the completeness check to ensure that the levels and types of coverage comply with [NAC 388A.190](#).
- The rubric criteria call for engagement or a plan for engagement with the local jurisdiction, specifically the planning department/division and traffic department/division. Zoning and permitting are a critical step in the facility development process and applicants must ensure they are familiar with the permitting timelines and requirements, as well as ensure that any proposed facility will ultimately be able to garner the necessary permits. While engaging with local elected officials can be helpful in ensuring support for the charter school, engagement with the staff at these offices will provide specific information to enable the applicant to meet permitting requirements. Finally, applicants should demonstrate understanding of the applicable facility development and permitting timelines by including critical facilities timelines in the incubation year plan in Section 4.6 and [Attachment 15](#).

5 APPLICATION SECTION: FINANCIAL PLAN

5.1 FINANCIAL PLAN

5.1.1 Questions

- 1) How will the school ensure that all public funds are used efficiently, aligned to the approved budget, and safeguarded through effective internal controls?
- 2) Describe the systems and processes the school plans to use to manage accounting, purchasing, and payroll in compliance with state requirements. If the school plans to contract for any administrative services, explain which services will be contracted and the criteria for selecting contractors.
- 3) How will the school comply with Nevada's financial reporting⁷³ and annual independent audit⁷⁴ requirements, and what financial controls will be implemented to support compliance?
- 4) How will the school ensure transparency and accountability to stakeholders (e.g. the SPCSA, families, taxpayers) regarding the use of public funds?
- 5) If the school intends to make capital purchases, including facility acquisition, construction, or renovation, what steps will it take to ensure that public funds are used efficiently, competitively, and in compliance with applicable laws? What contingency plans will be in place to address financial shortfalls?
- 6) As Attachment 20, 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.). Include the following:
 - a) Per-Pupil Revenue: Use the figures provided by the SPCSA within the Financial Plan workbook.
 - b) 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. If corporate, foundation, or other entity or individual fundraising revenues are included at \$5,000 or more in any year, include as Attachment 21 a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
 - c) 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 and required contributions to the Public Employee Retirement System (PERS). Include, for example, anticipated salary ranges for each role identified.
 - d) Applicants that choose to project revenue from Federal Title Programs (I-IV), Federal IDEA, state special education, and state weighted funding streams should include information in their budget narrative regarding:
 - The projected number of students in each applicable subgroup and how this number was determined,
 - How the school will ensure federal grant funds, state weighted funds, and state special education funds are used in alignment with applicable requirements (ex. Allowable and reasonable expenses, supplement vs. supplant), and

⁷³ [NRS Chapter 387](#) and [NAC Chapter 387](#)

⁷⁴ [NAC 387.775](#)

- How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated.

State special education and weighted funding are based on validated prior year enrollment counts; new schools in the first year of operation do not receive these funds.

- 7) Submit the completed Financial Plan Workbook for the proposed school as Attachment 22. *In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year)*⁷⁵.

5.1.2 Rubric Criteria

Criteria
The financial manager has the appropriate expertise to provide accurate and timely financial information to decision-makers.
The school protects mission-critical expenses when faced with budget cuts and commits to maintaining financial viability. The budget does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year) ⁷⁶ .
There is appropriate segregation of financial duties which align to organizational charts, leadership roles and responsibilities, and vendor responsibilities, as applicable.
Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.
Projections are accurate, conservative, and legally compliant. This includes appropriate allocations for required expenditures such as sponsorship fee ⁷⁷ , Public Employee Retirement System contributions ⁷⁸ , etc.
Budget priorities are consistent with the proposed model, including but not limited to educational program, staffing, and facility, and budget priorities are aligned with the proposed enrollment plan, including any enrollment growth.
Sufficient detail and specificity of assumptions for all budget line items to allow for the assessment of fiscal viability.
Clear understanding of monthly cash flow that demonstrates viability of the school.
Sufficient cash reserves to cover operations.
All funds from external sources that are included in the budget are guaranteed with cash in hand or letter of award and grant terms.
There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.
Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.

5.1.3 Guidance

- The applicant should be sure to provide sufficient information to support all revenue and expense assumptions. This information can be provided through the budget narrative (Attachment 20), evidence of secured fundraising/grants (Attachment 21), and comments provided in the right-most columns of each worksheet within the Financial Plan Workbook (Attachment 22).
- ~~Within question four, bullet a) refers to the per-pupil revenue provided by the SPCSA. Note that this information is based on the most recent available data regarding per-pupil funding from the Nevada Department of Education.~~
- The rubric criteria indicates that external funding sources should be “guaranteed with cash in hand or letter of award.” Note that any evidence of external funding should be provided as Attachment 21 ~~(see question four, part b)~~. While the SPCSA understands that applicants may be able to secure additional funding in the future, the

⁷⁵ [NAC 388A.730\(2\)](#)

⁷⁶ [NAC 388A.730\(2\)](#)

⁷⁷ [NRS 388A.414](#)

⁷⁸ [NRS 388A.533](#)

budget should be conservative and only reflect funds that have been secured to date. ~~For example, if the applicant has applied for funding through the Charter School Program Grant, but has not yet been awarded those funds, the budget should not include any revenue from the Charter School Program Grant. The one exception to this is the Charter School Program Grant. If an applicant intends to apply for this grant, they may include a reasonable projection into the Financial Plan Workbook. If an applicant is approved, there will be an approval condition requiring additional steps after grant award determinations are made.~~

- Applicants should complete all applicable tabs within the Financial Plan Workbook (Attachment 22) as detailed in the “Instructions” tab of the workbook, ~~including the following:~~

- ~~○ Cover~~
- ~~○ Enrol & Rev~~
- ~~○ CF-Y1 Mo~~
- ~~○ Staff~~
- ~~○ Facilities~~
- ~~○ Gen-Optg~~
- ~~○ Ins~~
- ~~○ FFE&T~~
- ~~○ Marketing~~

- EMO-CMO-BOSP (if applicable). Please contact SPCSA staff directly with technical questions related to the budget workbook.

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6 APPLICATION SECTION: ADDENDUM

Complete the Addendum Section if you are either:

- A Committee to Form proposing to contract with a non-profit Charter Management Organization (CMO) or for-profit Educational Management Organization (EMO); or
- An experienced Non-Profit CMO applying for sponsorship directly. For-profit EMOs are not eligible to apply for sponsorship directly.

If you are not sure whether you are required to complete this Addendum, contact Katie Broughton at kbroughton@spcsa.nv.gov.

6.1 PAST PERFORMANCE

6.1.1 Questions

Pursuant to [NRS 388A.249\(2\)](#), in reviewing a charter application the SPCSA must consider the “academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed operators, including, without limitation, a Charter Management Organization or Educational Management Organization, of the proposed charter school.”

- 1) Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as Attachment 23.
- 2) Describe the CMO/EMO’s track record regarding academic performance. Provide, as Attachment 24 the three most recent academic performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO. Reports should provide all available data disaggregated by subgroup.
- 3) Describe the CMO/EMO’s track record regarding Organizational Performance. Provide as Attachment 25, the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO.
- 4) Describe the CMO/EMO’s track record regarding Financial Performance. Provide, as Attachment 26, a copy of the management organization’s three most recent audits and other historical financial documents for the CMO/EMO, such as 990’s.
- 5) Provide, as Attachment 27, up to three years of audited financial statements for each of the CMO/EMO’s schools which have been in operation for more than a year.
- 6) List any contracts with charter schools that have been terminated by the CMO/EMO or the school’s governing board, including the reasons for such termination and whether the termination was for “material breach.”
- 7) List any and all revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools affiliated with the CMO/EMO, and explain what caused these actions.
- 8) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school affiliated with the CMO/EMO in the last three years and describe how such deficiencies were resolved.
- 9) List and provide the case number and court in which the case was filed for any current, pending, or past litigation for the last three years that have involved the CMO/EMO. Additionally, please provide the case number and court in which the case was filed for any significant current, pending, or past litigation for the last three years that you believe the SPCSA should be aware of pertaining to any schools affiliated with the CMO/EMO
- 10) List any schools that were previously approved by any authorizer, but which failed to open or did not open on time and explain the reasons for failure or delay.

In addition to the questions asked in this section, SPCSA staff typically contact the Authorizer(s) of existing schools affiliated with the CMO/EMO regarding the past performance of those schools.

6.1.2 Rubric Criteria

Criteria
Academic Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to 4- or 5-star performance on the NSPF.
Financial Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to a rating of 'meets standard' on the SPCSA's Financial Performance Framework.
Organizational Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to a rating of 'meets standard' on the SPCSA's Organizational Performance Framework.
The CMO/EMO and affiliated schools have no significant audit findings within the last three years.
Any legal issues, including contract terminations, are satisfactorily explained.
Any authorizer interventions, compliance violations, performance deficiencies and/or schools that failed to open or did not open on time are explained and were satisfactorily resolved.

6.1.3 Guidance

- Pursuant to [NRS 388A.249\(2\)](#), in reviewing a charter application the SPCSA must consider the “academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed operators, including, without limitation, a Charter Management Organization or Educational Management Organization, of the proposed charter school.”
- Questions and rubric criteria in this section refer to “affiliated schools.” This includes all schools that are within the same network of schools, including those that are managed directly by the CMO or EMO, those that contract with the CMO or EMO, and those that that contract with an entity affiliated with the CMO or EMO.
- As part of the completeness check, the SPCSA will confirm that the applicant has provided a complete list of affiliated schools within the Data Request workbook (Attachment 23) and that the applicant has provided recent academic, organization, and financial performance reports for all affiliated schools in Attachments 24, 25, and 27, respectively.
- In addition to the questions asked in this section, SPCSA staff typically contact the Authorizer(s) of existing schools affiliated with the CMO/EMO regarding the past performance of those schools.

6.2 SCALE STRATEGY

6.2.1 Questions

- 1) Provide the CMO/EMO's overall strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following, regardless of school location: proposed years of opening, number, and types of schools (divisions or grade levels served); any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.
- 2) If the CMO/EMO's existing portfolio or the growth plan outlined above includes schools in other states, explain specifically how growth in Nevada fits into the overall growth plan.
- 3) Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential school and/or network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.
- 4) Describe how the CMO/EMO evaluates readiness for expansion and provide evidence the CMO/EMO is ready to expand at this time. Describe the key performance indicators that the organization assesses and provide the

benchmarks that indicate that expansion is warranted. Why is the CMO/EMO ready to expand now and why in Nevada? If the CMO/EMO has a greenlighting tool, please include it as Attachment 28.

- 5) Describe the steps that the CMO/EMO and local school team will take to scale the model to as proposed in this application, including the people involved and the resources contributed both by the CMO/EMO and the new schools.
- 6) Discuss the results of past expansion efforts and lessons learned. Include particular challenges you have encountered, how you addressed them, and how you will avoid or mitigate such challenges for the proposed Nevada school.

6.2.2 Rubric Criteria

Criteria
Well defined, thoughtful, strategic vision and five-year growth plan for developing new schools in Nevada and/or elsewhere, as applicable. Includes number and types of schools, proposed opening years, all currently identified communities and an explanation of how they were selected, and projected numbers of students.
Meaningful focus on expansion in Nevada and commitment of organizational resources to support quality school openings and operations.
CMO/EMO criteria for evaluating readiness for expansion are comprehensive and demonstrate high expectations for academic, financial, and organizational performance. Evidence is provided that that CMO/EMO is ready to expand according to the articulated criteria for evaluating readiness.
The plan to scale the model to Nevada is thorough, realistic, and adequately resourced at both the CMO/EMO and school levels.
Plans for sourcing and training potential school leaders, including qualifications and competencies, is aligned with the mission and programs.
Previous scale-up endeavors are shown to have been successful with student performance data and organizational financial data (if applicable).
Includes plan to infuse Nevada school(s) with the essential elements of CMO/EMO model.

6.2.3 Guidance

- Ensure that all pending applications and schools identified in the application cover sheet within Section 1.3 are addressed in this section, as applicable.

6.3 NETWORK CAPACITY

6.3.1 Questions

- 1) Provide evidence of organizational capacity to open and operate high-quality schools in accordance with the growth plan outlined above. Describe specific timelines for building or deploying organizational capacity to support the proposed schools.
- 2) Provide, as Attachment 29, the following organizational charts (include both the network level staff and schools within the network):
 - a) Year 1 network as a whole
 - b) Year 5 network as a whole

The organization charts should represent all national 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. Clearly show the CMO/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of the proposed school, explaining how the relationship between the governing board and school administration will be managed.

- 3) Identify the CMO/EMO’s leadership team and their specific roles and responsibilities.
- 4) Complete the following staffing table indicating projected staffing needs for the entire network over the next six years. Include full time staff and contracted support that serve the CMO/EMO 50% or more. *Change or add functions and titles as needed to reflect organizational plans. Add or delete rows as needed.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total CMO/EMO FTEs						

6.3.2 Rubric Criteria

Criteria

CMO/EMO has sufficient infrastructure and staff capacity (or plan to develop same) to support the proposed network of schools, including shared services and the costs associated with them.

Organization charts clearly indicate lines of authority between the board, CMO/EMO, and schools.

Clearly describes the roles and responsibilities of the CMO/EMO leadership team.

Sufficient evidence is provided that the staffing plan for the CMO/EMO can support the proposed scale strategy.

6.3.3 Guidance

- No additional guidance.

6.4 SCHOOL MANAGEMENT CONTRACTS

- 6.4.1 Questions
- 1) If you are a Committee to Form (not a CMO applicant), explain how and why this particular CMO/EMO was selected.
 - 2) Describe the relationship between the school governing board and the CMO/EMO, including the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
 - 3) Describe what role, if any, the CMO/EMO has played and/or will play in the startup and incubation year for the school. If this is not codified in the management agreement, provide a draft of an agreement or MOU that outlines the relationship during the incubation year, as Attachment 30.
 - 4) Describe the services that will be provided by the CMO/EMO, and the costs and fees associated with these services. Provide a copy of the draft contract with the CMO/EMO as Attachment30.
 - 5) Identify any positions at the proposed school which will or may be employed by the CMO/EMO based on the contract. To the degree that these positions will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that person(s) activities by school employees or the board?

- 6) Using the table below, summarize the roles and responsibilities of the CMO/EMO, local board, and school leader as they relate to key functions.

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

- 7) Describe how the governing body will evaluate the CMO/EMO, including the process and measures that will be used. *This should align to the contract provided in Attachment 31.*
- 8) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO 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 CMO/EMO and any prospective employee of the charter school, a member of the Committee to Form, or the board of directors of the CMO, as applicable.
- 9) Provide documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada as Attachment 32.

6.4.2 Rubric Criteria

Criteria
If applicable, clear rationale for selection of the CMO/EMO.
Clear, appropriate delineation of roles and responsibilities between the management organization and the school. The functions table presented in this section should align to the contract.
Demonstrates capacity and commitment of the governing board to oversee the CMO/EMO effectively: - Plan for board to monitor/evaluate the CMO/EMO's performance. - Appropriate internal controls guide the relationship. - Describes how the governing board will ensure fulfillment of performance expectations. - There are no prohibited familial relationships between charter holder board members and CMO/EMO employees (including relatives) nor any supervisory or business relationships between charter holder board members and CMO/EMO employees (including relatives)⁷⁹. Any real or perceived conflict is disclosed and adequately addressed.
Clearly outlines the roles/responsibilities of the CMO/EMO in the year prior to the school's opening. Services and supports during year 0 are documentation in the management contract or another agreement to ensure that governing board can hold CMO/EMO accountable for delivery of services.
If the administrative head of the charter school or any key personnel of the charter school are directly employed by the CMO/EMO, there are provisions to ensure board approval of the individual(s) selected for this/these roles ⁸⁰ . Structures are in place to ensure that the governing board can hold the administrative head and any key personnel employed by the CMO/EMO accountable.
Clearly defined contract terms ⁸¹ including the following: - The duration of the proposed contract, - A clear description of the fees to be paid to the proposed CMO/EMO and a clear description of the services that the proposed CMO/EMO will be providing to the proposed charter school, - A description of the roles and responsibilities of the proposed governing body of the charter school, the employees of the proposed charter school, and the proposed CMO/EMO, - A clear description of the oversight responsibilities of the proposed governing body over the proposed CMO/EMO and how the proposed governing body will evaluate the performance of the proposed CMO/EMO, and - Any renewal or termination provisions.
Costs for services are justified, reasonable, and commensurate with the services provided. The management contract does not authorize the payment of fees to the CMO/EMO which are not attributable to the actual services provided ⁸² .
Complies with Nevada laws and regulations ⁸³ regarding contracts between charter schools and contractors, including EMOs and CMOs, including but not limited to: - Contract with CMO/EMO is subordinate to the charter contract, - Initial contract term is no more than two years, - Contract with CMO/EMO does not give the CMO/EMO direct control of educational services, financial decisions, the appointment of members of the governing body, or the hiring and dismissal of an administrator or financial officer of the charter school or proposed charter school, and - Contract with CMO/EMO does not include any automatic renewal terms. - The contract does not allow for any form of leverage – including but not limited to severance fees and facilities ownership – by which the CMO/EMO can ensure renewal of their contract.

⁷⁹ [NAC 388A.525\(2\)](#)

⁸⁰ [NAC 388A.580\(4\)](#). Though permissible, this arrangement is unusual.

⁸¹ [NRS 388A.246\(36\)](#)

⁸² [NRS 388A.393](#)

⁸³ [NRS 388A.393](#) and [NAC 388A.580](#)

6.4.3 Guidance

- In question six, the applicant should complete the table by describing each entity's role for each of the functions listed. The boxes should be completed with descriptive statements such as "provides data and information to inform planning" or "approves proposed plans." Responses in the table such as "yes" or "no" are not sufficient.
- This section has multiple references to statutes and regulations that prescribe the requirements of contracts with CMOs and EMOs. Applicants should review these statutes and regulations closely to ensure that the proposed relationship and the proposed management contract comply with Nevada laws and regulations.

6.5 CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

6.5.1 Questions

This section is only required for CMO applicants that are applying directly for sponsorship.

- 1) To what extent does the governance model of the Charter Management Organization applicant require a waiver from the governance provisions of the charter school law pursuant to [NRS 388A.243](#)? If the Charter Management Organization is from another state, how does the board of the Charter Management Organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?
- 2) If the non-profit's current board will hold the charter school, what steps have been taken to transform its board membership to comply with [NRS 388A.320](#), mission, and bylaws to enable the non-profit to govern the charter school? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- 3) If a new board has or will be formed, describe the process for the formation of this new board and describe what its ongoing relationship to the existing non-profit's board will be.

6.5.2 Rubric Criteria

Criteria
The application clearly and logically explains the extent to which the governance model of the Charter Management Organization requires a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243 .
If the Charter Management Organization is from another state, the application provides a comprehensive, actionable plan to ensure that the board will balance fidelity to its mission with appropriate input and oversight from Nevada residents.
If the non-profit's current board will govern the charter school, the application outlines clear, logical, and comprehensive steps to transform its board membership to meet statutory requirements in NRS 388A.320 , mission, and bylaws to assume its new duties.
If a new board has been formed, the application clearly delineates the new board's relationship to the existing non-profit board and the governance responsibilities of both entities as it relates to the proposed school.

6.5.3 Guidance

- *No additional guidance.*

7 COMPLETENESS CHECKLIST

7.1 COMPLETENESS CHECKLIST

7.1.1 Checklist Tool

This section is to be completed by SPCSA staff. Applicants should refer to this section to ensure that they have met all submission requirements. In the event that an application is found to be incomplete, the applicant will be notified and provided with approximately two business days to provide the missing information.

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use SPCSA templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

Name of completeness evaluator:

Date of completeness evaluation:

Applicant Name:

Application submission Date:

Grades served year one: Grades served at capacity:

Applicant type: ☐ Committee to Form ☐ Charter Management Organization (CMO)

Narrative:

Element	Required?	Complete?	SPCSA Comments
Committee to Form (CTF) applicants meet NRS 388A.240 qualification	Yes, for CTF Applicants ONLY	☐ Yes ☐ No ☐ N/A	
1. Application Cover Sheet – all applicable questions completed	Yes	☐ Yes ☐ No	
2. Meeting the Need – all applicable questions completed DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS	Yes	☐ Yes ☐ No	
3. Academic Plan – all applicable questions completed	Yes	☐ Yes ☐ No	

Element	Required?	Complete?	SPCSA Comments
4. Operations Plan – all applicable questions completed	Yes	☐ Yes ☐ No	
5. Financial Plan – all applicable questions completed	Yes	☐ Yes ☐ No	
6. Addendum – all applicable questions completed	<i>Yes, for CMO applicants and CTF applicants contracting with CMO/EMO</i>	☐ Yes ☐ No ☐ N/A	
Did the application pass the plagiarism check?	Yes	☐ Yes ☐ No	

Attachments:

Element	Required?	Complete?	Comments
1. Completed, signed, Information sheets and resumes <i>CROSS CHECK NAMES WITH CTF/CMO STAFF/BOARD MEMBERS LISTS</i> <i>REQUIRED TEMPLATE: Information Sheet for Applicant Team Members</i>	Yes	☐ Yes ☐ No	
2. Resume of application preparer	<i>Yes, if someone other than CTF or CMO prepared application</i>	☐ Yes ☐ No ☐ N/A	
3. Evidence of community partners	Yes	☐ Yes ☐ No	
4. Discipline Policy	No	☐ Yes ☐ No (not required)	
5. Annual School Calendar	Yes	☐ Yes ☐ No	
6. Teacher Schedule and Student Schedule for grades served in year 1	Yes	☐ Yes ☐ No	
7. MOU or Agreement for Dual Credit Partnership	No	☐ Yes ☐ No (not required)	
8. NDE Approvals for Distance Education	No	☐ Yes ☐ No (not required)	
9. Board Membership Roster <i>REQUIRED TEMPLATE: Board Member Roster Template</i>	Yes	☐ Yes ☐ No	
10. Bylaws, Code of Ethics, and Conflict of Interest Policy	Yes	☐ Yes ☐ No	
11. School Organizational Charts for year 1 & at capacity	Yes	☐ Yes ☐ No	
12. School Leader Resume OR School Leader Job Description	Yes	☐ Yes ☐ No	
13. Other School Leadership Resumes OR Job Descriptions	Yes	☐ Yes ☐ No	
14. Evidence of Demand	Yes	☐ Yes ☐ No	

Element	Required?	Complete?	Comments
<i>REQUIRED TEMPLATE: Evidence of Demand Templates</i>			
15. Incubation Year Planning Table	Yes	☐ Yes ☐ No	
<i>REQUIRED TEMPLATE: Incubation Year Planning Table</i>			
16. Secured Facility Documentation	<i>Yes, if facility has been identified</i>	☐ Yes ☐ No ☐ N/A	
17. Facility Preparation Schedule/Timeline	<i>Yes, if facility has been identified</i>	☐ Yes ☐ No ☐ N/A	
18. Approval from Local Jurisdiction	No	☐ Yes ☐ No (not required)	
19. List of Insurance Coverage	Yes	☐ Yes ☐ No	
<i>MUST COMPLY WITH NAC 388A.190</i>			
20. Budget Narrative	Yes	☐ Yes ☐ No	
21. Proof of Fundraising Revenue	<i>Yes, if budget incorporates fundraising revenue</i>	☐ Yes ☐ No ☐ N/A	
22. Completed Financial Plan Workbook	Yes	☐ Yes ☐ No	
<i>REQUIRED TEMPLATE: Financial Plan Workbook</i>			
23. CMO/EMO Data Request	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
<i>REQUIRED TEMPLATE: EMO/CMO Data Template</i>			
24. Past Three Years Academic Reports for All Affiliated Schools	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
<i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23</i>			
25. Past Three Years Organizational Reports for All Affiliated Schools	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
<i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23</i>			
26. Past Three Years CMO/EMO Audits, 990s	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
27. Three Years of Audit Reports for All Affiliated Schools	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
<i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23</i>			
28. CMO/EMO Greenlighting Tool	No	☐ Yes ☐ No (not required)	
29. Network Organizational Charts for years 1 and 5	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
30. Incubation Year MOU	No	☐ Yes ☐ No (not required)	
31. CMO/EMO contract	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
32. CMO/EMO Nevada Business License	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	

Finding: ☐ Complete ☐ Incomplete

Notes:

7.1.2 Guidance

- This section is to be completed by SPCSA staff. However, applicants should review this checklist prior to submitting their application to ensure that it will meet the completeness requirements.

8 ATTACHMENTS

#	Description	Required?	Guidance
1	Completed, signed, Information sheets and resumes <i>REQUIRED TEMPLATE: Information Sheet for Applicant Team Members</i>	Yes	- Use the Required Template: Information Sheet for Applicant Team Members - Completed, information sheet must be submitted for each individual who is: a) On the Committee to Form, if applicable, b) For CMO Applicants, part of the Applicant Team c) For CMO Applicants, members of the governing board of the CMO, and d) Any other proposed governing board member for the proposed school who is not captured in A-C above.
2	Resume of application preparer	<i>Yes, if someone other than CTF or CMO prepared application</i>	NAC 388A.160(8) requires applicants to disclose if the application was prepared by a person who is not a member of the committee to form or employee of the CMO applying for sponsorship directly, or such a person assisted in papering the application. This may include an accountant, back-office service provider, employee of an EMO, consultant, contractor, or other individual. - If such a person(s) prepared or assisted in preparing the application, provide the resume for the application preparer(s)
3	Evidence of community partners	Yes	- This should include letters of support or MOUs with established partners that outline the commitments and deliverables, should the school be approved. General letters of support that include language such as “this school will provide a high-quality school option for the community” or “we will work to support this school once opened” do not satisfy this expectation. Rather, the evidence of support should include specific commitments. For example, a partner could commit to hosting recruitment events to assist with student enrollment, participating in the school’s internship program, providing after-school programming, offering parent education classes, etc. - Note that vendors and paid partnerships should not be included in this section and should instead be included in the Services section (4.7) or the Addendum (6), as applicable. In addition, college or university partners that will be provided dual credit programming should not be included in this section and should instead be included in the Dual Credit Partnerships section (3.10).
4	Discipline Policy	No	
5	Annual School Calendar	Yes	
6	Teacher Schedule and Student Schedule for grades served in year 1	Yes	

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7	MOU or Agreement for Dual Credit Partnership	No	
8	NDE Approvals for Distance Education	No	- Pursuant to NRS 388.838 charter schools must be approved by the Department of Education in order to provide a program of distance education. - Pursuant to NRS 388.834 all distance education courses must be approved by the Department of Education.
9	Board Membership Roster <i>REQUIRED TEMPLATE: Board Member Roster Template</i>	Yes	Use the Required Template: Board Member Roster Template
10	Bylaws, Code of Ethics, and Conflict of Interest Policy	Yes	
11	School Organizational Charts for year 1 & at capacity	Yes	
12	School Leader Resume OR School Leader Job Description	Yes	- The school leader may be the school principal, executive director, or have some other official title, but is the individual who is responsible for the day-to-day operations of the school and who reports to the governing board. - If a school leader has been identified, provide his or her resume. - If a school leader has not been identified, provide the job description for this role.
13	Other School Leadership Resumes OR Job Descriptions	Yes	- For leadership team members that have been identified, provide a copy of his or her resume. - For leadership team members that have not been identified, provide the job description for the role.
16	Evidence of Demand <i>REQUIRED TEMPLATE: Evidence of Demand Templates</i>	Yes	- Use the Required Template: Evidence of Demand Templates - Meeting sign in sheets or intent to enroll forms should be submitted. Note that personally identifiable information will be redacted.
17	Incubation Year Planning Table <i>REQUIRED TEMPLATE: Incubation Year Planning Table</i>	Yes	Use the required template: Incubation Year Planning Table
18	Secured Facility Documentation	<i>Yes, if facility has been identified</i>	- If a long-term, permanent facility has been identified, include related documentation. - If a short-term facility has been identified, provide related documentation.
19	Facility Preparation Schedule/Timeline	<i>Yes, if facility has been identified</i>	- If a long-term, permanent facility has been identified, provide a schedule and timeline for development, renovation, and/or tenant improvements, as applicable. - If a short-term, facility has been identified, provide a schedule and timeline for development, renovation, and/or tenant improvements, as applicable.
20	Approval from Local Jurisdiction	No	
21	List of Insurance Coverage	Yes	Must comply with NAC 388A.190.
22	Budget Narrative	Yes	
23	Proof of Fundraising Revenue	<i>Yes, if budget incorporates fundraising revenue</i>	- While the SPCSA understands that applicants may be able to secure additional funding in the future, the budget should be conservative and only reflect funds that have been secured to date. - Provide evidence of any secured funds.
24	Completed Financial Plan Workbook	Yes	Use the Required Template: Financial Plan Workbook

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	<i>REQUIRED TEMPLATE: Financial Plan Workbook</i>		
25	CMO/EMO Data Request <i>REQUIRED TEMPLATE: EMO/CMO Data Template</i>	<i>Yes, if addendum is required</i>	Use the Required Template: EMO/CMO Data Template
26	Past Three Years Academic Reports for All Affiliated Schools	<i>Yes, if addendum is required</i>	Applicants should ensure that academic reports are included for all schools that are listed in the Data Request provided in Attachment 25.
27	Past Three Years Organizational Reports for All Affiliated Schools	<i>Yes, if addendum is required</i>	Applicants should ensure that organization reports are included for all schools that are listed in the Data Request provided in Attachment 25.
28	Past Three Years CMO/EMO Audits, 990s	<i>Yes, if addendum is required</i>	
29	Three Years of Audit Reports for All Affiliated Schools	<i>Yes, if addendum is required</i>	Applicants should ensure that audits are included for all schools that are listed in the Data Request provided in Attachment 25.
30	CMO/EMO Greenlighting Tool	No	
31	Network Organizational Charts for years 1 and 5	<i>Yes, if addendum is required</i>	
32	Incubation Year MOU	No	
33	CMO/EMO contract	<i>Yes, if addendum is required</i>	
34	CMO/EMO Nevada Business License	<i>Yes, if addendum is required</i>	