

From: RICHARD PETERSEN

Sent: Monday, August 1, 2022 7:40 AM

To: Public Comments <PublicComments@WashoeSchools.net>

Subject: [EXTERNAL] Congrtulations

School will soon start. We wish the new Superintendent good luck. We hope the emphasis will be on the three R'S and STEM, not CRT, DEI. the 1619 project or curricula that divide us.

Thanks for your time.

Richard Petersen

From: Cathy Logan
Sent: Monday, August 8, 2022 3:40 PM
To: Public Comments
Subject: [EXTERNAL]

Please consider going back to the basics. Since all the stuff started with Covid, sexual identities, social garbage, these children are not learning anything.

And I know this firsthand as I now tutor 3 days a week with children teaching them the 3 R's, how to put a coherent thought together, core subjects.

Tell the truth: God made us man and woman, no other options.

From: Sarah Adler
Sent: Monday, August 8, 2022 3:40 PM
To: Public Comments
Cc: Tandogan, Feyzi; Taylor, Angela; Nicolet, Diane M; Mayberry, Adam; Smith, Elizabeth A; Church, Jeffrey; Rodriguez, Joseph M; Minetto, Ellen; senfield@washoeschools.net; Cooper, Stacey
Subject: [EXTERNAL] Public Comment and Information for Supt. Enfield and the Board of Trustees re: CAS Expansion Request
Attachments: CAS Comprehensive Response to WCSD Staff and BOT Concerns.8.8.22.pdf

Good afternoon,

Please post the attached document to Public Comment for the 8/9/22 Board of Trustees meeting – thank you!

On behalf of Mr. Feyzi Tandogan and the Board of Directors of Coral Academy of Science, Superintendent Enfield and Trustees, thank you for the opportunity to comprehensively address WCSD Charter Expansion Committee’s reasons for recommending Denial on 6/28/22 and to share information that is important to your decision.

Respectfully,

Sarah Adler

Sarah Adler

News Flash! I have joined this terrific team!





Analysis and Response to WCSD Concerns

This document reviews and responds to all the analysis and concerns presented by the WCSD Charter Expansion Committee to the Board of Trustees at the 6/28/22 Trustees meeting. CAS appreciates the degree of due diligence on the part of the Committee and CAS, after research and analysis, here responds to concerns raised, in this document and the Attachments to it.

CAS appreciates the Trustees' and Committee's attention to this opportunity to thoroughly respond. Any questions are always welcome to Mr. Feyzi Tandogan, Executive Director, Coral Academy of Science.

Charter Contract Agreement

DISTRICT CONCERNS	CORAL ACADEMY ANALYSIS AND RESPONSE
Adherence to NRS Chapter 338A and Charter Contract Agreement	CEC, not CAS (the charter school) signed a non-binding Option to Purchase (titled Purchase Agreement). A contingency in the agreement indicates it is not enforceable without the approval of WCSD. Please refer to Attachment 1 – CAS Statement re: Adherence to Section 8 of Charter Contract Agreement for more details.

Proposed Facility Faces Significant Challenges

DISTRICT CONCERNS	CORAL ACADEMY ANALYSIS AND RESPONSE
Classrooms smaller than WCSD average and many without windows	Follow up info provided in CAS response
Extremely limited outdoor activity areas	Follow up info provided in CAS response, and as Trustee Church said, "no one is going to force families to choose the school, so the size of the playground is not a factor."
Parking / onsite circulation safety	Follow up info provided in CAS response Follow up provided by CAS above acknowledged by WCSD as plausible improvements
Volatile construction market may strain budget assumptions	The construction budget contains a 5% contingency for cost overruns. The South ES was also originally a large fitness center, so CAS has experience with this type of remodel

Future Enrollment Demand Concerns

DISTRICT CONCERNS	CORAL ACADEMY ANALYSIS AND RESPONSE
<p>Washoe County has seen a 31% decrease in birth rates since 2000</p> <p>WCSD has seen a similar 36% decrease in students per-household since 2013</p> <p>Concerns persist regarding CAS interest survey and projections</p>	<p>Fundamentally, enrollment demand for CAS schools is not correlated with enrollment demand based upon birthrates and new households; for example, CAS enrollment sustained during the Great Recession</p> <p>Please refer to Attachment 2 – CAS Statement re: Enrollment Projections</p>

Impact on WCSD Enrollment

DISTRICT CONCERNS	CORAL ACADEMY ANALYSIS AND RESPONSE
<p>None of the likely impacted District elementary schools are projected to be overcrowded within the decade</p> <p>Probability of CAS impacts dropping Warner ES enrollment to below 50% of capacity – challenges viability of remaining open</p> <p>District-wide enrollment impact of up to 653 students would reduce WCSD's base per-pupil revenues by approximately \$4.77 million per year</p>	<p>While elementary schools may not be overcrowded, it will certainly improve the quality of education and the working conditions of WCSD teachers to have fewer students in classrooms.</p> <p>WCSD is renting space in multiple office complexes within Washoe County; if an ES is not needed, it could be utilized to replace what is now rented space, using WC-1 funding for any necessary remodeling.</p> <p>NRS 388A does not allow for sponsors to make decisions based upon the potential impact on the sponsor's revenues.</p> <p>Per NRS 388A.279 (3)(a), WCSD must deny an application if the charter school does not meet the performance framework concerning academics, finances or organization. CAS has met and exceeded those expectations based upon annual audits, its charter renewals, and Star Ratings.</p>

Financial Analysis

DISTRICT CONCERNS	CORAL ACADEMY ANALYSIS AND RESPONSE
<p>District reviewed CAS' original and revised pro forma revenue projections and made adjustments for actual FY23 per-pupil revenues, and certain costs.</p>	<p>Per Pupil Funding Amount – CAS clarified that the per pupil revenue was based on the entire revenue of Coral divided by enrollment, which includes the per pupil base funding amount and other sources of revenue such as grants.</p>

Financial Analysis (continued)

<p><i>“Overall, we felt like the assumptions and the estimated revenues and costs were fairly reasonable, but we noted a couple points of disagreement or error on the part of Coral.”</i></p> <p>Mark Mathers</p>	<p>To allow for an expected lower enrollment in year 1 (lower numbers in grades 4 and 5), interest costs from year 1 have been capitalized (or added to the principal of the loan) with all debt service ratios being met.</p>
<p>CAS’ projections rely on rapid enrollment growth at the Sky Mountain campus to be financially sustainable.</p>	<p>CAS’ South ES opened at a better than breakeven level of students in 2021-22 school year (271), during the pandemic; enrollment for year 2 (440-450) is significantly above break even.</p> <p>Please refer to Attachment 2 – CAS Statement re: Enrollment Projections</p>
<p>CAS’ surveys to determine interest did not account for transfers with CAS’ campuses and were not binding.</p>	<p>Please refer to Attachment 2 – CAS Statement re: Enrollment Projections</p>

Use of Debt Financing

DISTRICT CONCERNS	CORAL ACADEMY ANALYSIS AND RESPONSE
<p>CAS proposes to issue fixed rate, 40-year bonds to finance the acquisition and renovations of the facility.</p>	<p>Stifel Nicolaus has vetted CAS’ capacity completely. John Kim, managing director, Stifel, testified that current holders of Coral debt are organizations such as JP Morgan, Invesco, Goldman Sachs Asset Management, many of whom are also holders of WCSD’s debt. Coral debt has been internally rated very favorably relative to charter school peers.</p>
<p>The District pointed out certain costs that CAS had not considered in the sizing of the bonds.</p>	<p>WCSD and the Bond Team led by Stifel have had lengthy discussions on the bond structure and underwriting.</p>
<p>CAS plans to issue tax-exempt bonds through a conduit authority in Wisconsin.</p> <p>Bonds will be unrated.</p> <p>Sale comes on the heels of the Fed rapidly raising rates and high inflation readings.</p>	<p>John Kim, managing director, Stifel testified that they still anticipate a very low interest rate below 6%. Unlike governments, charters do not have a mandated revenue stream and thus bonds are unrated. Bonds will have a pre-payment date in the next 8 years so they can be pre-paid and restructured.</p>

Aspects of Debt Financing

DISTRICT CONCERNS	CORAL ACADEMY ANALYSIS AND RESPONSE
Bondholders would have a lien on the property, and thus could seize the property in a default situation.	CAS acknowledges this, yet as is typical in situations where one school in a school network is closed, bond holders will take a variety of steps to prevent foreclosing on the loan, including restructuring the remaining debt once the property has been sold. CAS has substantial equity in its other properties to support loan to value ratios. CAS has 5 months of cash reserves. The current requirement is 45 days. CAS survived the great recession and the pandemic as testified by Halil Canbekli. Mark Mathers stated in answering a question from Trustee Mayberry that “we’ve never had a concern about their financial soundness.”
<p>Long-term debt is fundamentally different than a short-term lease.</p> <p>With a lease, CAS could exit the facility if enrollment assumptions are not met.</p> <p>Long-term debt represents a binding obligation on an entity no matter what happens to future enrollment.</p>	<p>A lease places CAS as risk of substantially higher cost to purchase the building at the end of the lease period, at a time when interest rates will be unknown.</p> <p>CAS has 5 months' worth of cash reserves. The current requirement is 45 days. CAS has more than enough reserves to sustain multiple years of enrollment below ‘break even’ in that unlikely event. CAS survived the Great Recession and the pandemic as testified by Halil Canbekli. Mark Mathers stated in answering a question from Trustee Mayberry that “we’ve never had a concern about their financial soundness.”</p>

Modeling of Different Enrollment/Financial Scenarios

<p>“Base” Case Enrollment grows from 340 to 653 Profitable all years</p>	<p>Using data from CAS’ CFO and financial statements, CAS’ breakeven for Years 1, 2, and 3 for the proposed NW campus are enrollments of 273, 481, and 524 students respectively. Enrollment is expected above these numbers as the younger children who will first populate the schools grow, and they are followed by younger siblings and neighbors. Statements of interest have been received, after minimal outreach from approximately 600 families; statements of support and interest from 1180+ individuals.</p> <p>Please refer to Attachment 2 - Enrollment</p>
<p>Lower growth scenario Enrollment grows from 306 to 588 Losses of \$51,000- \$225,000 in three years</p>	
<p>Flat enrollment scenario Enrollment of 340 for all years Annual projected losses of more than \$500,000</p>	

Summary of Risks

<p>Enrollment Projections</p> <p>Washoe County may be pivoting from a growing enrollment area to a declining enrollment area like Denver and many California districts due in part to rising housing prices.</p> <p>Uncertainties regarding CAS assumptions</p>	<p>Enrollment demand for CAS is different than demand for WCSD's traditional schools</p> <p>Please refer to Attachment 2 re: Enrollment Projections</p> <p>History, including recent history with South ES, shows CAS projections to be accurate</p>
<p>Locked – in debt, likely at a 6% interest rate or more</p> <p>Unlike a lease, long-term debt service is a long-term commitment</p>	<p>As with a family, if the right house in the right neighborhood can be bought in year 1 rather than leased for 5 years and bought in year 6, the family, or school, will buy in year one.</p>
<p>Rising construction prices</p>	<p>The housing market is slowing to a degree, making labor more available and depressing increases in construction prices</p>
<p>Per-pupil State funding and other assumed revenues</p>	<p>Thanks to work of the Commission on School Funding, it is quite probable that per pupil funding will increase significantly in the coming 10 years.</p>

District's Obligation as the Sponsor of Charters

<p>As the sponsor of charter schools, the District is responsible for certain costs if a charter is closed due to insolvency or other reasons. These include:</p> <p>Any Other Post- Employment Benefits (OPEB)Unemployment insurance claims Any unpaid PERS contributions Potentially other unpaid obligations</p>	<p>Please refer to Attachment 3 re: No Financial Risk to WCSD.</p> <p>Given CAS' unblemished record in funding Unemployment contributions and PERS, no assumption of failure to pay can be asserted. CAS has calculated an estimated OPEB/PEBP responsibility of \$28,800 which it can easily support from annual revenues and its reserves</p>
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August 5, 2022

This statement, drawn together by Mark Gardberg, Esq. and Mr. Feyzi Tandogan, explains how Coral Academy of Science (“CAS”) obeyed both the spirit and letter of its Charter Contract with the Washoe County School District (“WCSD”) vis-a-vis the Sky Mountain Project. This item was discussed during the June 28, 2022, Board of Trustees’ meeting as both “Paragraph 8” and “Section 8”. This opportunity to inform and clarify is appreciated.

Strict Adherence to Section 8 of the Charter Contract Agreement

From the CASR – WCSD Charter Contract Agreement:

8. **Facility Lease or Purchase.** The Charter School may not enter into any facility lease, lease amendment, purchase agreement, loan agreement, or bond purchase/loan agreement without the prior written approval of the School District. Before signing any facility lease, lease amendment, purchase agreement, loan agreement, or bond purchase/loan agreement, the Charter School shall provide a copy of the agreement to the School District for its review and approval. The prior approval requirement also applies when any of the aforementioned documents will be executed by a foundation or non-profit organization that is established to benefit the Charter School. The Charter School is responsible for obtaining its own legal advice regarding any lease agreement, purchase/loan agreement, and other property agreements.

As will be described below, CAS began its communications with WCSD regarding the Sky Mountain Drive property through Charter Liaison Stacey Cooper on January 4, 2022. It followed the same notice and approval procedures for the 2022 expansion request that it followed for its 2019 and 2021 bonds. With the Sky Mountain property, *CAS remained mindful of Section 8 and continues to comply with it in full.* More specifically:

1. Section 8 requires pre-approval of certain contracts entered into by CAS. Here, *the party to the Sky Mountain contract is the Coral Education Corporation not CAS*. As Exhibit A states, the buyer “is Coral Education Corporation (“CEC”), a Nevada non-profit corporation which is **legally independent** from, but which exists for the express purpose of supporting, Coral Academy of Science Reno, a Nevada non-profit corporation and state public charter school.”

At the June 28th meeting, WCSD staff speculated that CEC was created as a “strawman” to bypass Section 8. It was not. CEC was formed in 1999, 23 years ago. In 2008, CEC utilized bond financing to purchase for CEC the Valley Road and 9th Street campuses of CASR. CASR rented them from CEC until 2019, at which time CAS was able to use bond financing to purchase the Valley Road and 9th street campuses from CEC and its high school campus at 6275 Neil Road. In 2021, CAS utilized bond financing to purchase the 24-Hour Fitness building on Neil Road for our second elementary school campus. All of these purchases were approved by WCSD in the manner prescribed by the district. The most recent approval occurred via the Board of Trustees’ consent agenda on February 23, 2021.

In addition, to our knowledge, (i) virtually every charter in Nevada has a “sister” nonprofit corporation, and (ii) all of the largest charters (e.g., the Pinecrest, Doral, and Somerset Academy networks) route their realty purchases through their nonprofits. *Here, in using CEC, CAS merely followed charter school custom and WCSD-approved precedent.*

2. Section 8 requires pre-approval of a “Purchase Agreement.” As our Seller (Robert Hager, Esq.) stated to the Board on June 28th, ***the document under discussion utilizes standard real estate practices and is, in fact, a purchase option agreement.*** Exhibit A to the Agreement has sections denoted “Purchase Option,” and “Purchase Option Extensions & Costs.” More importantly, CAS retains (even now) the unfettered right to terminate for any reason. A bona fide Purchase Agreement locks in both parties, whereas here, only the Seller is locked into the agreement to sell at the stated price (should CAS be permitted to proceed). To our recollection, WCSD’s counsel conceded or concurred with this point on June 28th.
3. ***The clearly intended purpose of Section 8 is to ensure WCSD approves a Purchase Agreement prior to any charter closing a deal, and here, that was never in doubt.*** CAS insisted CEC include this contingency in its contract: “4. Approval of Washoe County School District, as CASR’s authorizer under NRS Chapter 388A, for CASR’s use of the Property as a K-12 Charter School,” as well as Buyer’s right to terminate “if any of the Contingencies is not satisfied or otherwise does not meet Buyer’s expectations.” CAS then applied to WCSD for approval in April, immediately following the successful rezoning of the property (see below). CAS never intended to implicitly or explicitly bypass Section 8, nor believes there could be any credible business or legal argument that it did. Again, it followed precedent established by the District for property purchases in 2019 and 2021.

Previous WCSD Board of Trustees’ Instruction Regarding Securing Property/Section 8.

At the June 28th Board meeting, WCSD did not request the input of Charter School Liaison, Ms. Stacey Cooper, with whom CAS has worked closely for many years, including during previous expansions. It has been our understanding, and based upon expansion experiences through which she has guided CAS, that ***a previous iteration of the Board told CAS not to seek pre-approval of realty purchase agreements.*** Specifically, a few years ago CAS received WCSD approval for an expansion location but CAS did not close the deal. We were told that the next time, we should not waste the Board of Trustees’ time and should get all details finished before approaching the Board.

CAS followed that order as recently as 2021 with its Neil Road property purchase, which WCSD’s Board of Trustees approved via consent agenda on 2/23/21. In the present instance, CAS informed Ms. Cooper of its consideration of the Sky Mountain property on January 4, 2022 and received from Ms. Cooper the WCSD expansion due diligence items on January 6th, 2022. Regarding this property, WCSD Staff never raised this Section 8 issue until the morning of June 28th, three months into its detailed application review. Even as the meeting started, we had no reason to believe, based upon precedent, any Trustee may have concerns about compliance with the intent or letter of Section 8.



Importance of and Support for CAS Enrollment Projections

Coral Academy of Science (CAS) has a proud 22-year history of success in serving families of Washoe County. As a public charter school, CAS finances its own facilities, without the assistance of property tax or revenues from WC-1 Sales Tax. Thus, it is essential that enrollment in its campuses produces per pupil revenues that are equal to (breakeven) or greater than the costs of the campus' staff and facilities. CAS' enrollment success is not tied to enrollment trends in WCSD's traditional schools.

As CAS has expanded, enrollment at its schools has quickly grown to at or near the school's desired capacity. The most recent example is the opening of South Elementary School on Neil Road in August of 2021, during the pandemic.

Year	Breakeven Enrollment	Actual Enrollment
1 (2021-22)	245	271
2 (2022 – 23)	389	440

Based upon the projected costs to purchase, remodel, furnish and staff the proposed new Sky Mountain Elementary School (NW elementary school), these enrollments will be necessary:

Year 1	273
Year 2	481
Year 3	529

CAS tested the waters for parents who would be interested in a NW Reno location by sending a postcard to residences in the area and by placing this Welcome screen onto the CAS website at www.coralacademy.org.



The response has been outstanding. **Almost 600 families have contacted CAS indicating strong interest in one or more children attending a NW Reno elementary school.**

In addition, a petition was launched when the WCSD Charter Expansion Committee did not recommend approval. [petition: Voice Your Support for the CASR Sky Mountain Project! \(thepetitionsite.com\)](http://thepetitionsite.com) The petition has received 1,183 responses, many of them passionately excited about a NW campus and pleading with the WCSD Board of Trustees to expand this opportunity for tuition-free STEAM education.

Thus, there is no question that a CAS NW Elementary School will achieve the enrollment in Years 1, 2, 3 and beyond necessary to support the costs of expanding its offering of excellent education.



Exciting News For A Potential New Campus

We are planning to expand Coral Family Again!

Please click on the button below to learn more.

[Learn More](#)



Introduction

During the 6/28/22 Board of Trustees meeting and subsequently, the WCSD Charter Expansion Committee has presented that WCSD faces certain financial risks due to the potential failure of the proposed CAS Sky Mountain (NW) Elementary School. WCSD used the experience of the closure of the WCSD-sponsored I Can Do Anything (ICDA) charter school to substantiate these risks.

During the WCSD 6/28 presentation, the WCSD Committee presented this slide:

District Analysis

District's Obligation as the Sponsor of Charters

- As the sponsor of charter schools, the District is responsible for certain costs if a charter is closed due to insolvency or other reasons. These include:
 - Any Other Post-Employment Benefits (OPEB)
 - Unemployment insurance claims
 - Any unpaid PERS contributions
 - Potentially other unpaid obligations

Following is a summary of information gathered through research, analysis, and discussion via the Nevada Revised Statutes (NRS 287) and Nevada Administrative Code (NAC 287), individuals with expertise in Other Post Employment Benefits (OPEB), and CAS' CFO and Auditor.

Executive Summary of Conclusions – Details Below

1. Even if the NW campus were to close after a few years, the rest of the 22-year old CAS network of four campuses will remain open. One campus' closure would not affect the rest.
2. There is no financial risk to WCSD given (i) NRS 388A and the Charter Agreement sponsor protections; (ii) CAS' financial practices which maintain current contributions and balances in PEBP, Unemployment Insurance, and PERS; (iii) CAS' minimal employment of individuals with OPEB participation; and (iv) CAS' strong financial reserves.
3. The ICDA to CAS comparison is oranges to apples, across the board.

In sum, there is no need to establish an escrow account funded by CAS until the NW school is comfortably secure in its enrollment against the perceived risk of potential financial impact to WCSD.

Details

1. Closure of the NW School would not affect the continuation of operations of the remaining schools; there is no risk of failure of the entire CAS Reno network

CAS is a financially strong network of WCSD-sponsored charter campuses. WCSD CFO Mark Mathers stated in answering a question from Trustee Mayberry that “we’ve never had a concern about their financial soundness.”

Based upon CAS’ experience with its South (Neil Road) Elementary School, which did better than break even enrollment during its first year (2021-22) and, based upon unduplicated statements of interest in the CAS Elementary School in NW Reno, there is every indication that the additional ES will be academically and financially successful. (CAS has over 550 statements of interest, 12 months out, versus a first-year projected group of 340 pupils.)

However, if adequate enrollment were not sustained and CAS were to close the NW school, it will continue operations of its existing four schools in that, in the broad experience of the bond team (e.g., CAS’ underwriter and advisor, Stifel and The Campanile Group), when a single school does not continue, the rest of the network does not fail. Reasons to support that in this instance include:

- The NW building can be placed on the market and leased, quite likely to an SPCSA-sponsored charter school
 - The monthly rental income from a new tenant could cover or at least significantly reduce the monthly bond payment owed by CAS
- Alternatively, the NW building could be placed on the market and sold
 - The proceeds of the sale would be used to pay off or at least significantly reduce the outstanding principal due on the 2022 Bonds by CAS
- Bond holders would also likely be open to restructuring the bond payments to defer principal and interest payments to enable CAS network to support the debt more easily, if necessary¹.

2. There is no financial risk to WCSD in the event of a NW school closure, for many reasons

1. NRS 388A.366(1)(l) and Section 22. a. and b. (see below) of the WCSD – CAS Charter Contract Agreement assure that WCSD is not responsible for any indebtedness of any WCSD-sponsored charter school.

b. The Charter School agrees that it is solely responsible for all debts incurred in the operation of the Charter School. The School District is not responsible for any debts incurred by the Charter School, including, but not limited to, any debts remaining upon the closure of the Charter School.

2. CAS has a clear history of paying PERS, Unemployment Insurance, and Other Post Employment Benefits (OPEB) responsibilities in a timely manner. In CAS’ case, its OPEB responsibility is to the Nevada Public Employees Benefits Program, or PEBP.

3. CAS is current in its PERS payment obligations, as described in detail in Note 8 to the 2021 CAS Audit.
4. CAS participates in the State of Nevada Unemployment Insurance system; thus, it has a fully funded Employer Account should any employee of the NW campus that closes apply for Unemployment.
5. As of today, CAS' OPEB liability is \$372 per year. With only 2 employees of 125 total employees necessitating a payment to PEBP, of \$31 per month total, CAS' OPEB participation is so small that it was properly deemed by its auditors under GASB Rule 75 as being not monetarily material, and therefore no future liability needed to be identified in CAS' financial statements. Any suggestion CAS was in violation of that Rule is inaccurate.
6. Any on-going financial obligation for paying OPEB/PEBP benefits if the NW campus were to close can be supported by the remaining CAS network's cash flow and/or reserves.

3. ICDA and CAS are not comparable

Mark Mathers indicated that WCSD was left with unemployment insurance and OPEB obligations to pay upon ICDA's closure. That was for reasons rooted in ICDA's structure and practices which are not applicable to CAS.

- CAS has a network of 5 campuses, including the proposed NW campus, with a projection of 2,000 students as of the start of the 2023 school year. It has a strong balance sheet and superlative academic record (averaging 4.3 stars). Its graduation rate in recent years has been 100%. ICDA was a small (197-student), 1-star, stand-alone high school with fewer financial resources and a 31% graduation rate. Nevertheless, upon closing, it still turned over sufficient funds (approximately \$125,000) to pay its remaining obligations, including estimated unemployment claims, with a projected \$42,000 final balance.
- CAS uses the State Unemployment Insurance system and has a fully funded Employer Unemployment Insurance Account. ICDA appears to have utilized the self-insurance or "reimbursement" option available to nonprofit corporations. Thus, when a few members of the staff filed for unemployment, funds needed to be forwarded to the Department of Employment, Training, and Rehabilitation (DETR). In fact, ICDA accounted in its closing balance for a potential \$14,050 obligation to Unemployment Insurance. From ICDA Post Closure Cash Flow Balance as of 8/31/19:

<u>Provision for Expenditure</u>	<u>Amount</u>	<u>Notes</u>
Unemployment (Estimated \$439 per week per staff) 4 ind. * 8 wks * \$439 per wk	(14,050.00)	Estimate - Only anticipate 1 employee receiving unemployment, billed Qtrly except to receive invoice in October 2019.

- CAS has just 2 out of 125 (current) employees, or 1.6% of its employees, for whom it is paying a retiree stipend to PEBP, which totals \$31 per month. ICDA had 4 employees with PEBP responsibility in the amounts of \$2.17, \$33.58, \$38.34, and \$595.76 per month. The Closing Cash

Flow projection of ICDA showed \$42,013 remaining after all other obligations (except the remainder of its lease) were paid. That is equal to 61 months of PEBP payments.

4. Proposed escrow creates greater potential for harm than good

WCSD has proposed that CAS place \$906,000ⁱⁱ in an escrow account for a period of years until the new NW school reaches a stable level of 'break even' or better enrollment and the risk of financial exposure to WCSD has passed.

As detailed above, the risk to WCSD is nil, yet to meet WCSD's proposal would significantly harm CAS' access to reserves to allow it to weather any unexpected slowness in reaching break even enrollment. This is precisely counter to the stated goal of Mr. Mathers, which is to protect CAS in the event of slow enrollment. The escrow would increase the risk of a CAS failure, not lessen it. To set aside any large amount from its reserves would be harmful to CAS' financial agility, such as if the pandemic were to worsen and it must respond with PPE and other expenditures. The bond team has determined that CAS has the capacity to add the escrow amount to its borrowing, yet that would cost from \$50,000 to \$75,000 more per year in interest costs, an amount equal to the revenue from 7 – 10 students; meaning CAS would now have to enroll 7 – 10 more students to break even.

Also, in the bond team's experience (which spans charter school deals nationwide), any escrow demand is unprecedented throughout the nation and has never been sought by Nevada's other major charter sponsors, the State Public Charter School Authority (SPCSA) and CCSD.

ⁱ John Kim, investment banker from Stifel, shared this at the WCSD BOT Meeting on 6/28/22: "In case of a situation where there was not enough revenue generated at this facility to make the payment, the remaining schools would be responsible to make the payment on behalf of this particular bond. That being said, if there was some level of distress, and this has been shown time and time again, because even though most of these types of projects are successful, the vast vast majority, there are occasions where they are not successful and the school has to close, it is in my experience, as a bond investment banker, what happens is you have the bond trustee that is a fiduciary that represents bond holders, OK? They basically will come into the situation and negotiate with the school and in my experience, the first thing they try to do is they try to work out a scenario where they can continue to allow the schools, successful schools, to operate and at the same time find a way to take either take the unprofitable location and either release it to somebody else to make up for the shortfall the school's not able to meet or sell it and then use those proceeds to pay down part of the debt while at the same time working out a payment plan for the remainder of debt that might not have been paid so that's usually in my experience what happens. "

ⁱⁱ This large amount was based in part on CAS providing an absolute worst-case, ultra-conservative estimate of 100 employees ever being affected by school closures. Upon learning more about PEBP/OPEB, CAS realizes this estimate was mistaken. Its anticipated number is far less, around 4 – 5 employees.

From: Fox, Kindra
Sent: Tuesday, August 9, 2022 12:43 PM
To: Taylor, Angela; Smith, Elizabeth A; Rodriguez, Joseph M; Nicolet, Diane M; Minetto, Ellen; Mayberry, Adam; Church, Jeffrey; Public Comments
Cc: Parks, Troy
Subject: Secondary Curriculum & Instruction TOSA reassignment

Good afternoon Trustees,

As you know, most TOSA positions in the District were slated for reassignment due to the teacher shortage in WCSD. I completely understand the reasoning behind this decision and know that it was made in the best interest of our students.

However, I thought it was important to share some information with you about what the Secondary Curriculum & Instruction group of TOSAs actually do on a day to day basis that impacts all of our 64,000 students. I am in awe of the work this team does, appreciate it immensely and am so proud to be their leader.

To start, this team worked non-stop during the initial phase of the COVID pandemic to develop daily/weekly lessons for students from March to June 2020. This took the burden off of teachers and allowed them to connect with their students differently while at home. For the past two years, they have also participated heavily in the “All Hands on Deck” initiative by subbing in classrooms and supporting contact tracing all the while continuing to work full time in their own role.

Next, I will briefly highlight some of their work individually as their jobs are unique.

Ellen Badger is the Instructional Materials Facilitator. She impacts all 64,000 students in our district on a yearly basis by working to make sure teachers and students have relevant, standards aligned materials to work with. She has a several million dollar budget to work with and is very fiscally responsible with WCSD funding. Ellen works year-round to prepare for ordering of current materials, adoption of new materials, and supporting schools. Additionally, we planned to adopt three new subject areas over the next two years with 20 million dollars of ESSERS grant funding. This adoption will not be able to occur this year and it is impossible to adopt three subject areas in one year. Ellen has been able to build a collaborative relationship with the NDE and is looked upon for input and guidance often.

Sarah Brown is the K-12 Social Studies Facilitator. Sarah is the only K-12 subject area facilitator and supports all grade levels in social studies instruction. Given that we haven’t adopted social studies materials in over 10 years, all our curriculum is created in house under her leadership. She has worked closely with the NDE to develop the new *Seal of Civics* and the new *Schools, Educators and Students Civic Excellence Program*. We planned to begin implementing these programs this year. She also organizes the WCSD Votes program to encourage student voter registration at each of our high schools.

Melissa Carson is the World Language Facilitator. In addition to supporting world language curriculum and instruction in our district, she manages all of our *Seal of Biliteracy* testing for students. We have the highest percentage of students earning the Seal in the State and this is largely due to Melissa’s support of the program. She also supports the Credit by Exam program in world languages for students who would like to earn credit in world languages that they may not have taken. This is a huge support to our middle and high schools each year. They will not have this support as a result of her being reassigned.

Vicki Collaro is the 9-12 Math Program Facilitator. Vicki is a well respected member of the mathematics community in the State of Nevada. As you know, we have common finals in mathematics and they were going to embark on a final exam revision process this school year. Vicki, in collaboration with the Assessment Department was going to lead this project. This project will need to be put on hold as a result of not having this TOSA leadership. Her support and guidance allows teacher to focus on teaching.

Dr. Kim Cuevas is the 6-12 English Language Arts Program Facilitator. In addition to supporting English curriculum & instruction, she manages our Lexia PowerUp implementation. This is a literacy intervention program for our middle school students. According to Lexia, our implementation of Lexia PowerUp is the strongest in the country. This is due to Kim's leadership and support. This is also an online program and takes a lot of time to manage.

Holly Esposito is the Library Services Facilitator. She supports all of our librarians in their work with students. She maintains our Follett Destiny program and ensures that all students have access to check out books from the library. She also assists librarians in purchasing new materials for students. Most importantly, Holly's leadership over the Follett Resource Manager Program (keeps track of approximately 415,000 resources such as textbooks, computers, musical instruments and supplies) has likely saved the District 100's of thousands of dollars over the years. This inventory systems allows schools to know who has materials and facilitates the return of these materials.

Nichole Heglund is the Music Instructional Coach. Nichole has been in her position for just one year but was able to make a tremendous impact on music instruction at the middle and high school levels. Additionally, she mentored over 25 new teachers last year and they are ALL still teaching in WCSD.

Sarah Mascarenas is the 6-8 Math Program Facilitator. Sarah provides a tremendous amount of support to middle school mathematics teachers in developing high quality lessons and assessments that align to standards and utilize the math practices. She was instrumental in the support she provided to 6th grade teachers as they transitioned from teaching at an elementary school to a middle school. She also supports our DreamBox mathematics intervention program.

Sylvia Scoggin is the 6-12 Science Program Facilitator. Sylvia is the President of the Nevada State Science Teachers Association and considered a science leader in Nevada. For the past several years, Sylvia has worked with UNR in developing a study around improving science instruction in our high schools; specifically in Biology and Chemistry. The team has presented on this study in Canada as well as the United States and it was well received. The work highlights how organizations such as school districts can support large scale change in science classrooms. Additionally, she acts as a liaison between Facilities Management in Capitol Projects and the School Science Safety Officers to make sure science materials (i.e.: chemicals, dissections etc.) are disposed of and/or stored properly.

In closing, I know my team will continue to make a tremendous impact in whatever they do and I wanted to put some of this impact on public record.

PS: I have added Public Comment to this email as I wish this to be included in the public record.

Thanks,

Kindra

From: Anderson, Jenni
Sent: Tuesday, August 9, 2022 2:36 PM
To: Taylor, Angela; Smith, Elizabeth A; Rodriguez, Joseph M; Nicolet, Diane M; Minetto, Ellen; Mayberry, Adam; Church, Jeffrey; Public Comments
Cc: Parks, Troy
Subject: Elementary Curriculum & Instruction TOSA reassignment

Good afternoon Trustees,

I have been an educator in Washoe County School District for over 20 years and have had the privilege of being an administrative leader for most of them. With the recent decision to fill our vacant classrooms with the directed transfers of our TOSA positions, my leadership has been taken to a new height. While I understand and support the need to ensure that we have qualified and quality educators in our classrooms, as the new director of Elementary Curriculum and Instruction, I am met with many concerns regarding the unintended consequences of these decisions.

I have only officially been the leader of this team for just over a month. My team alone makes up 25 of the 60 TOSA's that are being reassigned/directed transferred. I oversee 21st Century Learning, the Mentor Teacher Program, Learning Facilitators and all K-5 content areas (ELA, Math, Science and Social Studies). Much of this team carried our schools with curriculum and online supports during the most challenging time we have ever experienced in education. I will give you a tiny glimpse of some of the work this group does in addition to providing professional learning throughout our school district.

Our 21st Century Team worked tirelessly to ensure that students, teachers and families could engage in online learning and understand how to use Microsoft Teams and other tools that would allow for a home school learning environment. They have continued to support our teachers to incorporate 21st century learning practices into instruction, that should have been in place 10 - 15 years ago. This work will be put on hold, taking us backwards once again. This team also is responsible for monitoring the Teacher Communities and ensuring educators' questions are routed accordingly. We have a great reputation for our responsiveness, but this is not reasonable going forward.

I feel confident in saying that the Mentor Teaching Program and the consulting teachers (CT's) within WCSD have been key for providing the necessary support to retain the new teachers we have been able to hire and keep and support them in a way that made them feel valued and worthy. This group of CT's have carried caseloads of over 30 - 40+ teachers and worked tirelessly to meet the needs of not only their individual teachers, but the administrators they work with. While the enormous number of teachers each supported was daunting, they embraced it in the name of doing what is right for our district.

Again, going back to the early days of the Pandemic, the team from Curriculum and Instruction worked around the clock preparing paper packets that could be easily given to families and allow for learning to move forward. They continued throughout the past 2 years to provide documents that helped teachers to see how to provide additional instruction to fill some of the gaps created from the inconsistent learning that had been taking place. Once students returned to schools, they jumped back into coaching, modeling and supporting teachers and principals with instruction. They have been a part of adoptions of new curriculum materials and including managing the living organisms that make learning even more fun and engaging. This is the team that engages directly with individual teachers when they are looking for curriculum material and when they can't get into their adopted curriculum online supports. This is the team that goes and meets with principals when they are struggling to get teachers to follow the adopted curriculum. This is the team that has held us together and supported a much-needed focus on Tier I instruction and supports.

Our TOSA's at C&I have taken everything that has been thrown at them with grace. They have continually interrupted the work they needed to do in order to help with whatever has been asked of them. As we think of the unintended consequences of this decision, there are a few that need to be mentioned. We have up to 60 staff members who are highly effective educators but may or may not have been in a classroom in recent years. They are specialists in the areas that they are being removed from. As an elementary teacher, you are typically responsible for teaching all content areas. As they re-engage in classroom instruction, who are they supposed to turn to in order to ensure that they have the content knowledge required of them. Who are all of the other new teachers and new to grade level teachers going to receive specialized support from? We no longer have a team of content experts to support their needs. When they post a question into their grade level team, there is no longer someone on the other end to find them the answer. When they can't access envision or Benchmark digital platforms, who's going to know how to get them the access that the teacher or student might need? Not to mention that we had years of institutional knowledge building capacity of teachers throughout our district that will no longer be available.

The process and timeline have been torturous for all involved. Whether this decision is truly "temporary" and for just this year or an opportunity for a complete reorganization, we will feel the impact of this for years to come. T

PS: I have added Public Comment to this email as I wish this to be included in the public record.

Thank you,

Jenni

Jenni Anderson
Elementary Curriculum and Instruction, Director



From: Megan Beckam
Sent: Tuesday, August 9, 2022 4:51 PM
To: Public Comments
Subject: [EXTERNAL] Public Comment regarding TOSA Reassignment

Hello,

I want to share my concerns about the abrupt reassignment of the WCSD Teachers on Special Assignment. These teachers have expertise in specific areas and help new and experienced teachers with content and pedagogy as well as provide support in many other areas. The way in which the district is reassigning them shows disrespect to their expertise, passion, and their work with teachers and students in the district.

It is past 4:30 on Tuesday 8/9 and teachers report to their buildings tomorrow. TOSA's have not been informed as to where they are teaching at this time. This appears to be a hastily executed and flawed way to solve our teacher shortage issue.

Respectfully,

Megan Beckam, Ph.D.

Mother of two students in WCSD and former McQueen High School Teacher

From: Vega, Stephanie
Sent: Tuesday, August 9, 2022 2:42 PM
To: Public Comments
Cc: Minetto, Ellen; Church, Jeffrey; Rodriguez, Joseph M; Smith, Elizabeth A; Taylor, Angela; Mayberry, Adam; Nicolet, Diane M; Enfield, Susan
Subject: Agenda Item 4.03 Certified Staffing

For the record, my name is Dr. Stephanie Vega. I am a parent of a WCSD student and a teacher in this district.

I wish to comment on 4.03 Presentation and Discussion Regarding Certified Staffing Levels and Vacancies for the 2022-2023 School Year

The reassignment/directed transfer of Teachers on Special Assignment does not appear to have adequately provided input from teachers and parents as key stakeholders. No impact analysis or feedback loop or even a forum was provided to come together as a group to develop creative solutions, leveraging teachers who have credentials in special ed.

If teachers had known that our infrastructure and access to curriculum expertise, instructional support, professional learning, department of gifted and talented, MTSS that identifies students who have special needs, support for English Language Learners (to name a few) would be impacted, perhaps dual credentialed teachers would have voluntarily transferred to one year only unfillable special ed positions. Teachers are open minded, problem solvers and with the right incentives we could fill special ed positions with teachers who are already certified and keep teachers in their licensure areas. It's important to note that gen ed teachers graduating from our local university are required to graduate dual credentialed in either ELL or Special Ed and have been since 2015 (7 years). There are issues with the pipeline and we are at a critical teacher shortage, but involuntarily moving teachers out of their licensure area to teach special education is not the solution. Federal law states that our special education students must receive specially designed instruction by appropriately licensed qualified special education personnel and this opens our district to additional liability.

Teachers on Special Assignment have a significant role in our district because they are the bridge for practicing teachers and administration. They are our colleagues who support and address the issues we are facing in the classroom (curriculum guidance, tech support, and most importantly practices and strategies to ensure equity and access for all of our students) so that we can keep teaching. If they are needed in classrooms, the classrooms should match their expertise areas as model classrooms, building on the work they have started.

The decision to direct transfer TOSAs appears to have been made in July but notice was given on August 5 Friday afternoon. With forethought, sufficient notice and input, we, teachers, could have shuffled to make room for our colleagues, keep supports and infrastructure that retain teachers in place, and serve our students in more meaningful ways.