

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2023 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Beacon Academy of Nevada**

Date Submitted: **April 1, 2023**

Current Charter Contract Start Date: **July, 2020**

Charter Contract Expiration Date: **June, 2026**

Key Contact: **Tambre Tondryk**

Key Contact title: **Executive Director of Operations**

Key Contact email and phone: tambre.tondryk@banv.org phone: **702-726-8622**

Date of School Board approval of this application: **February, 2023**

Deadlines

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

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

¹ Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for).

1. Add Distance Education
2. Add Dual-Credit Program
3. Change Mission and/or Vision
4. Eliminate a Grade Level or Other Educational Services
5. EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO
6. **Enrollment: Expand Enrollment in Existing Grade Level(s) and Facilities**
7. Enrollment: Expand Enrollment in New Grade Levels
8. Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment
9. Facilities: Occupy New or Additional Facility
10. Facilities: Occupy a Temporary Facility
11. Facilities: Relocate or Consolidate Campuses
12. RFA: Transportation
13. Change of Incorporation Status
14. Other changes

Contents

Introduction	4
Most Frequent Requests For Amendments (RFAs)	4
Section I: Standard RFA Requirements	5
A) EXECUTIVE SUMMARY	5
B) MEETING THE NEED	6
TARGETED PLAN	6
GROWTH RATE AND RATIONALE	7
PARENT AND COMMUNITY INVOLVEMENT	7
C) ACADEMIC PLAN	8
MISSION & VISION	8
CURRICULUM & INSTRUCTIONAL DESIGN	8
SCHOOL STRUCTURE: CALENDAR AND SCHEDULE	9
DISTANCE EDUCATION	10
PRE-KINDERGARTEN PROGRAMS	10

(All Operators Currently Operating or Proposing to Operate Pre-K)	10
HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS	11
SPECIAL POPULATIONS	11
Special Education	11
Staffing	12
D) FINANCIAL PLAN	13
E) OPERATIONS PLAN	14
LEADERSHIP FOR EXPANSION	15
STAFFING	15
HUMAN CAPITAL STRATEGY	16
SCALE STRATEGY	17
STUDENT RECRUITMENT AND ENROLLMENT	18
BOARD GOVERNANCE	20
INCUBATION YEAR DEVELOPMENT	22
SCHOOL MANAGEMENT CONTRACTS	22
SERVICES	23
ONGOING OPERATIONS	24
Section II: SPECIFIC RFA SECTIONS	24
RFA: Academic Amendments	24
1. RFA: Add Distance Education	24
2. RFA: Add Dual-Credit Program	26
3. RFA: Change Mission and/or Vision	26
4. RFA: Eliminate a grade level or other educational services	26
5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO	26
a) School Management Contracts	26
6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities	29
7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)	30
8. RFA: Lottery: Change(s) in Charter Lottery Policy	30
Facility RFAs	31
9. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)	31
10. RFA: Occupy New or Additional Sites (NAC 388A.315)	31
11. RFA: Occupy a Temporary Facility	31

12.	RFA: Relocate or Consolidate Campuses	32
	General Facility RFA requirements	32
	Facility RFA Attachments required	35
13.	<input type="checkbox"/> RFA: Transportation	36
14.	<input type="checkbox"/> Change of incorporation status	37
15.	RFA: Other Changes	37

Introduction

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

The SPCSA have now add a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

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

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

Most Frequent Request For Amendment Applications

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

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

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

Sections Required

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

- Executive Summary**
- Meeting The Need

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

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

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

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

Provide a brief overview of your school, including:

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

Beacon Academy of Nevada (BANV) operates two campuses. 552 students were enrolled on October 1, 2023. The West Campus, located at 7360 West Flamingo Road, Las Vegas, Nevada had 357 students enrolled, and the East Campus, located at 1800 East Sahara Avenue, Las Vegas, Nevada had 195 students enrolled at that time. The school provides educational services exclusively to alternative education high school students, sixteen years or older, who reside in Clark County. The school has increased their enrollment each quarter. Quarter 1 average daily enrollment was 505. Quarter 2 average daily enrollment was 612. Quarter 3 average daily enrollment was 642. The overall average daily enrollment for the 2022-2023 school year for quarters 1-3 is 595.

The key leadership team consists of Andrea Damore, Executive Director of Academics and Tambre Tondryk, Executive Director of Operations.

The Governing Board is comprised of seven members:

President - Sarah Sherman

Vice President –Thomas Krob

Treasurer – Anna Hensley

Secretary – Susan Rodrigues

Members: Lynda Spann, Janet Patterson, Sidney Liufau

2. Statement and overview of the mission and vision

To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future.

Vision

To guide Nevada students successfully through high school, help them obtain a high school diploma, and prepare them for college and/or a career.

3. Specific statement of the request

The Beacon Academy of Nevada Governing Board, operating under a new contract with a start date of June 2020 and a six-year expiration date of June, 2026, requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

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

Attachment #1. BANV Governing Board Meeting Agenda and Minutes, confirming approval of the RFA.

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

Beacon Academy of Nevada is seeking to expand enrollment in existing grade levels and facilities for several reasons.

- 1. There has been an increase in the number of applicants meeting the alternative education qualifying factors, most commonly because of a gap in enrollment stemming from the COVID-19 pandemic.**
- 2. Alternative education students in Clark County have limited school options for earning a high school diploma.**
- 3. BANV is one of the few alternative education schools specialized to meet the needs of credit deficient students. Other Clark County alternative education schools serve special education students exclusively, serve suspended or expelled students who demonstrate behavior challenges, or award an Adult Standard Diploma through adult education options.**
- 4. BANV is a successful alternative education charter school, consistently meeting standards on the Organizational, Financial, and Alternative Performance Frameworks. The team has proven that it has the capacity to expand and grow to accommodate more students to better meet the demands of this highly at-risk student population.**

5. Description of proposed target model and target communities

Beacon Academy of Nevada (BANV) is a State Public Charter School serving students throughout Clark County. Enrollment is limited to students who qualify for alternative education as defined by NRS 385A.740. BANV blended school model requires students to physically attend school a minimum of two-days per week or more frequently for more intense academic interventions and wraparound support.

BANV operates two campuses, the West Campus located at 7360 West Flamingo Road and the East Campus located at 1800 East Sahara Avenue, Las Vegas, NV, which opened in January, 2022. Having two campuses

has increased the opportunity for alternative education students residing in Clark County by reducing the commute time and transportation expenses and increasing the enrollment capacity on both campuses. Alternative education students are underserved in Clark County due to limited school choice options.

A significant amount of research has been released about the negative and unequal academic impacts that COVID-19 school interruptions had on students from high need student groups, including students from lower socioeconomic families. Students with fewer available financial resources, who were already more likely than their counterparts to be struggling academically, continue to have difficulty catching up. Today, many students continue to struggle with financial challenges, behavioral concerns, and learning loss. Fifty-five percent of all students in the 2022-2023 school year enrolled in BANV following a gap in their educational experience. The students with a gap in their enrollment were previously withdrawn for not attending school or were not enrolled in school to earn credit for at least one quarter of the school year. This statistic alone shows the significant impact the pandemic had on the students enrolled at BANV. Approximately 70.3% of students lacked at least one high school year of credits upon enrollment. A significant portion (24.6%) of students enrolled at least two full years behind in high school credits. The majority (70%) of students are enrolled in the 12th grade, which includes cohorts 2023, 2022, 2021, or earlier. 22.6% are in the 11th grade and less than 6% are enrolled in the 9th or 10th grade. The severity of the at-risk nature of the student population requires a highly personalized innovative program designed specifically for older high school students.

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

This amendment gives students from Clark County equal access to a BANV quality educational program which is designed to provide alternative education students with academic, social, and emotional support that they need to be successful and graduate from high school, college, and become career ready. BANV administration will continue to ensure the academic, social, and emotional components of the program are implemented and monitored consistently on both campuses. Real-time data on academics and student attendance updated from the Learning Management System will be monitored by the instructional and support staff and used to target specific students and provide them with learning strategies and interventions to help them achieve success. Monitoring student performance each term (nine-week period) will ensure that the integrity of the high-quality program persists. Implementation across both campuses includes, but is not limited to the following: student academic and attendance data tracking, student interventions, student mentoring by a school social worker and a teacher, classroom observations ensuring standardized implementation of curriculum, and accountability for students, families and staff. By following a cycle of continuous improvement, BANV will continue to demonstrate success with alternative education students as measured on the Nevada Alternative Performance Framework, the SPCSA Alternative Performance Framework, and the Nevada State Performance Framework.

7. Key components of your educational model for the expanded school1. “No Change from June 2020 Dual Credit program and “Occupy an additional site” facility RFA”.

BANV will follow the same blended educational model currently in place. To ensure that students are supported, each classroom is staffed with a general education teacher, and either a special education teacher or a teacher’s assistant, and sometimes all three. The teachers will continue to set daily goals using a student Progress Tracker, which is updated from the Learning Management System. The Progress Tracker shows the students’ real-time grades in each class, their attendance for the week, and helps to identify those students in need of interventions. The instructional team will continue to use the Progress Tracker to identify students lagging behind their peers or not making progress so that they can provide interventions to help struggling students succeed. Upon enrollment every student will continue to be provided with a projected graduation date with credit attainment goals established for each term (nine-weeks). The student’s performance will be reviewed at the end of the term so students can see how their performance

directly impacts their graduation date. The mentor program, an essential component of the BANV education model, will continue, ensuring every student is supported by one teacher and one social worker focused on the student's academic performance, social and emotional health.

The academic, financial, and operational performance of each campus will be monitored on a continuous basis to ensure the integrity of the high quality BANV standards is perpetuated on both campuses.

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

BANV staff follows the Restorative Action Plan and philosophy, approved by the governing body each school year and aligned to NRS 392 and the school's MTSS program. Staff are provided with professional development on the schoolwide expectations, Crisis Prevention Intervention, Trauma Prevention Intervention, and Restorative Practices. BANV utilizes SWIS to input and monitor staff referrals for students. The data is monitored by the MTSS team on a weekly basis. Referrals are responded to by administration and a weekly meeting is held with all staff members to monitor and discuss students that have received repeated referrals and/or are not responding to schoolwide supports and interventions.

The goal of restorative action at Beacon Academy of Nevada (BANV) is to teach responsibility and develop ownership of one's actions through restorative practices. We value the importance of teaching students to consider others when making decisions and to act in ways that are respectful and considerate of the school environment. Therefore, student discipline is a learning experience with behavior modification as its objective. BANV works with students and parents to correct behaviors inconducive to the learning environment and student success.

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

The diversity of the BANV student body increased substantially after the school shifted to alternative education as defined by NRS 385A.740. BANV current student population reflects the diversity of the zipcodes served and is more diverse than Clark County School District. BANV will continue to enroll eligible alternative education students within Clark County. In addition, efforts are made to hire diversified, bilingual employees who have a passion for working with alternative education students and their families.

BANV develops a School Performance Plan annually and continues to include school performance goals that focus on closing proficiency gaps among diverse student subpopulations, in addition to increasing the proficiency of all students. BANV closely monitors and tracks its progress towards these goals quarterly. The school administration prepares and presents a Quarterly Report at the end of each term which informs stakeholders of student attendance, graduation rates, credit attainment, and academic performance in each subject area and course by presenting disaggregated data for FRL, IEP, EL, and ALL student populations. The data assists to identify barriers, best practices, and drives discussions on which strategies and interventions are working by informing the team of where they are making progress towards annual goals. The data is then used to develop an action plan to improve student performance the next quarter.

Stakeholders, including administrators, teachers, support staff, board members, students, and parents are invited to attend and provide input during Title I meetings held quarterly, monthly board meetings, academic consultations, college and career events, and other scheduled meetings throughout the year. Families are invited to attend meetings scheduled on behalf of their student and receive progress reports and report cards, in addition to receiving phone calls, text messages, and emails from their teachers and social workers. Staff encourage families and students to complete surveys (offered in English and Spanish) after Academic Consultations, IEP Meetings, Student Re-Engagement Meetings, career development, or college events on an ongoing basis.

10. The values, approach, and leadership accomplishments of your school or network leader and leadership team **No Change from June 2020 Dual Credit program and “Occupy an additional site” facility RFA”.**

The BANV leadership team is mission-driven and committed to instilling in its students and staff the core values of the institution which include offering a personalized learning environment, understanding and supporting each other, fostering empowerment, being respectful and fair, and being accountable. Staying true to the mission, BANV serves the highest at-risk youth in Clark County. In December, 2016, its charter was amended to limit enrollment to students qualifying for alternative education, which includes students who are severely credit deficient, hold an IEP, are suspended, expelled, and/or under court supervision. In July 2018, BANV met the state's criteria to be evaluated under the Nevada Alternative Education Performance Framework by having more than 75% of alternative education students enrolled for the 2017-2018 school year.

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

BANV will continue collaboration with stakeholders to develop strong community partnerships ensuring the success of its students. Additionally, BANV will engage stakeholders on program development and planning to better meet the needs of the students on their path to graduation helping them establish concrete future plans in college and/or career.

BANV’s Student Support Services team consists of academic counselors, school social workers, a school nurse, a school psychologist, and advisors from the Career Pathways team. BANV partners with many high schools and agencies who refer students to BANV. Those partners include: Project 150, One Stop Career Center, Nevada Partnership for Homeless Youth, Healthy Start, Nurse Family Partnership, Child Haven, HELP Southern Nevada, Shannon West (Homeless Youth Center), Clark County Juvenile Justice Department, and Res Care. In addition, the following community agencies provide resources and support to BANV students: Healthy Start, Babies Bounty, Women’s Resource Center, Planned Parenthood, Southern NV Health District, The Harbor, Saint Jude’s, Family Resource Centers, Lionsite Foundation, Mobile Mental Health, Urban League, Rescue Mission, Adams Place, Bishop Gorman Emergency Fund Foundation, and several psychiatric hospitals and therapeutic agencies throughout the valley.

NOTES

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

5. To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle (▲) left of that heading.

B) MEETING THE NEED

TARGETED PLAN

Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community. **No Change**

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

Beacon Academy of Nevada is alternative public charter school as classified by the Nevada Department of Education, and therefore, at least 75% of enrolled students must meet at least one of the following criteria to enroll (referred to as alternative criteria):

- 1)Have been expelled or suspended from a public school, including, without limitation, a charter school;**
- 2)Have been deemed to be a habitual disciplinary problem pursuant to NRS 392.4655;**
- 3)Are academically disadvantaged;**
- 4)Have been adjudicated delinquent;**
- 5)Have been adjudicated to be in need of supervision for a reason set forth in NRS 62B.320; or**
- 6)Have an individualized education program.**

To maintain compliance with the requirements of alternative education, no more than 20% of the total enrollment may be students from the priority enrollment categories including, siblings of current alternative education students, children of an employee or board member, or others.

GROWTH RATE AND RATIONALE - “No Change from June 2020 Dual Credit program and “Occupy an additional site” facility RFA”

- (1) **Specifically identify the key risks associated with this growth plan** and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
- b. Difficulty raising philanthropic funding;
- c. Insufficient talent pipeline/difficulty recruiting faculty;
- d. Insufficient leadership pipeline/difficulty recruiting school leaders;
- e. Misalignment between the founding school and leader and new campuses and leaders, and;
- f. **Ambiguous student performance outcomes and the need to curtail expansion if performance drops.**

- (2) Discuss lessons learned during the school’s past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses. **Not Applicable**

PARENT AND COMMUNITY INVOLVEMENT “No Change from June 2020 Dual Credit program and “Occupy an additional site” facility RFA”

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

C) ACADEMIC PLAN – No Change

MISSION & VISION

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

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

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

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Historical Performance

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

(2) Academic Vision and Theory of Change

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

(3) Performance Management

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

4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

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

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

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

PRE-KINDERGARTEN PROGRAMS

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

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

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

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

SPECIAL POPULATIONS

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

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

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

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

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
 - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which

graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

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

Staffing

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

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

D) FINANCIAL PLAN

This section must be completed for all applications.

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services. **“No Change”**
- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs. **BANV has provided the FY2024 Tentative Budget with a Budget**

Narrative.

- (3) **See Attachment #2 FY2024 Budget Narrative and Attachment #3. FY24 Tentative Budget** Present a **budget narrative** including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment ___**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
 - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
 - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
 - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
 - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (4) Submit a completed financial plan for the proposed school as an **Attachment ___** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) Submit, as an **Attachment ___**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (6) Provide, as an **Attachment ___**, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility. **"No Change" on record with the SPCSA**
- (7) Complete the audit data worksheet in **Attachment ___**. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment ___**. **"No Change" on record with the SPCSA**
- (8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school. **Not Applicable" no fundraising is occurring at BANV**
- (9) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget

development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance. “No Change”

E) OPERATIONS PLAN

◆ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

1. Historical performance **“No Change”**
 - (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
 - (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
 - (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

2. Organization governance structure & board development: **1. No Change from June 2020 Dual Credit program and “Occupy an additional site” facility RFA”**
 - (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
 - (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
 - (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
 - (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

3. Organization charts and decision-making authority:
 - (a) Provide the following organizational charts:
 - (i) Current - **See Attachment #5: Organization Chart**
 - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
BANV currently leases the West Campus property located at 7360 W. Flamingo Road. However, the annual lease payments for the West Campus exceed the annual mortgage payments owed for the East Campus and continue to rise each year. Within the next two years, BANV plans to purchase and renovate a school-site which will serve as the West Campus. Owning both campuses is a long-term sustainable solution for the school.

 - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years).
There are no plans to operate more than two campuses at this time. However, if an area with an underserved population is identified, BANV is willing to explore additional expansions.

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the

schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

4. Describe the proposed organizational model; include the following information:
 - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** ___) Add: ED Ops, ED Academics, C-Ops, C-Sped, C- Records Enrollment, C - MTSS
 - b) Resumes of all current leadership (provide as an **Attachment** ___).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___) “No Change”
5. Describe the leadership team’s individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
 - (a) School leadership;
 - (b) School business operations and finance;
 - (c) Governance management and support to the Board;
 - (d) Curriculum, instruction, and assessment;
 - (e) At-risk students and students with special needs;
 - (f) Performance management; and
 - (g) Parent and community engagement.
6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** ___). - **No Change**
7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff. - **No Change**
8. Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader’s guidance? **No Change**
9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill? **No Change**

LEADERSHIP FOR EXPANSION - No Change

- a) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** ___). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ___) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2023-24 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2024-2025 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

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

Sample Excerpt—Complete using Excel file

HUMAN CAPITAL STRATEGY - No Change

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

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

SCALE STRATEGY - No Change

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

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

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

IT				
Facilities Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

STUDENT RECRUITMENT AND ENROLLMENT

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

- a. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas. **“No Change”**
- b. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools. **“No Change”**
- c. Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery² which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically

² See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school. **“No Change”**

- d. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

BANV continuously enrolls students throughout the year. When the school reaches capacity (approximately 10% more students than were enrolled the previous year) and the student meets eligibility requirements, the application is moved forward in the order it is received so that the student will be ready to start as soon as a spot becomes available. With this system in place, eligible students are enrolled weekly if space is available, and can begin to earn credit immediately instead of waiting until the following school year.

The school conducts an annual lottery on June 1st of each year to fill available seats for the upcoming school year. Applications for the lottery are accepted beginning on March 15th of each year.

- e. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below. **The enrollment targets are based upon the historical growth of the east and west campuses. Since the COVID-19 pandemic, an increasing number of students are qualifying for alternative education enrollment. Many of these students have a gap in enrollment from high school in the past two years. The west campus has been established for several years. There is an expectation that the west campus will level off in growth by the 2025-2026 school year. While the east campus was established in January, 2022, that campus will continue to grow to equal the west campus within approximately 5 years. Steady, but incremental growth on the east campus is projected for the next three years as the campus becomes more established. Due to qualifying factors, alternative education high schools have a lower enrollment than comprehensive schools. The Executive Directors will monitor the progress towards enrollment targets. The re-enrollment target year to year is 90%. This determination has been set by tracking previous year re-enrollment rates. The minimum and maximum planned projected enrollment at each grade level is 10% over and under the amounts in the table below.**
- f. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law? **The enrollment team meets a minimum of five times annually to review processes, update enrollment forms, incorporate new legal requirements, discuss student eligibility requirements etc. Since enrollment occurs on a consistent year-round basis, the team reports concerning issues as they arise and adjustments are made as soon as possible. BANV is focused on school improvement and makes concerted efforts to review and update processes and procedures throughout the school year for immediate implementation instead of waiting until the next year.**
- g. 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? **BANV personnel will continue to target community partners in close proximity to the new campus and work to establish relationships with individuals who work closely with highly at-risk students. Building trusting relationships within the community provides seamless pathways and minimizes barriers that could potentially prevent students from engaging in school. In addition, after the first year, BANV will provide staff the tools and skills to assist students with re-enrollment for the following year.**

h. Planned Enrollment Per Campus:

1) Planned Enrollment East Campus

Grade Level	Number of Students
-------------	--------------------

	2023-24	2024-25	2025-26
9	3	4	5
10	15	17	19
11	84	93	101
12	210	231	252
Total	312	345	377

2) Planned Enrollment West Campus

Grade Level	Number of Students		
	2023-24	2024-25	2025-26
9	5	6	6
10	22	23	24
11	126	128	135
12	315	318	335
Total	468	475	500

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. **a. Not every student is eligible to attend BANV. Projections are based upon the number of qualified students that will apply and be accepted. BANV planned for the opening of the East campus with 200 students and to grow in small increments to 377 students by the fourth year. This plan allows for growth to occur through re-enrollment (returning students), an increase in the number of students who live in close proximity to the new campus, and an increase in the number of referrals from neighboring schools and community partners. The number of students enrolled in each grade level is historically, the percentage of students that qualify and enroll each year. Qualifying factors naturally limit the number of 9th and 10th graders which are only a small percentage of the school population. The alternative education program is focused upon supporting credit deficient students that are primarily in their 3rd, 4th, 5th and 6th year of high school.**
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment. **Not Applicable, BANV has been operating a high school for more than ten years and is not expanding grade-levels.**
- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment. **Not Applicable, BANV has been operating a high school for more than ten years and is not expanding grade-levels.**

BOARD GOVERNANCE - No Change

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”

- i. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

- j. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- k. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** ____). Please note that at least 75% of new board members for SY 2023-2024 must be identified at the time of the submission of the expansion request.
- l. Provide, as part of **Attachment** ____, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- m. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- n. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- o. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- p. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- q. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- r. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.
- s. 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.
- t. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT (for approved schools that have not yet opened)

- a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2022-2023) to ensure that the school is ready for a successful launch in fall 2023. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment ___**.
- b. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- c. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

SCHOOL MANAGEMENT CONTRACTS **Not Applicable, BANV does not intend to enter into a contract with an EMO.**

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

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

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

SERVICES “No Change”

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

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

ONGOING OPERATIONS - No Change

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

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

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

- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
 - iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?
- g. Services
- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
 - ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
- h. Financial
- Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

2. RFA: Add Dual-Credit Program

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

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

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

3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

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

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

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

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

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

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

a) School Management Contracts

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

of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

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

b) Financial Plan

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment** ___ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment** ___, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment** ___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school

authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

8. Complete the audit data worksheet in **Attachment** _____. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** _____.

Attachments Necessary for EMO Amendment

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

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

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently

high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).

BANV is an alternative education school and serves a highly at-risk student population which does address the needs identified in the SPCSA Academic and Demographic Needs Assessment. BANV enrolls high school students who are between sixteen and twenty-one (twenty-two, if a special education student) years of age and qualify for alternative education exclusively. NRS 388A.453 subsection 9 does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils:

- (a) With disabilities;**
- (b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or**
- (c) Who are at risk or, for a charter school that is eligible to be rated using the alternative performance framework pursuant to subsection 4 of NRS 385A.740, who are described in subparagraphs (1) to (6), inclusive, of paragraph (a) of subsection 3 of NRS 385A.740.**

Eligible students must meet one of the Alternative Education Enrollment conditions listed below:

- b. Credit Deficient which is defined by the END of:**
 - i. 9th grade or two semesters of high school, has 0 credits**
 - ii. 10th grade or four semesters of high school, has 5 or fewer credits.**
 - iii. 11th grade or six semesters of high school, has 11 or fewer credits.**
 - iv. 12th grade or eight semesters of high school, has 17 or fewer credits.**
 - v. 5th year still requires graduation requirements**
 - vi. Student who has been retained 2 or more times in 8th grade or below**
- c. Suspended or Expelled: (NRS 392.466)**
- d. Habitual discipline problem (NRS 392.4655)**
- e. Being under court jurisdiction or adjudicated to be in need of supervision (NRS 62B.320)**
- f. Special Education**

- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?

BANV provides students with academic, social and emotional support in order to earn credit towards a high school diploma. Classrooms have a low student to teacher ratio in order to provide small group and individual instruction. BANV measures student academic performance quarterly. The percentage of each subgroup population earning a C or higher in their classes and earning at least 1.5 credits is measured and analyzed. The data for the 2021-2022 school year for these metrics is below broken down by subgroup populations.

The school's goal of having an average credit earning rate of 1.5 credits per term was MET for 21-22. ELL students lagged slightly behind their peers and did not average 1.5 credits.

All groups averaged a similar credit earning rate.

% of Students Earning 1.5 Credits					
	T1	T2	T3	T4	21-22
All	52.7%	61.7%	60.1%	63.6%	62.7%
FRL	51.3%	58.7%	58.5%	63.1%	53.5%
IEP	51.1%	61.0%	63.4%	66.0%	54.2%
ELL	42.9%	57.1%	58.6%	58.7%	53.5%

SPP: Increase annual percentage of students earning a letter grade of C or higher in core subjects							
	Goal	Term 1	Term 2	Term 3	Term 4	Annual	Annual Status
Increasing annual percentage of students earning a letter grade of C or higher in core subjects by 10% from 33.7% to 37.1% from spring 2021 to spring 2022.							
All	37.1%	53.8%	57.9%	60.5%	63.0%	56.5%	Met
FRL	37.1%	54%	57.1%	60.6%	64.9%	57.1%	Met
IEP	37.1%	58.9%	57.6%	60.5%	63.3%	55.0%	Met
ELL	37.1%	45.7%	53.7%	56.4%	57.6%	50.6%	Met

See Attachment #6. Academic Performance Data

c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

BANV administration monitors and evaluates discipline data weekly utilizing SWIS. SWIS is a discipline data and referral program that assists schools to track and identify potential disproportionate discipline issues. A SWIS analysis of the 2022-2023 school year discipline referrals by subgroup population shows all discipline referrals for the entire school year and provides a risk index for each race/ethnicity. For all subgroups with more than 10 students enrolled, the percentage of the students with a referral is listed in the Risk Index Table. 33.77% of Black students have had a referral, 16.79% of Hispanic and 17.65% of White students have had a referral. Of the 47 Multiracial students, 0% have had a referral.

Restorative Practices are embedded in BANV’s MTSS program and schoolwide and classroom expectations. The MTSS team attends training on Restorative Practices and conducts schoolwide training on the effective implementation of Restorative Practices throughout the school. The Restorative Action Plan is followed. There have not been any suspensions or expulsions for the 2022-2023 school year. See [Attachment #7 22-23 SWIS Report & Restorative Action Plan](#)

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

School Year	2022-23	2023-24	2024-25	2025-26
East Campus				
Grade Levels	9-12	9-12	9-12	9-12
Enrollment	265	315	350	350
West Campus				
Grade Levels	9-12	9-12	9-12	9-12
Enrollment	419	419	419	419
Total Enrollment	684	734	769	769

What is your projected enrollment for each campus?

Year	2023-2024	2024-2025	2025-2026
East Campus			
Grade levels	9-12		
Enrollment	312	345	377
West Campus			
Grade Levels	9-12		
Enrollment	468	475	500
Total Enrollment	780	820	877

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

For an RFA to accomplish this objective:

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

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

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they’ve proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

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

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

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

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

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

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

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

1. The current academic model including current student demographics and academic performance, including performance by student group,
2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

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

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

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

Facility RFAs

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

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

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

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

11. RFA: Occupy a Temporary Facility

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

12. RFA: Relocate or Consolidate Campuses

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

General Facility RFA requirements

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.
3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.

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

4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
 - a) Current Ratio (CR)
 - b) Unrestricted Days Cash on Hand (UDCOH)
 - c) Cash Flow (CF)
 - d) Debt to Asset Ratio (D/A)
 - e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)

5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
 - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility.
 - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
 - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - d) A copy of the floor plan of the facility and all other documentation required pursuant to NAC 388A.315 (“Request to occupy new or additional facility”). Include notations of all included campus facilities with a table or statement describing **the square footage** of the facility AND an assurance the school will submit any final versions of the documentation called for here and in NAC 388A.315.
 - i) Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)
 - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - f) A copy of the Certificate of Occupancy at **Attachment** ____.
 - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** ____.
 - h) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.
 - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate “N/A” . . . If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** ____.
 - j) A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.

6. If a proposed facility has **NOT** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
 - a) Either a discussion of the desired community of location and the rationale for selecting that community **AND** an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed

- facility as an **Attachment** ____.
- b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** ____.
 - c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment** ____.
 - d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** ____.
 - f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** ____.
 - g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment** ____.
 - h) The organization's plans/methods to finance these facilities, including:
 - i) Whether the school is seeking:
 - (1) A loan (CDFI or other),
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (2) Bond Financing,
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (d) Tax-exempt
 - (e) Rated
 - (f) Privately placed
 - (3) Identification and description of bond instrument terms, including a schedule showing planned face

amount, years/term to maturity, coupon/interest rate(s).

- (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- i) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
 - j) What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?
 - i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sqft total planned for up to 450 students at 55 square feet per pupil”).
 - k) Will the financing/refinancing trigger any prepayment penalties? Yes, No.
 - i) If “Yes”, describe the amount.
 - l) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).
 - m) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
 - n) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
 - o) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
 - p) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
 - q) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
 - r) A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
7. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an

Attachment ____ . Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** ____ .

Facility RFA Attachments required

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth **in square feet** OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315
9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections,

including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315.

10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315

13. RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
 - o The number of students to receive transportation, including their grades
 - o The hours transportation is to be provided
 - o The physical location(s) proposed as pick-up and drop-off locations
 - o The entity/vendor providing transportation
3. Provide a statement of assurance confirming that the Charter School has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
 - o The proposed schedule for practicing student evacuation
 - o A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

14. Change of incorporation status

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

15.RFA: Other Changes

1. For certain other RFA requests

- a. See NAC 388A.330
- b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.

2. For all other RFA requests not otherwise described

- a. See NAC 388A.335
- b. Complete all applicable sections above, general and specific

3. For material amendments to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.

- a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

4. Nonmaterial amendments

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335

- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.



2023 Charter School Request for Amendment to Charter Contract Application

Attachments - Table of Contents

- Attachment #1. BANV Governing Board Agenda and Minutes
- Attachment #2. FY24 Budget Narrative
- Attachment #3. FY24 Tentative Budget
- Attachment #4. RFA Staffing Worksheet
- Attachment #5. 2023-2024 BANV Organizational Chart
- Attachment #6. 2022 Academic Performance Data
- Attachment #7. 2022-2023 SWIS Report & Restorative Action Plan



2023 Charter School Request for Amendment
to Charter Contract Application

Attachment #1.

BANV Governing Board Agenda and Minutes

West Campus
7360 W. Flamingo Road
Las Vegas, NV 89147

Phone: 702-726-8600
Website: www.banv.org

East Campus
1800 E. Sahara Avenue
Las Vegas, NV 89104

PUBLIC NOTICE
BEACON ACADEMY OF NEVADA - General Meeting
7360 W. Flamingo Road, Las Vegas, NV 89147
Tuesday, February 21, 2023
3:30 pm

This notice and agenda has been posted before 9:00 am on February 15, 2023. Physical notice of this meeting has been posted on the campuses of Beacon Academy of Nevada, 7360 W. Flamingo Rd, and 1800 E. Sahara Ave., and on the internet on the Beacon Academy website at www.banv.org and at the Nevada Public Posting website: <https://notice.nv.gov/>.

The link to livestream this meeting is as follows:

Join Zoom Meeting

<https://us02web.zoom.us/j/89956817117>

The Governing Body of Beacon Academy of Nevada and/or other individuals will present information on the following items for discussion and possible action. The public is notified that Beacon Academy of Nevada Governing Body reserves the right to take agenda items out of posted order, with the exception of public hearings. A time for public comment is provided at the conclusion of the meeting. The Governing Body Chair reserves the right to call on individuals from the audience or to allow for public comment at any time. Individuals providing testimony must fill out a visitor card, which will be numbered in order received by the Governing Body. Upon receipt from the Governing Body, the Chair will make reasonable judgment as to the time limit for each speaker. Time Limit: A time limit (three minutes) may be imposed on public testimony by the Board Chair in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Governing Body. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Governing Body of Beacon Academy of Nevada, c/o Mary Kay Bellinger, in writing at 7360 W. Flamingo Rd., Las Vegas, Nevada 89147 or by calling (702) 726-8600, at least three days prior to the meeting.

AGENDA

Call to Order; Roll Call; Pledge of Allegiance; Approval of Agenda (Sarah Sherman, President, Beacon Academy of Nevada)

1. Public Comment (Information/Discussion)
2. Consent Agenda (Information/Discussion for Possible Action)
 - Minutes from the January 10, 2023 Meeting.
 - Adoption of a Flexible Agenda
 - Current Financial Statements
 - WellsFargo Investment Statements
 - IRS 501(c)3 990 Tax Filing
 - Employee New Hires and Contract Renewals
 - Dani West, Speech Pathologist Independent Contractor
 - Heidi Jimenez, Office Spec.I Receptionist
 - Katie Sepulveda, SPED Teacher
 - Kathryn Steblay, Social Worker
3. Approval or Rejection of the Advancement of the Records & Enrollment Coordinator position from Coordinator II to Coordinator III (Information/Discussion for Possible Action)
4. Approval or Rejection to submit a Request for Amendment to the SPCSA for Expanding Enrollment in Existing Grades and Facilities (Information/Discussion for Possible Action)
5. Approval or Rejection of the Distance Education Course Approval for the Nevada Department of Education. (Information/Discussion for Possible Action)
6. Approval or Rejection of Purchase of Exterior Doors for East Campus (Information/Discussion for Possible Action)
7. Executive Director Report (Information/Discussion)
 - Organizational Performance Framework
 - SPCSA Site Evaluation Reports for East & West Campuses


- Flamingo/Tenaya LLC - Demand Letter for West Campus Change of Use from Office to Educational Facility
- City of Las Vegas Charter and Private School Assistance Program Award

8. Adjournment

(Information/Discussion for Possible Action)

Pursuant to NRS 53.045, I declare under penalty of perjury that the following is true and correct:

That on February 14, 2023 this Public Meeting Notice and Agenda was posted at the above-referenced locations and websites.



Mary Kay Bellinger, Operations Coordinator

BEACON ACADEMY OF NEVADA
 Regular Governing Body Meeting – General Meeting
7360 West Flamingo Road, Las Vegas, In Person & Virtual
Tuesday, February 21, 2023
3:30 pm

PRELIMINARY:

A. CALL TO ORDER

Meeting was called to order by _____ Sarah Sherman _____ at _____ 3:31 _____ pm.

B. ROLL CALL

MEMBER	TITLE	TERM	PRESENT	ABSENT	IN	OUT
Ms. Sarah Sherman	President	2015	X		3:28 pm	4:07 pm
Mr. Tom Krob	Vice President	2016		X		
Ms. Anna Hensley	Treasurer	2018	X		3:27 pm	4:07 pm
Ms. Sue Rodrigues	Secretary	2016	X		3:29 pm	4:07 pm
Ms. Lynda Spann	Member	2014		X		
Ms. Janet Patterson	Member	2018	X		3:28 pm	4:07 pm
Mr. Sidney Liufau	Member	2022	X		3:29 pm	4:07 pm

C. FLAG SALUTE

D. PUBLIC COMMENT: No individual comment shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Board members may respond to comments however no action can be taken. The Board may give direction to staff following comment.

Let the record reflect there are no members of the public present.

E. CONSENT AGENDA ITEMS

- Minutes from the January 10, 2023 Meeting.
- Adoption of a Flexible Agenda
- Current Financial Statements
- Wells Fargo Investment Statements
- IRS 501(c)3 990 Tax Filing
- Employee New Hires and Contract Renewals

- Dani West, Speech Pathologist Independent Contractor
- Heidi Jimenez, Office Spec.I Receptionist
- Katie Sepulveda, SPED Teacher
- Kathryn Steblay, Social Worker

F. SCHEDULED FOR ACTION

2. Approval/Rejection of Consent Agenda

Motion by Janet Patterson to approve the consent agenda items.
 Second by Sid Liufau. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Tom Krob	Vice President					X
Ms. Anna Hensley	Treasurer		X			
Ms. Sue Rodrigues	Secretary		X			
Ms. Lynda Spann	Member					X
Ms. Janet Patterson	Member	M	X			
Mr. Sidney Liufau	Member	2 nd	X			

EXPLANATION:

Consent Agenda

- Minutes from the January 10, 2023 Meeting.
- Adoption of a Flexible Agenda
- Current Financial Statements
- WellsFargo Investment Statements
- IRS 501(c)3 990 Tax Filing
- Employee New Hires and Contract Renewals
 - Dani West, Speech Pathologist Independent Contractor
 - Heidi Jimenez, Office Spec.I Receptionist
 - Katie Sepulveda, SPED Teacher
 - Kathryn Steblay, Social Worker

CSMC School Business Manager, Christina Saenz reviewed the current financial report through January 31st, based on the amended budget approved on November 15, 2022 of 585 students. Updated projections will be available at the next meeting. No questions were presented by the Board Members.

3. Approval or Rejection of the Advancement of the Records & Enrollment Coordinator Position from Coordinator II to Coordinator III

Motion by Sue Rodrigues to approve the Advancement of the Records & Enrollment Coordinator Position from Coordinator II to Coordinator III
Second by Sid Liufau. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Tom Krob	Vice President					X
Ms. Anna Hensley	Treasurer		X			
Ms. Sue Rodrigues	Secretary	M	X			
Ms. Lynda Spann	Member					X
Ms. Janet Patterson	Member		X			
Mr. Sidney Liufau	Member	2nd	X			

EXPLANATION: Ms. Bellinger, Operations Coordinator reminds the Board Members that during the April 13, 2021 Board Meeting, the Board approved our Coordinator Salary Schedule with an effective date of July 1, 2021. At that time, the Records & Enrollment Coordinator position was classified as a Coordinator II position. Since that time, the duties and responsibilities of this position have grown exponentially due to the opening of the second campus. Most recently, with the increase in student enrollment exceeding expectations, additional positions have been created in the enrollment department which increases the Coordinator’s oversight responsibilities. A more equitable compensation for this position would be the alignment to Coordinator III.

4. Approval or Rejection to submit a Request for Amendment to the SPCSA for Expanding Enrollment in Existing Grades and Facilities

Motion by Sue Rodrigues to approve the submission of a Request for Amendment to the SPCSA for Expanding Enrollment in Existing Grades and Facilities
Second by Janet Patterson. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Tom Krob	Vice President					X
Ms. Anna Hensley	Treasurer		X			
Ms. Sue Rodrigues	Secretary	M	X			
Ms. Lynda Spann	Member					X
Ms. Janet Patterson	Member	2nd	X			
Mr. Sidney Liufau	Member		X			

EXPLANATION: Executive Director Tondryk explains to the Board that when we renewed our Charter Agreement with the SPCSA in June, 2020 for a six-year term, we were approved for a maximum student count, per campus, as shown in the table below. We are requesting the board’s approval to submit a Request for Amendment to expand our enrollment in existing grades and facilities. We currently have 448 students enrolled and are close to exceeding the 10% cap on the west campus this year. It is also possible that we exceed 347 students next year on the east campus as we currently have 240 students enrolled and have grown by almost 100 students in the past year (February 2022- February 2023).

	<u>Minimum</u>	<u>Cap</u>	<u>Maximum</u>
East	283	315	347
West	377	419	461

When learned through SPCSA staff that although we fall within the 10% guidelines this year, we cannot exceed the caps per campus enrollment. Because it’s not a combined total enrollment we need to change the cap for the west campus in particular since we are almost at capacity now. We will base our projections during the 4th quarter enrollment. We are asking permission from our board to submit an amendment application.

Secretary Rodrigues asks what the enrollment was based on when the cap was created? Why did they have it at a particular number? Executive Director Tondryk advised that we based it on our enrollment at the time and our anticipated growth. We had to demonstrate when we replicated that we could afford both campuses. Our projections were low as we budget conservatively, and now we are

exceeding projections. We are reaching numbers we were expecting for next year. We are also well below our facility occupancy since not all students attend at the same time.

Secretary Rodrigues asks if an increase in enrollment has other repercussions? Executive Director Tondryk states that every student has a per pupil allocation; the more students we enroll the larger our budget revenue. However, it's a ratio since the more students you have, the more support you need as well. Dangerous side is we are not permitted to fall 10% below our enrollment. We will be cautious to make sure we fall within the range that we project.

Member Liufau states that in regards to the ratio and increasing the cap, my understanding is that the staff would also increase because the classes are getting larger; so if students increase staff increase, correct? Executive Director Tondryk states yes. Member Liufau asks for further clarification as to why this motion is needed then. Executive Director Tondryk explains that we are talking about enrollment per campus. We only projected 419 students on the west campus and we are almost at our maximum capacity. We'd like to increase enrollment on the west campus. With the staffing and the facilities we have, we can easily accommodate 448 students. We are not looking at increasing the size of our facility at this time. Maybe someday 3 campuses may be needed but right now we are in need of remaining in compliance with the SPCSA and that our student enrollment falls within the minimum and maximum range.

Member Liufau asks that since we are increasing the cap, which is awesome, does this count include those students who don't come in and are withdrawn? Executive Director Tondryk states that we always look at our current active enrollment for that number. For the SPCSA approval purposes, it would be those active average daily enrollments that are considered.

Member Patterson asks if we are increasing the West Campus enrollment but not the East Campus enrollment? Do we need to expand enrollment in the Motion just for the West Campus? Executive Director Tondryk asks the Motion remain as written so that Administration can look at enrollments for Term 4 so there remains the flexibility to make a more informed decision. Our enrollment numbers are not slowing down. We are receiving a lot of referrals from other schools and they are not stopping. We will have another Board Meeting before the final submission to the SPCSA so we will be able to report to the Board our numbers.

5. Approval or Rejection of the Distance Education Course Approval for the Nevada Department of Education

Motion by Sue Rodrigues to approve the Distance Education Course Approval for the Nevada Department of Education
Second by Anna Hensley. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Tom Krob	Vice President					X

Ms. Anna Hensley	Treasurer	2nd	X			
Ms. Sue Rodrigues	Secretary	M	X			
Ms. Lynda Spann	Member					X
Ms. Janet Patterson	Member		X			
Mr. Sidney Liufau	Member		X			

EXPLANATION: Please click on the hyperlink [BANV Syllabus Board Review](#) to view all course syllabi being submitted to the Nevada Department of Education for distance education approval.

[BANV Syllabus Board Review](#)

Executive Director Damore reminds the Board that we have to get our courses approved by the NDE every three (3) years. The BANV course documents were provided to the Board in advance of today’s meeting, which included the list of courses and their corresponding syllabi. Executive Director Damore explains that the Board needs to approve the courses and acknowledge that we can send this list to the NDE. No questions were presented by the Board.

6. Approval or Rejection of the Purchase of Exterior Doors for the East Campus

Motion by Sarah Sherman to table the purchase of exterior doors for the East Campus.

Second by Sue Rodrigues. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President	M				
Mr. Tom Krob	Vice President					X
Ms. Anna Hensley	Treasurer					
Ms. Sue Rodrigues	Secretary	2nd				
Ms. Lynda Spann	Member					X

Ms. Janet Patterson	Member					
Mr. Sidney Liufau	Member	2nd				

EXPLANATION: Ms. Bellinger, Operations Coordinator, advises that the southwest exterior doors on the East Campus building are in need of replacement. However, at this time, we would like to table this matter to a future meeting as we continue to pursue more economical options for making the doors more secure. Governing Board agrees to table to next meeting.

ITEMS SCHEDULED FOR INFORMATION:

- **Executive Director Report**
 - Organizational Performance Framework
Executive Director Tondryk states that we earned 100% on our organizational performance framework. Congratulations are received from the Board members.
 - SPCSA Site Evaluation Reports for East & West Campuses
Executive Director Tondryk advised that we had SPCSA site evaluations conducted on the west and east campuses; there weren't any deficiencies found on either campus. There were recommendations for the school to have a dashboard for students to clearly identify their projected graduation date. A recommendation was also made for increased student activities; our social workers have been working on social/emotional groups for our student.
 - Flamingo/Tenaya LLC - Demand Letter for West Campus Change of Use from Office to Educational Facility
Ms. Bellinger, Operations Coordinate explains to the Board that a demand letter was received from our property owner, Flamingo/Tenaya LLC requesting we reimburse them for costs associated with ensuring our campus is operating under the correct use designation with the County. We are in the process of obtaining legal counsel to assist us in this matter. Board members asked if they could recommend attorneys, noting that they are not directing our choice, but rather making recommendations only; that no ethical violations exist.
 - City of Las Vegas Charter and Private School Assistance Program Award for \$165,000
Executive Director Tondryk is pleased to report that we applied for and were awarded this grant. This grant was unexpected; it starts in April and runs through December of 2023. We have not been issued the funds or the MOU, nor have we been informed as to how to submit for reimbursement. We just wanted the Board to be aware of this new grant.

- **Next Board Meeting Date: General Board Meeting**
 - Tuesday, March 21, 2023 @ 3:30 pm

CLOSING PROCEDURES

- 1. PUBLIC COMMENTS:** No individual comment shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Board members may respond to comments however no action can be taken. The Board may give direction to staff following comment.

Let the record reflect there were no members of the public present.

- 2. BOARD DISCUSSION – SUGGESTIONS FOR FUTURE AGENDA ITEMS**

- 3. ADJOURNMENT**

Motion: _____ Janet Patterson _____

Second by: _____ Anna Hensley _____

Meeting adjourned at _____ 4:07 pm _____



2023 Charter School Request for Amendment
to Charter Contract Application

Attachment #2.

FY24 Budget Narrative

West Campus
7360 W. Flamingo Road
Las Vegas, NV 89147

Phone: 702-726-8600
Website: www.banv.org

East Campus
1800 E. Sahara Avenue
Las Vegas, NV 89104

FY24 Budget Narrative

Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following:

(2)(a) A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The FY24 Tentative budget for BANV anticipates Total Revenue of \$8,131,481.58. General funds earned from the Pupil Centered Funding Plan total \$7,265,622.96 and are allocated as follows: \$8,647 per-pupil revenue assumptions for 780 students; \$159,131.67 revenue assumptions from special population allocations including, At-Risk, English Learners, and SPED local funding; and, an additional \$361,831.29 revenue assumptions from SPED Funds from State Funding.

(2)(b) Anticipated Funding Sources:
See Attachment FY24 Tentative Budget

The BANV budget is based on conservative estimates and historical data to operate Beacon Academy of Nevada. Assumptions used to create a conservative budget model are based on current rates provided by the State of Nevada.

Pupil Centered Funding Plan: The largest source of revenue is the Pupil Centered Funding Plan based on enrollment. The budget reflects a slow growth model assuming an enrollment of 780 pupils in FY24, 820 pupils in FY25, and 877 pupils in FY26. The Pupil Centered Funding Plan total for FY24 is \$6,744,660.

State Revenues: Sources of other State revenues include State SPED Funds, English Learner Allocation, At-Risk Allocation, and SPED Local Funding. State revenues total \$520,962.96 for FY24.

Local Revenues: Local revenue funding includes dividends on investments, student generated funds, and other activities total \$37,500.

Federal Revenues: Sources of Federal funds include Title I - IASA(ESEA) A Helping Disadvantaged Students Meet High Standards/School Improvement, SPED- IDEA Part B, Title III Part A - English LEP program, Education for Homeless Children and Youth (McKinney-Vento Act), Title II, Part A - Improving Teacher Quality - Teacher Quality, Title I, AB495, and the City Grant (ARP) Award. Total Federal Revenue projections for FY24 is \$828,358.62.

(2)(c) Anticipated Expenditures
See Attachment FY24 Tentative Budget
See FY 24 RFA-Staffing Worksheet

Salaries/Personnel

The expenses for salaries in FY24 are projected to cost \$3,983,208 for certified and classified employees combined. These projections are based on a new salary schedule approved by the BANV Governing Board in April, 2023 and a slight increase in staff (ie. 55 employees in FY23 to 58.8 in FY24) each consecutive year to support the increase in student enrollment. See the FY24 RFA Staffing Worksheet.

Benefits:

Expenses for benefits are based upon historical data. The average cost for medical benefits is estimated to be \$9,691 per employee. The school pays 100% of medical/dental/vision insurance for the employee. The school continues to offer retirement benefits through PERS. Other benefit related costs include Medicare tax of 1.45%, unemployment insurance at 0.91% of salaries up to the State cap per calendar year, and worker's compensation.

Books & Supplies

Expenses for Books and Supplies are based on historical data and are estimated to be \$310,562.

(2)(d). Contingency Plan

Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f. BANV built a conservative budget based on current projected rates provided by the State of Nevada and projected enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, BANV has been able to create a balanced budget with a surplus in each year. The growing fund balance protects the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events. Beacon's liquidity ratio currently sits at 4.2, which far exceeds the required minimum 1.0 ratio. BANV can continue operations without incoming funds for 6.2 months. BANV has the ability to pay short term obligations in the event that state and local revenue projections are not met in advance of opening.

(2)(e). Year 1 Cash Flow Contingency Plan

Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

BANV built a conservative budget based on current projected rates provided by the State of Nevada and projected enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, BANV has been able to create a balanced budget with a surplus in each year. The growing fund balance protects the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events. Beacon's liquidity ratio as of February 2023 sits at 3.8, which far exceeds the required minimum 1.0 ratio. BANV can continue operations without incoming funds for 6.2 months. BANV has the ability to pay short term obligations in the event that state and local revenue projections are not met in advance of opening.

(2)(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening. Not Applicable, BANV did not rely on philanthropic revenue in the budget.



2023 Charter School Request for Amendment
to Charter Contract Application

Attachment #3.

FY24 Tentative Budget

West Campus
7360 W. Flamingo Road
Las Vegas, NV 89147

Phone: 702-726-8600
Website: www.banv.org

East Campus
1800 E. Sahara Avenue
Las Vegas, NV 89104



Beacon Academy of Nevada FY24 Tentative Budget Proposal

**Per NAC 387.720 and NRS 354.596
Tuesday, April 11, 2023**

43460 Ridge Park Drive, Ste 100
Temecula, CA 92590

Christina Saenz
CSaenz@csmci.com
(775) 400-6595

**Beacon Academy of Nevada
Multi-Year Projection Summary**



DSA Reduction	1.96%	18.6%		0%	0%
\$ per Student	7,293.00	8,647.00	1,354.00	9,689.68	9,884.44
# OF STUDENTS	585.00	780.00	195.00	820.00	877.00
Approval Date	11/15/2022	Forecast		Forecast	Forecast
	Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526

Revenue Limit	4,601,091.00	7,265,623.00	2,664,532.00	8,529,521.00	9,225,364.00
Federal Revenue	1,732,780.00	828,358.00	(915,947.00)	393,369.00	424,981.00
Local Revenue	87,706.00	37,500.00	(162,182.00)	37,500.00	37,500.00

Total Revenues	6,421,577.00	8,131,481.00	1,586,403.00	8,960,390.00	9,687,845.00
-----------------------	---------------------	---------------------	---------------------	---------------------	---------------------

Certified	2,093,820.00	2,587,126.00	493,306.00	2,870,739.00	3,192,853.00
Classified	1,294,727.00	1,396,082.00	101,355.00	1,437,965.00	1,513,237.00
Total Salaries	3,388,547.00	3,983,208.00	594,661.00	4,308,704.00	4,706,090.00
Total Benefits	1,042,021.00	1,694,059.00	652,038.00	1,844,969.00	2,037,655.00

Total Personnel Expenses	4,430,568.00	5,677,267.00	1,246,699.00	6,153,673.00	6,743,745.00
---------------------------------	---------------------	---------------------	---------------------	---------------------	---------------------

Total Purchased Services	1,104,624.00	1,078,094.00	(6,551.00)	1,116,315.00	1,154,340.00
---------------------------------	---------------------	---------------------	-------------------	---------------------	---------------------

Total Books & Supplies	254,211.00	310,562.00	79,582.00	319,677.00	329,078.00
-----------------------------------	-------------------	-------------------	------------------	-------------------	-------------------

Total Capital Outlay	54,517.00	280,395.00	-	280,395.00	280,395.00
-----------------------------	------------------	-------------------	----------	-------------------	-------------------

Total Other Outgo	236,974.00	267,911.00	27,219.00	261,403.00	257,801.00
--------------------------	-------------------	-------------------	------------------	-------------------	-------------------

Total Expenditures	6,080,894.00	7,614,229.00	1,346,949.00	8,131,463.00	8,765,359.00
---------------------------	---------------------	---------------------	---------------------	---------------------	---------------------

Net Income	340,683.00	517,252.00	239,454.00	828,927.00	922,486.00
-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

CASH FLOWS

Net Cash provided/ (used) by Operating Activities	340,683.00	517,252.00	239,454.00	828,927.00	1,757,515.00
Net Cash provided/ (used) by Investing Activities	(2,075,650.00)	-	2,075,650.00	-	-
Net Cash provided/ (used) by Financing Activities	2,075,650.00	(16,276.00)	(2,091,926.00)	(76,344.00)	(81,323.00)
Net Increase/(Decrease) in Cash	340,683.00	500,976.00	223,178.00	752,583.00	1,676,192.00
Cash at Beginning of Period	2,029,677.26	2,307,475.26	277,798.00	2,808,451.26	4,404,500.26
Cash At End of Period	2,370,360.26	2,808,451.26	500,976.00	3,561,034.26	6,080,692.26

**Beacon Academy of Nevada
Multi-Year Projection Summary**



DSA Reduction	1.96%	18.6%		0%	0%
\$ per Student	7,293.00	8,647.00	1,354.00	9,689.68	9,884.44
# OF STUDENTS	585.00	780.00	195.00	820.00	877.00
Approval Date	11/15/2022	Forecast		Forecast	Forecast
	Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526

Estimated 120 Days of Expenses	1,999,198.03	2,503,308.16	442,832.55	2,673,357.70	2,801,183.67
5% Reserve (Possibly Included in Total Capital Outlay)	213,320.00	337,233.00	123,913.00	397,277.00	455,179.00
(Cash) / ((Average Expenses past 12 months) / (30.4)) 2A, 2B	143.57	135.60	0.03	160.92	262.17
% of Revenue	6.15%	9.8%	1.3%	12.4%	19.8%

Percentages to Budget					
Total Revenues	6,327,434.00	8,131,481.00	1,740,849.00	8,960,390.00	9,687,845.00
Total Personnel Expenses	4,430,568	5,677,267	1,246,699	6,153,673	6,743,745
Total % of Total Revenues	70.02%	69.82%	0.49%	68.68%	69.61%
Total Purchased Services	1,104,624	1,078,094	(6,551)	1,116,315	1,154,340
Total % of Total Revenues	17.46%	13.26%	-3.71%	12.46%	11.92%
Building Lease	236,390	236,390	-	238,290	243,058
Total % of Total Revenues	3.74%	2.91%	-0.79%	2.66%	2.51%
Total Supplies	254,211	310,562	79,582	319,677	329,078
Total % of Total Revenues	4.02%	3.82%	0.20%	3.57%	3.40%
Total Capital Outlay	54,517	280,395	-	280,395	280,395
Total % of Total Revenues	0.86%	3.45%	-0.94%	3.13%	2.89%
Total Other Outgo	223,794	267,911	40,399	261,403	257,801
Total % of Total Revenues	3.54%	3.29%	-0.27%	2.92%	2.66%
Total % of Total Revenues	95.61%	92.73%	-5.22%	89.84%	89.59%



								CURRENT				
									18.6%			
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58
								585.00	780.00	195.00	820.00	877.00
								11/15/2022	Forecast		Forecast	Forecast
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526
	Fund	Project	Revenue	Program	Function	Object	Location					
01												
01												
02												
03												
04												
05												
06												
07												
08												
09												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT				
									18.6%			
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58
								585.00	780.00	195.00	820.00	877.00
							11/15/2022	Forecast		Forecast	Forecast	
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526
28	ESSER -WAS	280	746	4500				-	-	-	-	-
29	GEER 1 Grant	280	749	4500				-	-	-	-	-
30	City of Las Vegas	280	753	4500				-	165,000.00	165,000.00	-	-
31	AB495	280	754	4500				-	311,967.00	311,967.00	-	-
32	ARP IDEA	280	757	4500				-	-	-	-	-
33	Emergency Connectivity Grant	280	000	4300				52,308.00	-	(52,308.00)	-	-
34	E-rate	280	000	4703				12,619.00	4,832.00	(7,787.00)	4,832.00	4,832.00
35	Federal Revenue							1,732,780.00	828,358.00	(915,947.00)	393,369.00	424,981.00
36	Other Revenue- Taxes	100	000	1290			02	-	-	-	-	-
37	Interest Income	100	000	1510				-	-	-	-	-
38	Interest Income -Capital Projects	300	000	1510				-	-	-	-	-
39	Dividends on Investments	100	000	1520				20,000.00	20,000.00	-	20,000.00	20,000.00
40	FV Increase on Invesments	100	000	1530				(49,041.00)	-	(2,094.00)	-	-
41	Other Fees	100	000	1740				-	-	-	-	-
42	OTHER ACTIVITY FEES	100	000	1790				500.00	500.00	(538.00)	500.00	500.00
43	Student Generated Funds	279	000	1790				5,000.00	17,000.00	12,000.00	17,000.00	17,000.00
44	Other Revenue from Local Sources	100	000	1900				17,104.00	-	(17,104.00)	-	-
45	Prior Year Revenue - Title I 1003a	280	624	1901				-	-	-	-	-
46	Prior Year Revenue - Title I	280	633	1901				-	-	-	-	-
47	Prior Year Revenue - Title II	280	709	1901				-	-	-	-	-
48	Prior Year Revenue - Nevada Digital Learning Collaborative (NvDLC)	250	729	5200				-	-	-	-	-
49	Prior Year Revenue - ESSER -PD	250	744	5200				-	-	-	-	-
50	Prior Year Revenue - ESSER -DIM	250	745	5200				-	-	-	-	-
51	GIFTS & DONATIONS FROM LOCAL COMMUNITY	260	000	1920				-	-	-	-	-
52	Refund of Prior Year's Expenses	100	000	1980				-	-	-	-	-
53	Prior Year Revenue - TITL III LEP	280	658	1980				-	-	-	-	-
54	Transfers in Gen Fund	100	000	5200				1,552.00	-	(1,552.00)	-	-



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT				
									18.6%			
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58
								585.00	780.00	195.00	820.00	877.00
Approval Date								11/15/2022	Forecast		Forecast	Forecast
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526
55	250	205	5200					11,855.00	-	(11,855.00)	-	-
56	300	000	5200					13,880.00	-	(23,797.00)	-	-
57	400	205	5200					66,856.00	-	(117,242.00)	-	-
58	Local Revenue							87,706.00	37,500.00	(162,182.00)	37,500.00	37,500.00
59	Total Revenues							6,421,577.00	8,131,481.00	1,586,403.00	8,960,390.00	9,687,845.00
60												
61	100	000		100	1000	0101		343,545.00	834,382.00	490,837.00	952,114.00	1,122,945.00
62	100	000		140	1000	0101		-	-	-	-	-
63	100	000		100	2210	0101		77,305.00	90,070.00	12,765.00	92,772.00	95,474.00
64	206	211		420	1000	0101		-	-	-	-	-
65	208	212		430	1000	0101		8,443.00	-	(8,443.00)	-	-
66	208	212		430	2210	0101		-	-	-	-	-
67	250	205		200	1000	0101		289,080.00	633,494.00	344,414.00	765,798.00	883,503.00
68	250	205		240	1000	0101		-	-	-	-	-
69	280	624		430	1000	0101		-	-	-	-	-
70	280	624		430	2210	0101		65,699.00	-	(65,699.00)	-	-
71	280	633		430	1000	0101		54,974.00	-	(54,974.00)	-	-
72	280	633		430	2210	0101		-	-	-	-	-
73	280	639		200	1000	0101		125,293.00	-	(125,293.00)	-	-
74	280	639		240	1000	0101		-	-	-	-	-
75	280	658		420	2210	0101		-	-	-	-	-
76	280	661		100	1000	0101		-	-	-	-	-
77	280	709		100	1000	0101		-	-	-	-	-
78	280	742		100	1000	0101		67,714.00	-	(67,714.00)	-	-
79												
80	100	000		100	1000	0151		21,462.00	-	(21,462.00)	-	-
81	100	000		100	2210	0151		1,613.00	-	(1,613.00)	-	-
82	250	000		200	1000	0151		-	-	-	-	-
83	280	624		430	1000	0151		-	-	-	-	-
84	280	624		430	2210	0151		-	-	-	-	-
85	280	658		420	2210	0151		-	-	-	-	-
86	280	661		100	1000	0151		-	-	-	-	-
87	280	709		100	1000	0151		48,616.00	48,616.00	-	50,074.00	51,533.00



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT					
									18.6%				
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58	
								585.00	780.00	195.00	820.00	877.00	
							11/15/2022	Forecast		Forecast	Forecast		
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526	
88	Additional Compensation Paid to Teachers	280	709		100	2210	0151		-	-	-	-	-
89													
90	Extra Duties Paid to Teachers	100	000		100	1000	0161		-	-	-	-	-
91	Extra Duties Paid to Teachers	100	000		140	1000	0161		-	-	-	-	-
92	Extra Duties Paid to Teachers	250	205		200	1000	0161		-	-	-	-	-
93	Extra Duties Paid to Teachers	250	000		240	1000	0161		-	-	-	-	-
94	Extra Duties Paid to Teachers	280	624		430	1000	0161		26,220.00	-	(26,220.00)	-	-
95	Extra Duties Paid to Teachers	280	624		430	2210	0161		1,020.00	-	(1,020.00)	-	-
96	Extra Duties Paid to Teachers	280	639		240	1000	0161		-	-	-	-	-
97	Extra Duties Paid to Teachers	280	661		100	1000	0161		51,350.00	-	(51,350.00)	-	-
98	Extra Duties Paid to Teachers	280	661		100	2210	0161		-	-	-	-	-
99	Extra Duties Paid to Teachers	280	698		430	1000	0161		-	-	-	-	-
100	Extra Duties Paid to Teachers	280	709		100	1000	0161		-	-	-	-	-
101													
102	Salaries- Teacher- Substitutes	100	000		100	1000	0103		-	-	-	-	-
103													
104	Salaries- Licensed Admin	100	000		100	2320	0104		273,713.00	281,925.00	8,212.00	290,383.00	298,841.00
105	Salaries- Licensed Admin	100	000		100	2410	0104		-	-	-	-	-
106	Salaries- Licensed Admin	208	212		430	2410	0104		1,323.00	-	(1,323.00)	-	-
107	Salaries- Licensed Admin	280	624		430	2410	0104		86,000.00	-	(86,000.00)	-	-
108													
109	Additional Compensation Paid to Licensed Admin	100	000		100	2410	0154		-	-	-	-	-
110	Additional Compensation Paid to Licensed Admin	280	624		430	2320	0154		-	-	-	-	-
111	Additional Compensation Paid to Licensed Admin	280	709		100	2320	0154		-	-	-	-	-
112	Additional Compensation Paid to Licensed Admin	280	624		430	2410	0154		-	-	-	-	-
113	Additional Compensation Paid to Licensed Admin	280	709		100	2410	0154		-	-	-	-	-
114													
115	Extra Duties Paid to Licensed Admin	280	624		430	2320	0164		19,320.00	-	(19,320.00)	-	-
116	Extra Duties Paid to Licensed Admin	280	624		430	2410	0164		-	-	-	-	-
117	Extra Duties Paid to Licensed Admin	280	661		100	2320	0164		400.00	-	(400.00)	-	-
118													
119	Salaries- Other Licensed Staff	100	000		100	2110	0106		113,775.00	392,193.00	278,418.00	403,958.00	415,724.00
120	Salaries- Other Licensed Staff	240	280		420	2110	0106		-	-	-	-	-
121	Salaries- Other Licensed Staff	280	624		430	2110	0106		-	-	-	-	-



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT				
									18.6%			
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58
								585.00	780.00	195.00	820.00	877.00
								11/15/2022	Forecast		Forecast	Forecast
Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526								
122	Salaries- Other Licensed Staff	280	715		430	2110	0106	-	-	-	-	-
123	Salaries- Other Licensed Staff	280	661		100	2110	0106	-	-	-	-	-
124	Salaries- Other Licensed Staff	280	740		100	2110	0106	-	-	-	-	-
125	Salaries- Other Licensed Staff	280	741		100	2110	0106	-	-	-	-	-
126	Salaries- Other Licensed Staff	280	742		100	2110	0106	196,767.00	-	(196,767.00)	-	-
127	Salaries- Other Licensed Staff	100	000		100	2120	0106	75,971.00	78,929.00	2,958.00	81,297.00	83,665.00
128	Salaries- Other Licensed Staff	280	624		430	2120	0106	-	-	-	-	-
129	Salaries- Other Licensed Staff	208	212		430	2130	0106	-	-	-	-	-
130	Salaries- Other Licensed Staff	250	205		200	2130	0106	20,667.00	33,120.00	12,453.00	34,114.00	35,107.00
131	Salaries- Other Licensed Staff	280	715		430	2130	0106	12,453.00	-	(12,453.00)	-	-
132	Salaries- Other Licensed Staff	250	205		200	2140	0106	-	103,897.00	103,897.00	107,014.00	110,131.00
133	Salaries- Other Licensed Staff	280	624		430	2140	0106	-	-	-	-	-
134	Salaries- Other Licensed Staff	280	742		200	2140	0106	105,322.00	-	(105,322.00)	-	-
135	Salaries- Other Licensed Staff	280	757		200	2140	0106	-	-	-	-	-
136	Salaries- Other Licensed Staff	100	000		100	2190	0106	-	90,500.00	90,500.00	93,215.00	95,930.00
137												
138	Additional Compensation Paid to Other Licensed	280	698		100	2110	0156	-	-	-	-	-
139	Additional Compensation Paid to Other Licensed	280	661		100	2110	0156	-	-	-	-	-
140	Additional Compensation Paid to Other Licensed	280	709		100	2110	0156	2,000.00	-	(2,000.00)	-	-
141	Additional Compensation Paid to Other Licensed	100	000		100	2120	0156	1,500.00	-	(1,500.00)	-	-
142	Additional Compensation Paid to Other Licensed	280	624		430	2120	0156	-	-	-	-	-
143	Additional Compensation Paid to Other Licensed	280	709		100	2120	0156	-	-	-	-	-
144	Additional Compensation Paid to Other Licensed	280	709		200	2140	0156	1,000.00	-	(1,000.00)	-	-
145												
146	Extra Duties Paid to Other Licensed	100	000		100	2110	0166	-	-	-	-	-
147	Extra Duties Paid to Other Licensed	100	000		100	2120	0166	-	-	-	-	-
148	Extra Duties Paid to Other Licensed	280	624		430	2120	0166	-	-	-	-	-
149	Extra Duties Paid to Other Licensed	280	661		100	2110	0166	925.00	-	(925.00)	-	-
150	Extra Duties Paid to Other Licensed	280	661		100	2120	0166	350.00	-	(350.00)	-	-
151	Extra Duties Paid to Other Licensed	100	000		100	2110	0166	-	-	-	-	-
152	Extra Duties Paid to Other Licensed	280	709		100	2110	0166	-	-	-	-	-
153	Extra Duties Paid to Other Licensed	100	000		100	2110	0166	-	-	-	-	-
154	Extra Duties Paid to Other Licensed	280	661		100	2130	0166	-	-	-	-	-
155	Extra Duties Paid to Other Licensed	280	661		100	2140	0166	-	-	-	-	-



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT				
									18.6%			
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58
								585.00	780.00	195.00	820.00	877.00
Approval Date								11/15/2022	Forecast		Forecast	Forecast
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526
156	Extra Duties Paid to Other Licensed	280	709		200	2140	0166	-	-	-	-	-
157	Extra Duties Paid to Other Licensed	250	205		200	2140	0166	-	-	-	-	-
158	Extra Duties Paid to Other Licensed	280	698		430	2110	0166	-	-	-	-	-
159	Extra Duties Paid to Other Licensed	280	741		100	2110	0166	-	-	-	-	-
160	Certified							2,093,820.00	2,587,126.00	493,306.00	2,870,739.00	3,192,853.00
161												
162	Salaries- Para-Professional	100	000		100	1000	0102	211,683.00	422,060.00	210,377.00	434,722.00	480,774.00
163	Salaries- Para-Professional	206	211		420	1000	0102	27,581.00	-	(27,581.00)	-	-
164	Salaries- Para-Professional	208	212		430	1000	0102	49,173.00	-	(49,173.00)	-	-
165	Salaries- Para-Professional	280	624		430	1000	0102	38,000.00	-	(38,000.00)	-	-
166	Salaries- Para-Professional	280	633		430	1000	0102	43,836.00	-	(43,836.00)	-	-
167	Salaries- Para-Professional	280	641		240	1000	0102	10,364.00	-	(10,364.00)	-	-
168	Salaries- Para-Professional	280	658		420	1000	0102	10,419.00	-	(10,419.00)	-	-
169	Salaries- Para-Professional	280	742		100	1000	0102	81,836.00	-	(81,836.00)	-	-
170												
171	Overtime- Para-Professional	100	000		100	1000	0132	-	-	-	-	-
172												
173	Additional Compensation Paid to Para-professional	280	624		430	1000	0152	-	-	-	-	-
174	Additional Compensation Paid to Para-professional	280	709		100	1000	0152	-	-	-	-	-
175												
176	Extra Duties Paid to Para-professional	100	000		100	1000	0162	-	-	-	-	-
177	Extra Duties Paid to Para-professional	208	212		430	1000	0162	-	-	-	-	-
178	Extra Duties Paid to Para-professional	280	624		430	1000	0162	8,325.00	-	(8,325.00)	-	-
179	Extra Duties Paid to Para-professional	280	661		100	1000	0162	450.00	-	(450.00)	-	-
180												
181	Salaries- Non-Licensed Admin	100	000		100	2510	0105	100,000.00	101,500.00	1,500.00	104,545.00	107,590.00
182	Salaries- Non-Licensed Admin	250	205		200	1000	0105	-	-	-	-	-
183	Salaries- Non-Licensed Admin	280	624		430	1000	0105	-	-	-	-	-
184												
185	Additional Compensation Paid to Non-Licensed	280	624		430	1000	0155	-	-	-	-	-
186	Additional Compensation Paid to Non-Licensed	280	709		100	2510	0155	-	-	-	-	-
187	Extra Duties Paid to Non-Licensed	280	661		100	2510	0165	400.00	-	(400.00)	-	-
188												
189	Salaries- Classified/Support Staff	100	000		100	2110	0107	51,196.00	93,012.00	41,816.00	95,803.00	98,593.00



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT					
									18.6%				
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58	
								585.00	780.00	195.00	820.00	877.00	
								11/15/2022	Forecast		Forecast	Forecast	
Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526									
190	Salaries- Classified/Support Staff	280	658		420	2110	0107		-	-	-	-	-
191	Salaries- Classified/Support Staff	280	661		100	2110	0107		59,234.00	-	(59,234.00)	-	-
192	Salaries- Classified/Support Staff	280	742		100	2110	0107		34,000.00	-	(34,000.00)	-	-
193	Salaries- Classified/Support Staff	206	211		420	2120	0107		-	-	-	-	-
194	Salaries- Classified/Support Staff	280	658		420	2120	0107		-	-	-	-	-
195	Salaries- Classified/Support Staff	100	000		100	2212	0107		57,439.00	59,676.00	2,237.00	61,466.00	63,256.00
196	Salaries- Classified/Support Staff	100	000		100	2410	0107		165,136.00	422,142.00	257,006.00	434,806.00	447,470.00
197	Salaries- Classified/Support Staff	250	205		200	2410	0107		40,248.00	47,398.00	7,150.00	48,820.00	50,242.00
198	Salaries- Classified/Support Staff	280	661		100	2410	0107		-	-	-	-	-
199	Salaries- Classified/Support Staff	280	661		200	2410	0107		-	-	-	-	-
200	Salaries- Classified/Support Staff	280	742		100	2410	0107		39,000.00	-	(39,000.00)	-	-
201	Salaries- Classified/Support Staff	100	000		100	2510	0107		69,925.00	74,199.00	4,274.00	76,425.00	78,651.00
202	Salaries- Classified/Support Staff	100	000		100	2515	0107		-	-	-	-	-
203	Salaries- Classified/Support Staff	100	000		100	2580	0107		85,144.00	67,995.00	(17,149.00)	70,035.00	72,075.00
204	Salaries- Classified/Support Staff	100	000		100	2582	0107		104,400.00	108,100.00	3,700.00	111,343.00	114,586.00
205													
206	Overtime- Classified/Support Staff	100	000		100	2410	0137		-	-	-	-	-
207	Overtime- Classified/Support Staff	250	205		200	2410	0137		-	-	-	-	-
208													
209	Additional Compensation Paid to Classified/Support Staff	100	000		100	2560	0157		-	-	-	-	-
210	Additional Compensation Paid to Classified/Support Staff	100	000		100	2212	0157		735.00	-	(735.00)	-	-
211	Additional Compensation Paid to Classified/Support Staff	280	624		430	2212	0157		-	-	-	-	-
212	Additional Compensation Paid to Classified/Support Staff	280	661		100	2410	0157		-	-	-	-	-
213	Additional Compensation Paid to Classified/Support Staff	100	000		100	2580	0157		88.00	-	(88.00)	-	-
214													
215	Extra Duties Paid to Classified/Support Staff	100	000		100	2212	0167		450.00	-	(450.00)	-	-
216	Extra Duties Paid to Classified/Support Staff	100	000		100	2560	0167		4,200.00	-	(4,200.00)	-	-
217	Extra Duties Paid to Classified/Support Staff	280	661		100	2110	0167		400.00	-	(400.00)	-	-
218	Extra Duties Paid to Classified/Support Staff	280	661		100	2212	0167		-	-	-	-	-
219	Extra Duties Paid to Classified/Support Staff	280	624		430	2212	0167		840.00	-	(840.00)	-	-
220	Extra Duties Paid to Classified/Support Staff	280	661		100	2410	0167		225.00	-	(225.00)	-	-
221	Extra Duties Paid to Classified/Support Staff	280	661		100	2580	0167		-	-	-	-	-
222	Extra Duties Paid to Classified/Support Staff	280	661		100	2582	0167		-	-	-	-	-
223	Classified								1,294,727.00	1,396,082.00	101,355.00	1,437,965.00	1,513,237.00



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT				
									18.6%			
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58
								585.00	780.00	195.00	820.00	877.00
								11/15/2022	Forecast		Forecast	Forecast
Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526								
224	Total Salaries							3,388,547.00	3,983,208.00	594,661.00	4,308,704.00	4,706,090.00
225												
226	Group Insurance					0210		436,113.00	562,101.00	125,988.00	600,866.00	659,015.00
227	FICA					0220		2,053.00	2,053.00	-	5,220.00	5,372.00
228	PERS					0230		528,043.00	1,024,746.00	496,703.00	1,124,498.00	1,248,334.00
229	Medicare					0240		39,753.00	57,757.00	18,004.00	62,476.00	68,238.00
230	Staff Tuition Reimbursement					0250		-	-	-	-	-
231	Unemployment					0260		24,955.00	35,814.00	10,859.00	39,219.00	42,836.00
232	Worker's Comp					0270		11,104.00	11,588.00	484.00	12,690.00	13,860.00
233	Health Benefits					0280		-	-	-	-	-
234	Other Benefits					0290		-	-	-	-	-
235	Total Benefits							1,042,021.00	1,694,059.00	652,038.00	1,844,969.00	2,037,655.00
236	Total Personnel Expenses							4,430,568.00	5,677,267.00	1,246,699.00	6,153,673.00	6,743,745.00
237	Classroom (1000)											
238	Other Professional Services -Classroom	100	000		100	1000	0340	300.00	171,611.00	171,011.00	171,611.00	171,611.00
239	Data Communications - Internet -Classroom	100	000		100	1000	0535	7,248.00	8,400.00	1,152.00	8,400.00	8,400.00
240	Support Services- Students (2100)											
241	Other Professional Services	100	000		100	2190	0340	4,493.00	4,493.00	-	4,493.00	4,493.00
242	Support Services- Instruction (2200)											
243	Employee Training and Development Services -	100	000		100	2213	0330	2,618.00	2,618.00	-	2,618.00	2,618.00
244	Other Purchased Services	100	000		100	2213	0340	-	-	-	-	-
245	Travel -Support Services Instructional	100	000		100	2210	0580	-	-	-	-	-
246	Travel -Support Services Instructional	100	000		100	2213	0580	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
247	Support Services- General Administration (2300)											
248	Other Purchased Services	100	000		100	2318	0340	6,000.00	6,000.00	-	6,000.00	6,000.00
249	Legal Notice	100	000		100	2318	0540	500.00	500.00	-	500.00	500.00
250	Travel -General Admin	100	000		100	2320	0580	4,000.00	4,000.00	-	4,000.00	4,000.00
251	Sponsorship Fee 1.25%	100	201		100	2319	0591	53,330.00	84,308.00	30,978.00	99,319.00	107,285.00
252	Support Services- School Administration (2400)											
253	Employee Training and Development Services -School Admin	100	000		100	2410	0330	-	-	-	-	-
254	Travel- Principal	100	000		100	2410	0580	2,000.00	2,000.00	1,000.00	2,000.00	2,000.00
255	Central Services (2500)											
256	Official/Administrative Services (Background Checks)	100	000		100	2570	0310	1,260.00	1,260.00	-	1,260.00	1,260.00
257	Employee Training and Development Services	100	000		100	2570	0330	-	-	-	-	-



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT					
									18.6%				
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58	
								585.00	780.00	195.00	820.00	877.00	
							11/15/2022	Forecast		Forecast	Forecast		
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526	
258	Employee Training and Development Services	100	000		100	2580	0330		-	-	-	-	-
259	Purchased Finacial Services (Back-Office & Audit)	100	000		100	2510	0340		169,000.00	169,000.00	-	169,000.00	187,000.00
260	Other Purchased Services	100	000		100	2515	0340		-	-	-	-	-
261	Marketing Services	100	000		100	2560	0345		5,600.00	5,600.00	-	5,600.00	5,600.00
262	Other Technical Services	100	000		100	2585	0352		18,508.00	18,508.00	-	18,508.00	18,508.00
263	Rental of Equipment -Printing, Publishing, and Duplicating Services	100	000		100	2530	0442		11,614.00	11,614.00	-	11,614.00	11,614.00
264	Rental of Equipment -Administrative Technology Services (Postal)	100	000		100	2580	0442		4,275.00	4,275.00	-	4,275.00	4,275.00
265	Rental of Equipment -Network Support (Server)	100	000		100	2585	0442		10,162.00	10,162.00	-	10,162.00	10,162.00
266	Postage	100	000		100	2510	0531		12,500.00	15,625.00	5,625.00	19,531.00	19,531.00
267	Telephone - Land line	100	000		100	2580	0533		7,272.00	7,272.00	-	7,272.00	7,272.00
268	Data Communications - Internet (Staff)	100	000		100	2580	0535		4,175.00	4,175.00	-	4,175.00	4,175.00
269	Publctc Information -Advertising	100	000		100	2560	0540		20,000.00	20,000.00	-	20,000.00	20,000.00
270	Personnel -Advertising	100	000		100	2570	0540		10,000.00	10,000.00	-	10,000.00	10,000.00
271	Other -Advertising	100	000		100	2589	0540		1,172.00	1,172.00	-	1,172.00	1,172.00
272	Printing & Binding (Copier Overages)	100	000		100	2530	0550		5,000.00	5,000.00	-	5,000.00	5,000.00
273	Operation and Maintenance of Plant (2600)												
274	Utilities (Water/Sewer)	100	000		100	2610	0410		4,080.00	8,160.00	4,080.00	8,323.00	8,489.00
275	Waste Disposal Service	100	000		100	2610	0421		6,000.00	6,000.00	-	6,120.00	6,242.00
276	Janitorial	100	000		100	2610	0422		30,044.00	30,044.00	-	30,414.00	30,784.00
277	Non-Technology-Related Repairs and Maintenance -Operation of Builings	100	000		100	2610	0430		7,000.00	7,000.00	-	7,140.00	7,283.00
278	Non-Technology-Related Repairs and Maintenance -Maintenance of Build	100	000		100	2620	0430		20,000.00	20,000.00	-	20,400.00	20,808.00
279	Non-Technology-Related Repairs and Maintenance -Outside Maintenance	100	000		100	2630	0430		2,500.00	2,500.00	-	2,550.00	2,601.00
280	Non-Technology-Related Repairs and Maintenance -Care & Upkeep of Eq	100	000		100	2640	0430		1,714.00	1,714.00	-	1,748.00	1,783.00
281	Non-Technology-Related Repairs and Maintenance -Safety	100	000		100	2660	0430		400.00	2,500.00	2,100.00	2,550.00	2,601.00
282	Non-Technology-Related Repairs and Maintenance -Security	100	000		100	2670	0430		1,148.00	1,148.00	(225.00)	1,171.00	1,194.00
283	Building Lease	100	000		100	2610	0441		174,929.00	174,929.00	-	176,335.00	179,863.00
284	Other Purchased Property Services	100	000		100	2610	0442		120.00	120.00	-	120.00	120.00
285	Other Purchased Property Services (Water Cooler Rental)	100	000		100	2690	0442		2,520.00	2,520.00	-	2,520.00	2,520.00
286	Insurance (Other than Employee) -Operations & Maintenance	100	000		100	2610	0520		56,553.00	57,684.00	1,131.00	58,838.00	60,015.00
287	Transportation												
288	Transportation	100	000		100	2700	0510		40,000.00	40,000.00	-	44,000.00	48,400.00
289	ZOOM												
290	Professional Educational Services	240	289		420	1000	0340		-	-	-	-	-
291	AB309 (2019) Block Grant												



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT					
									18.6%				
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58	
								585.00	780.00	195.00	820.00	877.00	
								11/15/2022	Forecast		Forecast	Forecast	
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526	
292	Data communications Internet Video T-Lines	240	390		100	2580	0535		-	-	-	-	-
293	Advertising	240	390		100	2570	0540		-	-	-	-	-
294	Special Education												
295	Official/Administrative Services (Background Checks)	250	205		200	2570	0310		-	-	-	10,686.00	10,816.00
296	Employee Training and Development Services	250	205		200	2140	0330		-	-	-	-	-
297	Professional Educational Services -SPED- Psych	250	205		200	2140	0340		-	-	-	-	-
298	Professional Educational Services -SPED- Speech Pathology	250	205		200	2150	0340		16,300.00	16,300.00	16,300.00	16,300.00	16,300.00
299	Professional Educational Services -SPED- OT	250	205		200	2160	0340		-	-	-	-	-
300	Professional Educational Services -SPED- Other	250	205		200	2240	0340		2,730.00	2,730.00	(193.00)	2,730.00	2,730.00
301	Janitorial	250	205		200	2610	0422		10,556.00	10,556.00	-	10,686.00	10,816.00
302	Building Lease	250	205		200	2610	0441		61,461.00	61,461.00	-	61,955.00	63,195.00
303	Rental of Equipment -Printing, Publishing, and Duplicating Services	250	205		200	2530	0442		2,081.00	2,123.00	(161.00)	2,165.00	2,208.00
304	Printing, Publishing, and Duplicating Services -Printing and Binding	250	205		200	2530	0550		2,040.00	2,081.00	41.00	2,123.00	2,165.00
305	GIFTS & DONATIONS FROM LOCAL COMMUNITY												
306	Employee Training and Development Services	260	000		100	2213	0330		-	-	-	-	-
307	E-Rate												
308	Data Communications - Internet	280	000		100	1000	0535		53,757.00	4,832.00	(48,925.00)	4,832.00	4,832.00
309	AB3 ESSER												
310	Data Communications - Internet	280	340		100	1000	0535		-	-	-	-	-
311	Title I - School Improvement, 1003(a)												
312	Employee Training and Development Services -Title I -Classroom	280	624		430	2213	0330		48,000.00	-	(48,000.00)	-	-
313		280	624		430	1000	0340		65,000.00	-	(65,000.00)	-	-
314	SPED- IDEA Part B												
315	Transportation	280	639		240	2700	0510		-	-	-	-	-
316	McKinney-Vento												
317	Data Communications - Internet	280	650		430	1000	0535		-	-	-	-	-
318	Transportation	280	650		430	2700	0510		-	-	-	-	-
319	TITLE III LEP												
320	Professional Development	280	658		420	2213	0330		500.00	500.00	-	500.00	500.00
321	CSP GRANT												
322	Employee Training and Development Services	280	661		100	2213	0330		-	-	(900.00)	-	-
323	Professional Educational Services	280	661		100	1000	0340		-	-	-	-	-
324	Professional Educational Services	280	661		100	2120	0340		76,000.00	-	(76,000.00)	-	-
325	Construction Services	280	661		100	2660	0340		-	-	-	-	-



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT					
									18.6%				
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58	
								585.00	780.00	195.00	820.00	877.00	
Approval Date								11/15/2022	Forecast		Forecast	Forecast	
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526	
326	Marketing Services	280	661		100	2560	0345		6,164.00	-	(6,164.00)	-	-
327	Repairs and Maintenance	280	661		100	2620	0430		-	-	-	-	-
328	Repairs and Maintenance	280	661		100	2670	0430		-	-	-	-	-
329	Advertising	280	661		100	2530	0540		-	-	-	-	-
330	Marketing Services	280	661		100	2560	0540		-	-	-	-	-
331	Construction Services	280	661		100	4600	0450		-	-	-	-	-
332	Title II												
333	Employee Training and Development Services -Instruational	280	709		100	2213	0330		-	2,599.00	2,599.00	2,599.00	2,599.00
334	Advertising -Title II	280	709		100	2570	0540		-	1,000.00	1,000.00	1,000.00	1,000.00
335	Nevada Digital Learning Collaborative (NvDLC)												
336	Professional Educational Services	280	729		430	2210	0340		-	-	-	-	-
337	CARES ESSER												
338	Employee Training and Development Services	280	744		100	2620	0330		-	-	-	-	-
339	ESSER -DIM												
340	Other Purchased Services	280	745		100	2213	0340		-	-	-	-	-
341	Capital Projects												
342	Other Purchased Services	300	000		000	2318	0340		-	-	-	-	-
343	Other Purchased Services	300	000		000	4500	0340		-	-	-	-	-
344	Other Purchased Services	300	000		100	5000	0340		-	-	-	-	-
345	Non-Technology-Related Repairs and Maintenance -Site Improvement	300	000		000	4600	0430		50,000.00	50,000.00	-	50,000.00	50,000.00
346	Total Purchased Services								1,104,624.00	1,078,094.00	(6,551.00)	1,116,315.00	1,154,340.00
347	Classroom (1000)												
348	General Supplies -Classroom	100	000		100	1000	0610		2,000.00	497.00	(1,503.00)	525.00	551.00
349	Books & Periodicals -Classroom	100	000		100	1000	0640		500.00	500.00	-	501.00	526.00
350	Textbook & Curriculum -Classroom	100	000		100	1000	0641		497.00	497.00	-	525.00	551.00
351	Supplies-Technology-Software -Classroom	100	000		100	1000	0651		6,002.00	6,002.00	-	6,306.00	6,621.00
352	Supplies/Equip-Info Tech Related- Classroom	100	000		100	1000	0652		18,000.00	20,001.00	10,256.00	21,025.00	22,076.00
353	Web-Based Curriculum -Classroom	100	000		100	1000	0653		48,643.00	48,643.00	34,151.00	51,135.00	53,692.00
354	Support Services- Students (2100)												
355	General Supplies -Student Support Services	100	000		100	2110	0610		-	-	-	-	-
356	General Supplies -Student Support Services	100	000		100	2130	0610		-	-	-	-	-
357	General Supplies -Student Support Services	100	000		100	2190	0610		37.00	37.00	(25.00)	37.00	37.00
358	Books & Periodicals	100	000		100	2190	0640		390.00	390.00	-	390.00	390.00
359	Supplies-Technology-Software	100	000		100	2110	0651		-	-	(576.00)	-	-



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT				
									18.6%			
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58
								585.00	780.00	195.00	820.00	877.00
								11/15/2022	Forecast		Forecast	Forecast
Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526								
360	Support Services- Instruction (2200)											
361	100	000		100	2239	0610		-	-	-	-	-
362	100	000		100	2213	0640		-	-	-	-	-
363	100	000		100	2213	0641		-	-	-	-	-
364	100	000		100	2213	0651		-	-	-	-	-
365	Support Services- General Administration (2300)											
366	100	000		100	2320	0610		100.00	100.00	100.00	100.00	100.00
367	Support Services- School Administration (2400)											
368	100	000		100	2410	0610		-	-	-	-	-
369	100	000		100	2490	0610		21,482.00	21,482.00	-	21,482.00	21,482.00
370	100	000		100	2490	0612		-	-	-	-	-
371	Central Services (2500)											
372	100	000		100	2510	0610		-	-	-	-	-
373	100	000		100	2570	0610		100.00	100.00	-	100.00	100.00
374	100	000		100	2580	0610		5,400.00	5,400.00	-	5,400.00	5,400.00
375	100	000		100	2580	0651		20,000.00	20,000.00	-	20,000.00	20,000.00
376	100	000		100	2580	0652		1,000.00	1,000.00	-	1,000.00	1,000.00
377	Operation and Maintenance of Plant (2600)											
378	100	000		100	2610	0610		15,400.00	30,800.00	15,400.00	31,416.00	32,044.00
379	100	000		100	2620	0610		32.00	32.00	-	32.00	32.00
380	100	000		100	2640	0610		-	-	-	-	-
381	100	000		100	2660	0610		-	-	-	-	-
382	100	000		100	2670	0610		600.00	600.00	-	600.00	600.00
383	100	000		100	2610	0621		4,000.00	8,000.00	4,000.00	8,160.00	8,323.00
384	100	000		100	2610	0622		48,000.00	96,000.00	48,000.00	97,920.00	99,878.00
385	English Learner Allocation (211)											
386	206	211		420	1000	0610		-	-	-	-	-
387	206	211		420	1000	0653		-	-	-	-	-
388	Teacher Reimbursement Grant											
389	240	325		100	1000	0610		-	-	-	-	-
390	AB309 (2019) Block Grant											
391	240	390		100	1000	0653		-	-	-	-	-
392	Special Education											
393	250	205		200	2140	0610		-	-	-	-	-



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT					
									18.6%				
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58	
								585.00	780.00	195.00	820.00	877.00	
Approval Date		Forecast		Forecast		Forecast							
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526	
394	General Supplies	250	205		200	2240	0610		838.00	838.00	-	838.00	880.00
395	General Supplies	250	205		200	2490	0610		-	-	-	-	-
396	General Supplies	250	205		200	2640	0610		-	-	-	-	-
397	Supplies-Technology-Software	250	205		200	2140	0651		-	-	-	-	-
398		250	205		200	2585	0651		-	-	(2,300.00)	-	-
399	Supplies/Equip-Info Tech Related	250	205		200	2585	0652		-	48,643.00	48,643.00	51,135.00	53,692.00
400	Web-Based Curriculum	250	205		200	1000	0653		1,000.00	1,000.00	-	1,050.00	1,103.00
401	E-Rate												
402	Supplies/Equip-Info Tech Related	280	000		100	1000	0652		-	-	-	-	-
403	AB3 ESSER												
404	General Supplies	280	340		100	2670	0610		-	-	-	-	-
405	Supplies-Technology-Software	280	340		100	1000	0651		-	-	-	-	-
406	Supplies/Equip-Info Tech	280	340		100	1000	0652		-	-	-	-	-
407	Title I - School Improvement, 1003(a)												
408	Supplies/Equip-Info Tech	280	624		430	2580	0652		-	-	-	-	-
409	Web-Based Curriculum -Title 1	280	624		430	1000	0653		-	-	-	-	-
410	Title I												
411	General Supplies	280	633		430	1000	0610		-	-	-	-	-
412	Title III												
413	Web-Based Curriculum -Title 1	280	658		420	1000	0653		-	-	-	-	-
414	CSP GRANT												
415	General Supplies	280	661		100	1000	0610		7,490.00	-	(7,490.00)	-	-
416	General Supplies	280	661		100	2110	0610		-	-	-	-	-
417	General Supplies	280	661		100	2130	0610		-	-	-	-	-
418	General Supplies	280	661		100	2140	0610		-	-	-	-	-
419	General Supplies	280	661		100	2490	0610		11,000.00	-	(11,000.00)	-	-
420	General Supplies	280	661		100	2580	0610		-	-	-	-	-
421	General Supplies	280	661		100	2589	0610		-	-	-	-	-
422	General Supplies	280	661		100	2610	0610		2,500.00	-	(2,500.00)	-	-
423	General Supplies	280	661		100	2620	0610		-	-	-	-	-
424	General Supplies	280	661		100	2670	0610		-	-	-	-	-
425	General Supplies	280	661		100	2690	0612		-	-	-	-	-
426	Books & Periodicals	280	661		100	1000	0640		-	-	-	-	-
427		280	661		100	1000	0651		-	-	(6,721.00)	-	-



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT					
									18.6%				
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58	
								585.00	780.00	195.00	820.00	877.00	
Approval Date								11/15/2022	Forecast		Forecast	Forecast	
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526	
428	Supplies/Equip-Info Tech	280	661		100	1000	0652		38,630.00	-	(38,630.00)	-	-
429	Supplies/Equip-Info Tech	280	661		100	2410	0652		-	-	-	-	-
430	Supplies/Equip-Info Tech	280	661		100	2580	0652		-	-	(303.00)	-	-
431	Project Aware												
432	Software	280	698		430	1000	0651		570.00	-	(570.00)	-	-
433	Title II Grant												
434	General Supplies -Title II	280	709		100	1000	0610		-	-	-	-	-
435	Title IV												
436	Software	280	715		430	1000	0651		-	-	-	-	-
437	Supplies/Equip-Info Tech	280	715		430	2230	0652		-	-	-	-	-
438	Web-Based Curriculum	280	715		430	1000	0653		-	-	-	-	-
439	CARES ESSER												
440	General Supplies	280	740		100	2585	0610		-	-	-	-	-
441	Supplies/Equip-Info Tech	280	740		430	1000	0652		-	-	-	-	-
442	Web-Based Curriculum	280	740		100	1000	0653		-	-	-	-	-
443	Web-Based Curriculum	280	740		100	2110	0653		-	-	-	-	-
444	Web-Based Curriculum	280	740		100	2230	0653		-	-	-	-	-
445	ESSER II												
446	Web-Based Curriculum	280	741		100	1000	0653		-	-	(9,350.00)	-	-
447	ESSER COMPETITIVE -PD												
448	Web-Based Curriculum	280	745		100	1000	0653		-	-	-	-	-
449	GEER												
450	Tech Supplies	280	749		100	1000	0652		-	-	-	-	-
451	Total Books & Supplies								254,211.00	310,562.00	79,582.00	319,677.00	329,078.00
452													
453	Depreciation	100	000		100	2500	0790		-	-	-	-	-
454	Depreciation	300	000		100	2500	0790		54,517.00	54,517.00	-	54,517.00	54,517.00
455	Depreciation	300	000		100	2500	0791		-	225,878.00	-	225,878.00	225,878.00
456													
457	Total Capital Outlay								54,517.00	280,395.00	-	280,395.00	280,395.00
458	Classroom (1000)												
459	Dues & Fees -Classroom	100	000		100	1000	0810		-	-	-	-	-
460	Support Services- Student (2100)												
461	Dues & Fees	100	000		100	2120	0810		2,500.00	2,500.00	-	2,500.00	2,500.00



	Fund	Project	Revenue	Program	Function	Object	Location	CURRENT				
									18.6%			
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58
								585.00	780.00	195.00	820.00	877.00
								11/15/2022	Forecast		Forecast	Forecast
Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526								
462	Support Services- Instruction (2200)											
463	100	000		100	2210	0810		1,200.00	1,200.00	-	1,200.00	1,200.00
464	Support Services- General Administration (2300)											
465	100	000		100	2320	0810		886.00	886.00	-	886.00	886.00
466	Support Services- School Administration (2400)											
467	100	000		100	2490	0810		749.00	749.00	(1,102.00)	749.00	749.00
468	Central Services (2500)											
469	100	000		100	2510	0810		836.00	836.00	-	836.00	836.00
470	100	000		100	2570	0810		7,519.00	21,000.00	13,481.00	21,000.00	21,000.00
471	100	000		100	2580	0810		119.00	119.00	(2,616.00)	119.00	119.00
472	100	000		100	2585	0810		-	-	-	-	-
473	Operation and Maintenance of Plant (2600)											
474	100	000		100	2610	0810		238.00	238.00	-	238.00	238.00
475	100	000		100	2670	0810		-	-	-	-	-
476	Site Improvements (4600)											
477	100	000		100	4600	0810		-	-	-	-	-
478	Transfers Out											
479	100	000		100	6200	0910		3,975.00	-	(3,975.00)	-	-
480	100	210		200	6200	0910		11,855.00	-	(11,855.00)	-	-
481	Special Education											
482	250	205		200	2213	0810		-	-	-	-	-
483	250	205		200	2140	0810		-	-	-	-	-
484	250	205		200	2585	0810		-	-	-	-	-
485	SGF											
486	279	000		910	6000	0900		9,572.00	17,000.00	7,428.00	17,000.00	17,000.00
487	Project Aware											
488	280	698		100	2213	0810		-	-	-	-	-
489	ESSER Competitive -WAS											
490	280	746		100	2213	0810		-	-	-	-	-
491	Capital Projects											
492	300	000		100	6200	0910		-	-	-	-	-
493	Debt Service											
494	400	000		100	4700	0810		-	-	-	-	-
495	400	000		100	5000	0810		-	-	-	-	-



								CURRENT					
									18.6%				
								7,293.00	8,647.00	1,354.00	9,689.68	9,786.58	
								585.00	780.00	195.00	820.00	877.00	
								11/15/2022	Forecast		Forecast	Forecast	
								Revision #1 FY23	TENTATIVE FY2324	VARIANCE	FY2425	FY2526	
496	Debt-Related Interest	400	000		100	5000	0832						
497	Transfers Out to Other Funds	400	000		100	6200	0910						
498	Total Other Outgo								236,974.00	267,911.00	27,219.00	261,403.00	257,801.00
499	Total Expenditures								6,080,894.00	7,614,229.00	1,346,949.00	8,131,463.00	8,765,359.00
500	Net Income								340,683.00	517,252.00	239,454.00	828,927.00	922,486.00

501



2023 Charter School Request for Amendment
to Charter Contract Application

Attachment #4.

FY24 Staffing Worksheet

West Campus
7360 W. Flamingo Road
Las Vegas, NV 89147

Phone: 702-726-8600
Website: www.banv.org

East Campus
1800 E. Sahara Avenue
Las Vegas, NV 89104

Staffing Tables of Projected Staffing Needs
SEACON ACADEMY OF NEVADA

Nevada State Public Charter School Authority
 Mike Dang

OPERATIONS PLAN

	School Years		
Projections for school years beginning	2023	2024	2025
	2024	2025	2026
Proposed New Campus(es)	N/A	N/A	N/A

Management Organization Positions			
N/A -			

Network

Year	2024	2025	2026
Total schools	2	2	2
Total Student enrollment	780	825	870
High School Staff			
Executive Director of Operations	1	1	1
Executive Director of Academics	1	1	1
Operations Coordinator	1	1	1
MTSS Coordinator	1	1	1
SPED Coordinator	1	1	1
Assessment and Data Coordinator	1	1	1
Records and Enrollment Coordinator	1	1	1
RtI Facilitators	3	3	3
Special Education Facilitator	1	1	2
Records and Enrollment Facilitator	1	1	1
Classroom Teachers (Core Subjects)	9	10	11
Classroom Teachers (Special Education)	7	9	10
Social Workers	5	5	6
Academic Counselor	1	2	2
Career Pathways Counselor	1.5	2	2
School Psychologist	1	1	1
School Nurse	0.3	0.5	0.5
Teacher Assistants	11	12	13
IT Specialist	1	1	1
School Operations Support Staff	10	10	10
Campus	58.8	64.0	69.5



2023 Charter School Request for Amendment
to Charter Contract Application

Attachment #5.

2023-2024 Organizational Chart

West Campus
7360 W. Flamingo Road
Las Vegas, NV 89147

Phone: 702-726-8600
Website: www.banv.org

East Campus
1800 E. Sahara Avenue
Las Vegas, NV 89104

**Executive Director of
Academics**

Records and
Enrollment Coordinator

Academic Coordinator

Special Education
Coordinator

Assessment and
Data Coordinator

MTSS C

Records & Enrollment
Facilitator

Registrar

Persistence Clerks

Persistence Assistant

WEST
Instructional Facilitators
General Education Teachers
Teaching Assistants
School Social Workers

Special Education Facilitator
School Psychologist
School Nurse

Special Education
Teachers

Administrative Assistant

EA
Instructional
General Educa
Teaching
School So

Beacon Academy of Nevada – Organizational Chart – 2023-2024

Beacon Academy Governing Body

Executive Director of
Operations

Operations
Coordinator

Operations
Specialist

Campus Security

Grant Manager

IT Specialist

Technology
Attendant

Front Desk
Office Specialist 1
Office Specialist 2

Vendors/Contractors

Business/Payroll/Facility
related services.



2023 Charter School Request for Amendment
to Charter Contract Application

Attachment #6.

2022 Academic Performance Data

West Campus
7360 W. Flamingo Road
Las Vegas, NV 89147

Phone: 702-726-8600
Website: www.banv.org

East Campus
1800 E. Sahara Avenue
Las Vegas, NV 89104



BANV SPCSA Presentation 2022

Andrea Damore, Executive Director of Academics
Tambre Tondryk, Executive Director of Operations
Mary Kay Bellinger, Operations Coordinator
Vincent Medina, Academic Coordinator



BEACON
ACADEMY OF NEVADA
— GUIDING YOUR POTENTIAL —

Beacon Academy of Nevada

Our Mission: To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future.

Our Program: Blended alternative education high school for 16 year old students that qualify for enrollment. A flexible, personalized program where students achieve academic success and are provided with a learning environment in which they are able to thrive.



School Timeline

2009 NDE Approved Charter

2010-2014 BANV Struggles as an Online Statewide High School

2014-2016 Turnaround Process Begins

- Academic Seminar
- Blended school implementation
- Quarterly grading system
- Low student to teacher ratio
- High level of supportive staff for students
- Community partnerships
- Individualized Academic Programming

Fall 2016 Stakeholders surveyed to move to an alternative education high school

December 2016 Exclusively enroll alternative education students in Clark County

2017-2018: Over 75% of students enrolled qualify according to NRS

- BANV qualifies to be evaluated by the Nevada Department of Education under the Alternative Performance Framework

January 2022 Opened the East Campus



BANV Student Enrollment Criteria

Alternative education schools must have at least 75% of the population that qualifies in one or more areas.

NDE requirement to qualify for rating on the Alternative Performance Framework

Qualifying Conditions for Enrollment: See also NRS 385A.740 and ~~ORB~~ File No. R1-26

- **Credit Deficiency: By **END** of**
 - 9th grade or two semesters of high school, has **0 credits**
 - 10th grade or four semesters of high school, has **5 or fewer credits.**
 - 11th grade or six semesters of high school, has **11 or fewer credits.**
 - 12th grade or eight semesters of high school, has **17 or fewer credits**
 - **5th** year still requires graduation requirements.
 - Student who has been **retained 2 or more times** in 8th grade or below
- **Special Education**
- **Suspension or Expulsion: (NRS 392.466)**
- **Habitual discipline problem (NRS 392.4655)**
- **Being under court jurisdiction or adjudicated (NRS 62B.320)**



BANV Key Elements

- **Rolling Enrollment**
- **Annual face-to-face meetings with new & returning students and families**
 - Academic plan reviewed: EL, IEP, academic schedule and graduation plan
 - Social Worker meets with student and family to complete needs assessment
- **Students enroll & begin classes every week.**
- **MTSS** Umbrella of Social, Emotional, Academic and Behavioral services and Interventions
- **Student Support Services**
- **Low student to teacher ratio**
- **Staff Training & Certifications:** McKinney Vento, CPI, ASSIST, Diversity & Equity, Restorative Practices, TIP
- **Staff Composition:** School of choice for students & staff
 - Students feel they belong
 - Staff Diversity: 41% Caucasian, 32% Hispanic, 17% Black and 10% from other ethnicities
- **Real time data** for all staff: Attendance, academic progress
 - Data sync hourly
 - Individual student quarterly performance
- **Quarterly Grading Periods**
- **Free Summer School** Term 5
- **Course completion of C or higher** at any time during the term
- **Students Graduate Every Day**
- **Student Re-Engagement**
 - Conferences
 - Home visits



Community Partnerships

- One Stop- EmployNV
- Community Counseling Centers (SPCSA)
- Bridge Counseling (SPCSA)
- Project 150
- Great Basin College



An American Job Center of Nevada



Demographic Information: Ethnicity & Gender

	East		West		Total %
Asian	0.0%		1.7%		1.1%
Black	31.3%		26.0%		27.9%
Caucasian	9.6%		13.8%		12.3%
Hispanic	52.0%		44.9%		47.5%
Native American or Pacific Islander	1.5%		3.4%		2.8%
Multiracial	5.6%		10.2%		8.5%
Count Day Enrollment	198		354		552
%	35.9%		64.1%		100%

	East	West
Female	49.0%	42.4%
Male	51.0%	57.6%
Total	44.6%	55.3%

Demographics: High Need Categories

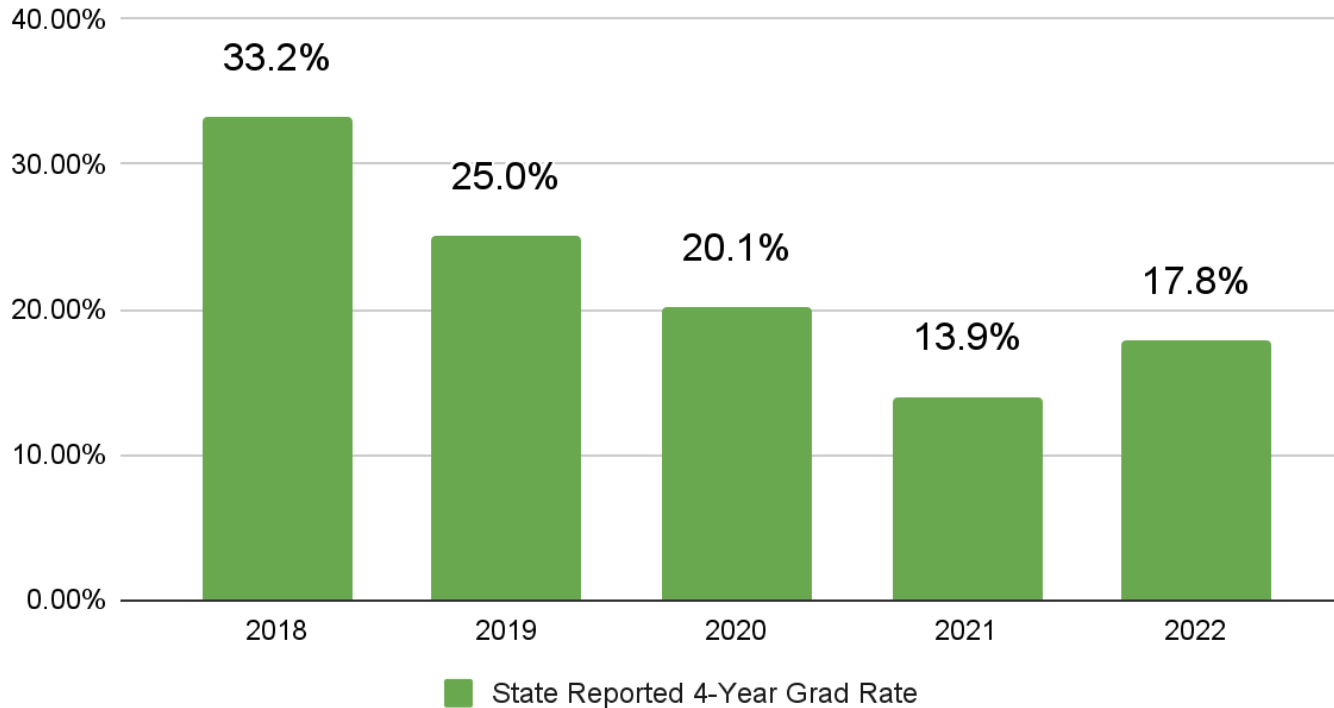
	East		West		Total #	Total %
<i>IEP</i>	20.6%		22.6%		120	21.7%
<i>1+ Year Behind in Credits</i>	85.9%		81.1%		457	82.8%
<i>Adjudicated</i>	9.6%		6.2%		41	7.4%
<i>Behavior (Suspension/Expulsion)</i>	10.6%		12.4%		65	11.8%
<i>Multiple Alt Ed Qualifiers</i>	23.7%		21.5%		123	22.3%
EL	15.7%		14.1%		81	14.7%
FRL	86.4%		72.3%		427	77.4%
McKinney Vento or Foster Care	19.7%		19.5%		108	19.6%
Pregnant/Parenting	4.5%		3.1%		20	3.6%

Bold and italics signifies student groups who qualify for Alt Ed enrollment.

96.7% of students this year fall into at least one of these categories.

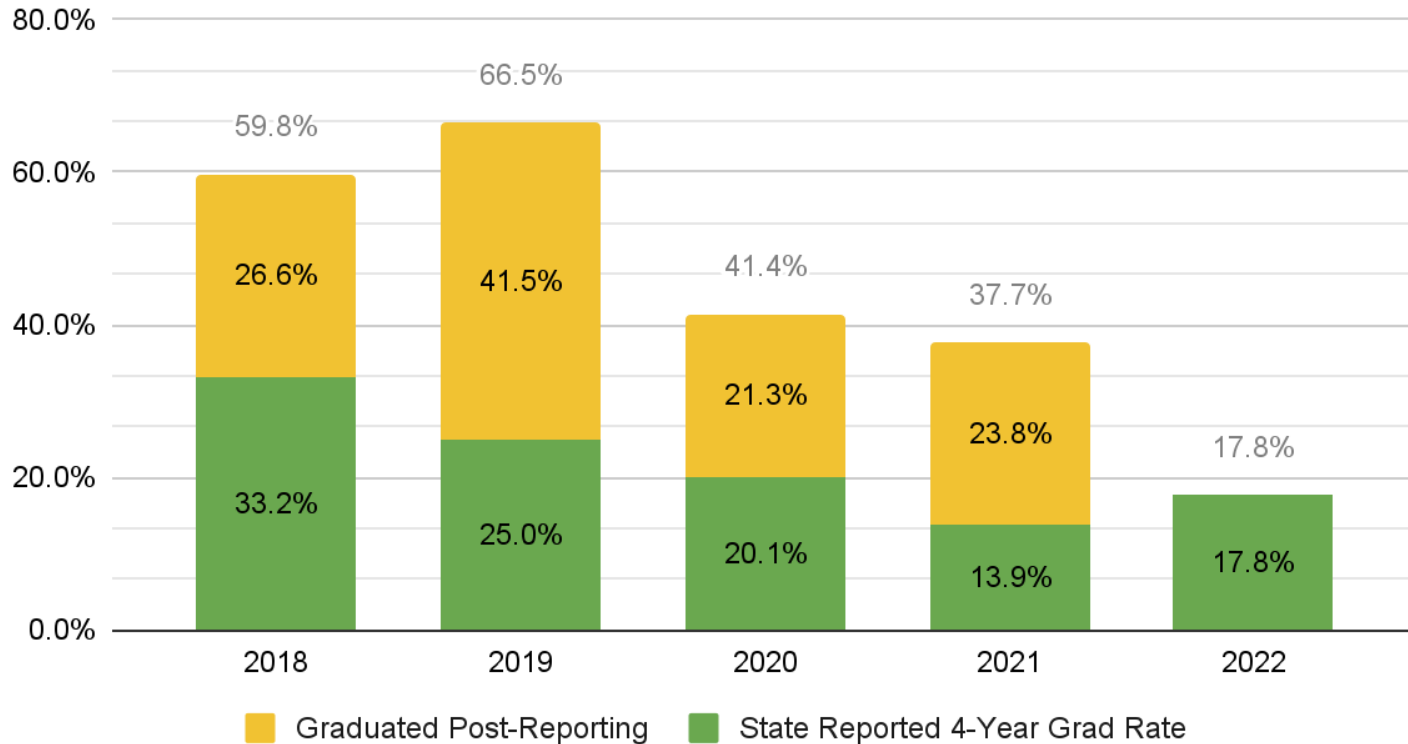
School Performance: 4 Year Cohort Graduation Rates

4 Year Cohort Grad Rate



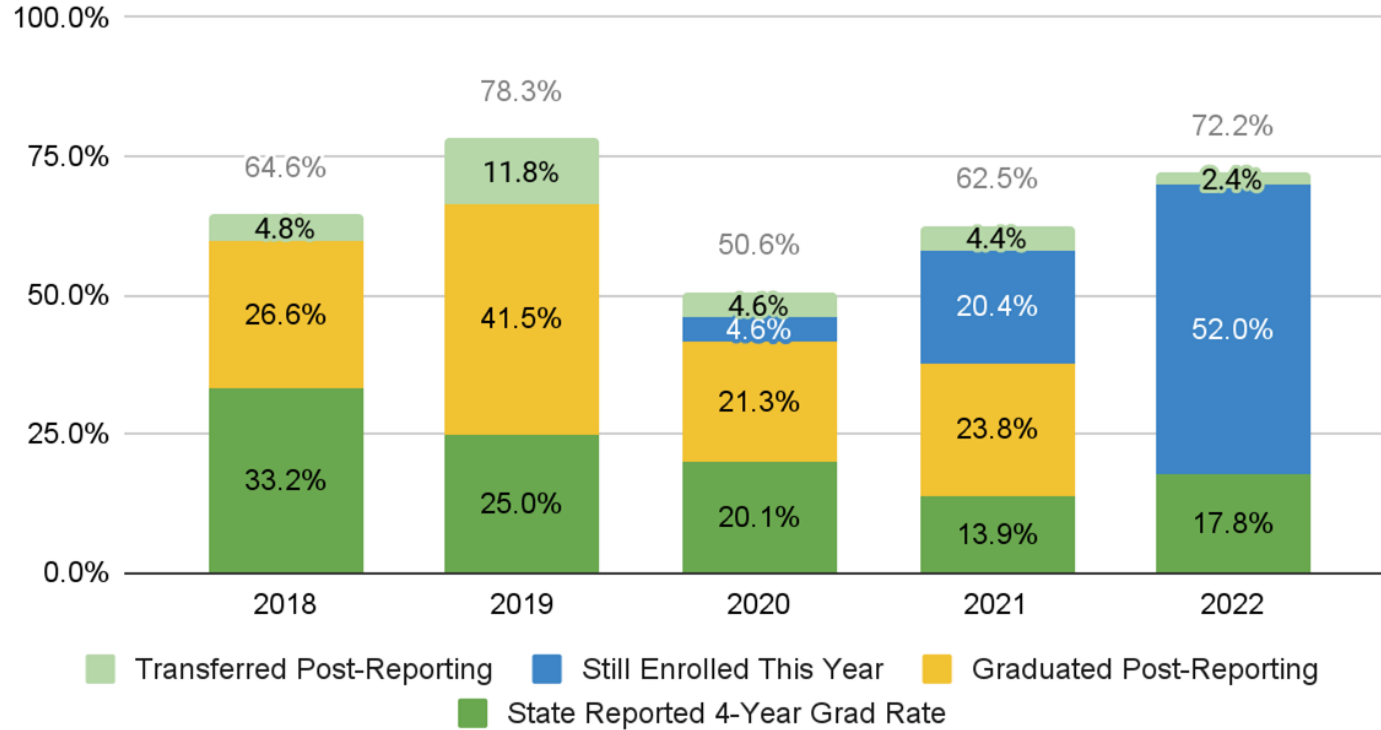
School Performance: Cohort Graduation Rates

Within and Post-Cohort Grads



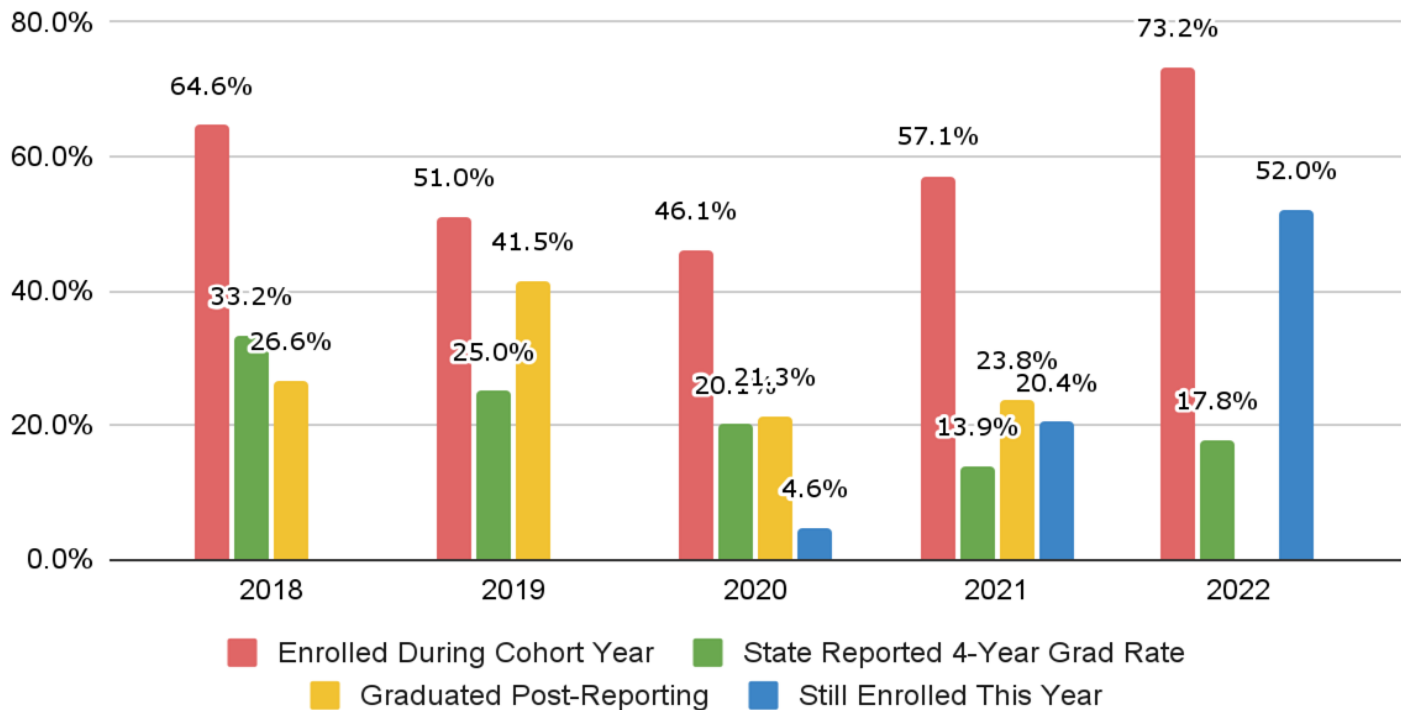
School Performance: Cohort Graduation Rates

Cohort and Post-Cohort Grads and Current Enrollment



School Performance: Cohort Graduation Rates

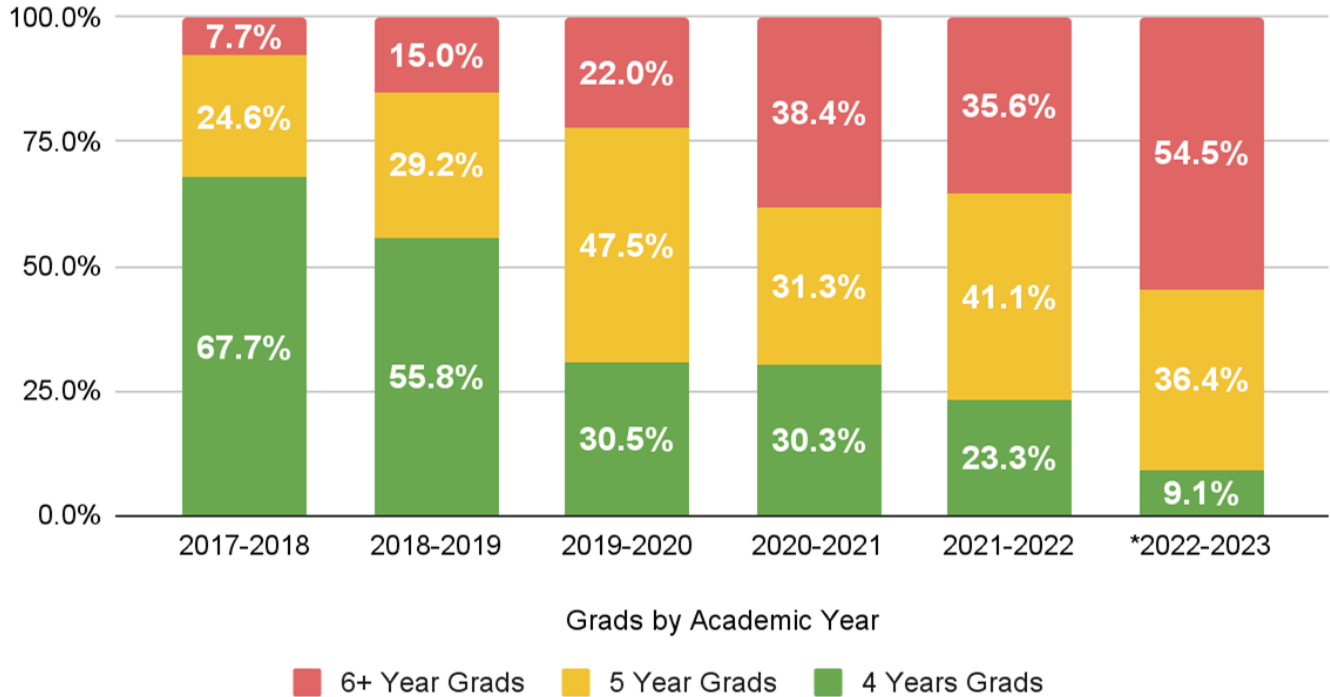
Cohort Data by Enrollment Length



	Total in Cohort
2018	271
2019	272
2020	239
2021	179
2022	246

Historical Grads Per Academic Year by Cohort

Grad Cohort Status



	Total Grads
2017-2018	130
2018-2019	120
2019-2020	118
2020-2021	99
2021-2022	90
*2022-2023	11

*136 additional students are scheduled to graduate this year. 112 are past cohort.

21-22 Credit Earning Rate by Group & Campus

Average Credits Earned

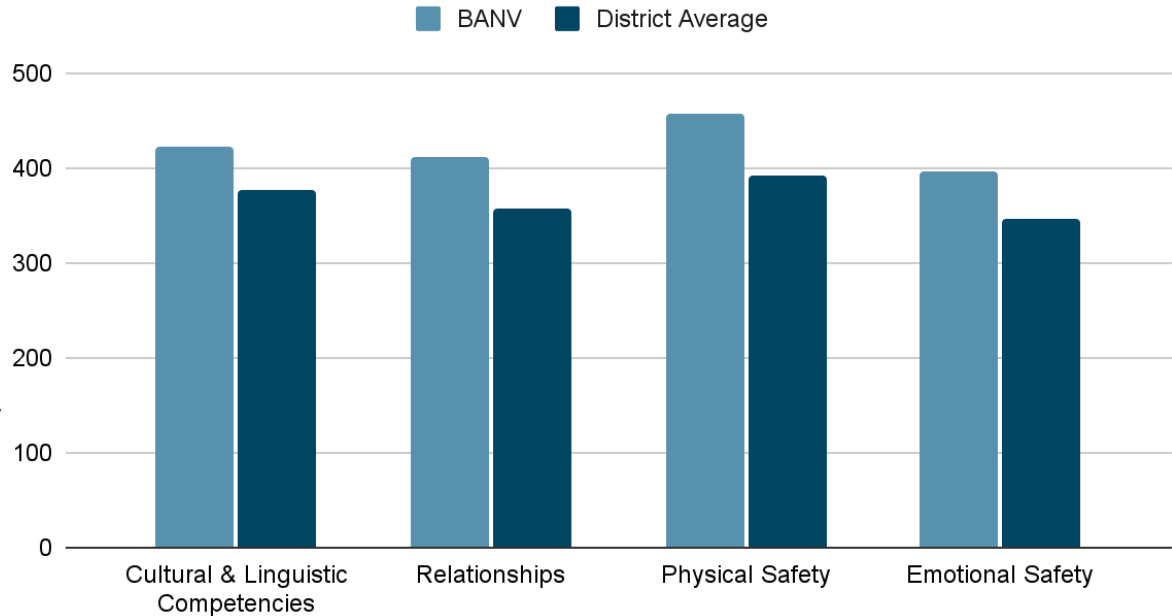
	Term 1		Term 2		Term 3		Term 4		21-22	
Both Campuses All Students	1.42		1.57		1.57		1.73		1.53	
	East	West	East	West	East	West	East	West	East	West
ALL	1.24	1.51	1.42	1.64	1.53	1.58	1.74	1.72	1.48	1.56
FRL	1.20	1.56	1.31	1.64	1.53	1.60	1.66	1.84	1.43	1.61
IEP	1.22	1.48	1.32	1.62	1.62	1.54	1.83	1.83	1.46	1.49
ELL	1.24	1.40	1.13	1.67	1.38	1.40	1.88	1.55	1.44	1.47

School Performance: Student NV-SCSEL Survey

78% Participation Rate. Every year BANV is higher than the state and district average.

“Relationships with students and adults are a strength at the school, and the system and organization for mentorship and the adult-to-student connection are a paragon of success in the educational environment.”
Cognia Accreditation Report, 2/22

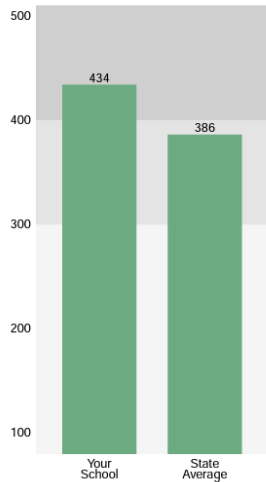
Survey Results



School Performance: Staff NV-SCSEL Survey

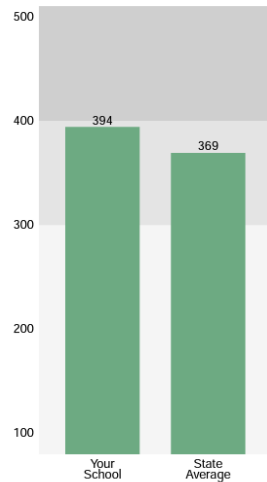
Engagement Cultural and Linguistic Competence

Overall Results



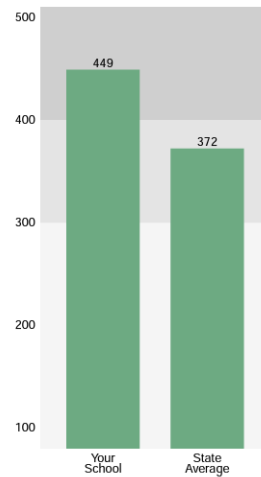
Engagement Relationships

Overall Results



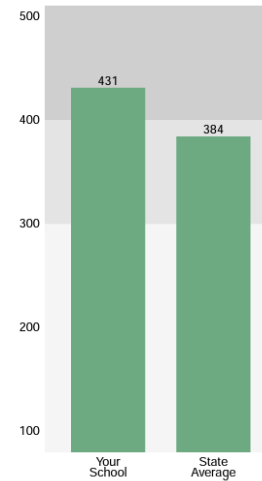
Safety Physical Safety

Overall Results



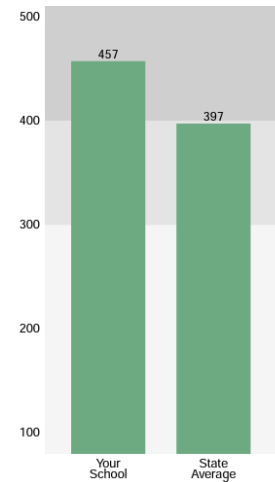
Safety Emotional Safety

Overall Results



Safety Bullying

Overall Results



School Performance: Cognia Accreditation

“The school completely commits to the institution’s original mission and vision with fidelity and integrity that is focused on meeting the individual learning needs of students in an alternative educational setting.”

Accreditation Report, 2/22

- **Insufficient: 0**
- **Initiating: 1 Standard- Area for growth**
 - Represents areas to enhance and extend current improvement efforts
- **Improving: 23 Standards It is everywhere**
 - Pinpoints quality practices that are improving and meet the standards
- **Impacting: 10 Standards Over the top!**
 - Demonstrates noteworthy practices producing clear results that positively impact the institution

Overall Index Education Quality: 328.53 (Avg. range 272-283)



School Performance: Student Survey

"I would recommend Beacon to any of my friends, **especially if they were struggling in a traditional school like I was previously**. As for the days I can make it to campus, I always give it my all and try to complete as many assignments as I can." ~ **Projected Grad Date: March, 2023**

"Each time I come to campus I try to do as much work as possible and as correctly as possible because I **am surrounded by teachers if needed and have a designated area that is quiet to work**." ~ **Projected Grad Date: May, 2024**

"Well, I like it here so much at Beacon that I **recommended it to my friend** and now she is also a student here as well."
~ **Projected Grad Date: December, 2022**

"I think this school is very good and especially for people with some missing credits. **This school cares about everyone and helps out a lot**."
~ **Projected Grad Date March, 2025**

"I try to get as much work done as possible during my Academic Seminar so I don't put it off when I'm at home and **push myself toward getting an A or at least a B on every assignment I submit**."
~ **Projected Grad Date: December, 2023**

"When I'm at school my mind doesn't feel so clouded like it does at home. **Having multiple teachers in each class** that are there to help me make being in class enjoyable which **makes me look forward to going to school**. I love my teachers because they check in on me and all of them are kind. They don't get upset with me even if I'm a little behind and always offer a helping hand when I'm doing assignments."
~ **Projected Grad Date: May, 2024**

"**My experience being here is really different from being in regular school** where there's a lot of students in one place squished together. There are less distractions here and I am able to work at my pace **without being stressed out**. There are teachers that will actually help you when you are struggling and go through the assignments with you."
~ **Projected Grad Date: May, 2023**

"Beacon Academy is the best high school and **the staff really cares about helping the students get their diploma**."
~ **Projected Grad Date: March, 2023**

"I feel like this is how regular school should be."
~ **Projected Grad Date: December, 2024**

"Being at Beacon Academy, has **made school less stressful** because it is **very flexible** and if I were to get stuck on something my teachers would help me without having to ask them."
~ **Projected Grad Date: December, 2022**

School Performance: Growth

Growth (30 percent)- MAP				
Data Element	Source	Actual Score	Assigned Rating	Included Students
Ave Percentile: Reading (15%) NWEA	NWEA	53.8%	ADEQUATE	Includes any student enrolled 91+ days with a pre and post test available.
Ave Percentile: Math (15%) NWEA	NWEA	61.4%	EXCEEDS	

22.1 out of 30 points



School Performance: Status

Status (20 percent)- ACT, 2 or higher				
Data Element	Source	Actual Score	Assigned Rating	Included Students
Math Pooled Average (10%)	APF/ ACT	22.5%	APPROACHES	Includes any students enrolled 30+ days, which varies from the NSPF range of 90+ days.
ELA Pooled Average (10%)	APF/ ACT	45.4%	ADEQUATE	

10 out of 20 points



School Performance: College & Career Readiness

College and Career Readiness (40 percent)

Data Element	Source	Actual Score	Assigned Rating	Included Students
Credit Earning Rate (20%)	APF/ IC	80.9%	EXCEEDS	Credit earning rate includes all students.
Transition Success (15%)	IC/ Momentum	88.7%	EXCEEDS	Transition success includes students enrolled 91+ days.
Graduation Attainment (5%)	APF/ IC	4.5 (out of 10)	ADEQUATE	Graduation attainment includes all students with non-neutral ending status codes.

**32.9 out of 40
points**



School Performance: Student Engagement

Student Engagement (10 percent)				
Data Element	Source	Actual Score	Assigned Rating	Included Students
Chronic Absenteeism (5%)	NSPF/IC	44.5%	CRITICAL	Chronic absenteeism includes all students..
Retention Rate (5%)	IC/Momentum	70.4%	EXCEEDS	Retention includes students enrolled on the last day of school.

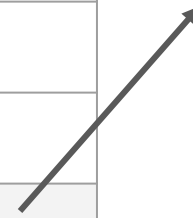
4.4 out of 10 points



School Performance: SPCSA Report Card Results

2021-2022 Results		
Category	Points Possible	Points Received
Growth	30	22.1
Status	20	10
College & Career Readiness	40	32.9
Student Engagement	10	4.4
Total	100	69.4

Designation Ranges	
Final School Designation	Total Points Received
Exceptional	95.0-100.0
Exceeds	75.0-94.9
Adequate	50.0-74.9
Approaches	25.0-49.9
Unsatisfactory	5.0-24.9
Critical	0.0-4.9



Next Steps Based on Current Progress Towards Goals

- Continue to address COVID learning loss and chronic absenteeism
- Increase student attendance
- Increase student's earning a C or higher
- Increase the number of students that earn 2 credits or more each term
- Increase the number of graduates each term
- Increase consistency with the operation of two campuses





Closing Slide and Questions



BEACON
ACADEMY OF NEVADA
— GUIDING YOUR POTENTIAL —

Alternative Performance Framework

Beacon Academy of Nevada

School Type: SPCSA
Grade Level: 09-12
School Designation: CSI

District: State Public Charter School Authority
Website: www.BANV.org
7360 W. Flamingo Road --
Las Vegas, NV 89147
Phone: (702)726-8600

School Mission

BANV will continue to use tools for formal monitoring of the school wide literacy program, including MAP testing 3 times per year, quarterly core credit attainment data and attendance data, while analyzing and discussing data quarterly with the instructional staff and administration and implementing data based decisions to improve teaching and learning. The instructional staff will continue to attend literacy professional learning throughout the year, and will give frequent formative assessments with summative data being used to inform instruction.

Academic Achievement

	2020-2021	2021-2022	Continuum of Performance
Math Pooled Average	0	0	Maintaining
ELA Pooled Average	5.7	8.5	Maintaining
Science Pooled Average	-	7.6	To Be Determined

BANV enrolls students that qualify for alternative education. Students are typically 2 years behind their peers. Utilizing NWEA MAP for reading and mathematics baseline scores, students make progress towards their annual projected growth scores and demonstrate proficiency by earning a C or higher in their classes .

Attendance

	2020-2021	2021-2022	Continuum of Performance
Attendance Rate	80.5	85.4	Improving
Chronic Absenteeism	N/A	44.5	To Be Determined

BANV's attendance practices align with state distance education requirements. Students are enrolled in 3 online classes every quarter and 1 face-to-face class. Weekly progress is tracked and interventions are provided based upon this data. Chronic absenteeism is calculated by how many truanancies a student received during their enrollment.

Academic Progress

	2020-2021	2021-2022	Continuum of Performance
Credit Earning Rate	53.1	75.1	Improving
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Students complete 4 or more semester courses every quarter. Scheduling addresses the students' core credit deficiency and MAP diagnostic testing results. Elective courses provide skill building opportunities to supplement core subject areas. Every classroom has a 15:1 student to teacher ratio or lower.

Graduation

	2020-2021	2021-2022	Continuum of Performance
4-Year ACGR	20	13.9	Declining
5-Year ACGR	51.8	34	Declining
Graduation Attainment	3.9	4.4	Maintaining

The majority of students enroll credit deficient. They require extensive academic interventions and social/emotional support to earn a diploma. Our unique scheduling format, wrap-around services, and student-centered courses are designed to support students while they make progress towards graduation.

Student Engagement

	2020-2021	2021-2022	Continuum of Performance
Transferred to Traditional School	100	97.5	Declining
Persisted at Traditional School	81.9	86.6	Maintaining
Transferred to or Stayed at Alternative School	0	2.4	Improving
Persisted at Alternative School	-	-	Maintaining
Student Participation	N/A	N/A	NA

Planning for Success

	2020-2021	2021-2022	Continuum of Performance
Data Driven Literacy Instruction	Level 4: Expanded Level of Implementation	Level 4: Expanded Level of Implementation	To Be Determined
Academic Learning Plans	100	100	Maintaining
Life Skills IEP Goals	N/A	N/A	NA

BANV's support system, including instructional and Student Support Services staff, helps students work through and overcome barriers to achieving academic success, including social and emotional wellbeing. School Social Workers, Counselors, our Career Pathways Facilitator, and teachers work together with each student to provide academic, and social/emotional support, in addition to the skills necessary to transition from high school to college and/or career. In addition, NWEA MAP is administered three times per year to determine baseline and growth data towards individual student goals .

Growth (30 percent) - MAP				
Data Element	Source	Actual Score*	Assigned Rating	Assigned Score
Ave Percentile: Reading (15%)	NWEA	53.8%	Adequate	62.5
Ave Percentile: Math (15%)	NWEA	61.4%	Exceeds	85
Add the Growth Assigned Scores and divide by the number of scores to determine the average. % meeting established norm standards				73.75
Multiply the average by 30% to obtain the weighted score.				22.13
Status (20 percent) - ACT, 2 or higher				
Data Element	Source	Actual Score*	Assigned Rating	Assigned Score
Math Pooled Average (10%)	APF/ACT	22.5%	Approaches	37.5
ELA Pooled Average (10%)	APF/ACT	45.5%	Adequate	62.5
Add the Status Assigned Scores and divide by the number of scores to determine the average.				50
Multiply the average by 20% to obtain the weighted score.				10
College and Career Readiness (40 percent)				
Data Element	Source	Actual Score*	Assigned Rating	Assigned Score
Credit Earning Rate (20%)	APF/IC	80.9%	Exceeds	85
Transition Success (15%)	IC/Momentum	88.7%	Exceeds	85
Graduation Attainment (5%)	APF/IC	4.5	Adequate	62.5
Add (Credit Earning Rate Score x 0.2) + (Transition Success Assigned Score x 0.15) + (Graduation Attainment Rate Assigned Score x 0.1) to obtain the weighted score				32.88
5-Year ACGR	IC	34%		
Student Engagement (10 percent)				
Data Element	Source	Actual Score*	Assigned Rating	Assigned Score
Chronic Absenteeism (5%)	NSPF/IC	44.5%	Critical	2.5
Retention Rate (5%)	IC/Momentum	70.40%	Exceeds	85
Add the Student Engagement scores and divide by the number of scores to determine the average.				43.75
Multiply the average by 10% to obtain the weighted score.				4.38
Total Score				69.38
Designation				Adequate



2023 Charter School Request for Amendment
to Charter Contract Application

Attachment #7.

2022-2023 SWIS Report & Restorative Action Plan

West Campus
7360 W. Flamingo Road
Las Vegas, NV 89147

Phone: 702-726-8600
Website: www.banv.org

East Campus
1800 E. Sahara Avenue
Las Vegas, NV 89104



Equity
2022-23

Outcome: All Referrals

Show Values on the Graph: No **Display Composition Reports:**

No

Risk Index

The Risk Index report displays the percentage of students within each group with at least one referral.

Teams analyzing this report look to answer the question: What is the risk for students within each group to receive the selected outcome?

Risk Ratio

The Risk Ratio is the likelihood for a specific group to receive at least one referral when compared to a different group of students. The report is calculated by dividing the risk of the specific group by the risk of a comparison group.

Teams analyzing this report look to answer the question: For a given group of students, how much more or less likely are they to receive at least one referral than students from another group?

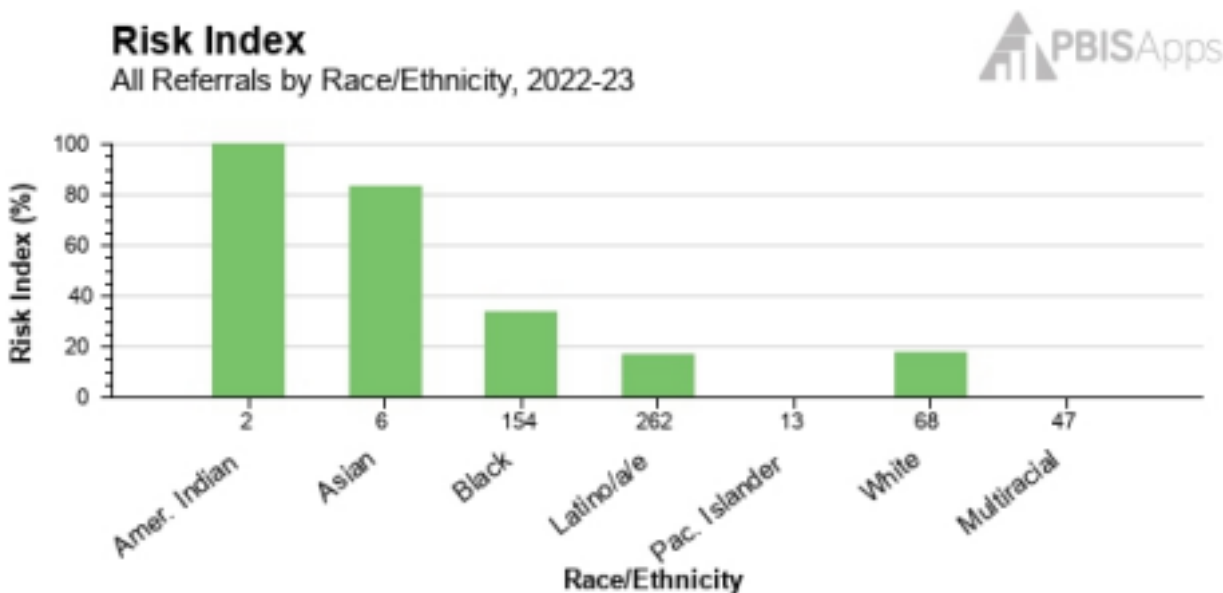
- A risk ratio greater than 1.0 indicates higher risk.
- A risk ratio less than 1.0 indicates lower risk.
- A risk ratio equal to 1.0 indicates an equal risk.

Note: The comparison group 'All Other' includes all students minus students from the specific group identified.

Rates by Group

The Rates by Student Group report displays the average number of all referrals received per student in each group.

Teams analyzing this report look to answer the question: On average, how many times are students within each group issued an outcome? Rates by group provide the most stable comparisons over time and assess overall numbers, not just individual risk.



Race/Ethnicity	# of Enrolled Students	# of Students with Referrals	% of Students within Race/Ethnicity with Referrals	Risk Index
American Indian/Alaska Native	2	2	100.00%	1.00
Asian	6	5	83.33%	0.83
Black/African American	154	52	33.77%	0.34
Hispanic/Latino/a/e	262	44	16.79%	0.17
Native Hawaiian/Other Pacific Islander	13	0	0.00%	0.00
White	68	12	17.65%	0.18
Multiracial	47	0	0.00%	0.00
Totals:	552	115		

Risk Index - Interpretations

Of the **2** students identified as American Indian/Alaskan Native, **100%** have at least one referral.

Of the **6** students identified as Asian, **83%** have at least one referral.

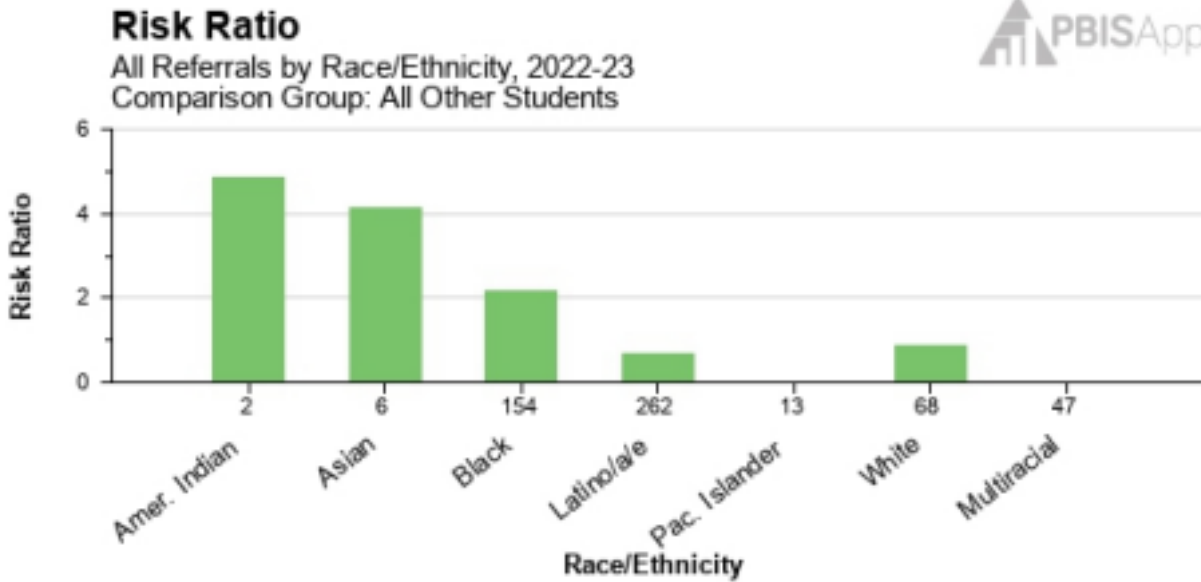
Of the **154** students identified as Black/African American, **34%** have at least one referral.

Of the **262** students identified as Hispanic/Latino/a/e, **17%** have at least one referral.

Of the **13** students identified as Pacific Islander/Native Hawaiian, **0%** have at least one referral.

Of the **68** students identified as White, **18%** have at least one referral.

Of the **47** students identified as Multiracial, **0%** have at least one referral.



Risk Ratio - Data Table

Race/Ethnicity	# of Enrolled Students	Risk Index	Comp. Group	Comp. Risk Index	Risk Ratio
American Indian/Alaska Native	2	1.00	All Other	0.21	4.87
Asian	6	0.83	All Other	0.20	4.12
Black/African American	154	0.34	All Other	0.16	2.15
Hispanic/Latino/a/e	262	0.17	All Other	0.24	0.69
Native Hawaiian/Other Pacific Islander	13	0.00	All Other	0.21	0.00
White	68	0.18	All Other	0.21	0.85
Multiracial	47	0.00	All Other	0.23	0.00
Totals:	552				

Risk Ratio - Interpretations

Students identified as American Indian/Alaskan Native have **4.87** times the risk of receiving at least one referral as all other students.

Students identified as Asian have **4.12** times the risk of receiving at least one referral as all other students.

Students identified as Black/African American have **2.15** times the risk of receiving at least one referral as all other students.

Students identified as Hispanic/Latino/a/e have **0.69** times the risk of receiving at least one referral as all other students.

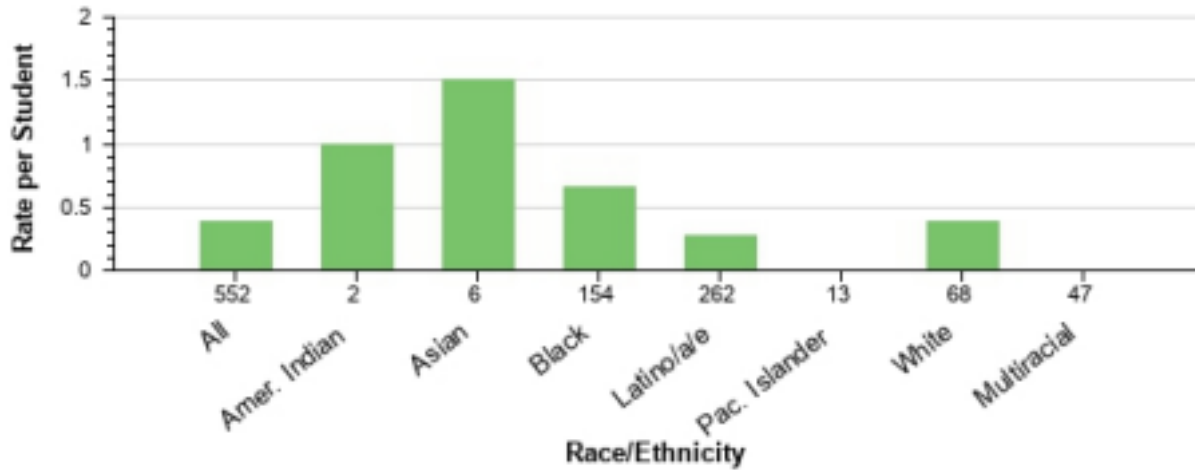
Students identified as Pacific Islander/Native Hawaiian have **0** times the risk of receiving at least one referral as all other students.

Students identified as White have **0.85** times the risk of receiving at least one referral as all other students.

Students identified as Multiracial have **0** times the risk of receiving at least one referral as all other students.

Rates by Group

All Referrals by Race/Ethnicity, 2022-23



Rates by Group - Data Table

Race/Ethnicity	# of Enrolled Students	# of Referrals	Rate of Referrals	Comp. Group	Comp. Rate
American Indian/Alaska Native	2	2	1.00	All Other	0.38
Asian	6	9	1.50	All Other	0.37
Black/African American	154	100	0.65	All Other	0.28
Hispanic/Latino/a/e	262	71	0.27	All Other	0.49
Native Hawaiian/Other Pacific Islander	13	0	0.00	All Other	0.40
White	68	26	0.38	All Other	0.39
Multiracial	47	0	0.00	All Other	0.42
Totals:	552	208	0.38		

<https://app.swis.org/#reporter/reports%7B%22school%22%3A%2244352C16-21D8-EA11-812A-44A8422F98CB%22%7D%2F563/25/23>, 2:46 PM <https://app.swis.org/#reporter/reports%7B%22school%22%3A%2244352C16-21D8-EA11-812A-44A8422F98CB%22%7D>

Rates by Group - Interpretations

Students identified as American Indian/Alaskan Native receive an average of **1.0** referrals per student in the 2022-23 school year.

Students identified as Asian receive an average of **1.5** referrals per student in the 2022-23 school year.

Students identified as Black/African American receive an average of **0.65** referrals per student in the 2022-23 school year.

Students identified as Hispanic/Latino/a/e receive an average of **0.27** referrals per student in the 2022-23 school year.

Students identified as Pacific Islander/Native Hawaiian receive an average of **0** referrals per student in the 2022-23 school year.

Students identified as White receive an average of **0.38** referrals per student in the 2022-23 school year.

Students identified as Multiracial receive an average of **0** referrals per student in the 2022-23 school year.

of Oregon All rights reserved.
SWIS Suite
www.pbisapps.org

Copyright: © 2023 Educational & Community Support, University



**Beacon Academy of Nevada
Restorative Action Plan
2022-2023**

Stakeholder Input:

This plan was developed with input from Beacon Academy administrators, teachers, and support personnel. It is shared and reviewed with students at initial orientation meetings and with parents at Title I meetings and parent orientations.

Restorative Action Philosophy:

The goal of restorative action at Beacon Academy of Nevada (BANV) is to teach responsibility and develop ownership of one's actions through restorative practices. We value the importance of teaching students to consider others when making decisions and to act in ways that are respectful and considerate of the school environment. Therefore, student discipline is a learning experience where behavior modification and restorative action are provided for the victim(s) and/or school community. BANV works with students and parents to correct behaviors inconducive to the learning environment and student success.

Restorative Practices:

For all offenses, common sense and good judgment will prevail. BANV students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. BANV believes that misbehavior on the part of students can be generally corrected when parents and teachers work together. Administration will make the final decision on disciplinary actions and restorative efforts.

Continued disregard for school rules is a key factor for all disciplinary consequences. Restorative action is also commensurate with the severity of the offense. BANV utilizes the Multi-Tiered Systems of Supports (MTSS) as a preventative, supportive, consistent instructional and motivational model to deter negative student behaviors. If student behavior falls below expectations, as listed in the school handbook, BANV has developed behavioral guidelines and a matrix to determine appropriate consequences and/or interventions for student behavior violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident, aligned with the age, developmental level, needs of the student, and other extenuating circumstances. The guidelines are applicable to incidents that occur on campus, online instruction, and while involved in all school-sponsored activities.

As part of the school's MTSS matrix, BANV has developed restorative practices to include intervention strategies and logical consequences in addition to or as an alternative to the negative consequences for inappropriate behavior that may lead to changes in behavior. Examples could include strategies such as: Re-teaching, social skills groups, anger management, conflict resolution, staff counseling and support, Student Support Team (SST) meetings, and social and emotional support.

Student Responsibilities:

It is the belief of BANV that students are expected to follow classroom and school rules and expectations. In order to do so, BANV has established school-wide behavioral guidelines to include expectations within the classroom, passing periods, as well as expectations at school sponsored activities. Students will be provided a handbook that includes established school rules. In addition, students will receive instruction on the expected school behavior, and be held to those expectations consistently.

Teacher Responsibilities:

BANV teachers will implement individualized classroom management systems, ensuring that it is taught to all students and communicated to parents/guardians. Each classroom plan includes both positive reinforcement for students demonstrating appropriate behaviors as well as progressive steps of discipline for students who demonstrate actions not meeting classroom expectations. Minor classroom offenses are handled by the teacher at the lowest level deemed appropriate. Students referred to administration have already gone through the defined steps in a teacher's progressive discipline process, unless the behavior is deemed beyond classroom intervention.

Parent/Guardian Responsibilities:

If a student is experiencing difficulty with behavior or is unclear about classroom or school expectations, the first step in the process is to work with the child's teacher directly to ensure the right supports and/or interventions are in place. Parents/guardians will be contacted by the school (teacher and/or social worker and/or administrator) when their child's behavior has warranted that level of intervention which could include repeated minor offenses and/or a major incident. If necessary, BANV staff will schedule a Student Success Team meeting with the students parent/guardian, student, teachers and school Social Worker.

Administrator Responsibilities:

The administrators of BANV will be responsible to ensure that teachers are following their classroom management plans for expected behavior. Administrators will support staff in implementing their plans and will address student disciplinary referrals as expediently as possible, and in accordance with state and federal laws. Administrators will provide necessary information regarding the outcome of an incident in accordance with established procedures. Administrators will ensure that consistent log entries are made in Infinite Campus and SWIS (Schoolwide Information System) as well as documenting and sharing behavior plans, safety plans, and restorative practice plans as needed.

Governing Board Responsibilities:

The staff and Governing Board of BANV will ensure policies are updated as mandates change, while ensuring the appropriate level of training and support is provided to staff, students and parents as necessary to provide staff and students with a safe and respectful teaching and learning environment.

Summary of Progressive Restorative Action Structure:

Students are disciplined in a restorative, progressive manner. It is not an individual disciplinary event(s) that are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168).

CORE PURPOSE:

- To educate and empower students to improve their lives for future success through learning.

CORE VALUES:

CORE VALUES

PERSONALIZE

We have a personalized learning environment.

SUPPORT

We understand and support each other.

EMPOWER

We foster empowerment.

RESPECT

We are respectful and fair.

ACCOUNTABILITY

We hold ourselves accountable.

INSPIRE

We have high expectations and inspire success.



G - Goal-driven

R - Respect

I - Integrity

T - Tolerance



The G.R.I.T. Matrix:

With these expectations, our goal is to create a positive social culture not only within Beacon Academy, but also within our students' individual lives so that they can tackle life with GRIT!

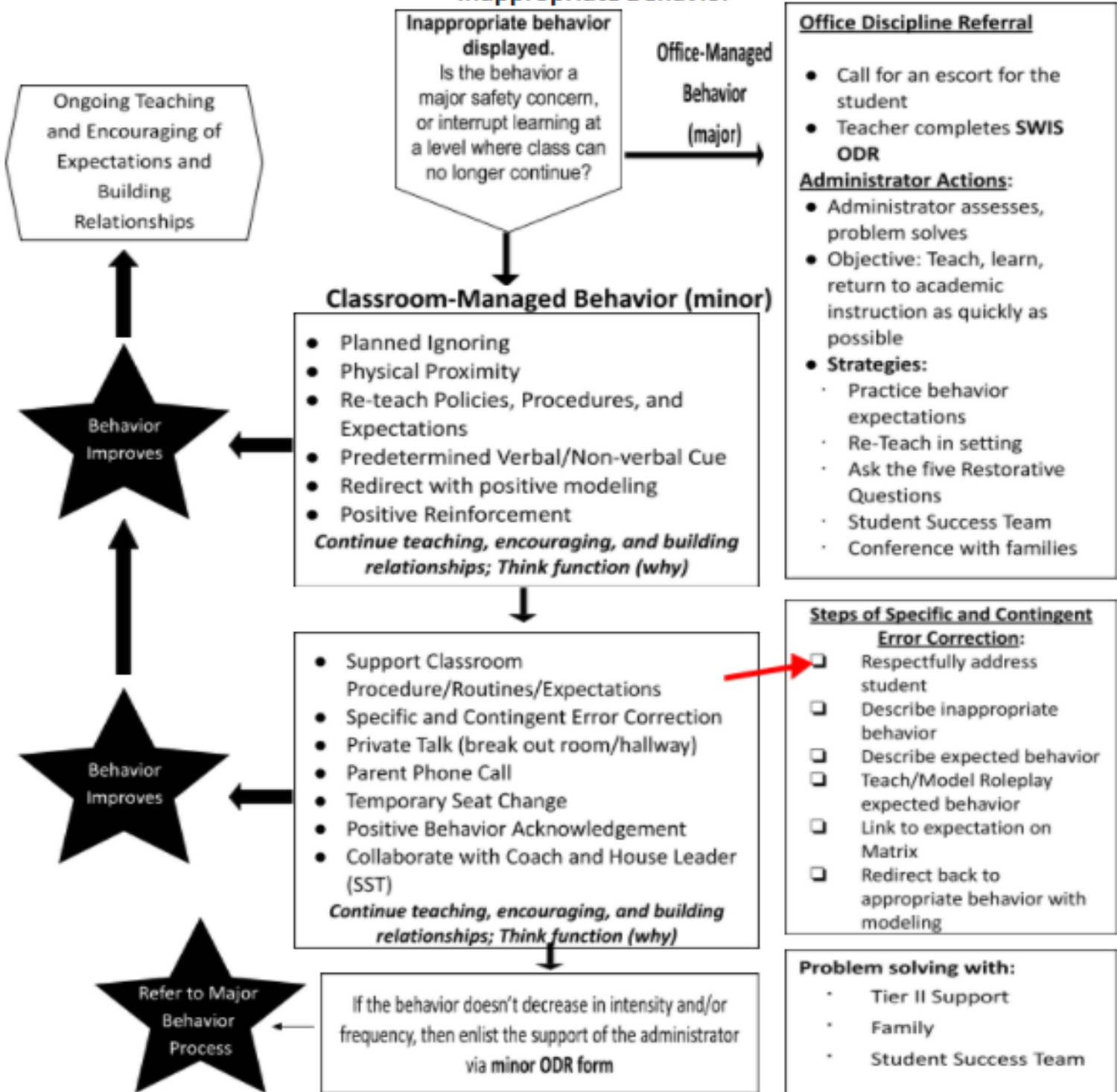
Description	Classroom (Campus & Virtual)	Hallway, Restroom, & Transitions	Arrival/Departure	Home/Workplace/ Online Community
Goal-Driven	<ul style="list-style-type: none"> Complete STEP card daily Set weekly goals: Complete 8-10% per week Be engaged, focused and proactive with graduation requirements Advocate for help when needed 	<ul style="list-style-type: none"> Be in class at assigned time Utilize the Beacon Closet before or after class 	<ul style="list-style-type: none"> While on campus stay focused during class duration Attendance matters; be on time & stay for the whole time. Travel on and off campus efficiently 	<ul style="list-style-type: none"> Discuss graduation with your support system Be on time for work & appointments Schedule work, extracurricular commitments & appointments around school schedule
Respect	<ul style="list-style-type: none"> Be courteous, kind, and polite Follow teacher's directions Follow procedures when checking out and returning equipment to the Chromebook cart Follow Cell Phone Policy 	<ul style="list-style-type: none"> Be courteous during transitions Ask permission to leave classroom Be prompt when using the restroom and making transitions 	<ul style="list-style-type: none"> Follow exit and entrance directions Speak kindly Hold the doors open for the next person, allow others to exit first, say please and thank you Say goodbye and hello 	<ul style="list-style-type: none"> Be kind & courteous Hold the doors open for the next person, allow others to exit first, say please and thank you Say goodbye and hello to coworkers & family
Integrity	<ul style="list-style-type: none"> Be honest Meet goals, complete the work you've agreed to do 	<ul style="list-style-type: none"> Use hall pass for intended use Demonstrate trustworthiness by not wasting time 	<ul style="list-style-type: none"> Be polite when arriving to or leaving campus 	<ul style="list-style-type: none"> Demonstrate trustworthiness by being prompt, honest, and honoring your commitments
Tolerant	<ul style="list-style-type: none"> Accept constructive feedback Listen while others are speaking Be accepting & value other's differences Engage in discussions without conflict 	<ul style="list-style-type: none"> Be kind, polite, courteous & use appropriate language Follow directions on campus Accept constructive feedback without conflict 	<ul style="list-style-type: none"> Be kind & tolerant of others. Follow directions and traffic flow patterns Accept constructive feedback Use appropriate language 	<ul style="list-style-type: none"> Be responsible Communicate with employer school AS schedule Value differences & be tolerant of everyone's differences

Discipline Process Flowchart Continuum of Support for Discouraging Inappropriate Behavior:



Discipline Process Flowchart Continuum of Support for Discouraging

Inappropriate Behavior



Restorative Steps of Specific and Contingent Error Correction:

- Respectfully address student
- Describe inappropriate behavior
- Describe expected behavior
- Teach/Model Roleplay expected behavior
- Link to expectation on Matrix
- Redirect back to appropriate behavior modeling

Administrator Restorative Actions:

- Administrator assesses, problem solves
- Objective: Teach, learn, return to academic instruction as quickly as possible
- Strategies:
 - Practice behavior expectations
 - Re-Teach in setting
 - Ask the five Restorative Questions
 - What happened?
 - What were you thinking of at the time?
 - What have you thought about since?
 - Who has been affected by what you have done?
 - In what way have they been affected?
 - What do you think you need to do to make things right?
 - Problem-solving team (SST)
 - House Leader
 - Teacher
 - Counselor
 - Administrator
 - Conference with families

Beacon Academy of Nevada Student Restorative Plan of Action:



Beacon Academy of Nevada Student Restorative Plan of Action

Date: _____

Team Members w/Title:

Student Number: _____

Student Name: _____

Parent Name: _____

Restorative Action Philosophy:

The goal of restorative action at Beacon Academy of Nevada (BANV) is to teach responsibility and develop ownership of one's actions through restorative practices. We value the importance of teaching students to consider others when making decisions and to act in ways that are respectful and considerate of the school environment. Therefore, student discipline is a learning experience with behavior modification as its objective. BANV works with students and parents to correct behaviors inconducive to the learning environment and student success.

Brief description of event(s) resulting in Restorative Action (include harm caused to victim/community):

Collective Understanding (What common goal do all team members have?):

Description of SMART intervention (include plan to repair harm caused to victim/community and specific information about restorative strategies for correcting behavior):

Intervention Justification (How is the intervention aligned with the Restorative Action Philosophy?):

Student Responsibilities:

Teacher Responsibilities:

Parent/Guardian Responsibilities:

Social Worker Responsibilities:

Administrator Responsibilities:

- This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.
- This intervention was selected to intentionally teach the participating student self-awareness, self management, social awareness, relationship skills, and responsible decision making.
- The intervention sets high expectations for the student and provides support to hold the participating student accountable for repairing and learning from the impact of their actions.
- The intervention provides an opportunity for the participating student to understand the impact of their choices, take responsibility, and work to repair the harm.
- Development of the intervention was a collaborative process that addressed the needs of all parties involved, addressed the root cause of the behavior, provided opportunities to rebuild impacted relationships, and provided opportunities for the student to reflect on, heal, fix, and learn from their actions.

- The participating student recognizes that failure to follow through with restorative action will result in progressive disciplinary action including suspension and/or expulsion from Beacon Academy.

Student Signature	
Parent Signature	
Social Worker Signature	
Teacher Signature	
Administrator Signature	

Tiered Reconstructive Actions:

<ol style="list-style-type: none"> 1. Reminder of expectations 2. Proximity Control 3. Offer Choices (limit to 2) 4. Private Talks (curricular, home, social/emotional, etc.) 5. Planned Ignoring 6. Pre-Determined Verbal/Nonverbal Cues 7. Give "Teacher Look" 8. Positive Reinforcement 	Tier 1	
<ol style="list-style-type: none"> 1. Reminder of expectations 2. Proximity Control 3. Offer Choices (limit to 2) 4. Pre-Determined Verbal/Nonverbal Cues 5. Private Talks (curricular, home, social/emotional, etc.) 6. Planned Ignoring 7. Parent/Guardian Phone Call 8. Positive Behavior Acknowledgement 9. Collaborate with SPED Teacher (for SPED students) 	Tier 2	<ul style="list-style-type: none"> • Teacher Calls Parent/Guardian • Social Worker Notified
<ol style="list-style-type: none"> 1. Referral to Social Worker 2. Referral to SPED Teacher (for SPED students) 3. Behavior Monitoring 4. Reflective Activities 5. Student Success Team Meeting 	Tier 3	<ul style="list-style-type: none"> • Teacher Calls Parent/Guardian • Social Worker follows up with Parent/Guardian • Student Success Team Meeting (with or without parent & Student)
<ol style="list-style-type: none"> 1. Referral to Administration 		

<p>2. Coordinated Behavior Plan 3. SST Meeting with Parent/Guardian</p>	<p>Tier 4</p>	<ul style="list-style-type: none"> ● Student Success Team Meeting with Parent/Guardian & Student ● Administrator, Social Worker, and Learning Coach have a team meeting to develop a Student Support Plan ● Student Success Team Meeting with Parent & Student
---	----------------------	---

NRS 388.122 “Bullying” defined:

1. “Bullying” means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
 - (a) Have the effect of:
 - (1) Physically harming a person or damaging the property of a person; or
 - (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;
 - (b) Interfere with the rights of a person by:
 - (1) Creating an intimidating or hostile educational environment for the person; or
 - (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
 - (c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
 - (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or
 - (2) Association of a person with another person having one or more of those actual or perceived characteristics.
2. The term includes, without limitation:
 - (a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
 - (b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
 - (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
 - (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;
 - (e) Blackmail, extortion or demands for protection money or involuntary loans or donations;
 - (f) Blocking access to any property or facility of a school;
 - (g) Stalking; and
 - (h) Physically harmful contact with or injury to another person or his or her property.

BANV is committed to a bullying, discrimination and harassment free, working, and learning environment. Bullying, discrimination and harassment adversely affect morale and productivity and interfere with students’ ability to learn. Bullying, discrimination and harassment of any person on the basis of that person’s actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is

prohibited.

Harassing behavior including sexually harassing behavior between members of the same or opposite sex is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action.

BANV will act promptly on reports, (including informal reports), complaints, and grievances of bullying, discrimination, harassment/sexual harassment, or retaliation, that come to our attention. School staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Staff will also report such apparent violations to Beacon Academy administration.

BANV will prohibit retaliation against any person who has made a report of alleged bullying, discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of law and will lead to disciplinary or other appropriate action against the offender.

BANV will provide education about bullying, harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. BANV will also provide regular training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students. Such staff training shall be regularly scheduled at least every year in a manner calculated to reach all staff, with periodic updates as needed.

This policy applies to bullying, discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business, or at any school-sponsored event regardless of location.

Offenses Warranting Suspension:

The following non-criminal activities may lead to disciplinary action. Generally, these are acts that disrupt and interfere with the educational process or with the rights of other members of the educational community. BANV Administration reserves the right to utilize the level of behavior modification or punishment based upon the students' action or behavior with the goal of using the least restrictive method. Activities include, but are not limited to the following:

- Alcohol Possession/Use
- Arson/Explosive Devices
- Battery (Student/Employee)
- Bullying/Cyberbullying
- Computer Misconduct
- Controlled Substance Use/Possession/Distribution
- Disorderly Conduct
- Gang Activity
- Habitual Disregard of School Rules
- Physical/Verbal Altercation
- Possession of Stolen Property
- Robbery/Extortion
- Sexual Assault/Harrassment
- Threats (Student/Employee)
- Tobacco/E-Cigarettes/Vaping Use
- Vandalism/Destruction or Defacing Property
- Weapons

Plan of Action Based on Restorative Justice PRIOR to Removal of a Student

- A school must provide a plan of action based on restorative justice prior to the expulsion of any student (NRS 392, new section).
- A school must provide a plan of action based on restorative justice prior to the removal of a student for (1) committing a battery that results in bodily injury of an employee or (2) sale/distribution of controlled substances (NRS 392.466.1).
- A school must make a reasonable effort to complete a plan of action based on restorative justice prior to the suspension or expulsion of a student deemed a habitual disciplinary problem (NRS 392.466.5).

AB 168 & BATTERY OF AN EMPLOYEE or PUPIL:

- **MANDATORY DISCIPLINE IN NRS 392.466**
 - BANV administration reserves the right to suspend or expel students who commit battery against school staff or pupil. If a student repeatedly commits battery against a staff member or pupil.
- **DISCIPLINE LIMITS FOR SPECIAL EDUCATION STUDENTS:**
 - Age 11+ Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. Statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).
 - Age 11+ limit for all four categories of misconduct (no exception for possession of firearm or dangerous weapon).
- **ADDITIONAL REQUIREMENTS:** Same as general education students.
- **LEVEL OF BOARD INVOLVEMENT:**
 - Suspension or permanent expulsion requires a Governing Board review of circumstances and determination that action is in compliance with IDEA.
 - ***Statute does not provide authority for non- permanent expulsion.***
- **Changes to discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP):**
 - Suspension or Expulsion
 - A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the school’s governing board has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
 - Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).

EXPULSION POLICY:

I. DISCIPLINE: EXPULSION PROCEDURES

Expulsion is the removal of a student from school for any of the reasons provided for in NRS 392.466. The procedure for determining whether a student should be recommended for expulsion is set forth below:

- A. The Administrator shall report any violation of the law to the appropriate law enforcement agency. Administrator as used in this Regulation means the Administrator or designee.
- B. The Administrator or designee shall suspend the student by use of a “Notice of Suspension” pending further investigation by administration and review of the facts, which may lead to a recommendation for expulsion.
- C. Within three (3) school days of the suspension, the Administrator or designee, must conduct a hearing with the student and the student's parent(s) or legal guardian(s), to discuss the

investigation of the incident, the violation of school rules and/or regulations, and the student's prior discipline history, as well as any information submitted that the parent(s) or legal guardian(s) would like the Administrator to consider as it relates to the suspension and the possible recommendation for expulsion.

At the conclusion of the hearing, the Administrator or designee shall make a decision regarding the disciplinary action, which may include a recommendation for expulsion. The Administrator or designee must recommend expulsion if it is determined at the hearing the student has or is believed to have committed any of the offenses listed in NRS 392.466 as offenses which provide infractions recommended for expulsion.

- D. If the student is to be recommended for expulsion, the parent(s) or legal guardian(s) must be informed of the due process procedures available. The parent(s) or legal guardian(s) must decide whether to contest or not contest the expulsion and sign a statement to that effect. If the parent does not sign the statement, the expulsion will be treated as a contested expulsion. The parent(s) or legal guardian(s) will be provided in writing with the due process procedures available. These procedures will be provided during the hearing with the Administrator or designee, or with the written decision.

II. DISCIPLINE: LEVELS OF DUE PROCESS

The following levels of due process are available to the parent(s) or legal guardian(s) of a student who is being recommended for expulsion:

- A. A hearing will be conducted by selected members of the Discipline Committee, or designee. The Discipline Committee representation will be comprised of a school Administrator, a faculty member, and a non-licensed staff member. The Committee will disclose information obtained during the investigation of the incident which resulted in the recommendation for expulsion. This information, as well as the student's prior disciplinary record, will be reviewed with the student and the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) must be allowed to present any information to the Committee that the parent(s) or legal guardian(s) would like the Committee to consider. The student must also be allowed to be heard regarding the incident resulting in the recommendation for expulsion.
- B. At the conclusion of the hearing, the Committee shall inform the parent(s) or legal guardian(s) of the decision and must, within two (2) school days following the hearing, provide written notice to the parent(s) or legal guardian of the decision regarding the recommended expulsion.
- C. If the decision to recommend expulsion is upheld by the Committee, the Committee will forward the required documentation to the Executive Director, or designee, within two (2) school days.
- D. Within three (3) school days of receiving the Committee's recommendation, the Executive Director, or designee will review the recommendation to assure compliance with due process procedures and evaluate the appropriateness of the discipline recommended. The Executive Director, or designee, will determine whether the recommended expulsion should be limited, modified, or permanent.
- E. Within two (2) school days after a determination has been made, the Executive Director, or designee, will notify the parent(s) or legal guardian(s) of the recommendation and determination.

- F. If the decision to recommend expulsion is upheld and the parent(s) or legal guardian(s) decides to contest the expulsion recommendation, the parent(s) or legal guardian(s) must notify the Executive Director of the intent to contest the recommendation for expulsion within fourteen (14) days of receiving notice of the recommendation for expulsion. Within fourteen (14) days after receipt of the notice contesting the expulsion, a hearing will then be held by the Beacon Academy of Nevada Governing Board.

III. DISCIPLINE: EXPULSION HEARING – BEACON ACADEMY GOVERNING BOARD

- A. The BANV Governing Board (hereinafter referred to as “Board”) will make the following determinations:
1. What disciplinary offense, if any, has been committed by the student; and
 2. If the student has committed a disciplinary offense, what is the appropriate consequence and educational placement; and
 3. The Board must consider the nature of the offense, the student's disciplinary history for one calendar year prior to the recommendation for expulsion, the student's academic record and academic concerns, as well as any district regulations, and state or federal laws.
 4. If the Board determines that the student has committed the offense with which the student has been charged, the Panel may decide on:
 - a. Permanent expulsion - Permanent expulsion means permanent removal of a student from BANV and contemplates no trial enrollment except for alternative school placement.
 - b. Limited expulsion - Limited expulsion allows a student to return to BANV on a trial enrollment following a successful period of behavior modification and conditions outlined in the Student Success Plan, except that no student who has been twice expelled for an offense for which a mandatory expulsion recommendation must be made in accordance with NRS 392.466.
 - c. A modified plan for school placement.
 5. If the disciplinary offense falls under NRS 392.466, mandatory expulsions, and the Board determines that the student did commit the disciplinary offense, the Board does not have the authority to modify the expulsion recommendation.

READMISSION

A student who has been long-term suspended or expelled from BANV and wishes to be considered for entrance or readmission to BANV must appeal to BANV Administration and the Governing Body.