



Nevada State Public Charter School Authority

PINECREST ACADEMY OF NEVADA

2023 Charter Renewal Application
Per [NRS 388A.285](#) and [NAC 388A.415](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process as seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Danny Peltier, Management Analyst III** at 775-687-9178 or dpeltier@spsca.nv.gov or **Jennifer Bauer, Interim Executive Director** at 775-687-9149 or jenniferbauer@spsca.nv.gov with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	May	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2023	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Guidance provided by July 31 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @ 11:59 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a signed PDF into the Charter Renewal Application section in Epicenter by 11:59 pm PT on the due date. Any Excel documents, i.e. budget workbook, should be submitted as a separate attachment along with the signed PDF. Note that changes contemplated within this section of the renewal application may constitute an amendment under [NAC 388A.330](#). SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances warrant.

¹ There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

1. **Executive Summary** [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term. *Note that a change may require separate Authority approval.*

Executive Summary

Pinecrest Academy of Nevada (PAN) is currently a network of seven (7) public charter school campuses in Clark County, Nevada. Student enrollment throughout the entire PAN network, due to its academic success, has grown to approximately 7,500 over the course of the current charter term.

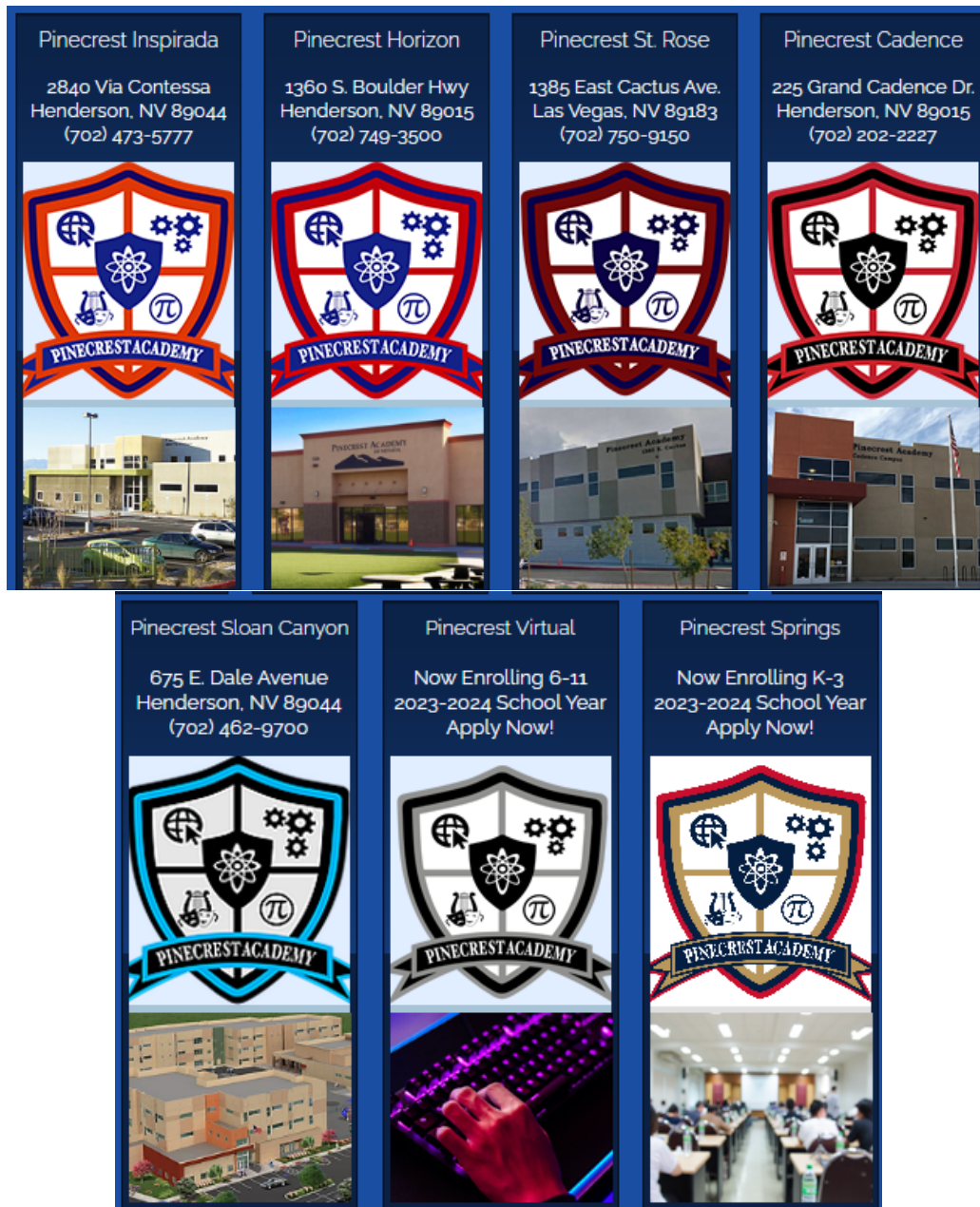


Figure 1. School Name Information for Pinecrest Campuses

The Pinecrest Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning. PAN has adopted curriculum through a research-based and equity lens and supports all staff in professional learning aimed at the goal of ensuring high expectations for all students. PAN utilizes a highly collaborative team approach to provide supports and interventions to any student who struggles academically, socially, emotionally, or behaviorally.

This charter renewal will not alter PAN’s mission, vision, key design elements, structure, programs, or principles from the existing charter.

PAN is dedicated to providing an equitable, high-quality education for all students. The network’s mission and vision statements for the next charter term are as follows:

Mission

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

Vision

Where scholars perform at the highest level on all academic measures.

- Key Design Elements of your school
 - What do you do plan to do and why?

Key Design Elements

Pinecrest Academy currently operates eight (8) campuses in Nevada (seven campuses in Southern Nevada and Pinecrest Academy of Northern Nevada located in Sparks, Nevada), two campuses in Idaho (one in Twin Falls, Idaho and one in Lewiston, Idaho), and nineteen (19) campuses in Florida. As a system, Pinecrest Academy serves Title I schools, English Language Learners (ELLs), free or reduced-price lunch eligible populations (FRL), students with Individualized Education Programs (IEPs), and Gifted and Talented students. Pinecrest schools in Nevada have received and maintained a 4- or 5-star rating while schools in Florida have received an A or B grade from their Departments of Education. Our proven Instructional Model provides differentiated instruction commensurate with student readiness and ability levels while infusing Science, Technology, Engineering, and Math (STEM) into the core subject areas.

Pinecrest Academy of Nevada follows the elements of the Pinecrest system’s organizational model. PAN's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Pinecrest system. These include, but are not limited to:

- A course guide, lesson plans, and syllabi based on the Nevada Academic Content Standards, Next Generation Science Standards, and national STEM Standards.
- A hybrid of letter grades and standards-based approach to grading and communication of grades.

- A thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies.
- A differentiated approach through blended learning to enhance student learning and goal tracking.
- Appropriate assessments to measure learning (screening, progress monitoring, and diagnostic).
- Data-driven, high-quality differentiated instruction for all students.
- Supplemental programming for student advancement and remediation.
- Research-based instructional practices (i.e., CHAMPS, Kagan Cooperative Learning Structures, Blended Learning, and the Components of an Effective Lesson).
- Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration.
- Weekly grade level meetings to review common pacing calendars and lesson plans.
- Data Days and Staff Development Days for ongoing review of campus and system-wide data and professional development workshops.
- Before- and after-school tutoring for remediation and acceleration.
- Targeted interventions for struggling students performing below grade level.

PAN has developed an instructional program and instructional strategies that have proven successful in increasing academic proficiency and increasing growth for students of all economic levels and ethnic groups. These strategies meet the students where they are academically and focus on helping them to grow, resulting in increased proficiency. These include:

- Daily intervention time to work with students on identified skills from the I-Ready Diagnostic assessments.
- Differentiated instruction both in the general education classroom and with Interventionists in small groups for students working below grade level in reading and/or math.
- Power Hour for Reading and Math where grade level students in K-5 receive daily instruction commensurate with their readiness/ability levels with a teacher demonstrating skills in that identified need area. For example, students receive 100 minutes each day of reading instruction. Fifty minutes is delivered in their home room using the Wonders Literacy series to teach the grade level NVACS. The second fifty minutes are for Power Hour where students receive instruction on skills commensurate with their readiness/ability level.
- Project Lead the Way (PLTW) Launch program is used in grades K-4 to infuse STEM instruction into the core subject areas. The Activity, Problem, Project model is used to build

background knowledge and experiences through hands on activities, research, and academic skills to help students solve real-world problems in STEM. PLTW Gateway is for students in Grades 6-8 and empowers students to lead their own discovery while preparing for CTE progress provided in High School and beyond.

- Use of engagement strategies such as Champs, Kagan, and Opportunities to Respond to increase student engagement and provide opportunities for all students to actively take part in each lesson.
- Accountability Talk Strategies will be used to help students engage in discourse, listen to what others are saying, and build upon one another's knowledge while solving problems.
- Successful Performance Statements will be used by all teachers at the beginning, in the middle, and at the end of each lesson to clearly communicate what objective is being addressed and what students should be able to do at the end of the lesson.
- Self-monitoring strategies are taught in all grades to help students monitor their own learning and not only communicate, but also demonstrate, to the teacher if they understand the concept, need more help, or need one-on-one help with the identified skill.

In Grades K-8, all students take the I-Ready Diagnostic three times a year. Each diagnostic shows teachers exactly where each student is at in mastering essential skills/concepts from the NVACS. It also provides an individualized learning plan for each student and provides teachers with lessons to remediate students not working at grade level. Finally, teachers are able to monitor students' growth throughout the year and communicate with parents on how their child is progressing.

Students scoring in the bottom quartile on each diagnostic will be referred to our Response to Intervention (RtI) Program. Students scoring in the second quartile will be put on our watch list and will receive interventions from our Math and/or ELA Interventionist. All students in grades K-5 will receive differentiated instruction in Reading, Writing, and Math through Power Hour Instruction in order to learn and grow at whatever level they are performing.

Identifying Needs

In grades K-8, all students take the I-Ready Diagnostic three times a year. Each diagnostic shows teachers exactly where each student is at in mastering essential skills/concepts from the NVACS. It also provides an individualized learning plan for each student and provides teachers with lessons to remediate students not working at grade level.

In grades 9-12, students will take the College Equipped Readiness Tool (CERT). CERT allows students, teachers, principals, and parents to know exactly the needs of individual students as they pursue College Readiness and high performance on state mandated assessments. CERT provides each student with an individualized learning plan and provides teachers with remedial lessons to use with students.

General education teachers will monitor student progress to identify students who are struggling in their classrooms. Teachers will attempt to identify why the students are struggling through a variety of strategies designed to facilitate the child's learning in the classroom. RtI will be the process utilized by teachers and a support team. Nevada Administrative Code [388.325](#) defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The Pinecrest model allows educationally disadvantaged students, including those in special education and those students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success at the subsequent levels of their schooling. In order to accomplish this, PAN will commit to instruction that incorporates, supports, and accommodates the following:

1. Implementation of Individual Educational Plans (IEP) for students with disabilities with appropriate supports;
2. Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services;
3. Instructional accommodations of the curriculum or procedures which do not change the standards but allow students to learn within the framework of the Nevada Academic Content Standards (NACS);
4. Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities; and
5. Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

Pinecrest Academy of Nevada will assume responsibility for programming and delivering related services to exceptional students, as identified in each student's IEP with adherence and fidelity to district, state, and federal guidelines.

Pinecrest Instructional Model

PAN uses the Pinecrest Instructional Model as the foundation for supervising and evaluating teachers within our system. It is the framework upon which instructional professional development decisions for hiring teachers, providing teacher mentorships, offering reflective practice opportunities, and coaching practices are made for all teachers in the system.

Data will be collected and analyzed using the Pinecrest Instructional Model in order to, (a) strengthen the current recruitment, selection, and hiring process to better identify teacher candidates who will be successful in PAN's classrooms; (b) structure and guide mentoring activities for novice teachers; (c) focus instructional coaching of experienced teachers on increasing student learning outcomes; (d) identify professional development needs of both novice and experienced teachers to improve the

effectiveness of teaching and learning practices; (e) provide reflective practice opportunities; and (f) ensure, through the teacher evaluation process, that teachers demonstrate framework knowledge and skills necessary for quality instruction.

The Pinecrest Instructional Model provides data that can be used to assess teacher effectiveness, identify teacher leaders for mentoring other teachers, coaching teachers in effective strategies for increasing student learning, and conducting professional staff development to increase teacher effectiveness.

Three principal sources will be used to measure baseline data and changes in teacher and administrator knowledge and practice. These will be through classroom walk-through protocols, direct observations, and student performance data.

- *Classroom Walk-Through Protocols* – Walk-Through Protocols are in place to capture a brief snapshot of the implementation of our system-wide Common Board expectations, the tracking of Blended Learning expectations, classroom management expectations, and the overall climate of the classroom.
- *Direct Observations* – Administration conducts classroom observations using the Observe 4 Success Platform. PAN’s Classroom Observation Tool is used to measure teacher effectiveness in the domains of (a) Instructional Design and Lesson Planning; (b) The Learning Environment; (c) Instructional Delivery and Facilitation; (d) Assessment; (e) Continuous Professional Improvement; and (f) Professional Responsibilities and Ethical Conduct. 80% of the Final Evaluation Score comes from these six domains and the remaining 20% comes from student growth and proficiency data.
- *Student Performance Data* includes formative and summative assessments administered to students to gather and collect student achievement and learning progress. The i-Ready Diagnostics are administered three times a year. Data from these diagnostics not only create an Individual Learning Path for each student within i-Ready, but are also used by teachers and administrators to gain an understanding of student academic progress, growth, and areas for intervention. In addition, we also analyze data from the state SBAC Exams and MAP assessments to celebrate proficiency and growth as well as look for identified standards in need of remediation.

Unique to Pinecrest Academy of Nevada, data days are scheduled throughout the year providing time for teachers and staff to focus on data results to help form future instruction and enrichment activities. A myriad of data points and outcomes are maintained virtually. This ensures that all stakeholders may visualize the urgency to keep focused on student achievement and keep involved with the implementation of instructional plans and the allocation of resources to promote student learning.

Another non-negotiable consistent across Pinecrest campuses is the use of the Common Board Configuration (CBC) for communicating instructional objectives. The CBC is posted in all classrooms

on which teachers post the daily objective, the essential questions, classroom activities, vocabulary, and home learning assignments. It is within the CBC configuration that a student would find the date, the class period, and specific course title.

Finally, Pinecrest Academy of Nevada implements the positive and proactive [*CHAMPS classroom management model*](#) by Randy Sprick in order to establish a strong school culture. CHAMPS (which stands for **C**onversation, **H**elp, **A**ctivity, **M**ovement, **P**articipation, **S**uccess) details behavioral expectations for students, allowing teachers to focus on delivering quality instruction. In addition to CHAMPS, Pinecrest utilizes [*Kagan Cooperative Learning*](#) strategies to increase student engagement and foster a culture of student unity and high academic achievement.

- Proposed changes for the next charter term and rationale
 - Speak to programs, structure, and principles²

Proposed Changes

The key design elements, programs, structures, and principles of PAN will remain unchanged during the prospective charter term. In terms of the network’s educational plan, each of the local Pinecrest Academy campuses will continue to implement unique and innovative strategies aimed at student achievement, which have proven to be successful with all student populations.

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 7 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

Please see the required template below for additional information.

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, parent and family engagement, and other relevant information to support the data provided in the Application Form. Finally, please discuss the demographics of the school as compared to the community it serves, local district, SPCSA and statewide averages. Include any plans³ that the school may be considering to address

² Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

³ If previously directed by the Authority through [action on March 4, 2022](#), these plans should include updates on the implementation of a school’s formal recruitment and enrollment plan.

any student demographic gaps so as to align to the SPCSA Strategic Plan, as well as any efforts to ensure a representative teaching staff and governing board.

Student Enrollment

The following student enrollment history across all existing PAN campuses in **Table 1** below is based on the Enrollment History contained in SPCSA’s 2023 Renewal Report issued on June 30, 2023. In general, due to its unique and successful educational model, student enrollment at PAN has consistently increased as new grades were added during the last five (5) years within PAN’s current charter contract with the SPCSA.

Table 1. Total Student Enrollment History

Total Student Enrollment History					
Grade	2018-19	2019-20	2020-21	2021-22	2022-23
K	519	687	607	621	615
1	510	675	697	627	645
2	471	650	686	719	639
3	475	621	658	699	711
4	471	623	624	662	700
5	472	619	638	643	676
6	459	613	647	671	756
7	441	546	618	632	719
8	340	483	546	598	649
9	119	242	347	385	478
10	85	118	234	311	385
11	60	65	102	199	276
12	0	52	57	85	177
Total	4,422	5,994	6,461	6,849	7,426

In the new charter term, PAN will continue to utilize comprehensive outreach to market and recruit a diverse group of student populations to enroll at the various PAN campuses. PAN will ensure that all potentially interested students and families will be welcomed to our schools and have equal access to apply, enroll, and attend. This plan includes recruiting and marketing initiatives to target the entire community with specific initiatives targeting economically-disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs, or who otherwise may be “at risk” of academic failure.

Through genuine community involvement and the collaboration between existing students, families, teachers, Board members, and community partners, PAN will consistently focus on student recruitment by hosting events at the school’s campuses that are welcome to all community members and will welcome school tours during the school year to show families what the schools are really like in action and will also be available to host parent information meetings in the evenings. PAN will also continue its efforts to recruit a diverse population by hosting a variety of recruitment and informational events at nearby parks, recreational centers, and other community locations frequented

by children and families. PAN will use its existing waitlists to fill vacancies that may occur at each campus.

Student Retention

In general, PAN's campuses typically retain in excess of 90% of their student populations from one school year to the next. PAN's campuses have few issues filling open seats each school year. For the current 2023-24 school year, as of August 28, 2023, PAN's campuses, collectively, have a current waitlist of over 6,700 students representing 85% of the network's approved enrollment cap for this school year.

Student Attendance

Student attendance is extremely important at all PAN campuses, has been a focus for PAN during the existing charter term, and will continue to be a priority during PAN's new charter term. Regular attendance in school leads to increased student achievement and students benefit from opportunities provided by the school's dedicated staff. Absences and tardiness can cause disruptions in a student's learning. PAN will work with families and community agencies to remove, where possible, causes of absences so that students may benefit from the educational opportunities offered with consistent attendance.

The Registrars at each of PAN's local campuses will be responsible for monitoring student attendance and communicating with the Administration when issues of truancy arise. PAN's Administration will work with the students and parents to ensure that students are attending school and helping them to understand the importance of regular attendance and the correlation with students regularly attending school to get the instruction needed for academic growth. The Administration will follow proper protocol for the reporting of truancy, if this becomes necessary.

Student Discipline

PAN believes in providing educational and leadership opportunities for personal growth for all students in a safe and accepting environment.

PAN's focus over the course of the existing charter term, and its desire for the prospective charter term, is a focus on preventative discipline and a restorative practice approach when dealing with student disciplinary situations. PAN believes that a consistent implementation of restorative practices enhances its network-wide behavior program, providing an alternative to exclusionary disciplinary practices in certain incidences.

These practices will allow for the administration and oversight of behavioral circumstance and compliance with restorative justice policies and procedures as applicable with the State of Nevada. For instance, PAN's Restorative Action Plan includes:

- The need to feel right to the person harmed

- The need to be “do-able” by the one who did the harm
- The need to include an action to prevent further offending
 1. Something that strengthens and supports the offender.
 2. Something that addresses underlying issues associated to the offense.

PAN has adopted a full Restorative Justice plan which is applicable to students enrolled at each of the local Pinecrest Academy campuses. For further information, please see *Attachment A – Restorative Justice Plan*.

Faculty / Staff Recruitment & Retention

PAN understands the importance of ensuring a high-quality, committed, and consistent staff of teachers and leaders. PAN seeks to hire teachers with an interest, appreciation, and/or background in a STEM curriculum. Teachers will be encouraged to utilize those skills to further integrate STEM concepts into their own classrooms.

STEM instructional strategies and methods are the best practices utilized to teach the Pinecrest Academy curriculum within the learning process. Students are the heart of PAN. Having students at the forefront has helped guide every decision, policy, and practice that has been put in place so that PAN can continue to build schools where students are successful, kind, and compassionate leaders. All school policies and curriculum foster the development of the whole child.

PAN supports the development of high-quality teachers with strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring. PAN is committed to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity, and critical thinking.

To achieve this goal, the schools must attract and retain highly-qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. PAN will develop a recruiting plan that identifies and hires effective teachers who have experience working with, or a desire to work with, at-risk students.

Faculty and staff members employed by PAN will possess the personal characteristics, knowledge base of, and belief in, the educational model and curriculum design of Pinecrest Academy, as well as an ability and motivation to work as part of a team with parental involvement. PAN will look for personnel who bring with them a sense of enthusiasm and commitment, as well as a strong belief in, and understanding of, the charter school concept.

The following information in *Table 2* below documents the retention of both licensed faculty and non-licensed staff members across all existing PAN campuses for the current 2023-24 school year and is based on surveys of the office managers at each of the local PAN campuses.

Table 2. Faculty / Staff Retention

Faculty / Staff Retention						
	Licensed		Non-Licensed		Combined	
School	Returning	Retention	Returning	Retention	Returning	Retention
Cadence	86	79.6%	86	92.5%	172	85.6%
Horizon	46	93.9%	18	100%	64	95.5%
Inspirada	43	72.9%	35	89.7%	78	79.6%
Sloan Canyon	74	77.9%	28	77.8%	102	77.9%
<i>Springs</i>	-	-	-	-	-	-
St. Rose	51	89.5%	19	90.0%	69	89.6%
Virtual	1	100%	2	100%	3	100%
Network	301	81.6%	187	89.9%	488	84.6%

Strategic recruitment, frequent feedback through observations and performance evaluations, and supportive mentoring are all components of PAN’s successful retention of such a high percentage of teachers and staff members. In the new charter term, PAN will continue to implement these best practices to maintain a similarly high retention percentage by ensuring a lasting and positive impact on student development.

To improve beyond its current staff retention rate, PAN will continue a commitment to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity, and critical thinking. PAN will also continue to attract and retain highly-qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. The school administration will identify and hire teachers and staff who have experience working with, or a demonstrated desire to work with, at-risk students.

PAN will provide the professional development and competitive compensation plans, including salaries and benefits which are comparable to other charter and district schools in our community, necessary to both attract and retain highly-effective educators and staff. PAN provides training throughout the year to assist staff members in understanding the diverse needs of the students/families attending the school. These trainings cover topics such as how to ensure academic success among student subgroups, as well as encourage family engagement and diversity, equity, and inclusion between staff and students.

Community Engagement

As a part of the education philosophy, PAN will continue to promote an environment that allows parents, teachers, and other community members to establish positive relationships with the schools to become actively engaged in support of Pinecrest Academy’s mission, vision, goals, and objectives.

Community involvement is a fundamental aspect of the mission and vision of Pinecrest Academy. Community partnerships are extremely important as they broaden the students’ opportunities to be

exposed to the quality curriculum and educational experiences both during and outside the school day. The Pinecrest network will continue to seek partnerships with community organizations that enrich school programs, after-school programs, field trips, guest speakers, etc.

Parental involvement is another fundamental aspect of PAN's mission and vision. PAN encourages parents to be active participants in their children's education through volunteer opportunities at the schools. PAN will develop a multi-tiered, comprehensive communication plan that will best fit the needs of our school community. This plan will include regularly scheduled communications, including, but not limited to,

- [Pinecrest Academy of Nevada Website](#) – The network's website will be a source of information designed to address the various needs of its families. The website will include information on:
 - o Pinecrest Academy of Nevada's mission, vision, and history
 - o School schedule and calendars
 - o Pinecrest Academy of Nevada curriculum
 - o Student/Parent Handbook
 - o Restorative Justice Plan
 - o Enrollment information
 - o Before and after school care
 - o School breakfast and lunch menus
 - o Frequently asked questions
 - o PAN's Governing Board meetings, public notices, agendas, and minutes
 - o Directory of administration and staff
 - o Uniform policy information with links for purchasing apparel
 - o News and announcements
 - o Link to the Pinecrest Academy of Nevada school app
 - o Any other pertinent information that parents may need to know
- Each of the PAN campuses will use workshops, parent meetings, open houses, and other events to regularly communicate opportunities for partnership in the education of the students through volunteering in the classroom, lunch hours, and field trips, etc. Throughout the school year, parents will be informed via e-mail, website, etc. about events and activities, including, but not limited to,

- o *Parent/Teacher Conferences* - Hosted when parents or staff request a meeting to discuss topics that affect their children's educational progress.
- o *Open Houses, Career Fairs, and Family Nights* - Events held yearly to recruit new students and maintain communication and involvement between the school and the surrounding community.
- o *Parent Teacher Organization (PTO)* – The PTO will be formed in the summer and officers are identified. PTO subcommittees will be formed with various focuses. For example, there could be a fundraising committee, charitable giving committee, etc.

The PTO coordinates extra-curricular events involving the community. Through the PTO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.

- o *Volunteering for School Events* - Chaperoning Field Trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc.
- Each PAN campus will also provide many opportunities for parents to attend school-wide events, community events, and education-focused nights. Below are some examples of events that support educational decisions and outcomes, as well as family involvement:
 - o New Family Night
 - o Meet the Teacher
 - o Back to School Night
 - o Open House
 - o Parent Conferences
 - o Internet Safety Workshops
 - o Bully Prevention Workshops
 - o PTSO General Membership & Board meetings
 - o Literacy Nights
 - o Curriculum Nights
 - o Family Movie Night
 - o Back to School Picnic
 - o Awards Assemblies

As stated in the Board’s bylaws, there will be a parent representative on PAN’s Board of Directors. In addition, the public, specifically parents, are notified of Board meetings and may be active participants at PAN Board meetings by providing public comment and bringing relevant matters to the Board’s attention.

Parent satisfaction is critical to the success of our schools. Accordingly, PAN has designed measures to evaluate parent satisfaction. Families are surveyed yearly to provide feedback on the school’s academic plan, operation, and overall performance. Parents will be encouraged to come to the principal to discuss any concerns. PAN staff and parents will work simultaneously to provide the best educational plan possible for each student’s learning needs.

School Demographics

PAN’s student enrollment history contained in **Table 3** (Student Enrollment by Race/Ethnicity) and **Table 4** (Student Enrollment by Special Population) is based on data from the SPCSA’s 2023 Renewal Report issued on June 30, 2023.

Enrollment by Race / Ethnicity

During the last five (5) years within PAN’s current charter contract with the SPCSA, the PAN network has maintained a consistent population of students by race and ethnicity. See **Table 3** below.⁴

PAN has compared its student demographic information to data from the **Nevada Accountability Portal** website maintained by the Nevada Department of Education for the 2022-23 school year for (a) the State of Nevada, (b) charter schools sponsored by the SPCSA, and (c) the Clark County School District (CCSD). See **Table 3** below.

Table 3. Student Enrollment by Race / Ethnicity

Student Enrollment by Race / Ethnicity								
Pinecrest Network	Enrollment	Asian	Black	Caucasian	Hispanic	American Indian / Alaskan Native	Two or More	Pacific Islander
2018-19	4,422	8.5	5.5	48.3	24.9	0.3	10.3	1.9
2019-20	5,994	10.2	6.1	43.6	26.2	0.3	11.5	1.8
2020-21	6,461	10.4	6.2	42.0	27.2	0.3	11.6	2.0
2021-22	6,849	10.4	5.9	41.4	27.4	0.2	12.2	2.0
2022-23	7,426	9.7	5.6	38.6	29.4	0.3	13.6	2.5
State of Nevada	484,240	5.5	12.2	28.4	44.2	0.8	7.5	1.5
CCSD	304,276	6.0	15.8	20.8	47.7	0.3	7.7	1.7
SPCSA	59,670	8.0	12.6	29.9	38.7	0.4	9.0	1.5

When comparing student demographic information for the 2022-23 school year, the PAN network has a greater percentage of students identifying as Asian, Caucasian, Two or More Races, and Pacific

⁴ Please note this data does not include any demographic information for newly enrolled students at PAN’s Springs campus in central Las Vegas which has just commenced its inaugural year in the fall of 2023.

Islander than the students enrolled throughout the entire State of Nevada, both for traditional schools and SPCSA-sponsored schools, as well as county-wide for the traditional public schools in CCSD.

On the other hand, the PAN network has a lower percentage of students identifying as Black and Hispanic than the students enrolled throughout the entire State of Nevada, both for traditional schools and SPCSA-sponsored schools, as well as county-wide for the traditional public schools in CCSD.

There does not appear to be a statistically significant difference in the percentage of students identifying as American Indian/Alaskan Native enrolled at each of these networks of schools.

Enrollment by Special Populations

During the last five (5) years within PAN’s current charter contract with the SPCSA, the PAN network has maintained a consistent enrollment of students by special populations throughout the network. See **Table 4** below.⁵

Table 4. Student Enrollment by Special Populations

Student Enrollment by Special Populations⁵				
Year	Enrollment	FRL	IEP	ELL
2018-19	4,422	22.3	9.7	*
2019-20	5,994	22.9	10.2	*
2020-21	6,461	23.4	9.5	*
2021-22	6,849	24.6	10.2	*
2022-23	7,426	25.6	10.9	*
State of Nevada	484,240	81.5	12.9	13.5
CCSD	304,276	98.1	13.1	15.3
SPCSA	59,670	46.5	9.9	9.2

Although the enrollment of FRL students in the PAN network has increased slightly over the last few years, PAN’s enrollment of FRL students still remain below the enrollment of FRL students throughout the State, at charter schools sponsored by the SPCSA, and at CCSD. However, it is important to note the PAN network implemented a 5x weighted lottery across its network of campuses beginning in the 2022-23 school year for students who are eligible for free or reduced-price lunch which aligns with the initiatives of the SPCSA.

The percentage of students with IEPs in the PAN network is slightly higher than comparable demographics of students with IEPs enrolled at charter schools sponsored by the SPCSA. However, PAN’s enrollment of students with IEPs remains below similar student populations throughout the State and at CCSD.

⁵ To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

PAN's Student Recruitment and Enrollment Plan

PAN is committed to serving a student population representative of the local communities served by each of the various Pinecrest Academy campuses and ensuring that student recruitment methods are inclusive for reaching at-risk families, such as FRL, ELL, and IEP students, and others special populations. Active student recruitment campaigns are especially important to make sure that “harder-to-reach” families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment.

The network will use comprehensive outreach and marketing measures to ensure that all potentially interested students and parents have equal access to apply and enroll at the local Pinecrest Academy schools. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be “at risk” of academic failure.

The local Pinecrest Academy network has also previously adopted a weighted lottery which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law. PAN participates in the National School Lunch Program which will likely increase the diversity of student populations by attracting students who are eligible to receive free or reduced-price lunch and would factor heavily into their decision to attend the various Pinecrest Academy campuses.

Nevada Administrative Code [388A.533](#) provides that the SPCSA, as the sponsor of a charter school such as PAN, may require the school's governing body to develop and submit a plan to the SPCSA which includes specific strategies the charter school will use to recruit and enroll a student population that is “comparable to the demographic composition of the pupil population who attend public schools within the same zone of attendance as the charter school.”

On March 4, 2022, the SPCSA issued a [Recommendation to Require Certain Sponsored Schools to Develop Recruitment and Enrollment Plans](#). The Recommendation was based on an analysis of data showing that SPCSA-sponsored charter schools, compared with local traditional school districts, serve a disproportionately smaller percentage of special student populations, especially students eligible to receive free or reduced-price lunch (FRL). PAN's Inspirada and Sloan Canyon campuses were two (2) of fourteen (14) charter schools included in the Recommendation to submit a recruitment and enrollment plan to the SPCSA by September 30, 2022.

For additional information, please refer to the proposed recruitment and enrollment plans previously submitted by school leadership of PAN's Inspirada and Sloan Canyon campuses (*see Attachment B – Recruitment & Enrollment Plans*).

Demographics of Governing Board and Teaching Staff

As openings occur throughout the prospective charter term, the board and school leadership will proactively engage in good faith efforts to encourage and welcome new members of both the teaching staff and governing board that will be representative of the student populations served at campuses throughout the PAN network.

SPCSA's Renewal Report

According to the Summary of Issued Notices and Identified Deficiencies contained in the SPCSA's 2023 Renewal Report issued on June 30, 2023, the SPCSA Board has not issued any Academic Notices to PAN.

With regard to the academic performance of the Pinecrest network, SPCSA staff finds that, according to the Nevada School Performance Framework (NSPF) ratings for the 2018-19 school year, the elementary, middle, and high schools across the Pinecrest network were operating at 4- and 5-star levels under the NSPF ratings. Additionally, all Pinecrest network campuses either met or exceeded standards according to the 2021-22 SPCSA Academic Performance results. If NSPF ratings were issued for the 2021-22 school year, all existing PAN campuses would have been rated at least 3-stars.

SPCSA's Site Visits

SPCSA staff conducted sixteen (16) distinct site evaluations of various campuses within the local Pinecrest Academy network during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including school-wide mission alignment, preparing students in elementary for known upcoming curricular challenges in middle and high school classes, aligning core content with ever increasing levels of vocabulary and subject matter rigor due to previous student experience in lower grades, and staff to student lasting relationships.

PAN's network of schools were found to maintain strong use of data to effectively inform resource and curricular decisions. When asked how data was used to make curricular decisions, the leadership teams said they look at WIDA for English language learners' needs and MAP for general population needs. Data is used for student placement, small group instruction, and targeted support. Administration data chats occur routinely with data analysts and consultants at K-12 Schools.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term

The actual calendar for the first school year of the new charter term in 2024-25 has not yet been proposed and approved by the PAN Board.

However, a typical annual academic calendar for Pinecrest Academy of Nevada schools centers on a 180 day, 9-month schedule. PAN schools typically start on August 1 for teachers and August 15 for

students. This two-week period allows for professional development, onboarding, and classroom set-up before students arrive. PAN schools usually plan for 2-3 days of Professional Development (PD) throughout the year and six Data Days where students attend school 3.5 hours and then teachers receive training, review data, and plan for instruction for the remainder of the day. These data days are used to provide training based on the needs of the students teachers currently serve and/or toward the Pinecrest Instructional Model.

See Attachment C – Pinecrest Calendar for 2023-24.

- **Daily schedule for all grade levels**

The actual daily schedule for each of the grade levels offered for the first school year of the new charter term in 2024-25 has not yet been proposed and approved by each of the separate PAN schools.

In general, at Pinecrest Academy schools, students attend school for 420 minutes. Most individual school campuses start at 8:00 a.m. and dismiss at 3:00 p.m.

- In elementary school (Grades K-5), students receive 150 minutes a day in English Language Arts, 90 minutes a day for mathematics, 50 minutes for fine arts and/or physical education, 50 minutes for lunch/recess/transitions, 50 minutes for science or social studies, and 30 minutes for intervention.
- In middle school (Grades 6-8), students receive 90 minutes of ELA instruction, 90 minutes for mathematics, 45 minutes for Social Studies, 45 minutes for Science, 100 minutes for electives and 50 minutes for lunch, recess and transitions.
- In high school (Grades 9-12), 50 min for ELA, 50 minutes for Mathematics, 50 minutes for Science, 50 minutes for Social Studies/History, 100 minutes for electives, and 60 min for lunch, passing, and health wellness.

The extra forty-nine minutes ensure STEM instruction is infused into the core subject areas and students have more time to practice and master essential grade-level skills.

See Attachment D – Pinecrest Daily Schedules for 2023-24.

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that remain unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement as well as a plans to monitor for potential disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in proficiency and/or growth between different student groups (ex. race/ethnicity, FRL, EL, IEP).

Key Design Elements and Instructional Strategies for the New Charter Term

Whole child. Students are the heart of PAN. Having students at the forefront has helped guide every decision, policy, and practice that has been put in place so that PAN can build schools where students are successful, kind, and compassionate leaders. All school policies and curriculum foster the development of the whole child.

Students are expected to engage, collaborate with peers, and share their ideas in class in each lesson; using these expectations, teachers are given multiple opportunities to check on student understanding of the topics and to connect with students in their class. Students spend time sharing respectfully with peers, growing their knowledge, and growing their connections with each other.

The lessons at PAN are rigorous and expectations are high for all students. ELA, Social Studies, and Science lessons are built around high-quality texts that are typically above or at grade level. Students engage in the study of these texts with scaffolded, teacher planned, supports to help students take apart the text and investigate the vocabulary and build an understanding through small group discussions and whole group discussions that are all student-focused.

Data-Driven Instruction and Student Support. PAN's educational model seeks high levels of academic performance and growth through a robust system of internal assessment, ongoing monitoring, constant communication with parents and families, and support services for all students, including, but not limited to, students requiring ELL, Gifted and Talented, and Special Education Services. Student data is also carefully monitored throughout the year using interim diagnostics and frequent curriculum-based assessments. Access to a high-quality rigorous curriculum for students and ongoing, job-embedded, and sustained professional development for teachers are non-negotiables. Frequent use of data to guide instruction and the use of the iReady program are also non-negotiables.

Project-based learning has proven to be a cornerstone at PAN because it allows students to think critically, make confident decisions, and solve problems creatively. Teachers collaborate with team members to develop curriculum-based and project-based learning lessons that meaningfully develop students' efficacy. Throughout all of these practices, teachers thoughtfully weave oracy and rigor into each lesson.

Remediating Academic Underperformance

Students who are seen to have academic or behavioral challenges are discussed by an interdisciplinary team and are provided with leveled support and Response to Intervention (RtI) using research-based materials. Interventions are monitored and students are always provided with support that support our whole-child approach.

A Response to Intervention Team (RtI) (administrators, strategists, general education teachers, special education teachers) will analyze data collected through various sources (iReady, MAP, Easy CBM, Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)) to collaboratively develop

instructionally-focused calendars with timelines for addressing targeted strands, as denoted in assessed benchmarks. Teachers will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

This RtI team will identify students who are at risk through the universal screening process and who are not already identified with an IEP. The team will then notify the parent(s)/guardian(s) that the child has been identified as underperforming and will be provided interventions in areas of deficiency.

The team will write goals for the identified student in the area of deficiency, provide interventions, and monitor weekly progress. The interventions and progress-monitoring tools provided will be those validated through research and determined effective by the Pincrest system of schools. The RtI team will review the student's progress every five weeks and will adjust instruction when a student does not show progress. Teachers will attempt a variety of interventions and strategies that will help to facilitate the child's learning/growth within the classroom. The level of intervention can be intensified by providing increased time daily or weekly, changing intervention group size (small group to one-on-one), or through a combination of intervention efforts.

Academic remediation efforts will be reviewed annually at the end of each school year to determine the success of the efforts. Modifications and/or improvements will be made as needed for future practice.

During periods of the day, PAN will differentiate students in grades K-5 using a "Power Hour" model. Students will be grouped with other students at or near their ability level in the content areas of Reading and Mathematics. These students will receive instruction commensurate with their ability level in classrooms taught by their grade level teachers. This elementary plan will ensure that all students, including gifted students, will be supported academically.

In secondary grade levels, PAN will schedule students in their classes based on their ability level and credit status. Students will receive instruction based on grade level content standards commensurate with their ability levels.

Through this unique curriculum, students have opportunities to engage in both predictable and unpredictable real-world situations, which ensures relevance. Students are empowered to create positive relationships with peers, parents, teachers, and community mentors.

PAN utilizes several performance management systems, processes, and benchmarks to formally measure, assess, and evaluate both academic and non-academic performance of each school campus, individually, and network as a whole. Fundamental features of PAN's performance management of its academic plan will remain unchanged for the new prospective charter term and include the following:

Instrumentation – Select universal screeners and standardized assessments are used by PAN to monitor students' academic progress, academic performance, and trend analysis. Commercially appropriate

assessments, instruments, and curriculum will be used to assist in the development of daily lessons, weekly units of instruction, and short and long range instructional goals. Pinecrest campuses will use one or more of the following assessments: EasyCBM (CBM), Educational Software for Guiding Instruction (ESGI), Developmental Reading Assessment (DRA), Slossen, Core Phonics, I-Ready Diagnostics, Measure of Academic Progress (MAP), College Equipped Readiness Tool (CERT), World-Class Instructional Design and Assessment (WIDA), Nevada Alternative Assessment (NAA), Smarter Balanced Assessment Consortium SBAC, Science CRT, and Brigance to provide insight into further classroom instruction. In addition, teacher- created informal formative assessments will be used to monitor student progress on a daily basis.

Data Collection – PAN teachers will use the I-Ready Diagnostics to screen students at the beginning, middle, and end of the year to determine current levels of academic performance. As needed for Response to Intervention (RtI), teachers will also progress monitor students using one of the tools mentioned above on a biweekly basis. Once the data from these screeners has been analyzed and interpreted, instructional objectives will be determined. Along with state mandated assessments, a variety of data points will be collected. These data points will be assembled virtually and shared in grade-level meetings along with other student performance artifacts for the purposes of reporting individual student growth and progress for teacher and administrative use in creating meaningful and purposeful instructional activities to meet the needs of all students.

Data Analysis – PAN will form data teams composed of grade level teachers and groups of instructors who teach similar content such as math, ELA, science, and social studies. The purpose of these data teams will be to assist in monitoring student progress. Data teams will compile progress-monitoring data on a quarterly basis (or during interim testing and when evaluating instructional impact) and will disaggregate the results for cohorts. Data teams will meet at minimum quarterly to evaluate data and correlate to instructional decision, review progress-monitoring data at grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; as well as facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Instructional Changes and Interventions (Corrective Actions) Based on Data – Administrators and data teams will use data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Students who are identified as academically “at risk” via the universal screening process and who are not already identified with an IEP, will be referred to PAN’s Student Academic Behavioral Intervention Team (SABIT). PAN’s SABIT team will be comprised of a staff member from every general education grade level and the special education teacher or designee selected by the teacher.

The SABIT team notifies the parent(s) that his/her/their child will be entering the SABIT program, which will provide interventions in all areas of the student's deficiencies.

Once the student is identified, the SABIT team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tool provided would be interventions and tools that have been validated through research and determined effective by the SABIT team. The SABIT team reviews the student's progress according to the progress-monitoring data every two weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

Restorative Discipline

PAN's Restorative Discipline Plan is a successful model that fosters meaningful relationships between staff and students as well as students with their peers. The model ensures that clear expectations have been established, and there is consistent follow-through in regard to discipline. The plan is designed to ensure that there is no disproportionality between student discipline in regard to race, gender, or ethnicity. School leaders have learned based on communications and site visits to watch for behavior issues when there are times such as passing through the halls, where there is less structure.

PAN's Restorative Discipline Plan includes:

- Coaching students to understand the consequences of their actions and the effects those actions had on others.
- Helping young people to gain and demonstrate empathy to the person harmed.
- Providing space and assistance in restoring relationships and minimizing future harm.
- Working as a team to support addressing underlying issues associated with the behavior.

Monitoring for Disproportionate Discipline Practices

PAN's disciplinary policies and practices will comply with all applicable laws, regulations, and policies to ensure that disciplinary infractions involving all student subgroups involve appropriate team members and consider all relevant aspects of 504 Plans and IEPs. Specifically, PAN will ensure that all students receive adequate due process, including, but not limited to, a consideration of whether the behavior exhibited is a manifestation of a student's special needs. Additionally, PAN maintains disciplinary records to track incidents involving minority and disabled students to ensure that serious disciplinary consequences are not disproportionately issued to these student populations.

Addressing Opportunity Gaps

PAN will provide the necessary interventions to support student underperformance. At the start of each school year, students will participate in academic screening to immediately identify areas of concern. Parents will be notified to discuss their progress and work collaboratively to create a plan for improvement. In addition, parents will be notified of changes based on progress monitoring data and any necessary changes made to the student's individual plan.

Remediation may occur during the school day as well as outside of the school day through after school tutoring. The success of remediation will be measured through the progress monitoring of each student's individual goals. The time set aside daily for intervention for struggling students will also be used to provide enrichment activities for those students who are at grade level or above. The goal is that 75% of students will meet stretch growth (more than one year's typical growth) as measured by iReady annually, and this percentage will be monitored closely for all sub-populations in order to ascertain if students who are not currently at grade level will be able to reach grade level standard within a three-year period.

Currently, the school has dedicated math and reading interventionists and has instructional coaches to help support teachers as they collaborate on lesson plans, evaluate assessment data, and create additional supports to target specific interventions.

The priorities established to drive achievement are the utilization of the iReady assessment as it was designed to be implemented. It is scheduled as part of our day-to-day operations with built-in time to carefully analyze the results. Instruction is designed with these results in mind and additional supports are created more plentifully. Professional Learning Communities (PLCs) have been instituted in order to have productive dialogue among the instructional staff with specific conversations centered around student growth in ELA and mathematics.

Furthermore, PAN will address opportunity gaps and maintain accurate data files of student achievement and work with site based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual's student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.

- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

One of the most important aspects of ensuring the success of all students, especially low performing students, is to use data effectively, monitor academic progress and inform instruction, and encourage incremental progress over time. The school-wide infusion of the Growth Mindset facilitates the encouragement of perseverance and grit. PAN plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This early warning system will include the following indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in-school or out-of-school;
- Course failure in English, language arts, or mathematics during any grading period; and
- A Level 1 score on SBAC assessments in ELA or mathematics, or for students in kindergarten through grade 3, a substantial reading deficiency (25th percentile and below) based on the state-wide adopted assessment, MAP.
- Stagnant growth based on the iReady tools.

Finally, if the school currently provides distance education and plans to continue doing so under a renewed contract, please include responses to the following questions as required by NRS 388A.725(3) and NRS 388A.725(4):

PAN currently provides a blended or hybrid virtual distance education program at Pinecrest Academy Virtual (PAV) and plans to continue doing so under this renewed charter contract. This virtual education program operates under the leadership team at PAN's existing Cadence Campus.

PAV has three key components to its education model. First, a home-based facility within an existing charter program, which allows the students to connect with a school and go to receive tutoring support and participate in extracurricular activities. Second, a three-tier personalized instructional system of academic rigor which provides the appropriate level of autonomy for a student to utilize online instruction versus the amount of time a student is required to be in the classroom. By having an appropriate evaluation system, today's learners utilize both technology and the teacher to advance their academic progress appropriately. Third, PAV implements the highest quality in educational technology tools from curriculum with built-in assessments through learning management systems.

PAV's three-tier instructional model allows the virtual school to target a full range of students from deficient through high performing. Although PAV is not 100% online and onsite attendance is required, PAV's model appeals to students who do not find enough time or flexibility in traditional school settings. This could be due to work needs, social and special needs issues, medically fragile,

single parents, high performing athletes, or other activities requiring time away from a traditional school setting.

PAN expects all students participating in this virtual education program at PAV to be prepared for success in college and/or career. Students at PAV have access to the Pinecrest Academy Instructional Model. Students enrolled at PAV build on the consistent core curriculum and virtual education programs as well as professional development opportunities in order to achieve similar levels of success to students enrolled at other PAN campuses.

- The support available to each pupil, in his or her home or community, including, without limitation, the availability and frequency of interactions between the pupil and teachers;

Support for Distance Education Students

Preparing students to be successful in rigorous college and career readiness standards requires students to master the skills and knowledge directed by these standards; PAV offers students and families options for differentiated-learning opportunities in distance education. PAV provides a unique distance education program that balances instructional support and student autonomy while ensuring students are supported every step along the way.

Teachers will contact students one time per week as mandated by NDE program requirements to support students, gauge academic progress, and ensure successful course completion. In accordance with [NRS 388.866\(1\)\(a\)](#), the governing body of a charter school shall ensure that, for each course offered through PAV's distance education program, a teacher

- (1) provides the work assignments to each student enrolled in the course that are necessary for the student to complete the course;
- (2) meets or otherwise communicates with the student at least once each week during the course to discuss the student's progress; and
- (3) provides the student and the student's parent or legal guardian with the objectives of the course, the timeline for completion of the course, and the method by which the progress of the pupil will be assessed.

Similarly, in accordance with [NAC 387.193](#), PAV will use an electronic learning management system (LMS) or a master register of enrollment and attendance to track the enrollment, attendance, progression, and participation of a student enrolled in a course of distance education offered through a program of distance education provided by PAV. Student attendance and participation in courses are tracked in the LMS each time a student logs into their course. Time is tracked by minutes and seconds.

Students enrolled in distance learning courses are required to interact with their teacher one (1) time per week. All weekly two-way communications between teachers and students are logged into the

student information system (SIS) or collected on a data sheet and stored for seven (7) years. The attendance reports reflect real-time data that complies with the weekly communication requirement for attendance and are generated by designated school staff every week.

In addition to documenting weekly two-way interactions between teachers and students, staff can also generate a time-logging report in order to ensure that the students are logging into their virtual courses and submitting coursework in accordance to deadlines in the course pacing guide. The attendance record will be generated on a monthly basis, signed by the teacher of record, and placed in each student's school file.

Reporting is versatile with teacher and administrator reports available by single or multiple students. An item analysis is available for all work and assessments by student or by class. The program's platform is able to provide performance graphs, enrollment lists, and other custom reports as required. Administrator reports can provide a diverse array of important data including demographics, teaching and learning effectiveness, ability to roll up or drill down from a school-wide report to individual students. Administrator reports can track and target groups for learning gains and progress on course recovery. Further, reports can be viewed online by students or their parents or guardians and automatically sent to their email to update them of their progress in real time. Each level of user has a secure logon to access available information and data.

- The methods the charter school for distance education will use to administer any test, exam or assessment required by state or federal law;

Administration of Tests, Exams, and Assessments

The digital curriculum and ongoing teacher assessments (formative and summative) will be used to measure academic success. Diagnostic and ongoing formative assessments throughout the teaching and learning cycle are utilized to inform the instructional staff of student academic progress in real time, which in turn will impact the student's fluid movement through the online curriculum.

Assessments will be varied and valid. Assessments will be in the form of self-checks, practice lessons, auto-graded (including multiple choice and short answer), writing assignments (from the paragraph to creative writing to the research paper), peer review, project or problem-based, oral assessments with the instructor, and synchronous and asynchronous collaboration amongst students. Teachers will use a data dashboard and instructional reports as a guide in order to provide interventions and document student academic progress.

PAV teachers will monitor submitted coursework within the online grading system. Workbooks, checkpoints, unit and final exams are graded by the system with the exception of open-ended response questions. All graded items within the system are automatically reported within the gradebook. Discussion boards, projects and any open-ended response question is graded by the teacher using a variety of rubrics that demonstrate levels of mastery. These teacher-graded items are manually entered into the gradebook by the teacher.

Required course assessments will be set to provide a specific testing window as well as an allotted amount of time within which the students can take the assessments. In addition, in order to ensure academic integrity, the students are to submit all short, long responses and essays through TurnItIn (plagiarism scan software).

End-of-course assessments are an integral part of the virtual curriculum. PAV will administer all required state assessments in a safe and secure environment, free of distractions, and within the timeframe required. PAV, according to state and federal law, will use licensed staff as assessment proctors. All proctors will be trained and certified to be a qualified proctor based on state requirements.

Students will utilize their own device and take tests, examinations, or assessments in a space designated for proctored final exams. Students will be allowed paper, pen/pencil, and calculator, if required. The proctor will ensure that the only browser open is the one accessing the final exam.

- The methods the charter school for distance education will use to assess the academic success of pupils; and

Assessing Academic Success of Distance Education Students

PAV believes every student who enters its doors has the potential to achieve academic success and become a valuable contributor to the community. It is PAV's goal to ensure each student is ready academically to enter college and career.

PAV expects all students to graduate with knowledge that leads to a successful college career or post high school position. PAV will do so by providing multiple interventions and mastery-based assessments to fill achievement and knowledge gaps. PAV will provide comprehensive curriculum and instructional methods with the rigor and relevance necessary to be academically successful in PAV's blended learning environment. PAV believes the key for student engagement and success is through developing the relationships necessary for students to collaborate and work with one another.

PAV provides a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. PAV's blended or hybrid distance education program will utilize ongoing assessments, engaging activities, the creation of a strong community environment, and regular parent involvement to achieve student success. In this manner, PAV is purposefully focused on the outcomes that all students become equally successful as lifelong learners and responsible citizens.

- The criteria pupils must meet to be eligible for enrollment at the charter school for distance education.

Eligibility for Enrollment of Distance Education Students

PAV will utilize a wide range of communication modalities to share its mission openly, and without bias, for the purpose of recruiting students who would benefit from a distance education curriculum for students. Utilizing both traditional and digital media, PAV will endeavor to provide greater access

for interested students and families as messages can be targeted for specific needs, such as disability, academic struggle, family poverty, or other extenuating circumstances. Specifically, PAV communicates its mission and virtual education opportunities to students and families through the following mediums in multiple languages in a good faith effort to reach a broad range of students, including low-income, multicultural students, English Learners, and any other group of students who are at risk of academic failure:

- *Social Media* – Messages will be posted on social media platforms such as Facebook, Twitter, and Instagram.
- *Direct Mail* – Direct mail will be used to target those students in the subject grades near campus.
- *Mobile Campaigns* – PAV will utilize the latest technologies to message mobile devices either through search, social media, or geo-targeted messages.
- *Open Houses* – PAV will hold regular open houses to welcome students, parents, and guardians interested in touring the Cadence campus that houses PAN's virtual school and learning more about its highly engaging education.
- *Community Outreach* – PAV will participate in community events and meetings to share its message and to make the PAV staff available for questions and comments. PAV is a part of the communities and seeks to help those in the community who are in need, by providing quality education options and by participating in community outreach.

PAV's school leadership will work with other members of the administration and staff to ensure they are familiar with expectations of recruitment, professional development, and procurement of curriculum as it pertains to distance education. PAV will also clearly articulate the process for enrolling students in the program is as follows:

- Students will be advised of the availability of the courses through the distance education program at the school.
- Students will be directed to the counselor who will evaluate the student's academic record and make course recommendations to student and parents and will verify that the program is appropriate before proceeding.
- No home-schooled students will be accepted into the program.
- Enter into a written agreement with the pupil and the pupil's parent or guardian outlining the objectives of the course, the timeline for completion of the course, and the method by which the progress of the pupil will be assessed.
- The consent form needs to be signed. The student will create an account in the SIS and request the desired courses.

- The school counselor will review the student’s academic information, verify the student selected the appropriate courses, and then electronically approve the student for enrollment.
- The distance education program staff will then enroll the student in the virtual courses.
- Upon enrollment, the student will be directed to the Student Orientation course if it is the first time the student takes a virtual course with the program. The Orientation is available to all students upon logging into the software program.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board’s capacity, skills, and qualifications for continued successful implementation of the school’s design, as well as a growth plan for adding/replacing board members that support the school’s success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement in response to past performance, including board training and development. Additionally, should the school contract with a Charter Management Organization (CMO) or Education Management Organization (EMO), this section should speak to the oversight and monitoring by the local board of the services provided by these organization(s)

Governing Board’s Capacity & Success

PAN’s Governing Board has been deeply committed to the school since its inception. Although board members have transitioned out of the board for personal and professional reasons during its charter term, each current board member is committed to the ideals of the Pinecrest Academy.

PAN’s current Board Members have the necessary capacity to support Pinecrest Academy’s charter schools during the renewal term by providing the necessary educational, financial, and operational vision and governance. PAN’s governing body currently consists of the following seven (7) members representing diverse areas of expertise in the fields of legal, real estate, accounting, finance, insurance, education, and marketing in compliance with [NRS 388A.320](#) and are leaders in the community.

Board Chair Coby Sherlock currently serves in his professional capacity as a mortgage lender. Coby’s passion for education drives him to serve his community by contributing to local government, service organizations, and various community outreach programs.

Board Vice Chair Marni Watkins serves as an in-house attorney with Fidelity National Law Group handling real estate disputes. Marni also has legal experience in handling commercial, construction, general, and tort litigation. Marni also has a child attending Pinecrest St. Rose.

Board Treasurer Chong Nam is a parent of a Pinecrest student who also serves in his professional capacity as a portfolio manager in the financial services industry. In that role, Chong has utilized a collaborative and sensible approach in his work with numerous non-profit organizations and help to create operating and capital budgets.

Board Secretary Jennifer Williamson is a life-long educator who has taught middle school English/Language Arts, high school English, and worked as a secondary reading specialist. After earning a Master's degree in School Counseling and a Ph.D. in School Counselor Education, Jennifer currently serves as an Assistant Principal at Sports Leadership and Management of Nevada (SLAM).

Board Member Tyre Gray is an attorney who currently serves in a professional capacity as the President and Chief Executive Officer (CEO) of the Nevada Mining Association. Tyre began his career working in schools serving as a support staffer at an at-risk learning academy in San Diego which demonstrates his passion for education.

Board Member Danielle McDowell serves in her board capacity as a highly experienced educator and administrator in the charter school community with more than ten (10) years of experience as a K-8 Lead Teacher, a K-8 Assistant Principal, a K-8 Principal, and, currently, a Middle/High School Principal. In addition to her experience in Nevada charter schools, Danielle also previously served for twelve (12) years as a 1st, 3rd, and 5th grade teacher for the Clark County School District (CCSD).

Board Member Patricia "Patty" Charlton is a more than 40-year resident of Southern Nevada who recently retired as Vice President / Provost of the Henderson campus and Chief Facilities Officer of the College of Southern Nevada where she had worked in numerous capacities since 1995. Patty also serves the local educational community on the Bond Oversight Committee of CCSD.

For additional information, please refer to ***Attachment E – New Board Member Recruitment Procedure*** included in the PAN board's latest Bylaws. Specifically, the Bylaws describe the responsibility of existing Directors to identify new persons to serve on the Board. When vacancies arise, the board creates a description of the board member role with specific qualities the board is looking to add, ensuring compliance with statutory requirements, and ensuring a diverse set of skills necessary to successfully oversee the school. The board advertises vacancies on the school's website and through direct communication, such as email, letters, etc., to parents of enrolled students.

Finally, the Board is committed to recruiting new board members as much as practical to represent the diversity of the communities that are served by the various Pinecrest Academy schools and to avoid domination of the Board by members of the same religious, ethnic or racial groups, or related parties. PAN will also continue to recruit parental, educator, and community involvement in order to ensure the effective governance and financial, operational, and academic operation of the school.

Organizational Improvements / Board Trainings

The Board conducts an annual continuing training program focused on governance, academic accountability, and financial oversight. These trainings also include participation in annual state and national charter school conferences. This charter term each Governing Board member will participate in a minimum of four (4) hours of professional development annually which will include, but not be limited to, attendance at the National Charter School Conferences to learn about best practices, involvement in the Charter School Association of Nevada, and other training of fiscal management

for nonprofit organizations. Board Officers will attend a minimum of two (2) hours of professional development specific to their office within the four (4) hours required annually. PAN Board members are encouraged to participate in the SPCSA Governance Training. The board has also had training on Nevada Open Meeting Law and new members receive on-boarding at the beginning of their terms.

PAN is in the process of researching additional trainings on board member responsibilities and governance from the recommended vendors and other nationally well-known charter school support trainers. For instance, the Board may receive training to understand the performance dashboards provided to enable the board to maintain appropriate oversight over the financial, operational, and academic performance. And, if necessary, the PAN Board will receive additional professional development necessary to help guide them through the necessary elements of any corrective action plan it develops to address underperformance.

Oversight and Monitoring

The PAN Board is also committed to overseeing and monitoring the Educational Management Organization (EMO), Academica Nevada, as well as all vendors used by the school. The PAN board is also following the SPCSA's development of standards and training for effective boards and looks forward to implementing best practices as guidance is released.

For instance, see *Attachment F – EMO Evaluation Rubric* which represents the Board's latest robust and comprehensive annual evaluation of the performance of PAN's contracted EMO, Academica Nevada. The purpose of this evaluation rubric is to provide the board with pertinent objective standards for the governing body to evaluate whether the EMO is performing its duties and services in a satisfactory manner and whether PAN is satisfied with the contractual relationship with its current EMO. The evaluation was completed by at least a majority of the Governing Board as well as PAN's school leaders since school leadership works closely with various representatives of the EMO on a more consistent basis. The EMO Evaluation Rubric includes rubrics for the following duties and services provided by Academica Nevada:

- Board Management
- Facilities Services
- Finance
 - Accounting
 - Accounts Payable
 - Budgets and Bonds
 - Payroll
- Grant Development
- Growth and Development (Charter Amendments and Renewals)
- Infinite Campus
- Legal Services

- Marketing / Design
- National School Lunch Program (NSLP)
- Procurement of Furniture / Curriculum
- Registration
- School Safety
- State Reporting
- Teacher Recruitment & Licensure
- Travel

SPCSA’s Renewal Report

According to the Summary of Issued Notices and Identified Deficiencies contained in the SPCSA’s 2023 Renewal Report issued on June 30, 2023, the SPCSA Board has not issued any Organizational Notices to PAN.

Finally, with regard to the organizational health and performance of the local Pinecrest network, SPCSA staff finds that the performance of the network has been strong over the current charter term. PAN was found to be “Meeting Standards” for the 2018-19, 2019-20, 2020-21, and 2021-22 school years according to the SPCSA Organizational Framework.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Board Member Roster (page 8 of this application). Note that only names, contact information and Board leadership information are required. Information provided in this section should match Epicenter.

For additional information, please refer to *Attachment G – Board Member Information Sheet*.

- Board Chair Assurance Statement & Signature (see page 11 of this application)

Please see the Board Chair/Member Assurance Statement & Signature below.

- For schools contracting with a CMO or EMO, a copy of a draft contract for the upcoming term.

Please refer to *Attachment H – EMO Contract* for a copy of PAN’s latest EMO contract with Academica.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

PAN's Governing Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica is responsible for the school's bookkeeping, financial reporting, and financial liability. The Board reviews financial statements, at a minimum, once per quarter. The Board and Academica will work with and train the school principals and office managers in all financial policies and procedures.

The school principal will supervise the day-to-day cash collections at the school. The person designated to draw all orders in pursuant to [NRS 388A.420](#) for the payment of monies belonging to the charter school is the Principal. Each campus employs an office manager to work with Academica. All claims for payment from charter school funds are processed by Academica in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

Academica will meet with school principals during the development of annual budgets to collaborate in creating a complete budget. Academica will then present annual budgets to the Board for their consideration. Each campus principal is responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

The Board outsources payroll processes to a third-party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent who will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may not incur an obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy.

In all cases, the expenditure of charter school money, except payrolls, requires the use of the requisition and purchase order system. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

PAN complies with all applicable financial procedures for charter schools. The Board has adopted sound financial policies and accounting procedures in accordance with Nevada Law. These policies, identified in PAN's adopted Financial Policies and Procedures Manual, ensure effective internal controls over revenues, expenses, and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities. The Nevada SPCSA Financial Framework is used as a tool to gauge PAN's short-term financial health and long-term financial sustainability. The financial measurements are as followed:

- Short-term Financial Health
 - Measure 1: Current Ratio
 - Measure 2: Days Cash-On-Hand
 - Measure 3: Enrollment Forecast Accuracy
 - Measure 4: Debt Default
- Long-term Financial Sustainability
 - Measure 1: Total Margin
 - Measure 2: Debt to Asset Ratio
 - Measure 3: Cash Flow
 - Measure 4: Debt Service Coverage Ratio

SPCSA's Renewal Report

According to the Summary of Issued Notices and Identified Deficiencies contained in the SPCSA's 2023 Renewal Report issued on June 30, 2023, the SPCSA Board has not issued any Financial Notices to PAN.

Finally, with regard to the financial performance and viability of the local Pinecrest network, SPCSA staff finds that PAN has exhibited adequate financial performance over the current charter term. PAN was found to be "Meeting the Standard" for the 2018-19, 2019-20, and 2020-21 school years according to the SPCSA Financial Framework.

During the SPCSA's board meeting on August 25, 2023, the Authority adopted the recommendation in the [Action Memo](#) for SPCSA staff to conduct ongoing monitoring under the Organizational Performance Framework to monitor PAN's progress in resolving certain limited deficiencies and findings from the network's latest financial audit related to "Debt to Asset Ratio" and "Cash Flow Measures." It is important to note that PAN otherwise "met the standard" for financial performance related to the five (5) other indicators that staff actually rated (*one additional "Enrollment Variance" indicator was not rated*).

Please upload with your renewal application the following school board-approved documents:

- Budget for the current and upcoming fiscal year (FY25)⁶

Please see [Attachment I – SPCSA Budget Template](#) for PAN’s current (FY24) and upcoming fiscal year (FY25).

6. Additional Information from the Governing Board Supporting Renewal

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.

Please see [Attachment J – Board Meeting Agenda & Minutes](#) for a copy of the agenda and draft minutes from the meeting where the PAN Governing Board voted to approve the submission of this renewal application.

⁶ Applicants should use the budget template provided by the SPCSA. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

OVERSIGHT

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under charter contacts are based on historic performance data as evidenced by both the NSPF Performance Framework as well as the SPCSA Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school, and the SPCSA Organizational Framework will be used to assess the overall organizational capacity of the school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state, and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

2023 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Pinecrest Academy of Nevada (PAN) Address: See <i>Figure 2</i> below for campus addresses. Phone: See <i>Figure 2</i> below for campus phone numbers. Website: https://www.pinecrestnv.org/	
School Leader Name & Contact Info	Name: Michael O'Dowd Title: Lead Principal Contact info: Michael.ODowd@pinecrestnv.org	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Coby Sherlock Email: Coby.Sherlock@pinecrestnv.org Phone: 615-715-7245
	Vice Chair/Vice President	Name: Marni Watkins Email: Marni.Watkins@pinecrestnv.org
	Treasurer	Name: Chong Nam Email: Chong.Nam@pinecrestnv.org
	Secretary	Name: Jennifer Williamson Email: Jennifer.Williamson@pinecrestnv.org
	Member	Name: Tyre Gray Email: Tyre.Gray@pinecrestnv.org
	Member	Name: Danielle McDowell Email: Danielle.McDowell@pinecrestnv.org
	Member	Name: Patty Charlton Email: Patty.Charlton@pinecrestnv.org

Pinecrest Inspirada 2840 Via Contessa Henderson, NV 89044 (702) 473-5777	Pinecrest Horizon 1360 S. Boulder Hwy Henderson, NV 89015 (702) 749-3500	Pinecrest St. Rose 1385 East Cactus Ave. Las Vegas, NV 89183 (702) 750-9150	Pinecrest Cadence 225 Grand Cadence Dr. Henderson, NV 89015 (702) 202-2227
Pinecrest Sloan Canyon 675 E. Dale Avenue Henderson, NV 89044 (702) 462-9700	Pinecrest Virtual Now Enrolling 6-11 2023-2024 School Year Apply Now!	Pinecrest Springs Now Enrolling K-3 2023-2024 School Year Apply Now!	

Figure 2. School Contact Information for Pinecrest Campuses

ACADEMIC PERFORMANCE⁷

2021 - 22 SPCSA Academic Performance rating	Cadence ES	Cadence MS	Cadence HS
	Exceeds Standards	Meets Standards	Exceeds Standards
	Horizon ES	Inspirada ES	Inspirada MS
	Meets Standards	Exceeds Standards	Exceeds Standards
	Sloan Canyon ES	Sloan Canyon MS	Sloan Canyon HS
	Exceeds Standards	Exceeds Standards	Not rated
	Springs ES	St. Rose ES	St. Rose MS
	n/a	Exceeds Standards	Exceeds Standards
	Virtual		
	Not rated		
2021 - 22 NSPF Index Score⁸	Cadence ES	Cadence MS	Cadence HS
	83.0	71.0	87.2
	Horizon ES	Inspirada ES	Inspirada MS
	80.5	92.7	97.2
	Sloan Canyon ES	Sloan Canyon MS	Sloan Canyon HS
	92.5	84.4	n/a
	Springs ES	St. Rose ES	St. Rose MS
	n/a	83.5	94.4
	Virtual		
	n/a		
2019 - 20⁹ NSPF Rating <i>Complete campus boxes as may be applicable</i>	Cadence ES	Cadence MS	Cadence HS
	★★★★	★★★★★	n/a
	Horizon ES	Inspirada ES	Inspirada MS
	★★★★	★★★★★	★★★★★
	Sloan Canyon ES	Sloan Canyon MS	Sloan Canyon HS
	n/a	n/a	n/a
	Springs ES	St. Rose ES	St. Rose MS
	n/a	★★★★	★★★★★
	Virtual		
	n/a		

⁷ For schools applying for a third charter term or beyond, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

⁸ The Nevada Department of Education (NDE) calculated NSPF index scores for the 2021-22 school year but did not calculate corresponding star ratings.

⁹ Due to COVID-19, the Nevada Department of Education (NDE) applied for and was granted a 2019 – 20 school year waiver from the US Department of Education for certain assessment, accountability, school identification, and reporting requirements established by the Every Student Succeeds Act (ESSA). Accordingly, for the 2019 – 20 school year, Nevada statewide assessments were not administered and the NDE did not calculate Nevada School Performance Framework (NSPF) school ratings,

2018 - 19 NSPF Rating	Cadence ES	Cadence MS	Cadence HS
	★★★★	★★★★★	n/a
	Horizon ES	Inspirada ES	Inspirada MS
	★★★★	★★★★★	★★★★★
	Sloan Canyon ES	Sloan Canyon MS	Sloan Canyon HS
	n/a	n/a	n/a
	Springs ES	St. Rose ES	St. Rose MS
	n/a	★★★★	★★★★★
	Virtual		
n/a			
CSI, ATSI, or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement), TSI (Targeted Support and Improvement), or ATSI (Additional Targeted Support and Improvement) school by NDE.		
	n/a		
	Class of 2018-19	Class of 2019-20	Class of 2020-21
Four-Year Graduation Rate	n/a	93.6% (Cadence)	91.9% (Cadence)

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [2023 Validation Day] = 7,426 (2022-23)							
Gender ¹⁰		Ethnicity/Race					
Female	Male	Asian	Black	White	Hispanic/Latino	American Indian/ Alaskan Native	Pacific Islander
3,605	3,816	10.81%	5.79%	40.02%	28.82%	0.23%	2.07%
Special Populations				Students on Waitlist			
Students w/disabilities (percent)	ELLs (percent)	Homeless Students (percent)	Free/Reduced Lunch Eligibility (percent)	Number of Students on Waitlist (as of Sept 8, 2023)		Percentage of Waitlist Students w/Preference Status	
10.87%	2.68%	1.25%	25.55%	6,542		4.36%	
Staff Retention				Discipline Data (2022-23)			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2021-22	Percentage returning staff 2022-23	Number of out of school suspensions		Number of expulsions	
369	577	86.0%	84.6%	9		1	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ¹¹							
2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022	
73.74%		89.99%		87.23%		89.15%	
2022 - 2023		92.97%					

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings			
2022 - 23	X No Notice	Notice of Concern	Notice of Breach
2021 - 22	X No Notice	Notice of Concern	Notice of Breach
2020 - 21	X No Notice	Notice of Concern	Notice of Breach
2019 - 20	X No Notice	Notice of Concern	Notice of Breach
2018 - 19	X No Notice	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2022 - 23	X No Notice	Notice of Concern	Notice of Breach
2021 - 22	X No Notice	Notice of Concern	Notice of Breach
2020 - 21	X No Notice	Notice of Concern	Notice of Breach
2019 - 20	X No Notice	Notice of Concern	Notice of Breach
2018 - 19	X No Notice	Notice of Concern	Notice of Breach

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2022 - 23	X No Notice	Notice of Concern	Notice of Breach
2021 - 22	X No Notice	Notice of Concern	Notice of Breach
2020 - 21	X No Notice	Notice of Concern	Notice of Breach
2019 - 20	X No Notice	Notice of Concern	Notice of Breach
2018 - 19	X No Notice	Notice of Concern	Notice of Breach

¹⁰ The difference between a total student population of 7,426 and 7,421 male and female students appears to be related to five (5) students as identifying as a gender other than simply “male” or “female.”

¹¹ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Pinecrest (Network)	8,376	8,484	8,534	8,584	8,634	8,684
Cadence (K-12)	2,417	2,417	2,417	2,417	2,417	2,417
Horizon (K-5)	936	936	936	936	936	936
Inspirada (K-8)	1,205	1,216	1,216	1,216	1,216	1,216
Sloan Canyon (K-12)	2,383	2,430	2,430	2,430	2,430	2,430
Springs (K-3) ¹²	279	329	379	429	479	529
St. Rose (K-8)	1,030	1,030	1,030	1,030	1,030	1,030
Virtual (6-12)	126	126	126	126	126	126
Cadence	K-12	K-12	K-12	K-12	K-12	K-12
Horizon	K-5	K-5	K-5	K-5	K-5	K-5
Inspirada	K-8	K-8	K-8	K-8	K-8	K-8
Sloan Canyon	K-12	K-12	K-12	K-12	K-12	K-12
Springs ¹³	K-4	K-5	K-6	K-7	K-8	K-9
St. Rose	K-8	K-8	K-8	K-8	K-8	K-8
Virtual	6-12	6-12	6-12	6-12	6-12	6-12

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.

¹² On October 7, 2022, the SPCSA conditionally approved PAN’s request to amend its existing charter agreement in order to permit the establishment of a new “Springs” campus. Although the new campus was anticipated to ultimately serve over 1,000 students in grades K-12 at full build-out, the new campus was anticipated to serve up to 645 students in grades K-6 during the initial school year of 2023-24.

Due to unforeseen difficulties in securing the original facility for the new campus, on January 27, 2023, the SPCSA approved PAN’s request to reduce the grades served in its initial school year from K-6 to K-3 and to reduce its student enrollment during the initial year from 645 down to 257 students due to the use of an alternative temporary facility. PAN continues to explore additional facilities to accommodate anticipated growth into the complete K-12 campus at full build-out in future years.

BOARD MEMBER ASSURANCE STATEMENT

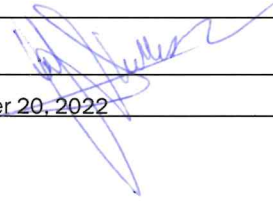
I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: /s/ Michael O'Dowd

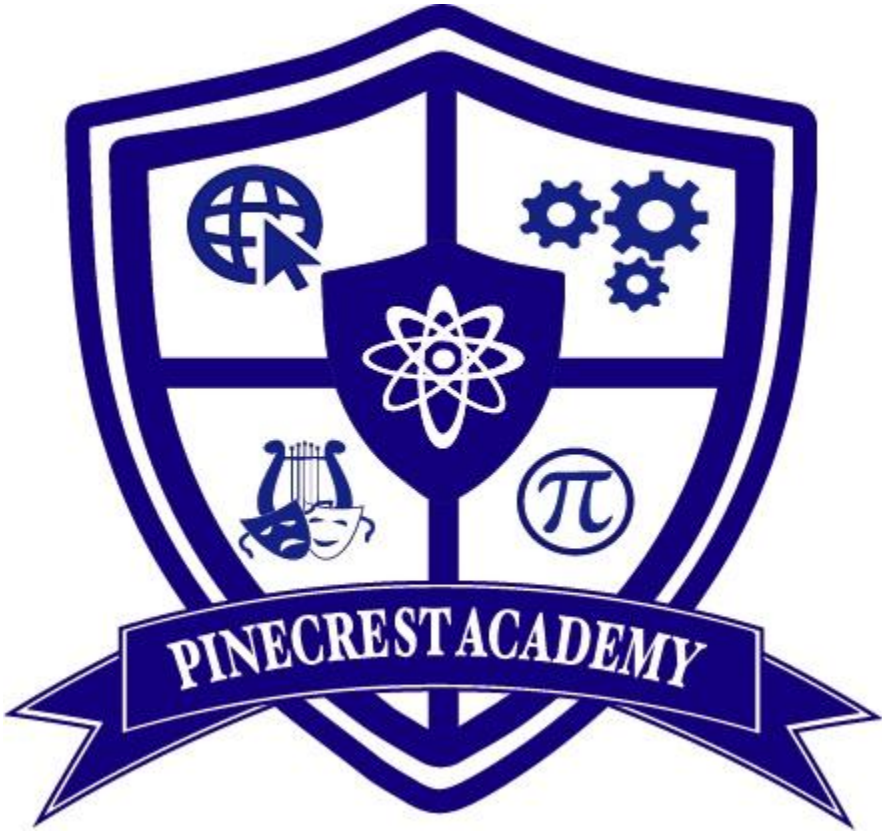


Date: September 20, 2023

Signature of President / Chair of Governing Body: /s/ Coby Sherlock



Date Governing Body voted to approve application for renewal: September 20, 2022



**Pinecrest Academy of Nevada
Restorative Justice Plan**

Submitted for Board Approval - September 20, 2023

Attachment A.1 - PAN Restorative Justice Plan

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Attachment A.1 - PAN Restorative Justice Plan

Pinecrest Academy of Nevada is a unified system of schools working together to carry out our mission and vision by creating a climate of support to meet the needs of all students.

Pinecrest Mission and Vision

Mission:

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

Vision:

Scholars perform at the highest level on all academic measures.

Pinecrest Restorative Approach

At Pinecrest Academy of Nevada, we have always embedded restorative justice practices into our discipline model as we value building relationships and culture at our schools. Our approach helps to guide students toward a path of positive decision making through various restorative activities including, but not limited to: student conferences, mediations, and treatment agreements.

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for his or her behavior;
- Restoration or remedies related to the behavior of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

Multi-tiered System of Support (MTSS)

Tier 1 Supports

Tier 1 supports are preventive/proactive practices that focus on the prevention of problem behavior by emphasizing universal support. Pinecrest Academy of Nevada utilizes various forms of system and school-wide proactive approaches for all students as a foundation for culturally-responsive behavioral support. Tier 1 supports include but are not limited to:

- Social-Emotional Learning Curriculum
- Positive Behavior Supports and Recognition
- Student Leader Organizations

Tier 2 Supports

Tier 2 supports are designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems. Pinecrest Academy of Nevada provides targeted support to students who aren't successful with Tier 1 support alone. PAN support at this level is more focused and based on behavior data and documentation. Tier 2 supports include but are not limited to:

- Restorative Justice Support Center
- Small group social skills instruction
- Parental classes and workshops
- Meditation or Restorative Justice Circles
- Treatment Agreement
- Behavior Contract

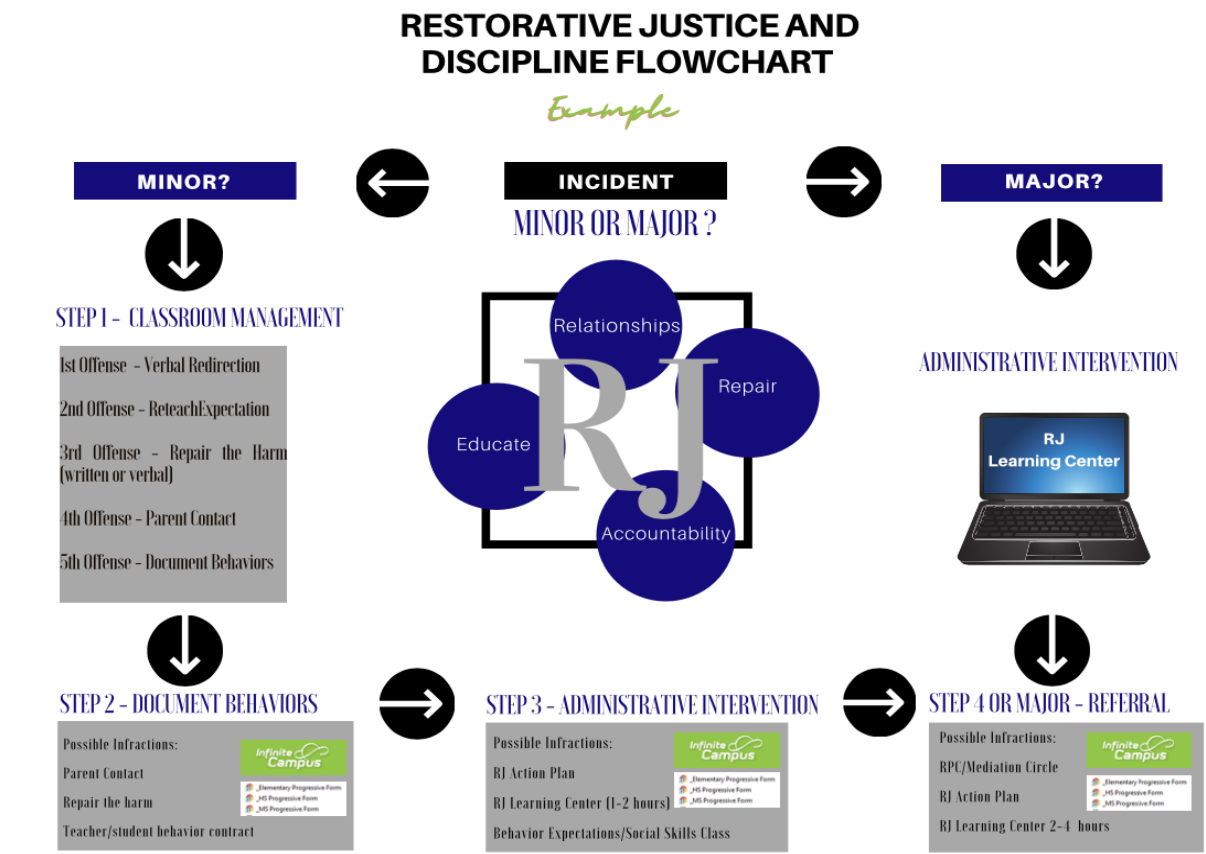
Attachment A.1 - PAN Restorative Justice Plan

Tier 3 Supports

Tier 3 supports are designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior support using evidence-based interventions. Pinecrest Academy of Nevada provides individualized interventions and supports to reduce the occurrences and/or intensity of undesirable behaviors. Students requiring Tier 3 support are referred to our Multidisciplinary Behavior Support Team. Possible intervention includes but is not limited to:

- Mentoring
- Check -in/out
- Behavior Contract with behavior goals
- Behavior tracking chart for progress monitoring
- Individual social skills lessons with SSP
- Restorative Conversations
- Student Behavior Support Plan (SBSP)
- Progress Monitoring by the Behavior Support Team

Restorative Discipline Flowchart



Attachment A.1 - PAN Restorative Justice Plan

Classroom Teacher Interventions

Teachers will create and implement a discipline and restorative justice management plan in their classrooms. Students, parents, and administration will be notified of each teacher's management plan and classroom expectations. Teachers will use Restorative Justice practices such as community-building circles, norm-setting, and restorative conversations. Teachers will use proactive interventions such as: establishing routines, silent signals, proximity, quiet corrections, giving students a task, taking a break, positive phrasing, stating the behavior you want to see, and tangible reinforcers.

Teachers will utilize restorative practices in the classroom to mitigate undesired behaviors. Teachers will build connections with students and families to reinforce classroom expectations and repair harm. Minor behaviors will be addressed by the classroom teacher following a progressive discipline model. Subsequent minor behaviors can lead to major behaviors. Teachers will work in conjunction with families and administration. Major behaviors will be addressed with formal documentation based on the Restorative Discipline Matrix and the student will be placed on a Restorative Action Plan, when applicable.

Examples of Minor Behaviors	Examples of Major Behaviors
<ul style="list-style-type: none">• Off task• Not following directions• Disrupting or distracting the class• Talking out of turn• Inappropriate voice level• Unprepared for class• Academic dishonesty• Name-calling• Using hands inappropriately• Misusing classroom materials• Dishonesty• Inappropriate language• Disrespecting students of staff	<ul style="list-style-type: none">• Habitual minor behaviors• Vandalism• Inappropriate sexual behavior• Bullying• Harassment• Threats• Academic dishonesty• Physical aggression• Defiance• Disrupting the class/campus• Discrimination• Inappropriate language• Disrespecting staff

NRS Statutes Relating to Discipline & Definitions

The administration and designees of Pinecrest Academy will adhere to all state statutes and board voted progressive discipline procedures. Below are a few of the statutes related to various components of the discipline procedures. Please refer to the NRS for more information.

Bullying

NRS 388.122 "Bullying" defined

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:

- Have the effect of:
 - Physically harming a person or damaging the property of a person; or
 - Placing a person in reasonable fear of physical harm to person or damage to the property of the person; or
- Interfere with the rights of a person by:
 - Creating an intimidating or hostile educational environment for the person; or
 - 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

Attachment A.1 - PAN Restorative Justice Plan

- Are acts or conduct based upon 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; or
 - Association of a person with another person having one or more of those actual or perceived characteristics.

The term includes, without limitation:

- 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;
- 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;
- Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
- 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;
- Blackmail, extortion or demands for protection money or involuntary loans or donations;
 - Blocking access to any property or facility of a school;
 - Stalking; and
 - Physically harmful contact with or injury to another person or his or her property.

As children develop, they look to us for guidance on conflict resolution. The state makes a distinction between bullying and harassment, as will we. We will always take the most positive approach when dealing with conflicts; however, we are bound by state law to follow NRS guidelines regarding bullying.

Harassment

NRS 388.125 “Harassment” Defined

Harassment means a willful act which is written, verbal or physical, or a course of conduct that is not otherwise authorized by law, is highly offensive to a reasonable person and:

- Is intended to cause or actually causes another person to suffer serious emotional distress; ●Places a person in reasonable fear of harm or serious emotional distress; or
- Creates an environment which is hostile to a pupil by interfering with the education of the pupil.

Our school 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.

Our school will act promptly on reports, including informal reports, complaints, and grievances of bullying, discrimination, harassment/sexual harassment, or retaliation, that come to our attention. Charter 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 school administration.

Our school 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

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appropriate action against the offender. Our school will provide education about bullying, harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Our school 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 other year in the school 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.

Sexual Harassment

SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed based on sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

- Submission is made either explicitly or implicitly a term or condition of an student's educational progress;
- Submission to, or rejection of, that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

Discrimination

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference.

Discrimination Based on Race

According to AB 371, "Discrimination based on race" means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1:

Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and

That occurs in person, online or in any other setting including, without limitation, in a course of distance education.

In addition to any employee on campus, a pupil or parent or legal guardian of a pupil who witnesses an incident of discrimination based on race may report the incident to an administrator or his or her designee.

Pinecrest will provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential. All administrators, teachers and other personnel of Pinecrest will demonstrate appropriate and

Attachment A.1 - PAN Restorative Justice Plan

professional behavior on the premises of any school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate discrimination based on race, bullying and cyberbullying, and by taking immediate action to protect a victim or target of discrimination based on race, bullying or cyberbullying when witnessing, overhearing or being notified that discrimination based on race, bullying or cyber-bullying is occurring or has occurred.

Any teacher, administrator, coach or other staff member or pupil who tolerates or engages in an act of discrimination based on race, bullying or cyberbullying or violates a provision of NRS 388.121 to 388.1395, inclusive, and sections 4, 5 and 6 of this act regarding a response to discrimination based on race, bullying or cyberbullying against a pupil will be held accountable.

Retaliation

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Updated NDE Guidance Relating to Suspensions and Expulsions

Pursuant to NRS 392.467(3) a student may be immediately removed and suspended or expelled if they have been charged with a crime, regardless of the outcome of any criminal or delinquency proceedings brought against the student, only if Pinecrest:

1. Conducts its own investigation; and,
2. Gives notice to the parents.

Pursuant to NRS 392.467 a student may be expelled or removed from school without a Restorative Action Plan if the student has been charged with a crime, regardless of the outcome of the criminal proceedings. Before the expulsion or removal, the school shall give the student notice and conduct an independent investigation.

Students that violate school rules will be placed on Restorative Justice Plan in all cases except:

1. if the school has determined that a Restorative Action Plan is not practicable; or
2. the law allows for an exception to Restorative Justice.

Mandatory Discipline in NRS

Distribution of Controlled Substances

Pursuant to NRS 392.466(1), any student who sells or distributes any controlled substance while on the premises of Pinecrest, at a Pinecrest activity or activity sponsored by Pinecrest, shall receive a plan of action based on restorative justice and may be disciplined as follows:

1. If the student is 5 and under they may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is between the ages of 6 and 10 they may be suspended; and,
3. If the student is between the ages of 11 and 18 they may be suspended, expelled, or permanently expelled.

Battery of a School Employee

Attachment A.1 - PAN Restorative Justice Plan

Pursuant to NRS 392.466(2) and (3), any student who commits a battery which results in bodily injury of a Pinecrest employee while at Pinecrest, at an activity of Pinecrest or sponsored by Pinecrest, shall receive a plan of action based on restorative justice and may be disciplined as follows:

1. If the student is 5 and under they may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is 6 or 7, they may be suspended;
3. If the student is between the ages of 8 and 18, they may be suspended, expelled, or permanently expelled.

Although the battery of an employee does not require discipline according to NRS, the PAN Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the Principal will bring the matter to the Board for a decision as to consequences.

Poses Continuing Danger

Pursuant to NRS 392.466(5) any student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process or who is found in possession of a dangerous weapon other than a firearm while on the premises of Pinecrest, at a Pinecrest activity or an activity sponsored by Pinecrest may be removed from Pinecrest immediately upon being given an explanation of the reasons for the removal of the student and pending proceedings, which will be conducted as soon as practicable after removal and will be disciplined in as follows:

1. If the student is 5 and under, they may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is between the ages of 6 and 10, may be suspended;
3. If the student is between the ages of 11 and 18, the student may be suspended, expelled, or permanently expelled.

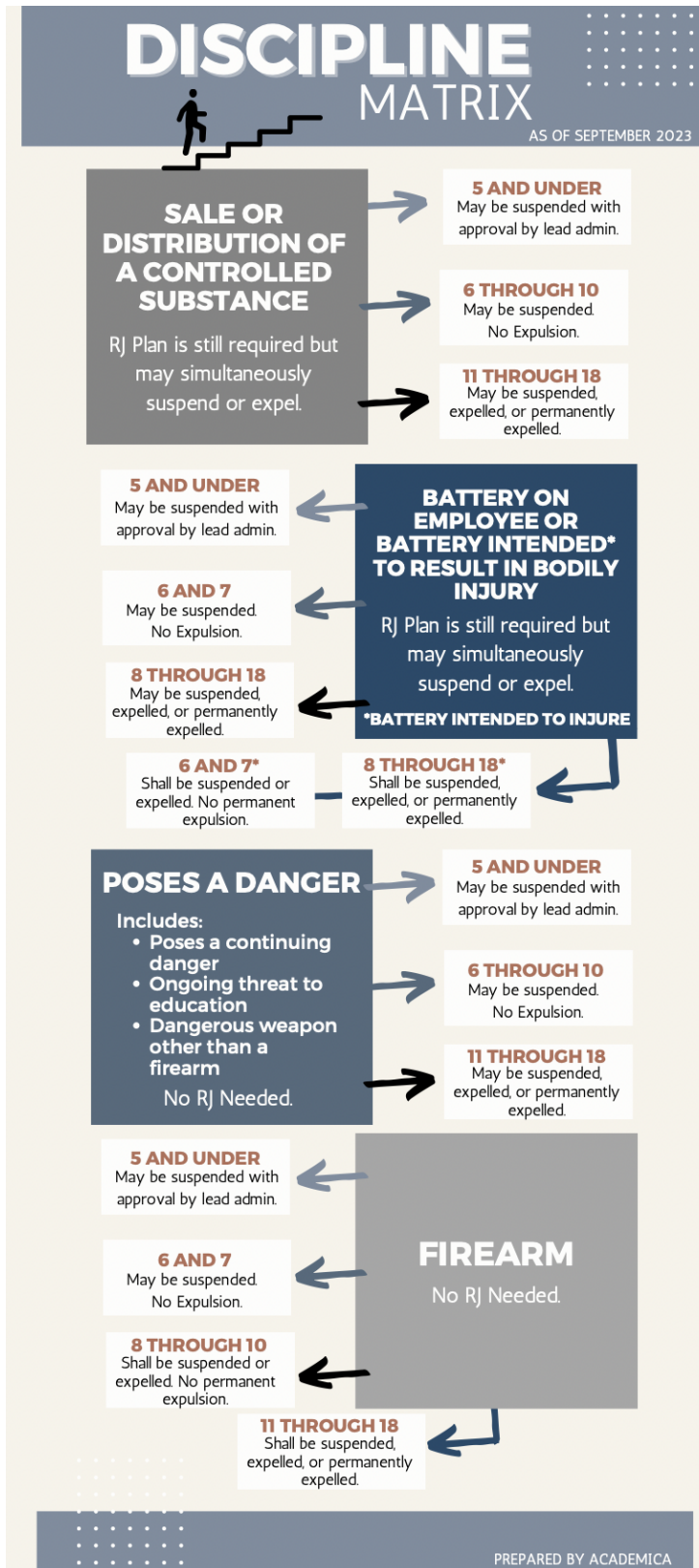
Firearm

Pursuant to NRS 392.466(6), any student who is found in possession of a firearm, while on the premises of Pinecrest, an activity of Pinecrest or an activity sponsored by Pinecrest, will be immediately removed from school and disciplined as follows:

1. If the student is 5 or under, the student may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is 6 or 7, the student may be suspended;
3. If the student is between the ages of 8 and 10, the student shall be suspended or expelled;
4. If the student is between the ages of 11 and 18, the student shall be suspended, expelled, or permanently expelled.

Attachment A.1 - PAN Restorative Justice Plan

Academica Discipline Matrix



Attachment A.1 - PAN Restorative Justice Plan

Restorative Discipline Structure

For all offenses, common sense and good judgment will prevail. Pinecrest Academy 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. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate with the severity of the offense.

Administration will make the final decision on disciplinary actions.

If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: RPC, Suspension, or Expulsion.

The disciplinary matrix shall only be used if:

1. A student has not followed or has violated their Restorative Action Plan
2. School administration has deemed that Restorative Justice is not practicable
3. State law does not require Restorative Justice to take place

Sample Restorative Action Plan

Pinecrest Academy of Nevada Restorative Action Plan

Student Name: _____
Date: _____
Grade: _____
Staff Name: _____

Reason for plan:

- | | |
|---|--|
| <input type="checkbox"/> Attendance Related Behaviors | <input type="checkbox"/> Bullying Behaviors |
| <input type="checkbox"/> Violation of School Rules | <input type="checkbox"/> Substance Use Behaviors |
| <input type="checkbox"/> Disruptions of Class/School Activities | <input type="checkbox"/> Threat Behaviors |
| <input type="checkbox"/> Prohibited Behaviors - General | <input type="checkbox"/> Violent Behaviors |

Goal: [Sample] Ensure the safety of all students and staff and to refrain from behaviors that disrupt the learning environment.

Action Plan

Student:

1. [Sample] _____ will be re-acclimated to the school setting by working in the Student Support Room on _____.
2. [Sample] _____ will not engage in any further acts of _____.
3. [Sample] _____ acknowledges that violation of this Restorative Action Plan will result in further disciplinary action including suspension, potential involvement of law enforcement, and/or possible recommendation for expulsion, etc.

Family:

1. [Sample] Parent attended a required parent conference where the school rules and expectations were clearly communicated to the parent and student including that violation of this Restorative Action Plan will result in further disciplinary action including suspension, potential involvement of law enforcement, and/or possible recommendation for expulsion, etc.
2. [Sample] Parent was offered resources for counseling/anger management through The Harbor emailed by the safe school professional.

School:

[Sample] _____ will check-in with the safe school professional or a dean as needed to vent out frustrations or to seek assistance. The goal of these check-ins are to build, strengthen, and restore the student's relationships with staff on campus.

Restorative Intervention Category Selected:

- | |
|--|
| <input type="checkbox"/> Restoration by Healing and Repairing Harm |
| <input type="checkbox"/> Support by Social and Emotional Learning |
| <input type="checkbox"/> Reintegration by Accountability |
| <input type="checkbox"/> Support by Community |

Restorative Intervention Details:

The following have been completed:

- [Sample] Expectations of behavior have been clearly explained
- [Sample] Student has had opportunity to reflect on their actions
- [Sample] Discussed alternative ways of handling similar situations in the future
- [Sample] Provided access to multiple staff members for supports

Student Signature Date

Parent Signature Date

Staff Signature Date

Attachment A.1 - PAN Restorative Justice Plan

Restorative Action Plan Categories

<p><u>Restoration by Healing and Repairing Harm</u> Goal: Identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.</p> <p>Examples: Letter of apology, treatment agreement, mediation, restorative circles</p>	<p><u>Reintegration by Accountability</u> Goal: Set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.</p> <p>Examples: Required parent conference, behavior contract, treatment agreement, reintegration support</p>
<p><u>Support by Social & Emotional Learning</u> Goal: Teach self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.</p> <p>Examples: Reflection form, developing communication skills, conflict resolution skills, relaxation techniques</p>	<p><u>Support By Community</u> Goal: Build, strengthen, and restore relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.</p> <p>Examples: Referral to community supports, police involvement</p>

Pinecrest Academy of Nevada Restorative Discipline Matrix

Attendance Related Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Excessive Tardies	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / RPC	RPC / Possible Change of Placement / Detention	RPC / Possible SUS	RPC / Detention / SUS
Truancy	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	Parent Contact / Possible Referral to SSP	Parent Contact / Truancy Contract / Detention	Parent Contact / Truancy Letter / Possible Contact With Outside Agency	Contact outside agency
Habitual Truancy	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community		
	Parent Contact / Truancy Letter / Possible Contact With Outside Agency	Contact outside agency		

Attachment A.1 - PAN Restorative Justice Plan

Violation of School Rules				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Disregard for School Rules	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / Possible Change of Placement	RPC / Change of Placement	Change of Placement / Possible SUS	SUS / Possible EXP
Insubordination	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Restoration by Healing and Repairing Harm
	Possible Change of Placement / Behavior Contract / RPC	RPC hi/ SUS	SUS	
Disruptions of Class/School Activities				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Interference with Instruction	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	
	Classroom Progressive Disc. / Parent Contact / Possible Dean Involvement / RPC	Change of Placement / Behavior Contract / Parent Contact	RPC / Possible SUS	RPC / SUS
Disruption of School Activities (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of placement / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	SUS Pending EXP	
Prohibited Behaviors - General				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Arson (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Possible SUS / SUS Pending EXP	SUS / SUS Pending EXP		
Bus/Transportation	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Restriction of Privileges / Possible	RPC / Revocation of Privileges / SUS		

Attachment A.1 - PAN Restorative Justice Plan

	SUS			
Cheating/Plagiarism	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Possible Redo / Possible Zero	RPC / Change of Placement / Possible Zero	RPC / Zero / Possible SUS	
Damage to or Destruction of Property on School Grounds (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement / Compensation / Possible SUS/ Possible EXP	RPC / Compensation / SUS / Possible EXP	Compensation / SUS Pending EXP	
Dress Code Violation	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	Warning / Parent Contact / Possible Change of Placement	Parent Contact / Change of Placement	RPC / Change of Placement	RPC / Change of Placement / Detention
Gang Related Behavior/Activity (Possible Police Involvement)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	Parent Contact / RPC / Change of Placement / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	SUS Pending EXP	
Habitual Disciplinary Problem	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	RPC / Change of Placement / Possible SUS	RPC / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP
Impairing Health, Safety, or Welfare of Others (Possible Police Involvement)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	Parent Contact / RPC / Change of Placement / Possible SUS / Possible EXP	RPC / Possible SUS / Possible EXP	SUS / Possible EXP	SUS Pending EXP

Attachment A.1 - PAN Restorative Justice Plan

Inappropriate Language	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / Possible Change of Placement / Possible Detention	Change of Placement / Detention	RPC / Possible SUS	
Sexual Assault (Involve Police)	Restorative Interventions Category: Reintegration by Accountability			
	SUS Pending EXP			
Sexual Misconduct/Harassment (Possible Police Involvement)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	RPC / Change of Placement / Possible SUS / Possible EXP	RPC / Possible SUS / Possible EXP	SUS / Possible EXP	SUS Pending EXP
Technology Violation	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Parent Contact / Student Conference / Possible Change of Placement / Possible Detention	RPC / Possible Change of Placement / Detention / Possible SUS	RPC / Change of Placement / Possible SUS / Possible EXP	
Theft/Possession of Stolen Property (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement / Compensation / Possible SUS / Possible EXP	RPC / Compensation / SUS / Possible Expulsion	SUS Pending EXP	
Trespassing (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP	
Bullying Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Bullying	Restorative Interventions Category: Restoration by Healing and Repairing	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community

Attachment A.1 - PAN Restorative Justice Plan

	Harm	Learning		
	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP
Cyberbullying	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP
Discrimination Based on Race	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP
Substance Use Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Alcohol Possession/Use (Possible Police Involvement)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP	
Drug Paraphernalia Possession	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	Parent Contact / RPC / Change of Placement	RPC / Change of Placement	RPC / SUS	SUS Pending EXP
Possession/Use of Controlled Substance (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Possible SUS / Possible EXP	SUS / SUS Pending EXP	SUS Pending EXP	
Tobacco / Nicotine Violation	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	RPC / Change of Placement	RPC / Change of Placement / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP
Threat Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Threat to School (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		

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	RPC / Change of Placement / Possible SUS / Possible EXP	RPC / SUS Pending EXP		
Threat to Staff (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / Possible SUS / Possible EXP	RPC / SUS Pending EXP		
Threat to Student (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	

Violent Behaviors

INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Violence/Harm to Staff (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	RPC / SUS Pending EXP		
Violence/Harm to Student (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / SUS / Possible EXP	RPC / Possible SUS / Possible EXP	SUS / Possible EXP	SUS Pending EXP

Weapons Involved Behaviors

INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Possession/Use of a Weapon (Involve Police)	Restorative Interventions Category: Reintegration by Accountability			
	SUS Pending EXP			

NRS Statutes Relating to Discipline & Definitions

For additional guidance regarding the above infractions please see the [Nevada Department of Education's Standardized Definitions for Student Discipline Offenses and Sanctions](#).

Suspension/Expulsion Appeal Process

If a student receives a suspension, the student/student's parents may appeal the suspension. In order to do so, they must notify the administration in writing within 24 hours of being notified of the suspension. Pursuant to NRS 388A.495, when a student is suspended or expelled, the parent must be given notice of the charges, an explanation of the evidence and given an opportunity for a hearing. Parents have 5 school days to file an appeal to the principal of the school, and a hearing must be scheduled within 5 school days of the appeal.

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Between the original suspension and the appeal meeting, the student will be placed in an In-School Intervention pending the results of the appeal. An appeal may result in an increased or decreased suspension. If the suspension is not upheld on appeal, the appeal administrator may implement a lesser form of discipline. If the suspension is upheld, any time spent in In-School Intervention between the original suspension and the appeal meeting will be counted as part of the suspension. The decision of the appeal administrator is final.

Expulsion Appeal Process

If the Committee determines a student will be expelled, the Committee will contact the student/student's guardian(s) within 24 hours of the hearing with its decision. If the student/student's guardian(s) disagree with the committee's decision, they may appeal to the Board of Directors of Pinecrest Academy of Nevada by contacting Lora Flitton.

Email: lora.flitton@pinecrestnv.org Phone: (702) 462-9700 ext. 1009

At the Appeals Hearing, the Board of Directors will consider all evidence, including evidence from the investigation, witness statements, live testimony, etc. The decision by the Board of Directors will be final. If the hearing is waived or the Board of Directors confirms the decision to expel, according to NRS 392.466(3), a parent/guardian must know they may:

- a. Enroll their child in a private school pursuant to chapter 394 of NRS or homeschool their child; or
- b. Enroll their child in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program.

Parent(s)/Guardian(s) may also enroll their child in the zoned school. The zoned school has the choice of whether to enroll the student or not as a student expelled from public school.

Level of Board Involvement

- Expulsions will be reviewed by a panel consisting of at least 3 Pinecrest Principals or their designees.
- Appeals to an expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- Board action required to approve if the school requests an exception to permanently expel a Special Education student under age 11.

Discipline Limits for Special Education Students

- 11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The 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 a firearm or dangerous weapon).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

Suspension or Expulsion

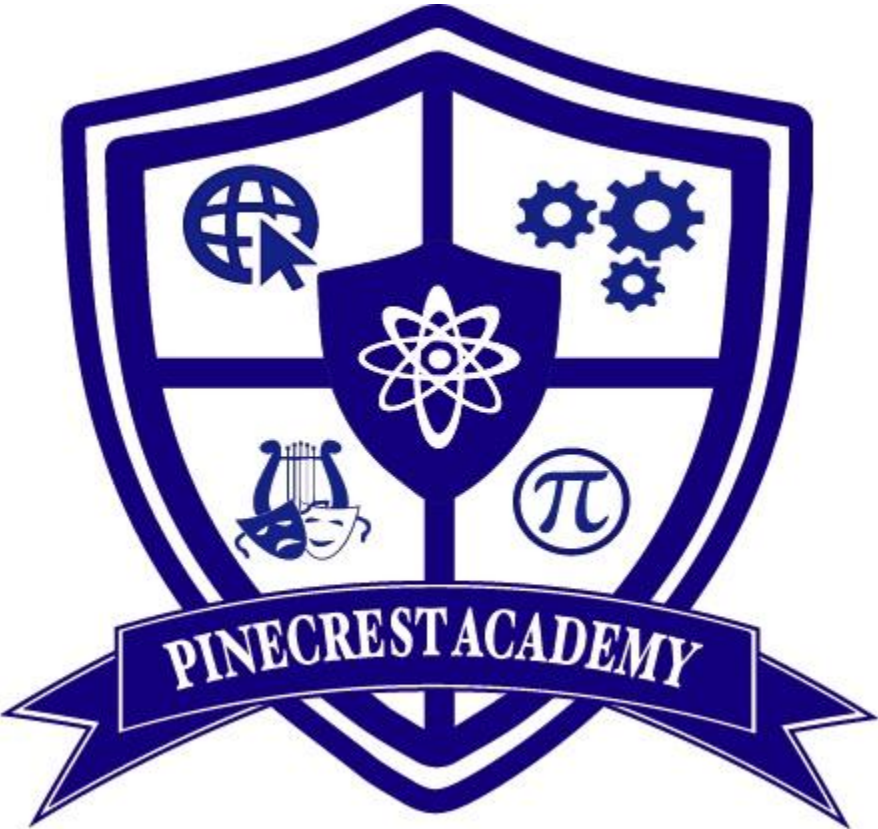
- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the district Board of Trustees has reviewed the circumstances and determined that the action is in

Attachment A.1 - PAN Restorative Justice Plan

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).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees (NRS 392.466.9, NRS 392.467.1)

The Restorative Discipline plan is subject to change based on guidance from the Nevada Department of Education and adoption by the Pinecrest Board of Directors.



**Pinecrest Academy Virtual
Restorative Justice Plan**

Submitted for Board Approval - September 20, 2023

Attachment A.2 - PAN Virtual Restorative Justice Plan

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Attachment A.2 - PAN Virtual Restorative Justice Plan

Pinecrest Academy of Nevada is a unified system of schools working together to carry out our mission and vision by creating a climate of support to meet the needs of all students.

Pinecrest Mission and Vision

Mission

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

Vision

Scholars perform at the highest level on all academic measures.

Pinecrest Restorative Approach

At Pinecrest Academy of Nevada, we have always embedded restorative justice practices into our discipline model as we value building relationships and culture at our schools. Our approach helps to guide students toward a path of positive decision making through various restorative activities including, but not limited to: student conferences, mediations, and treatment agreements.

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for his or her behavior;
- Restoration or remedies related to the behavior of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

Multi-tiered System of Support (MTSS)

Tier 1 Supports

Tier 1 supports are preventive/proactive practices that focus on the prevention of problem behavior by emphasizing universal support. Pinecrest Academy of Nevada utilizes various forms of system and school-wide proactive approaches for all students as a foundation for culturally-responsive behavioral support. Tier 1 supports include but are not limited to:

- Social-Emotional Learning Curriculum
- Positive Behavior Supports and Recognition
- Student Leader Organizations

Tier 2 Supports

Tier 2 supports are designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems. Pinecrest Academy of Nevada provides targeted support to students who aren't successful with Tier 1 support alone. PAN support at this level is more focused and based on behavior data and documentation. Tier 2 supports include but are not limited to:

- Restorative Justice Support Center
- Small group social skills instruction
- Parental classes and workshops
- Meditation or Restorative Justice Circles
- Treatment Agreement
- Behavior Contract

Tier 3 Supports

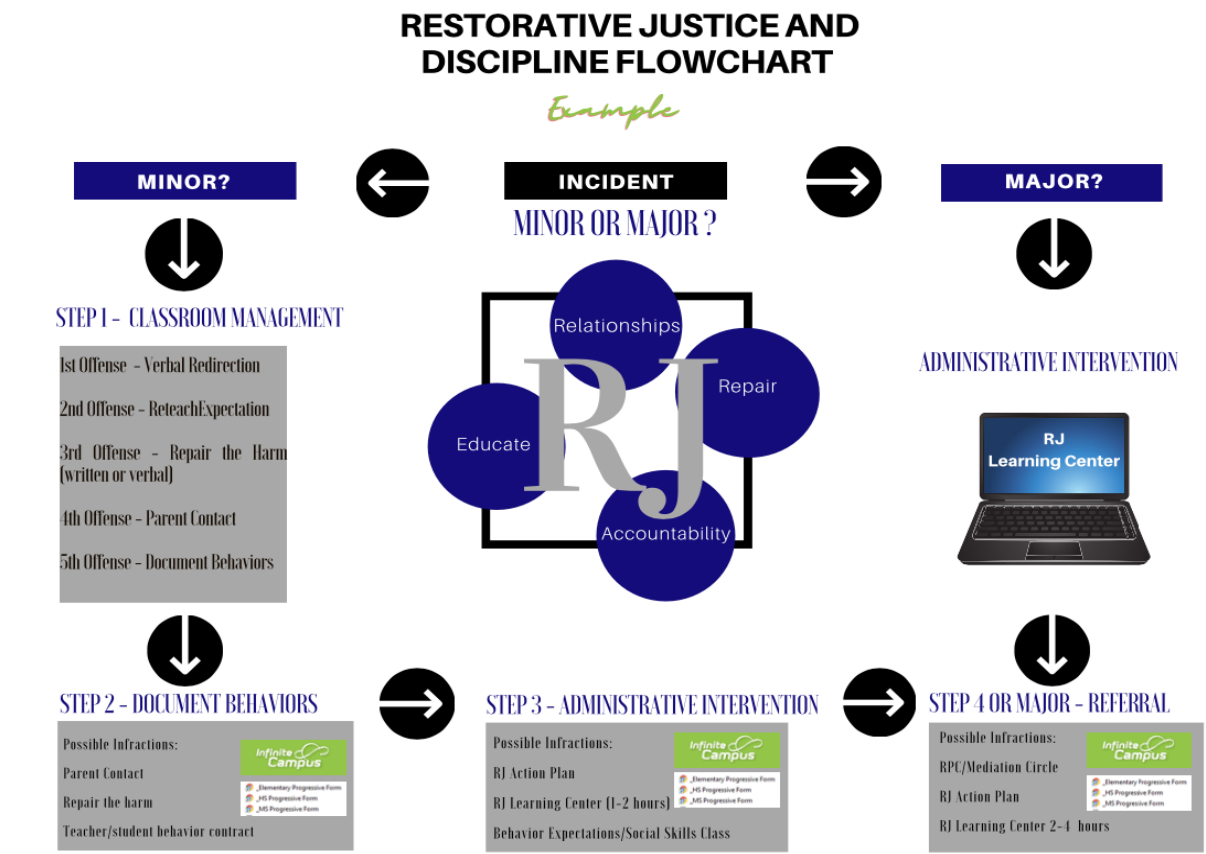
Tier 3 supports are designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior support using evidence-based interventions. Pinecrest Academy of Nevada provides individualized interventions and supports to reduce the occurrences and/or intensity of undesirable behaviors.

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Students requiring Tier 3 support are referred to our Multidisciplinary Behavior Support Team. Possible intervention includes but is not limited to:

- Mentoring
- Check -in/out
- Behavior Contract with behavior goals
- Behavior tracking chart for progress monitoring
- Individual social skills lessons with SSP
- Restorative Conversations
- Student Behavior Support Plan (SBSP)
- Progress Monitoring by the Behavior Support Team

Restorative Discipline Flowchart



NRS Statutes Relating to Discipline & Definitions

The administration and designees of Pinecrest Academy will adhere to all state statutes and board voted progressive discipline procedures. Below are a few of the statues related to various components of the discipline procedures. Please refer to the NRS for more information.

Bullying

NRS 388.122 "Bullying" defined

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:

- Have the effect of:
 - Physically harming a person or damaging the property of a person; or

Attachment A.2 - PAN Virtual Restorative Justice Plan

- Placing a person in reasonable fear of physical harm to person or damage to the property of the person; or
- Interfere with the rights of a person by:
 - Creating an intimidating or hostile educational environment for the person; or
 - 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
- Are acts or conduct based upon 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; or
 - Association of a person with another person having one or more of those actual or perceived characteristics.

The term includes, without limitation:

- 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;
- 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;
- Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
- 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;
- Blackmail, extortion or demands for protection money or involuntary loans or donations;
- Blocking access to any property or facility of a school;
- Stalking; and
- Physically harmful contact with or injury to another person or his or her property.

As children develop, they look to us for guidance on conflict resolution. The state makes a distinction between bullying and harassment, as will we. We will always take the most positive approach when dealing with conflicts; however, we are bound by state law to follow NRS guidelines regarding bullying.

Harassment

NRS 388.125 “Harassment” Defined

Harassment means a willful act which is written, verbal or physical, or a course of conduct that is not otherwise authorized by law, is highly offensive to a reasonable person and:

- Is intended to cause or actually causes another person to suffer serious emotional distress; ●Places a person in reasonable fear of harm or serious emotional distress; or
- Creates an environment which is hostile to a pupil by interfering with the education of the pupil.

Our school 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.

Our school will act promptly on reports, including informal reports, complaints, and grievances of bullying, discrimination, harassment/sexual harassment, or retaliation, that come to our attention. Charter 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 school administration.

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Our school 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. Our school will provide education about bullying, harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Our school 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 other year in the school 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.

Sexual Harassment

SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed based on sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

- Submission is made either explicitly or implicitly a term or condition of an student's educational progress;
- Submission to, or rejection of, that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

Discrimination

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference.

Discrimination Based on Race

According to AB 371, "Discrimination based on race" means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1:

Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and

That occurs in person, online or in any other setting including, without limitation, in a course of distance education.

In addition to any employee on campus, a pupil or parent or legal guardian of a pupil who witnesses an incident of discrimination based on race may report the incident to an administrator or his or her designee.

Pinecrest will provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental

Attachment A.2 - PAN Virtual Restorative Justice Plan

disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential. All administrators, teachers and other personnel of Pinecrest will demonstrate appropriate and professional behavior on the premises of any school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate discrimination based on race, bullying and cyberbullying, and by taking immediate action to protect a victim or target of discrimination based on race, bullying or cyberbullying when witnessing, overhearing or being notified that discrimination based on race, bullying or cyber-bullying is occurring or has occurred.

Any teacher, administrator, coach or other staff member or pupil who tolerates or engages in an act of discrimination based on race, bullying or cyberbullying or violates a provision of NRS 388.121 to 388.1395, inclusive, and sections 4, 5 and 6 of this act regarding a response to discrimination based on race, bullying or cyberbullying against a pupil will be held accountable.

Retaliation

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Updated NDE Guidance Relating to Suspension and Expulsions

Pursuant to NRS 392.467(3) a student may be immediately removed and suspended or expelled if they have been charged with a crime, regardless of the outcome of any criminal or delinquency proceedings brought against the student, only if Pinecrest:

1. Conducts its own investigation; and,
2. Gives notice to the parents.

Pursuant to NRS 392.467 a student may be expelled or removed from school without a Restorative Action Plan if the student has been charged with a crime, regardless of the outcome of the criminal proceedings. Before the expulsion or removal, the school shall give the student notice and conduct an independent investigation.

Students that violate school rules will be placed on Restorative Justice Plan in all cases except:

1. if the school has determined that a Restorative Action Plan is not practicable; or
2. the law allows for an exception to Restorative Justice.

Mandatory Discipline in NRS

Distribution of Controlled Substances

Pursuant to NRS 392.466(1), any student who sells or distributes any controlled substance while on the premises of Pinecrest, at a Pinecrest activity or activity sponsored by Pinecrest, shall receive a plan of action based on restorative justice and may be disciplined as follows:

1. If the student is 5 and under they may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is between the ages of 6 and 10 they may be suspended; and,
3. If the student is between the ages of 11 and 18 they may be suspended, expelled, or permanently expelled.

Battery of a School Employee

Pursuant to NRS 392.466(2) and (3), any student who commits a battery which results in bodily injury of a Pinecrest employee while at Pinecrest, at an activity of Pinecrest or sponsored by Pinecrest, shall receive a plan of action based on restorative justice and may be disciplined as follows:

1. If the student is 5 and under they may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is 6 or 7, they may be suspended;

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3. If the student is between the ages of 8 and 18, they may be suspended, expelled, or permanently expelled.

Although the battery of an employee does not require discipline according to NRS, the PAN Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the Principal will bring the matter to the Board for a decision as to consequences.

Poses Continuing Danger

Pursuant to NRS 392.466(5) any student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process or who is found in possession of a dangerous weapon other than a firearm while on the premises of Pinecrest, at a Pinecrest activity or an activity sponsored by Pinecrest may be removed from Pinecrest immediately upon being given an explanation of the reasons for the removal of the student and pending proceedings, which will be conducted as soon as practicable after removal and will be disciplined in as follows:

1. If the student is 5 and under, they may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is between the ages of 6 and 10, may be suspended;
3. If the student is between the ages of 11 and 18, the student may be suspended, expelled, or permanently expelled.

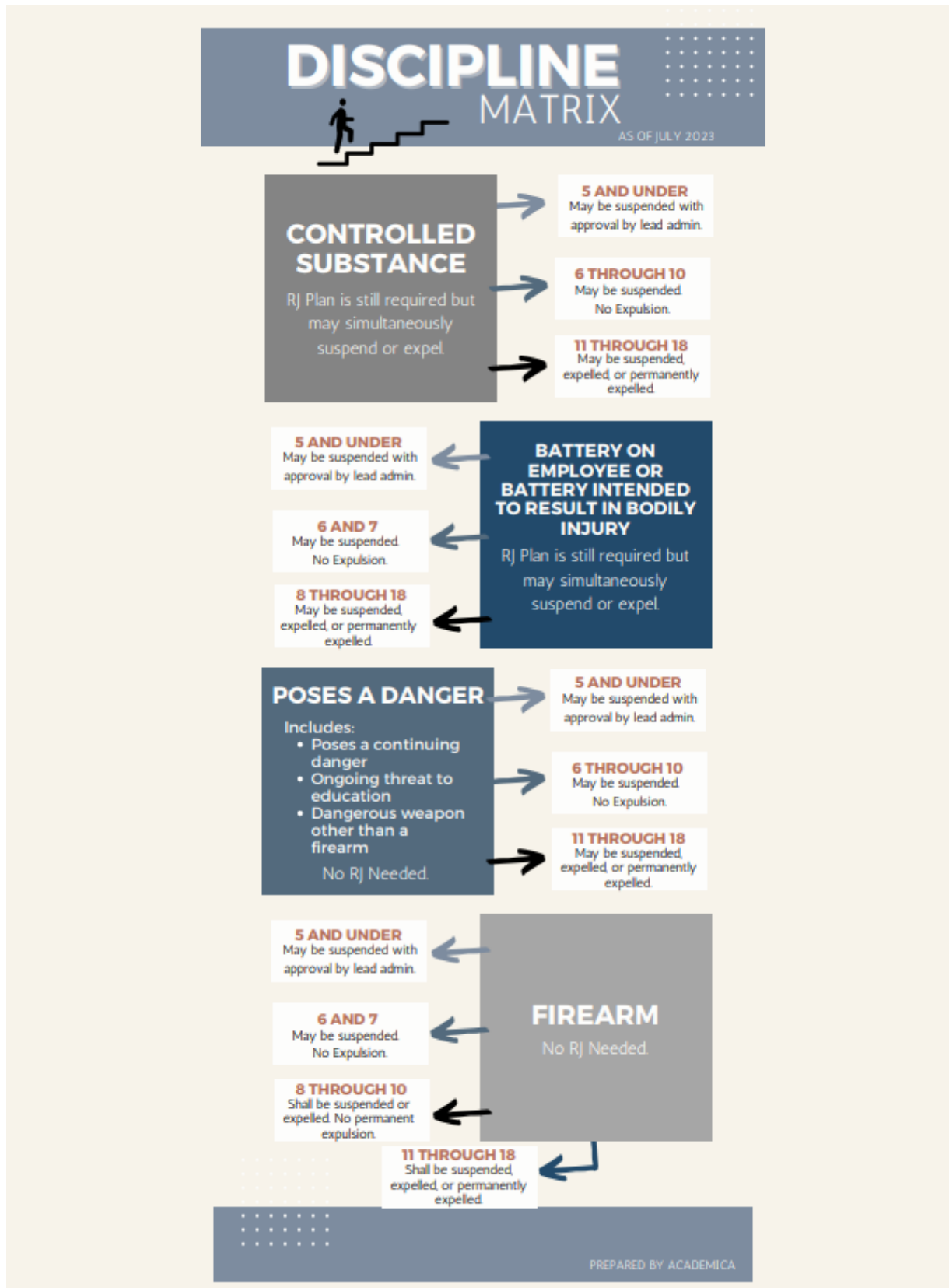
Firearm

Pursuant to NRS 392.466(6), any student who is found in possession of a firearm, while on the premises of Pinecrest, an activity of Pinecrest or an activity sponsored by Pinecrest, will be immediately removed from school and disciplined as follows:

1. If the student is 5 or under, the student may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is 6 or 7, the student may be suspended;
3. If the student is between the ages of 8 and 10, the student shall be suspended or expelled;
4. If the student is between the ages of 11 and 18, the student shall be suspended, expelled, or permanently expelled.

Attachment A.2 - PAN Virtual Restorative Justice Plan

Academica Discipline Matrix



Attachment A.2 - PAN Virtual Restorative Justice Plan

Restorative Discipline Structure

For all offenses, common sense and good judgment will prevail. Pinecrest Academy 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. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate with the severity of the offense.

Administration will make the final decision on disciplinary actions.

If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: RPC, Suspension, or Expulsion.

The disciplinary matrix shall only be used if:

1. A student has not followed or has violated their Restorative Action Plan
2. School administration has deemed that Restorative Justice is not practicable
3. State law does not require Restorative Justice to take place

Sample Restorative Action Plan

Pinecrest Academy of Nevada Restorative Action Plan

Student Name: _____
Date: _____
Grade: _____
Staff Name: _____

Reason for plan:

- | | |
|---|--|
| <input type="checkbox"/> Attendance Related Behaviors | <input type="checkbox"/> Bullying Behaviors |
| <input type="checkbox"/> Violation of School Rules | <input type="checkbox"/> Substance Use Behaviors |
| <input type="checkbox"/> Disruptions of Class/School Activities | <input type="checkbox"/> Threat Behaviors |
| <input type="checkbox"/> Prohibited Behaviors - General | <input type="checkbox"/> Violent Behaviors |

Goal: [Sample] Ensure the safety of all students and staff and to refrain from behaviors that disrupt the learning environment.

Action Plan

Student:

1. [Sample] _____ will be re-acclimated to the school setting by working in the Student Support Room on _____.
2. [Sample] _____ will not engage in any further acts of _____.
3. [Sample] _____ acknowledges that violation of this Restorative Action Plan will result in further disciplinary action including suspension, potential involvement of law enforcement, and/or possible recommendation for expulsion, etc.

Family:

1. [Sample] Parent attended a required parent conference where the school rules and expectations were clearly communicated to the parent and student including that violation of this Restorative Action Plan will result in further disciplinary action including suspension, potential involvement of law enforcement, and/or possible recommendation for expulsion, etc.
2. [Sample] Parent was offered resources for counseling/anger management through The Harbor emailed by the safe school professional.

School:

[Sample] _____ will check-in with the safe school professional or a dean as needed to vent out frustrations or to seek assistance. The goal of these check-ins are to build, strengthen, and restore the student's relationships with staff on campus.

Restorative Intervention Category Selected:

- | |
|--|
| <input type="checkbox"/> Restoration by Healing and Repairing Harm |
| <input type="checkbox"/> Support by Social and Emotional Learning |
| <input type="checkbox"/> Reintegration by Accountability |
| <input type="checkbox"/> Support by Community |

Restorative Intervention Details:

The following have been completed:

- [Sample] Expectations of behavior have been clearly explained
- [Sample] Student has had opportunity to reflect on their actions
- [Sample] Discussed alternative ways of handling similar situations in the future
- [Sample] Provided access to multiple staff members for supports

Student Signature Date

Parent Signature Date

Staff Signature Date

Attachment A.2 - PAN Virtual Restorative Justice Plan

Restorative Action Plan Categories

<p><u>Restoration by Healing and Repairing Harm</u></p> <p>Goal: Identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.</p> <p>Examples: Letter of apology, treatment agreement, mediation, restorative circles</p>	<p><u>Reintegration by Accountability</u></p> <p>Goal: Set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.</p> <p>Examples: Required parent conference, behavior contract, treatment agreement, reintegration support</p>
<p><u>Support by Social & Emotional Learning</u></p> <p>Goal: Teach self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.</p> <p>Examples: Reflection form, developing communication skills, conflict resolution skills, relaxation techniques</p>	<p><u>Support By Community</u></p> <p>Goal: Build, strengthen, and restore relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.</p> <p>Examples: Referral to community supports, police involvement</p>

Pinecrest Academy of Nevada Restorative Discipline Matrix

Attendance Related Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Excessive Tardies	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / RPC	RPC / Possible Change of Placement / Detention	RPC / Possible SUS	RPC / Detention / SUS
Truancy	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	Parent Contact / Possible Referral to SSP	Parent Contact / Truancy Contract / Detention	Parent Contact / Truancy Letter / Possible Contact With Outside Agency	Contact outside agency
Habitual Truancy	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community		
	Parent Contact / Truancy Letter / Possible Contact With Outside Agency	Contact outside agency		

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Violation of School Rules				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Disregard for School Rules	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / Possible Change of Placement	RPC / Change of Placement	Change of Placement / Possible SUS	SUS / Possible EXP
Insubordination	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Restoration by Healing and Repairing Harm
	Possible Change of Placement / Behavior Contract / RPC	RPC / SUS	SUS	
Disruptions of Class/School Activities				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Interference with Instruction	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	
	Classroom Progressive Disc. / Parent Contact / Possible Dean Involvement / RPC	Change of Placement / Behavior Contract / Parent Contact	RPC / Possible SUS	RPC / SUS
Disruption of School Activities (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of placement / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	SUS Pending EXP	
Prohibited Behaviors - General				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Arson (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Possible SUS / SUS Pending EXP	SUS / SUS Pending EXP		
Bus/Transportation	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Restriction of Privileges / Possible SUS	RPC / Revocation of Privileges / SUS		
Cheating/Plagiarism	Restorative Interventions Category: Support by	Restorative Interventions Category: Support by	Restorative Interventions Category:	

Attachment A.2 - PAN Virtual Restorative Justice Plan

	Social and Emotional Learning	Social and Emotional Learning	Reintegration by Accountability	
	RPC / Possible Redo / Possible Zero	RPC / Change of Placement / Possible Zero	RPC / Zero / Possible SUS	
Damage to or Destruction of Property on School Grounds (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement / Compensation / Possible SUS/ Possible EXP	RPC / Compensation / SUS / Possible EXP	Compensation / SUS Pending EXP	
Dress Code Violation	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	Warning / Parent Contact / Possible Change of Placement	Parent Contact / Change of Placement	RPC / Change of Placement	RPC / Change of Placement / Detention
Gang Related Behavior/Activity (Possible Police Involvement)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	Parent Contact / RPC / Change of Placement / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	SUS Pending EXP	
Habitual Disciplinary Problem	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	RPC / Change of Placement / Possible SUS	RPC / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP
Impairing Health, Safety, or Welfare of Others (Possible Police Involvement)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	Parent Contact / RPC / Change of Placement / Possible SUS / Possible EXP	RPC / Possible SUS / Possible EXP	SUS / Possible EXP	SUS Pending EXP
Inappropriate Language	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability

Attachment A.2 - PAN Virtual Restorative Justice Plan

	Student Conference / Parent Contact / Possible Change of Placement / Possible Detention	Change of Placement / Detention	RPC / Possible SUS	
Sexual Assault (Involve Police)	Restorative Interventions Category: Reintegration by Accountability			
	SUS Pending EXP			
Sexual Misconduct/Harassment (Possible Police Involvement)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	RPC / Change of Placement / Possible SUS / Possible EXP	RPC / Possible SUS / Possible EXP	SUS / Possible EXP	SUS Pending EXP
Technology Violation	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Parent Contact / Student Conference / Possible Change of Placement / Possible Detention	RPC / Possible Change of Placement / Detention / Possible SUS	RPC / Change of Placement / Possible SUS / Possible EXP	
Theft/Possession of Stolen Property (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement / Compensation / Possible SUS / Possible EXP	RPC / Compensation / SUS / Possible Expulsion	SUS Pending EXP	
Trespassing (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP	
Bullying Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Bullying	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP
Cyberbullying	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community

Attachment A.2 - PAN Virtual Restorative Justice Plan

	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP
Discrimination Based on Race	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP
Substance Use Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Alcohol Possession/Use (Possible Police Involvement)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP	
Drug Paraphernalia Possession	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	Parent Contact / RPC / Change of Placement	RPC / Change of Placement	RPC / SUS	SUS Pending EXP
Possession/Use of Controlled Substance (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Possible SUS / Possible EXP	SUS / SUS Pending EXP	SUS Pending EXP	
Tobacco / Nicotine Violation	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	RPC / Change of Placement	RPC / Change of Placement / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP
Threat Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Threat to School (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / Possible SUS / Possible EXP	RPC / SUS Pending EXP		
Threat to Staff (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / Possible SUS / Possible EXP	RPC / SUS Pending EXP		

Attachment A.2 - PAN Virtual Restorative Justice Plan

Threat to Student (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	
Violent Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Violence/Harm to Staff (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	RPC / SUS Pending EXP		
Violence/Harm to Student (Possible Police Involvement)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / SUS / Possible EXP	RPC / Possible SUS / Possible EXP	SUS / Possible EXP	SUS Pending EXP
Weapons Involved Behaviors				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Possession/Use of a Weapon (Involve Police)	Restorative Interventions Category: Reintegration by Accountability			
	SUS Pending EXP			

NRS Statutes Relating to Discipline & Definitions

For additional guidance regarding the above infractions please see the [Nevada Department of Education's Standardized Definitions for Student Discipline Offenses and Sanctions](#).

Suspension/Expulsion Appeals Process

If a student receives a suspension, the student/student's parents may appeal the suspension. In order to do so, they must notify the administration in writing within 24 hours of being notified of the suspension. Pursuant to NRS 388A.495, when a student is suspended or expelled, the parent must be given notice of the charges, an explanation of the evidence and given an opportunity for a hearing. Parents have 5 school days to file an appeal to the principal of the school, and a hearing must be scheduled within 5 school days of the appeal.

Between the original suspension and the appeal meeting, the student will be placed in an In-School Intervention pending the results of the appeal. An appeal may result in an increased or decreased suspension. If the suspension is not upheld on appeal, the appeal administrator may implement a lesser form of discipline. If the suspension is upheld, any time spent in In-School Intervention between the original suspension and the appeal meeting will be counted as part of the suspension. The decision of the appeal administrator is final.

Expulsion Appeal Process

If the Committee determines a student will be expelled, the Committee will contact the student/student's guardian(s)

Attachment A.2 - PAN Virtual Restorative Justice Plan

within 24 hours of the hearing with its decision. If the student/student's guardian(s) disagree with the committee's decision, they may appeal to the Board of Directors of Pinecrest Academy of Nevada by contacting Lora Flitton.

Email: lora.flitton@pinecrestnv.org Phone: (702) 462-9700 ext. 1009

At the Appeals Hearing, the Board of Directors will consider all evidence, including evidence from the investigation, witness statements, live testimony, etc. The decision by the Board of Directors will be final. If the hearing is waived or the Board of Directors confirms the decision to expel, according to NRS 392.466(3), a parent/guardian must know they may:

- a. Enroll their child in a private school pursuant to chapter 394 of NRS or homeschool their child; or
- b. Enroll their child in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program.

Parent(s)/Guardian(s) may also enroll their child in the zoned school. The zoned school has the choice of whether to enroll the student or not as a student expelled from public school.

Level of Board Involvement

- Expulsions will be reviewed by a panel consisting of at least 3 Pinecrest Principals or their designees.
- Appeals to an expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- Board action required to approve if the school requests an exception to permanently expel a Special Education student under age 11.

Discipline Limits for Special Education Students

- 11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The 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 a firearm or dangerous weapon).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

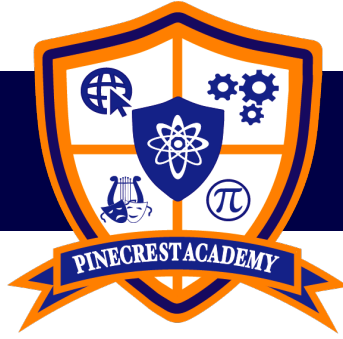
Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the district Board of Trustees 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).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees (NRS 392.466.9, NRS 392.467.1

The Restorative Discipline plan is subject to change based on guidance from the Nevada Department of Education and adoption by the Pinecrest Board of Directors.

Attachment B.1 - Inspirada Recruitment & Enrollment Plan

Pinecrest Academy at Inspirada
 2840 Via Contessa
 Henderson, NV 89044



Principal Michael O'Dowd
 Ph: (702) 473-5777 Fx: (702)754-4355
www.PinecrestInspirada.org

Pinecrest Inspirada Recruitment and Enrollment Plan for SPCSA

Pinecrest Academy Inspirada opened in August 2015 with 577 students (K-7). For the 2021-2022 school year, Pinecrest Inspirada had 1,195 students K-8.

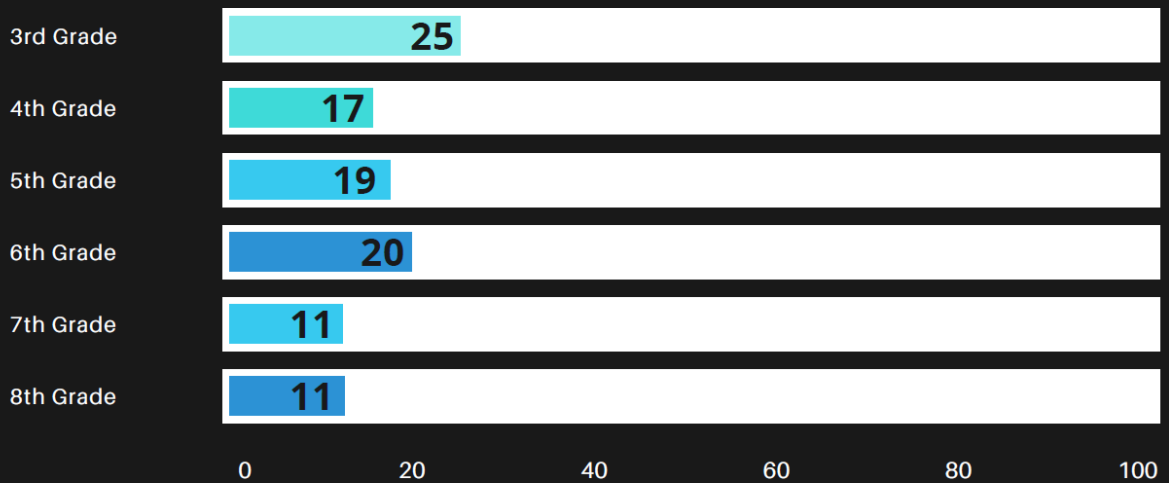
Data Review:

According to the Nevada Department of Agriculture (AGRI.NV.gov) the percentage of Free and Reduced Lunch students for the 2021-2022 school year was:

Pinecrest Academy Inspirada (K-8)	13.9%
Wallin Elementary (K-5) Neighborhood E.S. within CCSD	24.0%
Del Webb Middle School (6-8) Neighborhood MS within CCSD	31.25%

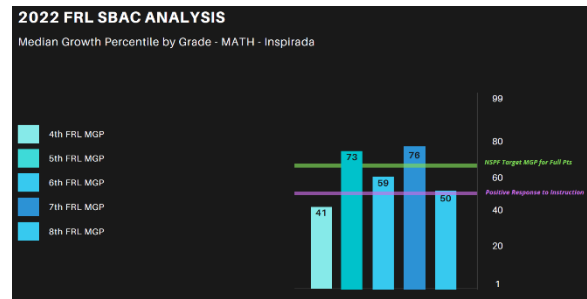
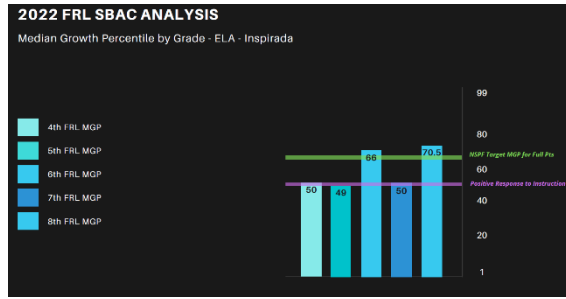
2022 FRL SBAC ANALYSIS

of FRL Students by Grade Level - Pinecrest Inspirada



Our Free and Reduced Lunch population is below our surrounding schools, However, our FRL students are showing Positive Response to Instruction as indicated on the 2022 SBAC.

Attachment B.1 - Inspirada Recruitment & Enrollment Plan



Our Board approved a weighted lottery for the 2022-2023 school year, and we did see an overall increase in the FRL population for our incoming Kindergarteners. As shown below, we also saw an increase in our total FRL student population and the majority of FRL students that applied in the weighted lottery were accepted.

2021-2022 (Not Weighted)	12%
2022-2023 (Weighted)	17%

Root Causes: Pinecrest Inspirada is located in a middle to middle/upper class neighborhood. Many families qualifying for Free and Reduced Lunch may not know about our school and the programs we offer.

Recruitment and Enrollment Plan:

1. Pinecrest Inspirada will conduct outreach through community partners that serve our population. This will include apartment complexes, local libraries, Boys and Girls Clubs, Dentists and Orthodontics Offices, and City Recreational Facilities.
2. Pinecrest Inspirada will provide Free and Reduced Lunches through the National School Lunch Program.
3. Pinecrest Academy of Nevada Board of Trustees has approved a 5x Weighted Lottery that enables FRL student populations to have an increased chance of acceptance through the lottery process. Pinecrest Inspirada will utilize this Weighted Lottery during all open enrollment periods.

Attachment B.2 - Sloan Canyon Recruitment & Enrollment Plan



PINECREST ACADEMY OF NEVADA

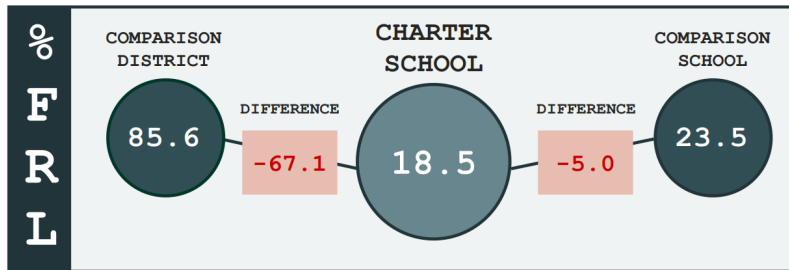
Sloan Canyon Campus



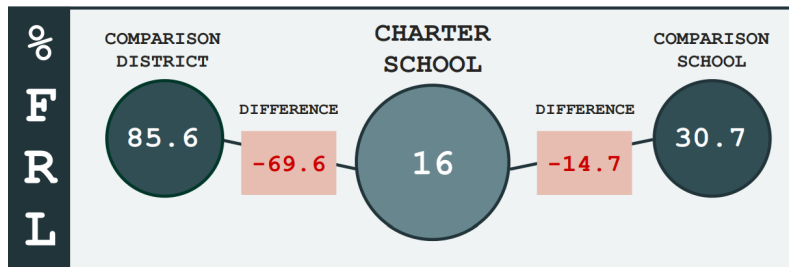
Overview:

Pinecrest Sloan Canyon opened in 2019 as a K-9 campus with approximately 1600 students. For the 2021-2022 school year, we currently have over 2,000 students and will have our first graduating class.

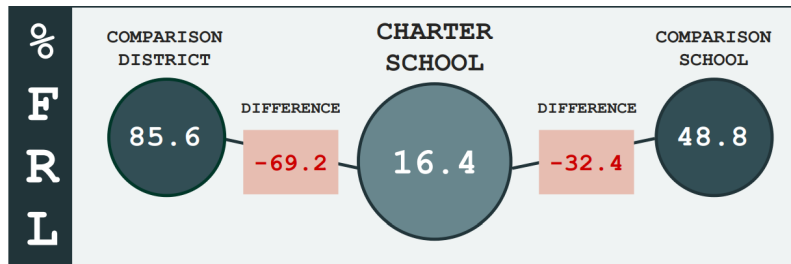
Elementary School FRL Percentage Comparison



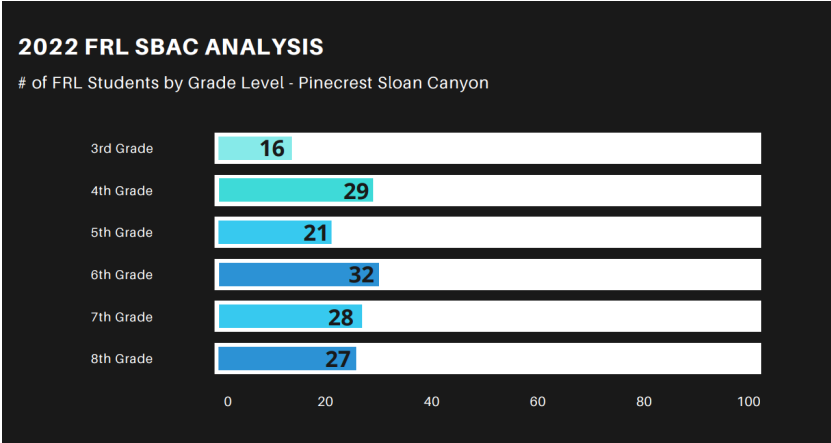
Middle School FRL Percentage Comparison



High School FRL Percentage Comparison



Attachment B.2 - Sloan Canyon Recruitment & Enrollment Plan



Our Free and Reduced Lunch population is below our surrounding schools, particularly at the high school level, but we have seen improvements overall. Our Board approved a weighted lottery for this school year, and we did see an overall increase in the FRL population for our incoming Kindergarteners. As shown below, we also saw an increase in our total FRL student population and the majority of FRL students that applied in the weighted lottery were accepted.

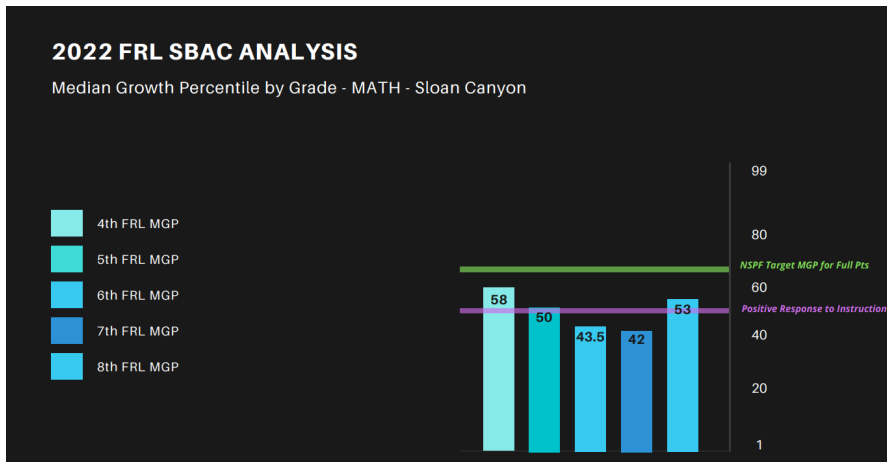
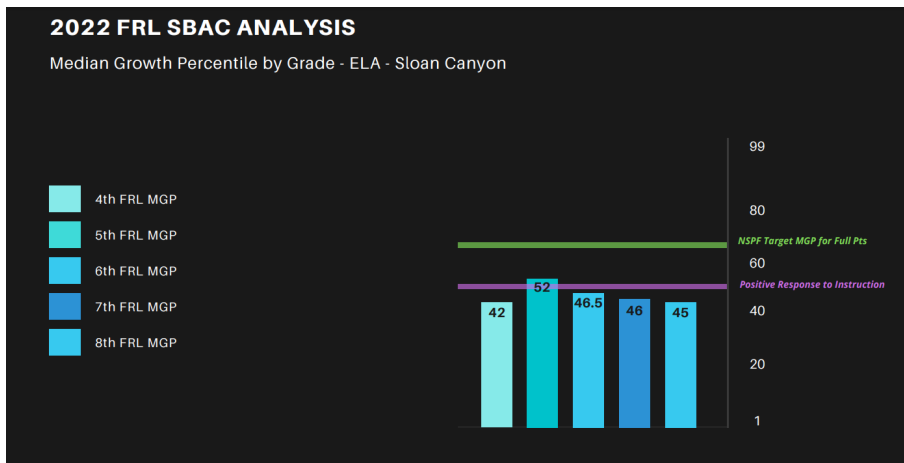
2021-2022 (Not Weighted)	15%
2022-2023 (Weighted)	24%
Applied for Weighted Lottery	10
Accepted in Weighted Lottery	7

Attachment B.2 - Sloan Canyon Recruitment & Enrollment Plan

Root Cause Analysis:

Academic Support

In trying to determine possible root causes that we are not attracting or maintaining FRL families, we first analyzed the academic results of our FRL students. We did not see a significant correlation between academic gains in this subgroup and feel they are receiving positive interventions. We do see slightly lower growth in ELA compared to subgroups, which makes this an area of focus we communicated to staff at our most recent professional development day.



We also examined disciplinary reports, and no FRL students were identified with disciplinary reports.

Attachment B.2 - Sloan Canyon Recruitment & Enrollment Plan

Also notable is our increased English Language Learner Population:

Sloan also serves diversified primary languages:

- Bulgarian = 1
- Cantonese = 1
- Filipino = 1
- Gujarati = 1
- Japanese = 1
- Korean = 2
- Mandarin = 4
- Panjabi = 1
- Russian = 1
- Spanish = 17
- Urdu = 1

Our EL Strategist has created folders for teachers regarding the data and interventions needed for these students and is pushing in to classrooms and grade level meetings for support.

Secondary Programs:

The school has worked with the State CTE Department to analyze and find areas of improvement in regards to enrolling more FRL students into our CTE program. We have created CTE program brochures in both English and Spanish. We have also established protocols with our Safe School Professional to assist with fees and uniform costs. We are continuing to establish partnerships with community organizations such as Dignity Health, Community Ambulance, Microsoft and HAAS Automation to assist with offsetting the costs of these programs to benefit our students. We are also creating pipelines for students in our CTE programs to move directly into a career field after graduation by implementing Industry Certification programs with little or no cost to the students. Below is our current FRL enrollment in CTE pathways that we will utilize as a benchmark for assessing future enrollment and marketing initiatives.

CTE Pathway	FRL Number	Program Enrollment
Multimedia Communication	15	68
Cybersecurity	23	90
Health Science- EMT/Community Health	21	153
Principles of Business & Marketing	19	95

Action Plan to Increase Diverse Enrollment:

Attachment B.2 - Sloan Canyon Recruitment & Enrollment Plan

In moving forward in upcoming open enrollment seasons, one component of our Action Plan will be to target High School students in targeted zip codes and highlight our variety of programs, including Dual Enrollment, Career and Technical Education pathways, and tutoring options.

Marketing to include translation in Spanish and highlighting supports available for families, including free and reduced lunch, tutoring, before and after school care, clubs and activities. We are distributing flyers to the nearby apartment complex and housing that is opening nearby.

The composite image consists of three main parts:

- Top Left:** A flyer for Pinecrest Academy of Nevada. It features a collage of students and the text "SOLICITAR AHORA" (Apply Now), "PINECREST ACADEMY OF NEVADA", and "MATRÍCULA LIBRE" (Free Enrollment). Below this are icons for various programs: AVIACIÓN (Aviation), TECNOLOGÍA DRONE (Drone Technology), LA SEGURIDAD CIBERNÉTICA (Cybersecurity), DISEÑO GRÁFICO (Graphic Design), CIENCIA DE LA SALUD (Health Science), and LAS ARTES ESCÉNICAS (Performing Arts).
- Top Right:** Two female students in blue polo shirts and grey skirts standing in a hallway. A Pinecrest Academy logo is overlaid on the bottom right of this section.
- Bottom Left:** A map of Nevada showing the locations of Pinecrest Academy campuses: St. Rose Campus (K-8), Sloan Canyon Campus (K-12), Inspirada Campus (K-8), and Cadence Campus (K-12). A circular graphic says "JARDÍN DE INFANCIA HASTA LA UNIVERSIDAD" (Nursery to University).
- Bottom Right:** A list of benefits and services, each preceded by a blue checkmark icon:
 - Escuela Charter Publica Gratuita
 - *Creditos Universitarios en la Escuela Secundaria
 - Cursos de Nivel Avanzado
 - Educacion Tecnica y de Carrera Profesional
 - Nacionalmente Certificado STEM
 - Tutoria
 - Cuidado Antes y Despues de la Escuela
 - Almuerzo Gratis y Reducido
 - Atletismo K-12
 - Jardin De Infancia Hasta La Universidad*

WWW.PINECRESTNV.ORG

Attachment B.2 - Sloan Canyon Recruitment & Enrollment Plan

Grassroots Marketing:

Additional Flier Distribution & Restock to:

89015	89015 Cont'	89011	89002	89123
	Boys & Girls Club			Clark County Library – Enterprise Branch
Block Party Attendees	Cascade Apartments	Block Party Attendees	Crescent Ridge Apartments	
Henderson Library	Prelude at the Park Apartments	Cadence Homebuilders	Colton Apartments	
Cadence Homebuilders	The Harbor	Starbucks	Mathnasium	
Breezer Homes		Farmer's Market		
		B. Sharp Dance Studio		

89119	89147	89074	89005	89113
Mirasol Apartments	Helen Meyer Community Center	Boys & Girls Club – Donald W. Reynolds Club	Boys & Girls Club	Clark County Library – Windmill Branch
Aviata Apartments				
Clark County Library				

89012	89014	89107	89141	89146
Henderson Library	Henderson Library	Bill and Lillie Heinrich YMCA	Boys & Girls Club – Southern Highlands Club	Boys & Girls Club – Lied Memorial Club
Big Horn Condominiums				
Harmony Homes				
Island Frozen Yogurt Shop				

89052	89052 Cont'	89052 Cont'	89052 Cont'	89183
Chenin Orthodontics	Horizon Ridge Park Apartments	Dune Apartments	Anthem Village Dental Group	Positano Apartments
Truman Orthodontics	Aspire at Sunridge Heights Apartments	Veritas Apartments	Moore Family Dentistry	The Pearl @ St. Rose Apartments
	Empire Apartments	Comprehensive Dental Care		Ascent @ Silverado Apartments
	The Domain Apartments	Seven Hills Dental Care		The Belmont Apartments
	La Serena at the Heights Apartments	Ranch Plaza Dental Group		Parkway @ Silverado Ranch Apartments

Other Outreach for Current Families:

We have made efforts to increase family participation in completing the FRL application. Flyers were distributed in backpacks, included in our Pirate Post, and emailed to families. They are also located at the front office and when families request assistance, they are encouraged to fill out the application.

MORE THAN A MEAL

Filling out the school meal application may help provide:

Money for Groceries Through P-EBT

Before and After School Academic & Enrichment Programs

Guidance & College Counselors

Free or Reduced-Price Meals for Students at Our School

Health & Wellness Services

Fee Waivers For College Applications & Admissions Tests

Resources for Classrooms, Teachers & Children

We strongly encourage all parents/guardians to submit a Meal Application

Completing an application takes less than 10 minutes, and you only need to complete one meal application for all children in the same household.

Meal applications are available on our website or by scanning the QR code below.

You will receive a notice through email as to whether your child/children is approved to receive free or reduce-price meals.

YOUR APPLICATION COUNTS!
SUBMIT YOURS TODAY!

Attachment C - Pinecrest Calendar for 2023-24

Pinecrest Academy of Nevada 07/01/2023 through 06/30/2024	Pinecrest Academy of Nevada Cadence 2023-2024 Calendar Year	Calendar Report 08/28/2023 // 06:50:46 AM
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Legend

- Non-instructional day
- Non school day

Key Dates

- Th, Aug 10 Instructional Day, First Day
- Mo, Sep 4 Non school Day, Holiday - Other
- Fr, Sep 22 Instructional Day, Professional Development Day
- Fr, Oct 20 Instructional Day, Minimum Day
- Fr, Oct 27 Non school Day, Holiday - Other
- Mo, Oct 30 Instructional Day, Professional Development Day
- Tu, Oct 31 Non school Day, Parent-Teacher Conference (non-PD)
- Fr, Nov 10 Non school Day, Holiday - Other
- Mo, Nov 20 Non school Day, Fall Break, Contingency Day
- Tu, Nov 21 Non school Day, Fall Break
- We, Nov 22 Non school Day, Fall Break
- Th, Nov 23 Non school Day, Fall Break
- Fr, Nov 24 Non school Day, Fall Break
- Fr, Dec 15 Instructional Day, Minimum Day
- Mo, Dec 18 Non school Day, Winter Break
- Tu, Dec 19 Non school Day, Winter Break
- We, Dec 20 Non school Day, Winter Break
- Th, Dec 21 Non school Day, Winter Break
- Fr, Dec 22 Non school Day, Winter Break
- Mo, Dec 25 Non school Day, Winter Break
- Tu, Dec 26 Non school Day, Winter Break
- We, Dec 27 Non school Day, Winter Break
- Th, Dec 28 Non school Day, Winter Break
- Fr, Dec 29 Non school Day, Winter Break
- Mo, Jan 1 Non school Day, Winter Break
- Mo, Jan 15 Non school Day, Holiday - Other
- Fr, Jan 19 Instructional Day, Professional Development Day
- Mo, Feb 12 Instructional Day, Professional Development Day
- Mo, Feb 19 Non school Day, Holiday - Other
- Fr, Mar 8 Instructional Day, Minimum Day
- Mo, Mar 11 Non school Day, Spring Break
- Tu, Mar 12 Non school Day, Spring Break
- We, Mar 13 Non school Day, Spring Break
- Th, Mar 14 Non school Day, Spring Break
- Fr, Mar 15 Non school Day, Spring Break
- Fr, Mar 29 Instructional Day, Minimum Day
- Mo, Apr 1 Instructional Day, Professional Development Day
- Fr, May 24 Instructional Day, Minimum Day, Last Day
- Mo, May 27 Non school Day, Holiday - Other
- Tu, May 28 Non school Day, Contingency Day
- We, May 29 Non school Day, Contingency Day

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
November						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
February						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
March						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Total Instructional Days: 180 Minutes: 72000	Total Non-Instructional Days: 0 Minutes: 0	Total Non-School Days: 186 Minutes: 74400
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Pinecrest Academy of Nevada - Cadence 2023-2024 Secondary Bell Schedule



Lunch A

Study Hall	7:00 - 7:25
p.1	7:30 - 8:25
p.2	8:30 - 9:20
p.3	9:25 - 10:15
p.4	10:20 - 11:10
p.5B*	11:10 - 11:15
Lunch A	11:15 - 11:45
p.5B	11:50 - 12:40
p.6	12:45 - 1:35
p.7	1:40 - 2:30
Dismissal	2:30 - 2:50

*Leave all belongings except lunches in p.5 classroom. Pass to lunch when bell rings at 11:15.

Lunch B

Study Hall	7:00 - 7:25
p.1	7:30 - 8:25
p.2	8:30 - 9:20
p.3	9:25 - 10:15
p.4	10:20 - 11:10
p.5A**	11:15 - 12:05
Lunch B	12:05 - 12:35
p.5A***	12:35 - 12:40
p.6	12:45 - 1:35
p.7	1:40 - 2:30
Dismissal	2:30 - 2:50

Leave all belongings except lunches in p.5 classroom. *Return to p.5 classroom. Pass to p.6 at 12:40.

Attachment D - Pincrest Calendars for 2023-24

ELEMENTARY MASTER 2023-2024

K		1		2		3	
8:00-9:05	WG READING	8:00-9:00	WRITING	8:00-8:50	WG READING	8:00-9:20	MATH
9:05-9:55	SPECIALS	9:00-10:00	WG READING	8:50-9:45	SG READING	9:20-10:10	WG READING
9:55-10:50	SG READING	10:00-10:55	SG READING	9:45-10:00	RECESS (SC)	10:10-11:00	SG READING
10:50-11:20	LUNCH	10:55-11:45	SPECIALS	10:00-10:50	SPECIALS	11:00-11:10	RECESS (SC)
11:20-11:30	RECESS (SC)	11:45-12:35	MATH	10:50-12:20	MATH	11:15-11:45	LUNCH
11:30-12:40	MATH	12:35-12:45	RECESS (SC)	12:20-12:30	RECESS (SC)	11:45-12:35	WRITING
12:40-1:25	WRITING	12:45-1:15	LUNCH	12:30-1:00	LUNCH	12:35-1:25	SPECIALS
1:25-1:50	RECESS (Primary)	1:15-2:05	SG MATH	1:00-1:40	WRITING	1:25-1:50	RECESS (SC)
1:50-2:30	SCIENCE/SS	2:05-2:30	RECESS (Primary)	1:40-2:15	SCIENCE/SS	1:50-2:25	SG MATH
2:30-3:00	SG MATH	2:30-3:00	SCIENCE/SS	2:15-3:00	SG MATH	2:25-3:00	SCIENCE/SS
4		5 (A)		5 (B)		5 (C)	
8:00-8:30	WG READING	8:10-9:00	SPECIALS	8:10-9:00	SPECIALS	8:10-9:00	SPECIALS
8:30-9:20	SG READING	9:10-11:35	MATH/SCIENCE	9:10-11:35	ELA/SS	9:00-9:50	WG READING
9:20-10:10	WRITING	11:35-11:45	RECESS (SC)	11:35-11:45	RECESS (SC)	9:50-10:40	SG READING
10:10-10:35	RECESS (SC)	11:45-12:15	LUNCH	11:45-12:15	LUNCH	10:40-11:35	WRITING
10:35-11:50	MATH	12:15-1:25	ELA/SS	12:15-1:25	MATH/SCIENCE	11:35-11:45	RECESS (SC)
11:50-12:00	RECESS (SC)	1:25-1:40	RECESS (turf)	1:25-1:40	RECESS (turf)	11:45-12:15	LUNCH
12:00-12:30	LUNCH	1:40-3:00	ELA/SS	1:40-3:00	MATH/SCIENCE	12:15-1:15	MATH
12:30-1:10	SG MATH					1:15-2:15	SG MATH
1:10-1:55	SCIENCE/SS					2:15-3:00	SCIENCE/SS
1:55-2:45	SPECIALS						
2:45-3:00	INTERVENTIONS						

Attachment D - Pincrest Calendars for 2023-24

KINDERGARTEN		1ST GRADE		2ND GRADE		3RD GRADE	
8:05-8:55 (50)	HR ELA Block #1	8:05-8:55 (50)	HR ELA Block #1	8:05-8:55 (50)	SPECIALS	8:05-8:55 (50)	Science/S.S.
9:00-9:45 (45)	Power Hour Math	9:00-9:50 (50)	SPECIALS	9:00-9:30(30)	Math Homeroom	9:00-9:50 (50)	Power Hour Reading
9:45-10:00 (15)	Outside Break	9:55-10:45 (50)	Power Hour Reading	9:30-10:20(50)	Power Hour Math	9:55-10:45 (50)	SPECIALS
10:05-10:50 (45)	Power Hour Reading	10:50-11:30 (40)	HR ELA Block #2	10:20-10:35 (15)	Phonics	10:50-11:40 (50)	Power Hour Math
10:50-11:20 (30)	LUNCH	11:30-12:00 (30)	LUNCH	10:35-11:05 (30)	Writing	11:45-12:05 (20)	HR Math/ Intervention
11:25-11:45 (20)	Brain Break	12:05-12:55 (50)	Math Power Hour	11:10-11:40 (30)	LUNCH	12:05-12:35 (30)	LUNCH
11:45-12:35 (50)	SPECIALS	1:00-1:30 (30)	HR Math/ Intervention	11:45-12:40 (55)	Homeroom Reading	12:45-1:35 (50)	HR ELA Block #1
12:35-1:15 (40)	HR ELA Block #2	1:30-1:45 (15)	Outside Break	12:40-1:35 (55)	PH Reading	1:35-2:00 (25)	HR ELA Block #2
1:15-1:55 (40)	HR Math/ Intervention	1:50-2:35 (45)	Science/S.S.	1:45-2:00 (15)	Outside Break	2:00-2:15 (15)	Outside Break
1:55-2:35 (40)	Science/S.S.	2:35-2:55 (20)	Blended Learning/ Intervention	2:00-2:35 (35)	Science/SS	2:20-3:00 (40)	Blended Learning/ Intervention
2:35-2:55 (20)	Blended Learning/ Intervention			2:35-3:00 (25)	Blended Learning/ Intervention		
(Afternoon Inside Break When Needed)		(Morning Inside Break When Needed)					

Attachment D - Pincrest Calendars for 2023-24

4TH GRADE		5TH GRADE		SPED POWER HOUR (Teachers)		Patel Intervention Power Hour Reading		Bisnar: Intervention Power Hour Math	
8:05-8:55 (50)	HR ELA Block #1	8:00-8:50 (50)	Homeroom Block #1	8:05-8:55		8:05-8:55		8:05-8:55	
9:00-9:50 (50)	Power Hour Reading	8:50-9:40 (50)	Block #2	9:00-9:50		9:00-9:50		9:00-9:50	
9:55-10:45 (50)	HR ELA Block #2	9:40-10:30 (50)	Block #3	9:55-10:45		9:55-10:45		9:55-10:45	
10:50-11:40 (50)	SPECIALS	10:30-11:00 (30)	LUNCH	10:50-11:40		10:50-11:40		10:50-11:40	
11:45-11:50 (5)	Blended Learning	11:00-11:45 (45)	Block #4-PH	11:45-12:30		11:45-12:15		11:45-12:15	
11:50-12:20	LUNCH	11:45-12:35	SPECIALS/ ELECTIVES	12:35-1:25		12:20-1:10		12:20-1:10	
12:25-1:15 (50)	Power Hour Math	12:35-1:45 (50)	Block #5	1:30-2:10		1:15-2:05		1:15-2:05	
1:20-1:50 (30)	HR Math/ Intervention	1:45-2:35 (50)	Block #6	2:10-3:00		2:10-3:00		2:10-3:00	
1:50-2:20 (30)	Science/S.S.	2:35-3:00 (25)	Outside Break/Blended Learning						
2:20-2:35 (15)	Outside Break								
2:40-3:00 (20)	Blended Learning								

Attachment D - Pincrest Calendars for 2023-24

SPECIALS/ ELECTIVES SCHEDULE			LUNCH			
	Time	Grade	Grade Level	Time	IN (Lunch Room)	OUT (Playground)
1	8:05-8:55	2nd Grade				
2	9:00-9:50	1st Grade	5th Grade	10:30-11:00 (30)	10:30-10:45	10:45-11:00
3	9:55-10:45	3rd Grade	Kindergarten	10:50-11:20 (30)	10:50-11:05	11:05-11:20
4	10:50-11:40	4th Grade (PE-overlap w/ lunch)	2nd Grade	11:10-11:40 (30)	11:10-11:25	11:25-11:40
	11:45-12:35	Kindergarten K & 5th Grade	1st Grade	11:30-12:00 (30)	11:30-11:45	11:45-12:00
5	12:35-1:10	LUNCH	4th Grade	11:50-12:20 (30)	11:50-12:05	12:05-12:20
6	1:15-2:05	ELECTIVE #1	3rd Grade	12:05-12:35 (30)	12:05-12:20	12:20-12:35
7	2:10-3:00	ELECTIVE #2	6-8 Grade	12:40-1:10 (30)	12:40-12:55	12:55-1:10
Instructional Minutes			HR Reading			
	HR Reading	50 min.	Word Work/Word Study			20 min.
	PH Reading	50 min.	Comprehension Skills/Strategies			15 min.
	Writing	40 min.	Vocabulary- ?			5 min.
	READING TOTAL	110-120 min.	Developing Comprehension/Vocabulary			25 min.
	HR Math	30 min.				
	PH Math	60 min.				
	MATH TOTAL	90 min.				
	Intervention Time	30 min.				

Attachment D - Pincrest Calendars for 2023-24

	Time	ELA 6	ELA 6/7	ELA 6/7	ELA 7/8	ELA 8	S.S 6/7	S.S. 7/8
		Pena	Kalahiki	Reinbold	T. Johnson 7/8	Chavez	Morgan	Embrogno
1	8:00-9:30 (90)	ELA 6 ACC	MATH 6	ELA 7 *SPED	ELA 7	ELA 8 ACC	6 Morgan/Foley See Below for Daily Schedule	8 Tomlin A/ Embrogno B See Below for Daily Schedule
2	8:45-8:48 (3) SS/Sci Passing Period							
	9:30-9:35 (5)	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
3	9:35-11:05 (90)	ELA 6	ELA 6 ACC	ELA 7	ELA 8 ACC	ELA 8	6 Morgan/Foley See Below for Daily Schedule	7 Embrogno/ Tomlin See Below for Daily Schedule
4	10:20-10:23 (3) SS/Sci Passing Period							
	11:05- 11:10	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
5	11:10-12:40 (85)	ELA 6	ELA 6	S.S/Science 6 ACC	ELA 7 ACC	ELA 8	8 Morgan A/ Tomlin B See Below for Daily Schedule	7 Embrogno A/ Foley B See Below for Daily Schedule
6	11:55-11:58 (3) SS/Sci Passing Period	12:10 - 12:40 6th Grade LUNCH	12:10 - 12:40 6th Grade LUNCH	12:10 - 12:40 6th Grade LUNCH				
	12:40-12:50 (15)	12:40 - 1:10 ELA 6	12:40 - 1:10 ELA 6	12:40 - 1:10 S.S/Science 6 ACC	7th/8th Grade Lunch	7th/8th Grade Lunch	7th/8th Grade Lunch	7th/8th Grade Lunch
	12:55-1:10 (15)							
	1:10- 1:15 (5)	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
7	1:15-2:05 (50)	PREP	PREP	PREP	PREP	PREP	PREP	Body & Mind Wellness
	2:05 - 2:10 (5)	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
8	2:10-3:00 (50)	ELA Intervention	Yearbook	Life Skills	History of Sports	Persuasion & Propaganda	Entrepreneurship	PREP
8								

Attachment D - Pincrest Calendars for 2023-24

Science 6/7	Science 7/8	Math 6	Math 7/8	Math 7/8	Math 8	SPED	SPED/SABIT	RTI Reading
Foley	Tomlin	Cairney	Pressler	Orban	Lovell	Cruse	Distelrath	Patel
6 Foley A/ Morgan B See Below for Daily Schedule	8 Tomlin A/ EmbrognoB See Below for Daily Schedule	Math 6	Pre-Algebra 8	Pre-Algebra 7- Accelerated	Math 7 Algebra (Double ACC- H)			
Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
6 Foley A/ Morgan B See Below for Daily Schedule	7 Embrogno/ Tomlin See Below for Daily Schedule	Math 6 Acc- Course 1 supplement with Course 2	Pre-Algebra 8	Math 7	Algebra			
Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
7 (MH) Foley A/ Embrogno B See Below for Daily Schedule	8 Tomlin A/ Morgan B See Below for Daily Schedule	Math 6	Math 6 Double ACC Pre-Algebra	Math 7	Math 8 Geometry			
		12:10 - 12:40 6th Grade LUNCH	12:10 - 12:40 6th Grade LUNCH			12:10 - 12:40 6th Grade LUNCH		
7th/8th Grade Lunch	7th/8th Grade Lunch	12:40 - 1:10 Math 6	12:40 - 1:10 Math 6 Double ACC Pre-Algebra	7th/8th Grade Lunch	7th/8th Grade Lunch		7th/8th Grade Lunch	
Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period			
Flight and Space	Robotics	Math Intervention	Medical Detectives	Astronomy	Broadcast News	Academic Foundations 6th		
Passing Period	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period			
PREP	PREP	PREP	PREP	PREP	PREP	PREP	Academic Foundation 7/8	Reading Intervention

Attachment D - Pincrest Calendars for 2023-24

	Time	ELA 6	ELA 6/7	ELA 6/7	ELA 7/8	ELA 8	S.S 6/7	S.S. 7/8
		Pena	Kalahiki	Reinbold	T. Johnson 7/8	Chavez	Morgan	Embrogno
Science and Social Studies Alternating Schedule								
			Monday	Tuesday	Wednesday	Thursday	Friday	
	Period 1/2	Science/SS 45 min Period 1 & 2	Science/SS 45 min Period 1 & 2	Embrogno/Morgan Period 1 Foley/Tomlin Period 2 90 Min	Embrogno/Morgan Period 2 Foley/Tomlin Period 1 90 Min	Science/SS 45 min Period 1 & 2		
	Period 3/4	Science/SS 45 min Period 3/4	Science/SS 45 min Period 3/4	Embrogno/Morgan Period 3 Foley/Tomlin Period 4 90 Min	Embrogno/Morgan Period 4 Foley/Tomlin Period 3 90 Min	Science/SS 45 min Period 3/4		
	Period 5/6	Science/SS 45 min Period 5/6	Science/SS 45 min Period 5/6	Embrogno/Morgan Period 5 Foley/Tomlin Period 6 90 Min	Embrogno/Morgan Period 6 Foley/Tomlin Period 5 90 Min	Science/SS 45 min Period 5/6		
Specialists/Electives								
		Music	Art	STEM		SEL	PE	Tech
		Claridy	Swanson	Wood		Kobrin	Spero	Quadro
1	8:00 - 8:55	Music 2	Art 2	STEM 2		Life Skills 2	PE 2	Tech 2
2	9:00 - 9:50	Music 1	Art 1	STEM 1		Life Skills 1	PE 1	Tech 1
3	9:55 - 10:45	Music 3	Art 3	STEM 3		Life Skills 3	PE 3	Tech 3
4	10:50 - 11:40	Music 4	Art 4	STEM 4		Life Skills 4	PE 4	Tech 4
	11:45-12:35	Music K/5th	Art K/5th	STEM K/5th		5th Grade/Behavior	PE K/5th	Tech K/5th
	12:40-1:10	LUNCH	LUNCH	LUNCH		LUNCH	LUNCH	LUNCH
6	1:15 - 2:05	Music Appreciation	Art 6-8	STEM Myth Busters		Life Skills	PE/Health 7	Coding 1
7	2:10 - 3:00	Music Appreciation	Art 6-8	STEM Myth Busters		Life Skills	PE/Health 7	Coding 2

Attachment D - Pincrest Calendars for 2023-24

Teacher Name	Room	Lunch	1st	2nd
MS			7:30-8:20am	8:25-9:15am
HS			7:30-8:20am	8:25-9:15am
6th English- Amber Clark	405		ELA 6 Acc	
6th English- Sonya Marshall	407		ELA 6	
7th English- Kerra Hawkins	503		ELA 7	
7th English- Avery Sage	505		ELA 7 Acc	
7/8th English- McCall Mitchell	501		Prep	ELA
8th English- Tim Hight	601		Prep	ELA 8 (S)
8th English/Elective- Robin Pelletier	603		Prep	Study Skills (MS)
9th English - Zal	524	Lunch A	Eng 9	Eng 9
9th English - Acosta	522	Lunch A	Eng 9 (H)	Eng 9
10th English- Basilio	626	Lunch A	Prep	Eng 10 (H)
10th English- Valenti	629	Lunch A	Eng 10 (H)	Eng 10
11th English- McCourt	631	Lunch A	Eng 11 (S)	Eng 11
12th English- Fong	633	Lunch A	Eng 12 (H)	Eng 12 (S)
Math				
6th Math- Fortuno	403		Math 6	
6/7th Math- Trent Sitar	401		Math 6 (S)	
6/7th Math- Lorraine Kerr	516		Math 7	
7th Math- Hannah Smilowitz	504		Math 7 (S)	
7/8th Math- Lacsamana	502		Math 7 Acc	
8th Math- Strimboulis	506		Pre-Algebra 8 (S)	Pre-Algebra 8 (ACC)
Math Intervension (HS) - Scott	408?	Lunch B	Geometry Intervention	Algebra 1 Intervention
Pre-Algebra/ Alg 1 - Makupson	604	Lunch B	Pre-Algebra (S) (9)	Pre-Algebra
Algebra 1- Pixley	531	Lunch B	Algebra 1 (9/10)	Algebra 1 (9/10) (S)
Geo/Algebra 2- Tovar	533	Lunch B	Geometry (S)	Geometry
Geometry-Mustpha Touray	526	Lunch B	Geometry	Geometry H
Alg 2/PreCalc- S. Mackmin*	535	Lunch B	Alg 2	Alg 2 H
Upper Math- Novoa	529	Lunch B	Study Skills (HS)	Math of Pers. Fin (S)
Social Studies				
6th Grade Social Studies- Bean	425		Ancient History	Ancient History
7th Social Studies- Wilkerson	509		Prep	US
7th/8th Social Studies	606		Prep	US
8th Social Studies- Jersic	614		Prep	Geography
World History-Garrity	622	Lunch B	AP World History	World Hist
World History - Ramirez	616	Lunch B	World Hist	World History (H)
Psychology/World History- Reed	635	Lunch B	Psychology	Psychology
US History/Contemporary Topics- Carlsto	621	Lunch B	US Hist	US Hist
US History-Ponnet*	624	Lunch B	AP US History	US Hist
Govt/Econ-Kyle	623	Lunch B	Government/Econ	Government/Econ Honors
Science				
6th Science- Masden	409		Sci 6	Sci 6
7th Science- Fernandez	511		Sci 7	Prep
7/8th Science - Garcia	514		Sci 7	Prep
8th Science- Sherman	611		Sci 8	Prep
Biology- Holmes	528	Lunch A	Prep	Bio 9
Biology- Zamora	630	Lunch A	Prep	Bio 9
Chemistry - Haines	632	Lunch A	Prep	Chem H
Chemistry/Physical Science- Matt Senef	532	Lunch A	Prep	Physical Science
Physics/Geoscience- G. Shofner	530	Lunch A	Prep	Physics H

Attachment D - Pincrest Calendars for 2023-24

Teacher Name	Room	Lunch	1st	2nd
K. Mackmin	402		HS Symphony Chorus (*MS)	Audition Prep (MS)
Mathisen	Band		Wind Symphony	Audition Prep (HS)/ Percussion Ensemble (HS)
Tejero	404		HS Symphony Orchestra (*MS)	AP Music Theory
David Clarke	Gym	Lunch B	PE 1/2	PE 1/2
Kapanui	Gym	Lunch B	PE 8 / Health	PE 8 / Health
Soifua	Weightroom	Lunch B	Functional Fitness (HS)	Functional Fitness (HS)
Sieverts	605	Lunch B	Health/Financial	Health/Financial Lit
Egbert	410/412	Lunch A	PLTW Robotics MS	Competitive Robotics (HS) - MUST STAY
Sanford-Cox	437	Lunch A	Multimedia Communications 1	Multimedia Communications 1
Atwal/Stewart	435	Lunch A	Aviation 3	Aviation 3
Mallah	436	Lunch A	Cybersecurity 3	Cybersecurity I
Milano	431/433	Lunch A	EMT 2	EMT 1
Cisneros	427	Lunch A	Intro to Health Science (MS)	Intro to Health Science (MS)
Spanish Manzano -	521	Lunch A	Spanish I (MS)	Spanish I (HS)
Foreign Language - Rikki Martin	523	Lunch A	Spanish I (HS)	Spanish II H
Tulowetzke	434	Lunch A	Prep	Foundations of Art
Chalmers	414	Lunch A	Prep	Yearbook (HS)
Sly	609		Environmental Science	Makers Lab
STEM- Law	602		Study Skills	Study Skills
Turner	628		HS STUCO	
MS SPED - Devin Carlson	610/612		Math RR	Math 6 (push in) / ELA 8 (Push in - 2x/week)
MS SPED - Jennifer Koszewnik	610/612		Math 7 (push in)	Math 7 (pull out)
MS SPED - Ivonne Giles	610/612		Pre-Algebra (push in)	ELA 8 (push in)
MS IA - Rhonda Kerr	610/612		Math 6 (push in)	
MS IA -	610/612		Math RR	Math 7 (push in)
9th Grade-	510/512	Dependent on 4th period	See Above for CoTaught Sections	
10th Grade- Bobbi Curry	510/512			See Above for CoTaught Sections
11th Grade- Lake Curry	510/512			
12th Grade- Bernstein	510/512			
High School- Harwell	510/512			
Phys. Ed IA -	Gym		MS/HS PE	MS/HS PE

Attachment D - Pincrest Calendars for 2023-24

3rd	4th	5th
9:20-10:10 am	10:15- 11:05 am	11:10- 12:00 pm
9:20-10:10 am	0:10- 10:40 am A. 11:05-11:35am	11:35- 12:25 pm
ELA 6 Acc		Prep
ELA 6		Prep
ELA 7		Prep
ELA 7		Prep
7	ELA 8	ELA 8
Theatre (HS)	Theatre (HS)	Theatre (MS)
ELA 8 Acc	ELA 8 Acc	Novels & Film
Eng 9 (S)	Prep	Eng 9 (H)
Eng 9	Prep	Eng 9 (S)
Eng 10 (H)	Eng 10 (S)	Eng 10
Creative Writing	Prep	Eng 10 (H)
Eng 11 (H)	Prep	Eng 11
Eng 12 (H)	Prep	Eng 12
Prep	Math 6	
Prep	Math 7	
Prep	Math 6 Acc	
Prep	Math 7	
Prep	Math 7 Acc	
Prep	Pre-Algebra 8 (S)	Math Intervention MS
Prep	Algebra II Intervention	Algebra I Intervention
Prep	Pre-Algebra	Algebra 1
Prep	Algebra 1 (9/10)	Algebra 1 (9/10)
Prep	Geometry	Geometry H
Prep	Geometry	Geometry
Prep	Pre-Calc (H)	Alg 2
Alg 2	College Algebra	College Algebra
Ancient History	Prep	Ancient History
US	Ancient History (S)	US
US	US (S)	Geography
Geography	Geography	Geography
Study Skills (HS)	World Hist H	World Hist
World Hist H	World History	World History
AP Seminar	Psychology	AP Human Geography
US Hist	US Hist	US Hist H
US Hist (S)	US Hist	US Hist H
Government/Econ	Government/Econ	Government/Econ
Sci 6 (S)	Prep	Sci 6
Sci 7 (S)	Sci 7	Sci 7
Study Skills (MS)	Sci 7	Sci 8 (S)
Study Skills (MS)	Sci 8	Sci 8
Bio 9	Bio 9 (S)	Bio 9
Bio 9(H)	Bio 9(H)	Bio 9 H
Chem	Chem	Chem
Chem	Physical Science	Physical Science
Physics	Geo Sci	Geo Sci

Attachment D - Pincrest Calendars for 2023-24

3rd	4th	5th
MS Advanced Choir	MS Intermediate Choir	Beginning Choir (5th/6th)
MS Symphonic Band	MS Intermediate Band	5th/6th Beginning Band
MS Advanced Strings	MS Intermediate Strings	5th/6th Beginning Orchestra
PE 1/2	PE 1/2	PE 1/2
PE 8 / Health	PE 8 / Health	Sports and Fitness (MS)
PE 1/2	PE 1/2	PE 1/2
Health/Financial Lit	Health/Financial Lit	Health/Financial Lit
Robotics (MS)	Robotics (HS)	Prep
Multimedia Communications 2	Multimedia Communications 2	Prep
Aviation 2	Aviation 1	Marketing 1 (Atwal prep)
Cybersecurity I	Cybersecurity 2	Prep
Study Skills	EMT 1	Prep
Intro to Health Science (MS)	Intro to Health Science (MS)	Prep
Latin Culture Studies	Spanish I (MS)	Prep
Spanish II H	Spanish I (HS)	Prep
Foundations of Art	High School Art II	Foundations of Art
Photography	Photography	Yearbook (MS)
Makers Lab	Prep	Zoology
Study Skills	Prep	STEAM Careers
Mon - Thurs - Math Group Friday - reading pull out	Pre-Algebra (push in)	PREP
Mon - Thurs - Math Group	PREP	Academic Foundations
Writing - 30min/ mon-thurs Social/beh - 30min/Fridays	Health Science (push in)	PREP
Science 6 (push in)	Ancient History (push in)	Academic Foundations
Science 7 (push in)	US History (push in)	Geography (push in)
See Above for CoTaught Sections		
	See Above for CoTaught Sections	
MS/HS PE	MS/HS PE	HS PE

Attachment D - Pincrest Calendars for 2023-24

6th	7th
12:30- 1:20 pm	1:25- 2:15 pm
12:30- 1:20 pm	1:25- 2:15 pm
ELA 6	
ELA 6(S)	
ELA 7 (S)	
ELA 7 Acc	
ELA 7	
ELA 8	Theatre (MS)
ELA 8	ELA 8 Acc
Eng 9 (H)	Study Skills (HS) CO TAUGHT
Eng 9	Eng 9
STUCO MS	Eng 10
Eng 10	Creative Writing
Eng 11 (H)	Eng 11 (H)
Eng 12	Journalism Foundations
Math 6	
Math 7	
Math 6 Acc	
Math 7	
Pre-Algebra 8	Pre-Algebra 8
Algebra 1 (8)	Algebra 1 (8)
Geometry Intervention	Algebra II Intervention
Algebra 1	Algebra 1
Algebra 1 (9/10)	Algebra 1
Algebra 2 (S)	Algebra 2
Geometry	Geometry H
Alg 2 (S)	Alg 2 H
Prep	College Algebra (S)
Ancient History	Ancient History
US	US
Study Skills MS	Geography
Geography	Geography (S)
World Hist	Prep
World History (S)	Prep
AP Pysch	Prep
Contemporary Topics	Prep
US Hist	Prep
Contemporary Topics	Prep
Sci 6	Sci 6
Sci 7	Sci 7
Sci 8	Sci 8
Sci 8	Sci 8
Bio 9	Bio 9
Sociology	Sociology
Chem H	Chem
Physical Science	Physical Science (S)
Geo Sci (S)	Geo Sci

Attachment D - Pincrest Calendars for 2023-24

6th	7th
HS Music History / HS World Music	Prep
MS Percussion Ensemble	Prep
MS Music Theory/ MS Music History	Prep
PE 1/2	Prep
Prep	Sports and Fitness (MS)
PE 1/2	Prep
Health/Financial Lit	Prep
Study Skills (HS)	Robotics (MS)
Study Skills (HS)	Multimedia Communications 1
Marketing 1	Marketing 1
Computer Science Technology(HS)	Cybercorp HS
EMT 1	Study Skills (HS)
Health Science Principles	Health Science Principles
Spanish I (HS)	Spanish II H
Spanish I (HS)	Spanish III HS
High School Art I	High School Art I
Study Skills (HS)	Study Skills (HS)
Makers Lab	Makers Lab
HS Cheer	MS Cheer
ELA 6 (push in)	
ELA 7 (push in)	
Reading RR / Pull Out Writing	Geography (push in)
Reading RR	Pull out writing
Reading RR	Science 8 (push in)
HS PE	

Attachment D - Pincrest Calendars for 2023-24

Kindergarten						Kindergarten						Kindergarten								
Ms. Montoya						Ms. Trevino						Ms. Seifert								
TIME		M	T	W	T	F	TIME		M	T	W	T	F	TIME		M	T	W	T	F
7:45	8:00	STUDENT ARRIVAL/PICKUP					7:45	8:00	STUDENT ARRIVAL/PICKUP					7:45	8:00	STUDENT ARRIVAL/PICKUP				
8:00	8:15	ATTENDANCE/JOURNAL					8:00	8:15	ATTENDANCE/JOURNAL					8:00	8:15	ATTENDANCE/JOURNAL				
8:15	8:30	READING: 8:15 - 9:15					8:15	8:30	READING: 8:15 - 9:15					8:15	8:30	READING: 8:15 - 9:15				
8:30	8:45						8:30	8:45												
8:45	9:00						8:45	9:00												
9:00	9:15						9:00	9:15												
9:15	9:30	WRITING: 9:15 - 10:00					9:15	9:30	WRITING: 9:15 - 10:00					9:15	9:30	WRITING: 9:15 - 10:00				
9:30	9:45						9:30	9:45												
9:45	10:00						9:45	10:00												
10:00	10:15	RECESS - PLAY AREA: 10:00 - 10:15					10:00	10:15	RECESS - PLAYGROUND AREA: 10:00 - 10:15					10:00	10:15	RECESS - COURTYARD AREA: 10:00 - 10:15				
10:15	10:30	MATH: 10:15-11:15					10:15	10:30	MATH: 10:15-11:15					10:15	10:30	MATH: 10:15-11:15				
10:30	10:45						10:30	10:45												
10:45	11:00						10:45	11:00												
11:00	11:15						11:00	11:15												
11:15	11:30	LUNCH: 11:20 - 11:40 PLAYGROUND: 11:40-11:55					11:15	11:30	LUNCH: 11:20 - 11:40 PLAYGROUND: 11:40-11:55					11:15	11:30	LUNCH: 11:20 - 11:40 PLAYGROUND: 11:40-11:55				
11:30	11:45						11:30	11:45												
11:45	12:00						11:45	12:00												
12:00	12:15	SCIENCE	SS	SCIENCE	SS	SCIENCE	12:00	12:15	SCIENCE	SS	SCIENCE	SS	SCIENCE	12:00	12:15	SCIENCE	SS	SCIENCE	SS	SCIENCE
12:15	12:30						12:15	12:30						12:15	12:30					
12:30	12:45						12:30	12:45						12:30	12:45					
12:45	1:00	D.E.A.R. - Drop Everything and Read					12:45	1:00	D.E.A.R. - Drop Everything and Read					12:45	1:00	D.E.A.R. - Drop Everything and Read				
1:00	1:15	PE: 1:10 - 2:00					1:00	1:15	MATH BLENDED LEARNING/INTERVENTION					1:00	1:15	MATH BLENDED LEARNING/INTERVENTION				
1:15	1:30						1:15	1:30												
1:30	1:45						1:30	1:45												
1:45	2:00						1:45	2:00												
2:00	2:15	MATH BLENDED LEARNING/INTERVENTION					2:00	2:15	PE: 2:00 - 2:55					2:00	2:15	PE: 2:00 - 2:55				
2:15	2:30						2:15	2:30												
2:30	2:45						2:30	2:45												
2:45	3:00						2:45	3:00												
3:00	3:15	DISMISSAL					3:00	3:15	DISMISSAL					3:00	3:15	DISMISSAL				

Attachment D - Pincrest Calendars for 2023-24

1st Grade						1st Grade							
Ms. Tobin						Mr. Jones							
TIME		M	T	W	T	F	TIME		M	T	W	T	F
7:45	8:00	STUDENT ARRIVAL/PICKUP					7:45	8:00	STUDENT ARRIVAL/PICKUP				
8:00	8:15	ATTENDANCE/SEL/MORNING MEETING					8:00	8:15	ATTENDANCE/SEL/MORNING MEETING				
8:15	8:30	ELA BLOCK: 8:15 - 8:50					8:15	8:30	ELA BLOCK: 8:15 - 8:50				
8:30	8:50						8:30	8:45					
8:55	9:00	POWER HOUR: 8:55 - 9:45					8:45	9:00	POWER HOUR: 8:55 - 9:45				
9:00	9:15												
9:15	9:30												
9:30	9:45												
9:45	10:00	RECESS - PLAY AREA: 9:45 - 10:00					9:45	10:00	RECESS - PLAY AREA: 9:45 - 10:00				
10:00	10:15	MATH: 10:00-10:45					10:00	10:15	MATH: 10:00-10:45				
10:15	10:30												
10:30	10:45												
10:45	11:00	PE: 10:45 - 11:35					10:45	11:00	PE: 10:45 - 11:35				
11:00	11:15												
11:15	11:35												
11:30	11:45	SCIENCE	SS	SCIENCE	SS	SCIENCE	11:30	11:45	SCIENCE	SS	SCIENCE	SS	SCIENCE
11:45	12:00	LUNCH: 12:10 - 12:30 OUTSIDE AREAS: 12:30 - 12:45					11:45	12:00	LUNCH: 12:10 - 12:30 OUTSIDE AREAS: 12:30 - 12:45				
12:00	12:15												
12:15	12:30												
12:30	12:45	HR READING: 12:45-1:30					12:30	12:45	HR READING: 12:45-1:30				
12:45	1:00												
1:00	1:15												
1:15	1:30	WRITING: 1:30 - 2:15					1:15	1:30	WRITING: 1:30 - 2:15				
1:30	1:45												
2:00	2:15	MATH BLENDED LEARNING/INTERVENTION					2:00	2:15	MATH BLENDED LEARNING/INTERVENTION				
2:15	2:30												
2:30	2:45												
2:45	3:00	DISMISSAL					2:45	3:00	DISMISSAL				
3:00	3:15												

Attachment D - Pincrest Calendars for 2023-24

2nd Grade						2nd Grade							
Ms. Ramirez						Ms. Duarte							
TIME		M	T	W	T	F	TIME		M	T	W	T	F
7:45	8:00	STUDENT ARRIVAL/PICKUP					7:45	8:00	STUDENT ARRIVAL/PICKUP				
8:00	8:15	ATTENDANCE/JOURNAL					8:00	8:15	ATTENDANCE/JOURNAL				
8:15	8:30	HR READING: 8:15 - 8:55					8:15	8:30	HR READING: 8:15 - 8:55				
8:30	8:55						8:30	8:45					
8:55	9:00	POWER HOUR: 8:55 - 9:45					8:45	9:00	POWER HOUR: 8:55 - 9:45				
9:00	9:15						9:00	9:15					
9:15	9:30						9:15	9:30					
9:30	9:45						9:30	9:45					
9:45	10:00	PE: 9:50-10:40					9:45	10:00	PE: 9:50-10:40				
10:00	10:15						10:00	10:15					
10:15	10:40						10:15	10:30					
10:30	10:45	MATH: 10:45 - 11:30					10:30	10:45	MATH: 10:45 - 11:30				
10:45	11:00						10:45	11:00					
11:00	11:15						11:00	11:15					
11:15	11:30						11:15	11:30					
11:30	11:45	D.E.A.R. - Drop Everything and Read					11:30	11:45	D.E.A.R. - Drop Everything and Read				
11:45	12:00	LUNCH: 11:45 - 12:05 OUTSIDE AREAS: 12:05 - 12:20					11:45	12:00	LUNCH: 11:45 - 12:05 OUTSIDE AREAS: 12:05 - 12:20				
12:00	12:15						12:00	12:15					
12:15	12:20						12:15	12:30					
12:20	12:45	SCIENCE	SS	SCIENCE	SS	SCIENCE	12:30	12:45	SCIENCE	SS	SCIENCE	SS	SCIENCE
12:45	1:00	WRITING: 12:20 - 1:00					12:45	1:00	WRITING: 12:20 - 1:00				
1:00	1:15						1:00	1:15					
1:15	1:30						1:15	1:30					
1:30	1:45	HR READING BLOCK #2: 1:30 - 2:15					1:30	1:45	HR READING BLOCK #2: 1:30 - 2:15				
2:00	2:15	MATH BLENDED LEARNING/INTERVENTION					2:00	2:15	MATH BLENDED LEARNING/INTERVENTION				
2:15	2:30						2:15	2:30					
2:30	2:45						2:30	2:45					
2:45	3:00						2:45	3:00					
3:00	3:15	DISMISSAL					3:00	3:15	DISMISSAL				

Attachment D - Pincrest Calendars for 2023-24

3rd Grade						
Ms. Velazquez						
TIME		M	T	W	T	F
7:45	8:00	STUDENT ARRIVAL/PICKUP				
8:00	8:15	PE: 8:00 - 8:50				
8:15	8:30					
8:30	8:55					
8:55	9:00					
9:00	9:15					
9:15	9:30	HR READING: 9:00 - 9:50				
9:30	9:45	POWER HOUR READING: 9:50 - 10:40				
9:45	10:00					
10:00	10:15					
10:15	10:40	SCIENCE SS SCIENCE SS SCIENCE				
10:40	10:50					
10:50	11:00	MATH: 11:00 - 11:55				
11:00	11:15					
11:15	11:30					
11:30	11:45					
11:45	12:00					
12:00	12:10	D.E.A.R. - Drop Everything and Read				
12:15	12:20	LUNCH: 12:10 - 12:30 OUTSIDE AREAS: 12:30 - 12:45				
12:20	12:45					
12:45	1:00	HR READING BLOCK #2: 12:45 - 1:30				
12:45	1:15					
1:15	1:30	WRITING: 12::45 - 1:30				
1:30	1:45					
2:00	2:15	MATH BLENDED LEARNING/INTERVENTION				
2:15	2:30					
2:30	2:45					
2:45	3:00					
3:00	3:15	DISMISSAL				

Pinecrest St. Rose

6-8 Master Schedule 23-24

Period 1	8:00-9:10	1h10m
Passing	9:10-9:13	3m
Period 2	9:13-10:13	1h
Passing	10:13-10:16	3m
Period 3	10:16-11:16	1h
Passing	11:16-11:19	3m
Period 4	11:19-12:19	1h
Lunch	12:20-12:50	30m
Advisory	12:53-1:14	21m
Passing	1:14-1:17	3m
Elective 1 (P5)	1:17-2:07	50m
Passing/Cleaning	2:07-2:10	3m
Elective 2 (P6)	2:10 - 3:00	D-23 50m

Attachment E - New Board Member Recruitment Procedure

BYLAWS **OF** **PINECREST ACADEMY OF NEVADA**

ARTICLE I **INTRODUCTION AND** **LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is Pinecrest Academy of Nevada (hereinafter referred to as the “School”) also known as Pinecrest Academy of Nevada, Inc., a non-profit corporation. The School, is located in Clark County. The address is _____.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 388A.025 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority and a non-profit corporation pursuant to NRS 388A.095(2). The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 388A, and all other applicable Nevada laws and regulations.

ARTICLE II **PURPOSE AND** **MISSION**

Section 1. Purpose and Mission. Pinecrest Academy of Nevada will provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. Pinecrest Academy will utilize ongoing assessments, engaging activities, the creation of a strong community environment and regular parent involvement to achieve student success. In this manner, Pinecrest Academy will assist all students to become equally successful as lifelong learners and responsible citizens.

Additionally, the purpose of the School is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 388A of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies on the basis of basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

Attachment E - New Board Member Recruitment Procedure

ARTICLE III GOVERNING BODY

Section 1. Powers and Duties. For the foregoing purposes, the School shall operate in accordance with Chapters 82 and 388A of the Nevada Revised Statutes. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;

Attachment E - New Board Member Recruitment Procedure

- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Prohibited Purposes and Powers. Notwithstanding the foregoing statement of purposes and powers, the School shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. Prohibited Acts. The School shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School or any other private person, and no part of the net income or net earnings of the School shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; provided, however, that the School may pay reasonable compensation for services rendered to or for the benefit of the School and may make such other payments and distributions to nonprofit corporation members as permitted by these Bylaws herein. The School shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. The School shall not participate in nor intervene in (including, without limitation, the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 388A.270(1) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 388A.525 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 388A.525 and all other applicable statutes.

Section 5. Qualifications; Election; Tenure. The Board shall be composed of five to nine (5-9) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor.

Attachment E - New Board Member Recruitment Procedure

- (a) The Board shall adhere to the statutory requirements of NRS 388A.320 which requires one (1) active or retired teacher licensed by the State of Nevada, one active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:
- (1) Accounting;
 - (2) Financial services;
 - (3) Law; or
 - (4) Human resources.
- (b) A majority of Directors shall be residents of the county in which the school is located.
- (c) All Directors shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (d) A standard term shall consist of five (5) years. Directors may serve on the Board a maximum of two terms.
1. Founding Directors: Terms of the Founding Directors shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. To initially stagger the terms for the founding board, two Directors will serve three-year terms, two Directors will serve four-year terms, and the remaining three Directors will serve the usual five-year term. Those Founding Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 4.
 2. New Directors: New Directors are eligible to serve two (2) consecutive standard terms, unless, by doing so, more than half the Board would be up for election in any one year. In this case, the new Director will be given either a three or four-year initial term, which ever term would prevent more than half of the Board being up for election in one year. New Directors will begin serving on the Board immediately following their election to the Board. For the purpose of determining term limits, the New Director's initial term will begin on January 1 of the school year in which they were elected.
- (e) When the term of a Director has expired or when a Director resigns, the remaining Board Members shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If, for any reason, the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any board vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing

Attachment E - New Board Member Recruitment Procedure

body back into compliance with statute and its bylaws.

- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board must seek candidates which adhere to the statutory requirements of NRS 388A.320. To assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board. Insofar as is practical, the Board shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage).
- (g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Director. and provide the sponsor and the Department of Education with the new Director's resume and affidavit as required pursuant to NRS 388A.320(2) and (3).
- (h) Directors shall be fingerprinted according to the NRS 388A.515 procedures for employees of the school.
- (i) The Board shall develop an orientation and training program for new Directors and an annual continuing program for existing Directors. Directors will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others.

Section 6. Conflict of Interest. The Board shall follow the Board adopted Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in January or February of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board Members and for the transaction of such business as may come before the meeting.

Section 8. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once per quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will

Attachment E - New Board Member Recruitment Procedure

be made available to the public, upon request.

Section 9. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2). In addition to previously requested agenda items, any Board Member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 10. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 11. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 12. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 13. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one Board Member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.
3. Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School

Attachment E - New Board Member Recruitment Procedure

Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Section 14. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 15. Resignation. A resignation by a Director shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 17. Proxy Voting. Proxy voting is not permitted.

Section 18. Compensation. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 388A.320 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 19. Closed Sessions. Any director may call a closed session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Directors may be excluded from such closed sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said closed session. No action may be taken in a closed session.

Section 20. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 21. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

ARTICLE IV OFFICERS

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such

Attachment E - New Board Member Recruitment Procedure

annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term. The unexpired portion of the remaining term shall count as a full term and against the allotted three consecutive terms referenced in Article IV Section 2.

ARTICLE V STAFF

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified

Attachment E - New Board Member Recruitment Procedure

policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board Member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

ARTICLE VII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

ARTICLE VIII INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board Member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a

Attachment E - New Board Member Recruitment Procedure

Board Member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE IX AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

ARTICLE X DISSOLUTION

Revocation of Charter or Dissolution. Upon the dissolution of the School, assets shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to NRS 388A.306 and other applicable laws and appropriate regulations.

ARTICLE XI PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this day of 16 October, 2019

, ^{Chair} Secretary.

Attachment F - EMO Evaluation Rubric

Academica Nevada Service Evaluation Rubric Guide PINECREST ACADEMY OF NEVADA - 2022

OVERALL RANKING **3.6**

Areas of Strength (3.7-4.0)

- Board Management
- Finance- Budgets and Bonds
- Grant Development
- Infinite Campus
- Legal Services
- NSLP
- Procurement of Furniture/Curriculum
- Registration
- School Safety
- State Reporting

Areas for Improvement of Increased Awareness (<3.5):

- Finance- Accounting
- Facilities Services
- Marketing/Design
- Teacher Recruitment & Licensure
- Travel

Board Management **3.7**

Staff coordinates Board meeting dates, times, and locations.	3.8	Annette is wonderful!!!!
Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law.	3.7	
Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.	3.6	
Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law.	3.7	

Facilities Services **3.3**

Facility Support to Campuses: Communicate regularly with campus administration and staff regarding facility needs.	3.3	
Dispatch vendors to the school site for repairs and maintenance through email, text or phone call (or Ticketing system when applicable).	3.5	
Special Projects and Services (bids): Understand school needs and communicate with site-based personnel on requested projects/services/building improvements.	3.2	

Finance – Accounting **3.4**

Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.	3.4	Typically, reports are submitted on-time or ahead of time. This year, several reports were delayed to staff shortages.
Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.	3.6	
Providing Office Managers with support and training to meet their needs (including QB and SGF Account support).	3.3	

Finance – Accounts Payable **3.6**

AP Clerk answers all my questions in a timely manner and provides constant guidance.	3.4	
AP Clerk makes payments to vendors in a timely manner.	3.7	
AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures.	3.7	

Finance – Budgets and Bonds **3.7**

Prepare budgets that are realistic and keep the school compliant with state and debt requirements.	3.7	
Facilitating the purchasing of buildings and management of the bonds.	3.7	

Attachment F - EMO Evaluation Rubric

Finance – Payroll 3.6

Complete personnel changes in the payroll system, assist with the overall payroll processing and requests.	3.6
Submit PERS payroll report to the state on time and accurately.	3.8
Provide payroll training to office managers both as a group and individually when requested.	3.5

Grant Development 3.7

Assist schools with the completion and submission of grant applications (excluding Special Education/IDEA grant funding).	3.8
Submission and approval of charter amendment applications.	3.7
Submission and approval of charter renewal applications.	3.7

Infinite Campus 3.8

Assist with Infinite Campus questions and concerns.	3.7
Provide training on Infinite Campus tools.	3.8

Legal Services 3.8

Providing day-to-day legal support and advice to avoid high legal fees with counsel hired by the board.	3.9	Legal department staff are always available to help navigate situations that require support. Legal support is much quicker and more accurate through Academica than going through 3rd party law firms.
Assist schools in preparing and drafting school and board policies and other written documents (i.e. contracts, MOU's) as requested.	3.7	
Work with campus leaders to resolve legal issues regarding parents, staff, and students.	3.9	

Marketing/Design 3.3

Confer with clients to determine marketing strategy and product design	3.4	Most campuses make marketing and design decision on the fly without feedback from Academica, which leads to inconsistency in branding and messaging.
Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction.	3.2	
Determine size and arrangement of illustrative material and copy, and select style and size of type.	3.3	

National School Lunch Program (NSLP) 3.7

Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.	3.7
Provide support in preparation and throughout the NSLP Administrative Review process.	3.7
Provide assistance to schools in completing all required NDA reporting and with applying for renewal of the NSLP.	3.8

Procurement of Furniture/Curriculum 3.7

Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.	3.7
Assist in creating the Summer Purchasing Budget for the school, and maintaining that budget as purchases are made.	3.7
Assist as a Liaison for and oversee summer furniture installation	3.6
Assist as a Liaison between the school and curriculum vendors.	3.7

Registration 3.7

Campus Enrollment	3.7
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Attachment F - EMO Evaluation Rubric

Infinite Campus and training for Registrars	3.7
Campus Customer Service and Support	3.8
State Audit Preparation Guidance and Support	3.7
Online Enrollment and Lottery	3.7

School Safety 3.7

Provides school safety liaison services between the schools and public safety agencies, local emergency agencies: Nevada Division of Emergency Management, Nevada Department of Education, State Public Charter School Authority and other agencies as needed.	3.7
Assist schools in developing and implementing the school Emergency Operation Plan (EOP) and other school safety related documents as requested.	3.7
Work with campus leaders to provide school safety information and resolve school safety related issues / emergencies.	3.7

State Reporting 3.7

Timely alert school system, responsible party and/or Academica Departments of items or information coming due to the State, both from the Authority and the Department of Education.	3.7
Works with each school system, responsible party and/or Academica departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.	3.7
Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately, in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academica departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.	3.6

Teacher Recruitment & Licensure 3.4

Track and advertise job openings for the school site	3.2	Not sure how much Academica is involved in advertising job openings and needs. Campuses do much of the outreach and hiring fairs independently. Seems that most admin positions are hired from within. That is a good practice, but as admin take other opportunities, the admin team continues to thin out. Pinecrest needs quality recruiting outside of the Pinecrest system.
Track teacher licensure and notify teachers of license expiration	3.7	
Organize and run teacher hiring fairs	3.2	

Travel 3.4

Book travel for school employees in accordance with Government Regulations and in a timely manner. **In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible'.	3.4
Registers school employees for conferences in a timely manner when requested. **In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible'.	3.4

Attachment G - Board Member Information Sheet

Pinecrest Academy of Nevada's Board of Directors Roster

Seat	Name	Board Position	County of Residence	NRS 386.549 Membership Category	Address	Phone Number	Email
2			Clark County	Parent			
5	Patricia Charlton	Member	Clark County	Professional	286 Sunstar Court Henderson, NV 89012	702-283-3684	patricia.charlton@pinecrestnv.org
7	Jennifer Williamson	Secretary	Clark County	Educator	613 Doubleshot Lane Henderson, NV 89052	702-372-2836	jennifer.williamson@pinecrestnv.org
3	Marni Watkins	Vice Chairperson	Clark County	Parent	5337 Polizze Ave. Las Vegas, Nevada 89141	702-994-8952	marni.watkins@pinecrestnv.org
4	Chong Nam	Treasurer	Clark County	Parent/Professional	2505 Anthem Village Drive Suite E167Henderson, NV 89052	702-528-3434	chong.nam@pinecrestnv.org
1	Coby Sherlock	Chairperson	Clark County	Professional	6720 Via Austi Parkway Suite 350 Las Vegas, NV 89139	615-715-7245	Coby.Sherlock@pinecrestnv.org
6	Danielle McDowell	Member	Clark County	Educator	9934 Rams Leap Ave. Las Vegas, NV 89166	702-326-9890	danielle.mcdowell@pinecrestnv.org
8	Tyre Gray	Member	Clark County	Professional	188 Ultra Dr., Henderson, NV 89074	702-338-5904	tyre.gray@pinecrestnv.org

Attachment H - EMO Contract

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

BETWEEN

PINECREST ACADEMY OF NEVADA

AND

ACADEMICA NEVADA, LLC

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Attachment H - EMO Contract

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between Pinecrest Academy of Nevada (“PINECREST”) and Academica Nevada LLC (“Service Provider”)

WHEREAS, PINECREST has a contract (“the Charter”) with the State Public Charter School Authority (the “State”) to operate a charter school, known as the PINECREST Academy of Nevada (the “School”);

WHEREAS, the School is governed by the Board of Directors of PINECREST (the “Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, PINECREST shall ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider’s officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

Attachment H - EMO Contract

WHEREAS, Service Provider provides services and support a network of charter schools and believes that there are benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of PINECREST, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

WHEREAS, PINECREST and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction of the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

1. **Recitals**

The forgoing recitals are true, correct and incorporated herein.

2. **Engagement**

PINECREST engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. **Duties of Service Provider**

Service Provider will coordinate the services required to support the School and will keep the Board updated as to all important developments with regard to the Service Provider's services. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations.

Service Provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

Service Provider's services shall include, but not be limited to:

a. **Human Resources/Payroll Coordination**

Attachment H - EMO Contract

Service Provider shall provide human resource services to the School. This includes, but is not limited to, assisting the School in hiring employees, coordination of hiring fairs, disciplining employees, conducting investigations, filing unemployment responses, representation of the School at unemployment hearings, tracking of educator licenses, facilitation of benefits, and assisting in the storage and review of background checks for employees and volunteers. Service Provider shall provide payroll coordination services.

b. Legal

Service Provider will assist the Board in obtaining outside legal counsel and may serve as the primary liaison between the Board and the outside counsel. Service Provider may also provide legal support services which may include assisting the School with day to day inquiries, preparing employment agreements for School staff, reviewing contracts, policy creation at the direction of the Board or School, assisting with student and employee discipline, and communicating and working with outside counsel. **NOTHING IN THIS AGREEMENT SHALL CONSTITUTE AN ATTORNEY-CLIENT RELATIONSHIP.**

c. Maintenance of Corporate Records and Tax-Exempt Status

Service Provider shall store and maintain the corporate records of the School. Additionally, Service Provider shall assist the school in obtaining and maintaining its federal and state tax exempt status.

d. Public Relations and Marketing

Service Provider shall assist the School in public relations and marketing efforts. Service Provider will coordinate with the School to determine public relations and marketing strategies. Service Provider may hire a third-party vendor to assist with government relations, public relations and marketing.

e. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS 388A.366 and any other applicable law(s) regarding such meetings and record-keeping.

f. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.360 and NAC 388A.550 requirements for record

Attachment H - EMO Contract

keeping. In addition, Service Provider will ensure that designated on-site staff receives proper training by the State's appropriate departments for student school record keeping through its designated programs.

g. Bookkeeping

Service Provider will serve as liaison with the State to ensure the accuracy and timeliness of financial reporting and record keeping as required by the Charter and State law.

h. Staff Recommendations and Administration

Service Provider shall identify and propose for employment by or on behalf of PINECREST qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS Ch. 388A. Service Provider shall coordinate with the Board or the Hiring Committee established by the Board to identify, recruit, and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be PINECREST employees or employees leased to PINECREST and will not be employees of Service Provider. Service Provider shall prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees.

i. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the school's auditors, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. PINECREST will provide the State with annual audited financial reports as required by the Charter. These reports will be audited by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection

Attachment H - EMO Contract

with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than deadline set by the State of Nevada each year.

j. Grant Solicitation

Service Provider will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to, federal grants programs and various continuation grants for charter schools.

k. Financing Solicitation and Coordination

Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

l. Other Funding Sources

Service Provider will coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

m. State Reporting

Service Provider will coordinate the preparation of any and all periodic reports for the School as required by the State Public Charter Authority or Board. The reports will be submitted to the Board for approval when required, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for any reporting requirements.

n. School Board Representation

The Board President will serve as primary liaison to the State Public Charter School Authority and its officials on behalf of the School. Service Provider will also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives may attend required meetings and public hearings on behalf of the School.

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o. Governmental Compliance

Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School, including relevant changes to State and Federal codes and regulations. Service Provider will also advise the Board as to matters relating to the School and Board's compliance with the School's State Charter. The School's State Charter is incorporated herein by reference.

p. Charter Renewal Coordination

Service Provider will assist the Board with renewal of the School's Charter on a timely basis. Service Provider will negotiate the terms of the Charter's renewal with the State on behalf of the Board and will provide the Board with notice and seek Board approval of any renewal provisions which may modify or alter the terms of the original Charter between the School and the State.

q. Facilities Identification Expansion, Design and Development

Service Provider shall meet and confer with the Board for the purpose of identifying the Facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring, and planning the design of new facilities or in the expansion of existing ones. Service Provider will identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principal, that relationship will be disclosed to the Board, and the Board's vote of approval for such a selection, shall ratify that the disclosed relationship is not disqualifying. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

r. Facilities Maintenance

Service Provider will assist the School regarding their facility maintenance needs, including but not limited to: training of School custodial and facility maintenance staff, soliciting project bids when required by applicable Nevada laws and regulations, communicating with vendors for repairs and maintenance, and coordinating between the School and contractors on special projects, services, and building improvements.

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s. Systems Development

Service Provider will identify and develop a Nevada-based and State-compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

t. Procurement

Service Provider will assist the School by acting as a liaison between School personnel and curriculum, furniture and equipment vendors, overseeing installation of equipment and furniture, and making sure the School stays within all applicable procurement budgets. This includes obtaining quotes, creating purchase orders, and placing orders for curriculum, furniture, and equipment based upon the School's requests and needs.

4. Term of Agreement

a. Initial Term

The term of the Agreement shall commence on July 1, 2023 and shall continue through the duration of the Charter granted by the State or other sponsor should the School's sponsor change, unless terminated earlier, as provided for herein, or else is modified by written agreement of the parties.

b. Renewal

At the conclusion of the term of this Agreement, the parties may mutually agree, but shall have no obligation, to renew the terms of this Agreement.

c. Termination

(i) Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or when any such breach recurs following cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, as defined hereafter, PINECREST may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to termination, interrupts the

Attachment H - EMO Contract

School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, PINECREST shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(ii) Duties upon termination. In the event this Agreement is terminated with or without cause, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to PINECREST any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

(iii) If the School's Sponsor terminates, does not renew, or materially changes the School's Charter, in whole or in part, then Service Provider or School may, upon thirty (30) days written notice, terminate this Agreement, or any corresponding part of this Agreement, without penalty or liability of any kind to either party.

5. Compensation

a. Base Compensation

PINECREST shall pay Service Provider a services and support fee of \$495 per student Full Time Equivalent (FTE) per annum ("Service Fee") during the term of this Agreement, unless terminated, provided that PINECREST receives such funds. The fee shall be payable in equal monthly installments, provided that PINECREST shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada. Such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. In the event that funding is decreased in future years to an amount less than the 2023-2024 state funding, either party may request review of the base compensation amount. The Service Provider will consider lowering the fee should the school experience financial distress. The Service Fee may, at Service Provider's discretion, be increased annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year to year percentage increase in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. Service Provider agrees to provide to PINECREST at least thirty (30) days' notice of any such increase in Service Fee to allow the Board time to convene and act upon such notice, as may be appropriate, prior to the effective date of such Service Fee increase. Service Provider, in

Attachment H - EMO Contract

its discretion, may waive any annual adjustment and, upon request, will provide such documentation as may be reasonably requested by the School to support any waiver of an annual adjustment. Services provided under this Agreement by Service Provider are not “a la carte” and may not be substituted or removed without the express written authorization of Service Provider. Services not utilized by the School will not result in a reduction of the Service Fee.

b. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of PINECREST, of other professionals or consultants who may be independent from Service Provider or part of Service Provider’s network of consulting professionals.

c. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost. Such costs shall be split, pro-rata, with any and all other schools for which the travel was undertaken.

d. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the School’s financial records.

6. OTHER MATTERS

a. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board as soon as practicable.

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b. Insurance and Indemnification

Service Provider shall carry liability insurance in the amount of FIVE MILLION AND 00/100 DOLLARS (\$5,000,000.00) and shall indemnify the School for any acts or omissions arising from or claimed to be arising from the scope of services of the Service Provider as further set forth herein. School shall be named as an additional insured on such policy(ies) of insurance. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board.

Service Provider hereby further agrees to defend, indemnify, hold harmless and protect PINECREST, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents. This duty to defend shall arise immediately upon the making of a claim against PINECREST, the Board, the School and their successors and assigns without need for final adjudication of fault. If such claims are ultimately adjudged as *not* being connected to the acts, services, conduct or omissions of Service Provider, its employees or agents, then the Defended party shall promptly reimburse Service Provider for those Defense Fees and costs incurred in defending said Defended party.

c. Miscellaneous

(i) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unreasonable expense.

(ii) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the

Attachment H - EMO Contract

voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(iii) Neither party shall assign this Agreement without the written consent of the other party;

(iv) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(v) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that provision may be stricken and all other provisions of this Agreement shall remain in full force and effect, and shall be given such interpretation in the absence of such stricken provision as to faithfully effect the goals and intent of the parties in entering into this Agreement as further set forth above.

(vi) This Agreement is not intended to create any rights of a third-party beneficiary.

(vii) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Clark County, Nevada.

(viii) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs to the extent allowed by law.

(ix) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**
 6630 Surrey St.
 Las Vegas, NV 89119
 Attention: Robert Howell

If to Board: **Pinecrest Academy of Nevada**
 6630 Surrey St.
 Las Vegas, NV 89119
 Attention: Board Chair

(x) The designated contact person of Service Provider shall be the CEO of Academica Nevada LLC - Robert B. Howell.

Attachment H - EMO Contract

The designated contact person of the School shall be the Chairperson of the Board of Directors, as elected each year at the Board's Annual Meeting.

(xi) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(xii) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(xiii) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of PINECREST of Nevada held on the ___ day of _____. At that meeting, the undersigned Director of PINECREST was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

Pinecrest Academy of Nevada

By: Coby Sherlock
Coby Sherlock (Aug 15, 2023 18:07 PDT)
Board Chair

Date: Aug 15, 2023

ACADEMICA NEVADA LLC

By: Robert Howell
Robert Howell, CEO

Date: 7/13/23






Pinecrest Charter Services Agreement

Final Audit Report

2023-08-16

Created:	2023-08-15
By:	Annette Christensen (Annette.Christensen@academicnv.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAA-Ey1MFtDuGQDBNRkXhEwHglxBggBEGEA

"Pinecrest Charter Services Agreement" History

-  Document created by Annette Christensen (Annette.Christensen@academicnv.com)
2023-08-15 - 3:39:58 PM GMT - IP address: 70.165.14.114
-  Document emailed to Coby Sherlock (coby@thesherlockteam.com) for signature
2023-08-15 - 3:40:19 PM GMT
-  Email viewed by Coby Sherlock (coby@thesherlockteam.com)
2023-08-16 - 1:05:55 AM GMT - IP address: 104.47.73.254
-  Document e-signed by Coby Sherlock (coby@thesherlockteam.com)
Signature Date: 2023-08-16 - 1:07:30 AM GMT - Time Source: server- IP address: 24.234.47.116
-  Agreement completed.
2023-08-16 - 1:07:30 AM GMT

Attachment I - SPCSA Budget Template

CHARTER SCHOOL BUDGET INSTRUCTIONS

General Instructions:

Enter data in the yellow cells only.

FORM 1 COVER PAGE

- 1 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
- 2 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 11.
- 3 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 2.

FORM 2 ENROLLMENT-ADE

Updated to reflect Pupil Centered Funding Plan revenue components

- 1 Enter the weighted Average Daily Enrollments (ADE) for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for pre-K, Kindergarten, Elementary, Secondary, and Ungraded. As well as "Students transported into Nevada from out-of-state" and "Students transported to another state".
- 2 Enter the weighted ADE for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 3 Enter the Hold Harmless amount in #10, if applicable.
- 5 Enter the Adjusted Base Per Pupil rate as of Fyxx (found in Pupil Centered funding Plan Payment book)
- 6 Enter the total adjusted base allocation by multiplying the ADE (or hold harmless) by the adjusted base per pupil rate
- 7 Enter the Total Local Special Education Distributions in #12 (column L), if applicable
- 8 Enter the Total English Learner Allocation in #13 (column L), if applicable
- 9 Enter the Total At-Risk Student Allocation in #14 (column L), if applicable
- 10 Enter the Total Gifted and Talented Allocation in #15 (column L), if applicable
- 11 Line 16 (column N) will calculate the Total Pupil Centered Funding Plan revenue based upon numbers entered previously by adding the Adjusted Base Per Pupil Rate, Total Local Special Education Distributions, Total English Learner Allocation, At-Risk Student Allocation and Total Gifted and Talented Allocation.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue for the prior fiscal year per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 The 3000 series - Revenue from State Sources has been updated with components of the Pupil Centered Funding Plan (PCFP).
- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
- 8 Column (2) will have the audited **ending** balance from column (1) as the budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 9 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited financial statements.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 8-11 from your audited financial statements. Do not forget to include your charter school sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 8-11 for your current year expenditures. Do not forget to include your charter school sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 8-11 based on anticipated expenditures for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 8
- 9 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 8-11 based on the approved and adopted budget for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 11.

Attachment I - SPCSA Budget Template

- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 11. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. **We expect all charter schools to be fiscally responsible.** A positive ending balance is required unless prior arrangements have been made and approved by your sponsor AND the Deputy Superintendent of Business Support and Services.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 5 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
- 6 Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 8 Fill in the expenditure amounts, per function, in column (1) from your audited financial statements.
- 9 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 10 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 11 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 12 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

Form 7 is only filled out if you currently have or anticipate loans.

- 1 Enter the fund which includes the indebtedness in column (1).
- 2 List each loan in column (1) under the appropriate fund.
- 3 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 4 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 5 Enter the original amount of the loan (issue) in column (4).
- 6 Enter date of issue in column (5).
- 7 Enter date of final payment in column (6).
- 8 Enter the interest rate of the loan in column (7).
- 9 Enter the outstanding balance at the beginning of the current year in column (8).
- 10 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 11 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 12 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.

- 1 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue.
- 2 Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

Attachment I - SPCSA Budget Template

FORM 9 FUND TRANSFERS

FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.

- 1 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 2 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 3 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 4 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 5 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.
- 6 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 7 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 8 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 9 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSES

Form 10 is only filled out if you anticipate lobby expenses.

- 1 Item #1, enter the lobbying activity.
- 2 Item #2, enter the source of the funding.
- 3 Item #3, enter the anticipated costs for transportation.
- 4 Item #4, enter the anticipated costs for lodging and meals.
- 5 Item #5, enter the anticipated costs for salaries and wages.
- 6 Item #6, enter the anticipated costs for compensation to lobbyists.
- 7 Item #7, enter the anticipated costs for entertainment.
- 8 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 9 The total anticipated expenditures will calculate.
- 10 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget". The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget". The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

Attachment I - SPCSA Budget Template

Joe Lombardo
Governor

STATE OF NEVADA

Rebecca Feiden
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 • Fax (775) 687-9113

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 • Fax (702) 486-5543

Charter School Budget - Renewal

Pinecrest Academy of Nevada

Renewal Budget

Attachment I - SPCSA Budget Template

ENROLLMENT AND PUPIL CENTERED FUNDING PLAN INFORMATION
Pinecrest Academy of Nevada
Renewal Budget

		WEIGHTED ACTUAL ADE PRIOR YEAR ENDING 06/30/23		WEIGHTED ACTUAL ADE CURRENT YEAR ADE ENDING 06/30/24		WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/24	
1. Pre-kindergarten (NRS 387.123)		x .6 = 0.0		x .6 = 0.0		x .6 = 0.0	
2. Kindergarten		x .6 = 0.0		x .6 = 0.0		x .6 = 0.0	
Kindergarten	614	x 1 = 614.4		700 x 1 = 700.0	700	x 1 = 700.0	
3. Elementary		3,365		3,546		3,565	
4. Secondary		3,428		3,804		4,111	
5. Ungraded							
6. Subtotal		7,407.7		8,050.0		8,376.0	
7. Students transported into Nevada from out-of-state							
8. Students transported to another state							
9. Total WEIGHTED enrollment		7,407.7		8,050.0		8,376.0	
10. Hold Harmless							
11. Adjusted Base Per Pupil Rate as of FY2023-2024 (found in Pupil Centered Funding Plan Payment Book)				\$8,966	Total Adjusted Base Allocation (ADE * per pupil rate)		\$8,966
12. Total Local Special Education Distributions				\$1,248,519			
13. Total English Learner Allocation (if applicable)				\$645,440			
14. Total At-Risk Student Allocation (if applicable)				\$637,000			
15. Total Gifted and Talented Allocation (if applicable)				\$278,425			
16. TOTAL PUPIL CENTERED FUNDING PLAN (Number 11 + 12 + 13 + 14 + 15)						\$2,818,350	

Fiscal Year 2023-2024

Charter School Pinecrest Academy of Nevada

Form 2 Enrollment - ADE

7/17/2023

Attachment I - SPCSA Budget Template

Form 3 Pinecrest Academy of Nevada Renewal Budget	(1)	(2)	(3)	(4)	(4)
REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/24 TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
Revenue from Local Govmt Units other than School					
1200 Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income		0	0		
1600 Food Services					
1610 Daily Sales - Reimbursable Program	64				
1620 Daily Sales - Non-Reimbursable Progm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 District Activities					
1800 Community Service Activities					
1900 Other Revenues	5,119,416	260,000	250,000		
1910 Rent					
1920 Donations		120,240	126,000		
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1951 Pass Through dollars from sponsored district					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources	5,013,000	1,523,628	0		
TOTAL LOCAL SOURCES	10,132,480	1,903,868	376,000	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 PCFP - Adjusted Base Funding	53,884,925	72,176,300	78,851,664		
3113 PCFP - Auxillary Services - Transportation					
3114 PCFP - Auxillary Services - Food Service					
3115 Local Special Education Funding under PCFP					
3200 State Govt Restricted Funding	245,096	1,248,519	1,248,519		
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3250 PCFP - (restricted use)					
3254 PCFP - Englist Learner (restricted use)	158,696	645,440	859,290		
3255 PCFP - At-Risk (restricted use)	329,318	637,000	148,050		
3256 PCFP - Gifted and Talented (restricted use)	240,229	278,425	290,080		
3270 State Special Ed Funding	1,923,621	3,123,600	3,182,000		
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	56,781,885	78,109,284	84,579,603	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Attachment I - SPCSA Budget Template

REVENUE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED
TENTATIVE APPROVED	FINAL APPROVED				
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State	7,292,106	4,237,388	2,901,464		
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	7,292,106	4,237,388	2,901,464	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)	(4)	(4)
ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED	
TENTATIVE APPROVED	FINAL APPROVED				
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	74,206,472	84,250,539	87,857,067	0	0

Budget Fiscal Year 2023-2024

Attachment I - SPCSA Budget Template

Pinecrest Academy of Nevada Form 4 Renewal Budget PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/23	(2) ESTIMATED CURRENT YEAR ENDING 06/30/24	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/24 FINAL APPROVED	(5) AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	21,706,767	23,100,706	24,040,438		
200 Benefits	6,605,694	10,542,288	11,066,312		
300/400/500 Purchased Services	1,362,313	947,543	1,022,795		
600 Supplies	2,721,496	3,834,400	6,373,775		
700 Property					
800 Other	0	60,000	60,000		
2100-2600, 2900 Other Support Services					
100 Salaries	2,513,831	2,335,320	2,456,712		
200 Benefits	764,996	1,114,529	1,182,761		
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	35,675,097	41,934,785	46,202,793	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Pinecrest Academy of Nevada PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/23	(2) ESTIMATED CURRENT YEAR ENDING 06/30/24	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/24 FINAL APPROVED	(5) AMENDED FINAL APPROVED
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Attachment I - SPCSA Budget Template

200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	2,242,638	3,311,675	3,482,290		
200 Benefits	682,468	1,580,494	1,676,516		
300/400/500 Purchased Services	1,128,138	1,807,335	1,992,195		
600 Supplies	65,595	123,300	111,800		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	0				
200 SPECIAL PROGRAMS	4,118,840	6,822,804	7,262,801	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	0				
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

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	(1)	(2)	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
300 Vocational & Technical Programs					

Attachment I - SPCSA Budget Template

1000	Instruction					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2100-2600, 2900	Other Support Services					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2700	Student Transportation					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
300	Total Vocational & Technical Prog	0	0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

7/17/2023

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
340 Summer School for Voc & Tech						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
340 Total Summer School for Voc & Tech	0	0	0		0	0
420 English for Speakers of Other Lang						
1000 Instruction						
100 Salaries						

Attachment I - SPCSA Budget Template

200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

7/17/2023

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
430 At Risk Education Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
430 Total At Risk Education Programs	0	0	0	0	0	0
440 Summer School for Other Inst Prog						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						

Attachment I - SPCSA Budget Template

600	Supplies				
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
440	Total Summer School for Other Inst Prog	0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

7/17/2023

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING		06/30/24	AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED		
450	Gifted and Talented Programs					
1000	Instruction					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2100-2600, 2900	Other Support Services					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2700	Student Transportation					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
440	Total Gifted and Talented Programs	0	0	0	0	0
490	Other Instructional Programs					
1000	Instruction					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					

Attachment I - SPCSA Budget Template

700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

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800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					

Attachment I - SPCSA Budget Template

800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

7/17/2023

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries	2,826,176	2,160,162	2,194,826		
200 Benefits	860,048	1,030,935	1,056,678		
300/400/500 Purchased Services		277,600	262,080		
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	3,686,223	3,468,697	3,513,584	0	0
2400 Support Serv-School Admin					
100 Salaries	2,437,639	3,929,857	4,097,635		
200 Benefits	741,810	1,875,520	1,972,768		
300/400/500 Purchased Services					
600 Supplies		405,400	404,048		
700 Property					
800 Other	263,887				
2400 SUBTOTAL	3,443,337	6,210,777	6,474,451	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	5,260,820	5,331,650	5,558,989		
600 Supplies					

Attachment I - SPCSA Budget Template

700 Property					
800 Other	267,325	721,763	788,517		
2500 SUBTOTAL	5,528,145	6,053,413	6,347,506	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

7/17/2023

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
2600 Operating/Maintenance Plant Service					
100 Salaries	605,734	1,114,079	1,068,999		
200 Benefits	184,334	531,693	514,660		
300/400/500 Purchased Services	8,112,774	6,274,541	5,783,420		
600 Supplies	299,585	338,100	368,544		
700 Property					
800 Other					
2600 SUBTOTAL	9,202,427	8,258,413	7,735,623	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	21,860,132	23,991,300	24,071,164	0	0
3100 Food Service					
100 Salaries		175,000	193,485		
200 Benefits		83,519	93,152		
300/400/500 Purchased Services	1,349,572	2,906,031	1,885,210		
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	1,349,572	3,164,550	2,171,847	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

7/17/2023

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING	ESTIMATED CURRENT YEAR ENDING	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL
			TENTATIVE	FINAL	FINAL

Attachment I - SPCSA Budget Template

	06/30/23	06/30/24	APPROVED	APPROVED	APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

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PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING	(2) ESTIMATED CURRENT YEAR ENDING	(3) BUDGET YEAR ENDING TENTATIVE	(4) BUDGET YEAR ENDING 06/30/24 FINAL	(5) AMENDED FINAL

Attachment I - SPCSA Budget Template

	06/30/23	06/30/24	APPROVED	APPROVED	APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	676,772	902,204	985,646		
4900 SUBTOTAL	676,772	902,204	985,646	0	0
4000s TOTAL FACILITIES ACQUISITION & CONSTR	676,772	902,204	985,646	0	0
5000 Debt Service	5,269,984	6,959,298	6,765,054		
000 TOTAL UNDISTRIBUTED EXPENDITURES	29,156,460	35,017,352	33,993,710	0	0
TOTAL ALL EXPENDITURES	68,950,398	83,774,941	87,459,304	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	68,950,398	83,774,941	87,459,304	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	2,513,248	2,623,779	0	0
	Calculated Total Ending Fund Balance:	5,256,074	475,599	397,762	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

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Attachment I - SPCSA Budget Template

Renewal Budget: 2023-2024		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	26,497,150	12,249,073	7,456,570	46,202,793
200	Special	3,482,290	1,676,516	2,103,995	7,262,801
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		29,979,440	13,925,589	9,560,565	53,465,594
000	Undistributed Expenditures				
2000	Support Services	7,361,460	3,544,106	13,165,598	24,071,164
3100	Food Service	193,485	93,152	1,885,210	2,171,847
4000	Facility Acquisition and Construction			985,646	985,646
5000	Debt Service			6,765,054	6,765,054
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		7,554,945	3,637,257	22,801,508	33,993,710
TOTAL ALL FUNDS TENTATIVE		37,534,385	17,562,847	32,362,072	87,459,304
FINAL BUDGET 2023-2024		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0

Attachment I - SPCSA Budget Template

UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS <u>FINAL BUDGET</u>	0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 5 Exp Summary

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	FINAL AMENDED BUDGET 01/00/00	Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL <u>FINAL AMENDED BUDGET</u>		0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Form 5 Exp Summary

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Attachment I - SPCSA Budget Template

Form 6

PROPRIETARY OR ENTERPRISE FUND

Pinecrest Academy of Nevada

Fund: 	(1) ACTUAL PRIOR YEAR ENDING 06/30/23	(2) ESTIMATED CURRENT YEAR ENDING 06/30/24	(3) (4) BUDGET YEAR ENDING 06/30/24	
REVENUE			TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
1300 Tuition				
1400 Transportation Fees				
1500 Investment Income				
1600 Food Services				
1700 District Activities				
1800 Community Service Activities				
1900 Other Revenues				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3200 State Govt Restricted Funding				
TOTAL STATE SOURCES	0	0	0	0
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES	0	0	0	0
5000 OTHER FINANCING SOURCES				
5200 Fund Transfers In				
5300 Proceeds from the Disposal of Real or Personal Property				
5400 Loan Proceeds				
5500 Capital Lease Proceeds				
5600 Other Long-Term Debt Proceeds				
6000 Other Items				
TOTAL OTHER SOURCES	0	0	0	0
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
TOTAL ALL RESOURCES	0	0	0	0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Attachment I - SPCSA Budget Template

Form 6 Proprietary/Enterprise	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/24	
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Attachment I - SPCSA Budget Template

**Pinecrest Academy of Nevada
Renewal Budget**

ALL EXISTING OR PROPOSED

- | | |
|------------------------------------|--|
| * - Type - use codes 1-11 | 6 - Medium-Term Financing - Lease Purchase |
| 1 - General Obligation Bonds | 7 - Capital Leases |
| 2 - G. O. Revenue Supported Bonds | 8 - Special Assessment Bonds |
| 3 - G. O. Special Assessment Bonds | 9 - Mortgages |
| 4 - Revenue Bonds | 10 - Other (Specify Type) |
| 5 - Medium-Term Financing | 11 - Proposed (Specify Type) |

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2022	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/24		(11) (9) + (10) 6/30/2024 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
19-20 Lease - #14	7	48	\$1,257,041	10/20/19	01/02/23	1.92%	\$253,524	\$4,878	\$248,646	\$253,524
19-20 Lease - #15	7	48	\$944,217	10/20/19	01/02/23	1.92%	\$190,432	\$3,664	\$186,768	\$190,432
19-20 Lease - #16	7	48	\$341,701	10/20/19	01/02/23	1.92%	\$68,915	\$1,326	\$67,589	\$68,915
21-22 Lease - #18	7	48	\$706,553	04/01/22	03/02/26	2.74%	\$547,597	\$5,102	\$181,178	\$186,280
2018 Bond			\$42,300,000	12/19/18	07/01/48		\$77,246,448	\$2,288,983	\$755,417	\$3,044,400
2020 Bond			\$42,365,000	02/25/20	07/01/50		\$67,558,317	\$1,632,167	\$862,083	\$2,494,250
2020 Bond			\$53,335,000	10/27/20	09/01/53		\$114,523,464	\$3,038,146	\$91,667	\$3,129,813
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$141,249,513				\$260,388,697	\$6,974,266	\$2,393,348	\$9,367,614

Attachment I - SPCSA Budget Template

Pinecrest Academy of Nevada
Renewal Budget

REPORT FOR ALL FUNDS		2023-2024		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA			
				(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION		
REVENUES	Revenue CODES	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD
Nevada Individuals	1310/1410								
Nevada School Districts	1321/1421								
Out-of-state Individuals	1310/1410								
Out-of-State School Districts	1331/1431								
			\$0		\$0		\$0		\$0

EXPENDITURES		Object Codes	TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
			561	511	562	512
100 - Regular Programs						
200 - Special Programs						
300 - Vocational Programs						
400 - Other PK-12 Programs						
500 - Nonpublic Programs						
600 - Adult Programs						
TOTALS			\$0	\$0	\$0	\$0

Pinecrest Academy of Nevada

Budget Fiscal Year 2023-2024

Attachment I - SPCSA Budget Template

**Pinecrest Academy of Nevada
Renewal Budget**

FUND TRANSFERS 2023-2024 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
			Special Education	4,939,810.00
			National School Lunch Program	2906031.375
SUBTOTAL	0	0	0	7845841.375
SPECIAL REVENUE FUNDS				
	Special Education	3948434		
	National School Lunch Program	3384653.58		
SUBTOTAL	0	7333087.58	0	0
TOTAL TRANSFERS	0	7333087.58	0	7845841.375

Attachment I - SPCSA Budget Template

School Name: Pincrest Academy of Nevada

Budget: Renewal Budget

Select whether this budget is Tentative, Final or Amended from the drop down box in cell B2.

Fiscal Year 2023-2024

Projected Cash Flow

Projected Cash Flow

2023-2024	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	TOTAL PROJECTED BUDGET	TOTAL REVENUES FROM FORM 3	VARIANCE
	July	August	September	October	November	December	January	February	March	April	May	June			
REVENUES															
Basic Support / PCFP	6,248,807	6,248,807	6,248,807	6,248,807	6,248,807	6,248,807	6,248,807	6,248,807	6,248,807	6,248,807	6,248,807	6,248,807	74,985,684		
Charter Sponsorship Fee	(75,184)	(75,184)	(75,184)	(75,184)	(75,184)	(75,184)	(75,184)	(75,184)	(75,184)	(75,184)	(75,184)	(75,184)	(902,204)		
State Special Ed	260,300	260,300	260,300	260,300	260,300	260,300	260,300	260,300	260,300	260,300	260,300	260,300	3,123,600		
IDEA - Early Childhood (Part C)															
IDEA - Special Education (Part B)	68,736	68,736	68,736	68,736	68,736	68,736	68,736	68,736	68,736	68,736	68,736	68,736	824,834		
Title I	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	27,900		
Title II															
Title III															
Title IVA															
Pre K															
E-Rate Funds															
Gifted and Talented															
SPCSA Charter Loan															
National School Lunch Program (NSL)	282,054	282,054	282,054	282,054	282,054	282,054	282,054	282,054	282,054	282,054	282,054	282,054	3,384,654		
Donation	10,020	10,020	10,020	10,020	10,020	10,020	10,020	10,020	10,020	10,020	10,020	10,020	120,240		
Interest Income															
SGF	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	260,000		
Reserves	126,969	126,969	126,969	126,969	126,969	126,969	126,969	126,969	126,969	126,969	126,969	126,969	1,523,628		
Total Revenues	6,945,695	6,945,695	6,945,695	6,945,695	6,945,695	6,945,695	6,945,695	6,945,695	6,945,695	6,945,695	6,945,695	6,945,695	83,348,336		83,348,336
Total Revenues Y-T-D	6,945,695	13,891,389	20,837,084	27,782,779	34,728,473	41,674,168	48,619,862	55,565,557	62,511,252	69,456,946	76,402,641	83,348,336			
Percent of Revenues Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			
	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	TOTAL PROJECTED BUDGET	TOTAL EXPENSES From FORM 5	VARIANCE
EXPENDITURES	July	August	September	October	November	December	January	February	March	April	May	June			
Salaries	3,010,567	3,010,567	3,010,567	3,010,567	3,010,567	3,010,567	3,010,567	3,010,567	3,010,567	3,010,567	3,010,567	3,010,567	36,126,798		
Benefits	1,396,581	1,396,581	1,396,581	1,396,581	1,396,581	1,396,581	1,396,581	1,396,581	1,396,581	1,396,581	1,396,581	1,396,581	16,758,978		
Purchased Services	1,462,058	1,462,058	1,462,058	1,462,058	1,462,058	1,462,058	1,462,058	1,462,058	1,462,058	1,462,058	1,462,058	1,462,058	17,544,700		
Supplies	391,767	391,767	391,767	391,767	391,767	391,767	391,767	391,767	391,767	391,767	391,767	391,767	4,701,200		
Other	65,147	65,147	65,147	65,147	65,147	65,147	65,147	65,147	65,147	65,147	65,147	65,147	781,763		
Debt Service	579,942	579,942	579,942	579,942	579,942	579,942	579,942	579,942	579,942	579,942	579,942	579,942	6,959,298		
Total Expenditures	6,906,061	6,906,061	6,906,061	6,906,061	6,906,061	6,906,061	6,906,061	6,906,061	6,906,061	6,906,061	6,906,061	6,906,061	82,872,737		82,872,737
Total Expenditures Y-T-D	6,906,061	13,812,123	20,718,184	27,624,246	34,530,307	41,436,369	48,342,430	55,248,491	62,154,553	69,060,614	75,966,676	82,872,737			
Percent of Expenditures Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			
Net Change	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	475,599		475,599
Net Change Y-T-D	39,633	79,266	118,900	158,533	198,166	237,799	277,433	317,066	356,699	396,332	435,965	475,599			
Percent of Net Change Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			

Projected Cash Balance

Projected Cash Balance

Net Change in Cash (F/B)	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	TOTAL PROJECTED BUDGET
	July	August	September	October	November	December	January	February	March	April	May	June	
	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	39,633	475,599
Begin Cash Balance(F/B)		39,633	79,266	118,900	158,533	198,166	237,799	277,433	317,066	356,699	396,332	435,965	
End Cash Balance (F/B)	39,633	79,266	118,900	158,533	198,166	237,799	277,433	317,066	356,699	396,332	435,965	475,599	475,599

Attachment J - Board Meeting Agenda & Minutes



NOTICE OF PUBLIC MEETING

of the
Board of Directors of
Pinecrest Academy of Nevada

Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a public meeting on September 20, 2023 beginning at 5:30 p.m. at 6151 West Charleston Blvd., Las Vegas, Nevada 89146. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered.

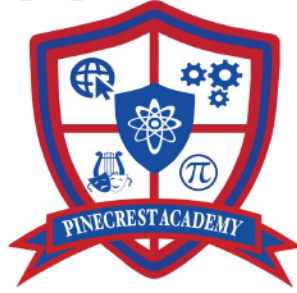
Please Note: The Board of Directors of Pinecrest Academy of Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or annette.christensen@academicnv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 6630 Surrey St., Las Vegas NV 89119, via email at annette.christensen@academicnv.com, or by visiting the school's website at <https://www.pinecrestnv.org>. For copies of the meeting audio, please email annette.christensen@academicnv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email annette.christensen@academicnv.com to submit or sign up for public comment.**

Attachment J - Board Meeting Agenda & Minutes



The vision of Pinecrest Academy of Nevada is where scholars perform at the highest level on all academic measures.

Board of Directors

Coby Sherlock – Board Chair
Marni Watkins – Board Vice Chair
Jennifer Williamson – Board Secretary
Chong Nam – Board Treasurer
Tyre Gray – Board Member
Danielle McDowell – Board Member
Patty Charlton – Board Member

Principals

Michael O’Dowd – Lead Principal, Inspirada
Bryan Rudden – Principal, Cadence
Wendy Shirey – Principal, Horizon
Lisa Satory – Principal, Sloan Canyon
Jon Haskel – Principal, St. Rose

Attachment J - Board Meeting Agenda & Minutes



Meeting of the Board of Directors September 20, 2023

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

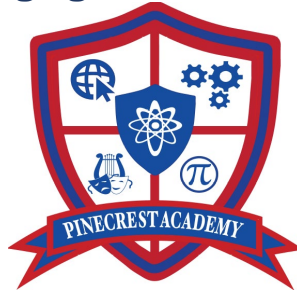
(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

3. CONSENT AGENDA (For Possible Action)

(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion for these items unless a Board Member or member of the public so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)

- a. Approval of Minutes of the August 15, 2023 Telephonic Board Meeting
- b. Acceptance of Grant Funds Awarded to Pinecrest Academy of Nevada from the Following:
 - Title IVA (Springs Campus)
 - Title III EL (Springs Campus)
 - Title III Immigrant
 - SPED
 - SPED ESY
 - SPED Exceptional Needs
 - Title I (Springs Campus)
 - Title II
 - 21st Cohort 7 (St. Rose Campus)
 - CTE Allocation
 - CTE Perkins Local
 - McKinney-Vento

Attachment J - Board Meeting Agenda & Minutes



- c. Approval of the Updated Restorative Justice Plan for all In-Person Pinecrest Academy of Nevada Campuses
- d. Approval of the Updated Restorative Justice Plan for the Virtual Pinecrest Academy of Nevada Campus
- e. Discussion and Possible Approval to Submit a Renewal Distance Education Application to NDE for Pinecrest Academy of Nevada

4. ACTION & DISCUSSION ITEMS

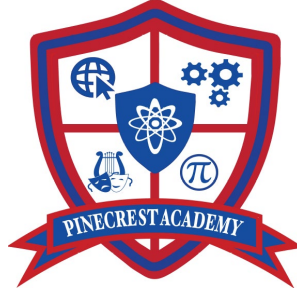
(Action may be taken on those items denoted "For Possible Action")

- a. School Initiatives Report by Principal Satory, Principal Rudden, Principal Shirey, Principal Haskel, and Principal O'Dowd (For Discussion)
- b. Discussion and Possible Approval to Submit a Charter Renewal Application for Pinecrest Academy of Nevada (For Possible Action)
- c. Discussion Regarding an Audit Update (For Discussion)
- d. Discussion Regarding the Changes to At-Risk Funding (For Discussion)
- e. Discussion and Possible Action to Approve the Organizational Performance Framework Self-Certification for Pinecrest Academy of Nevada (For Possible Action)
- f. Review and Approval of CENTEGIX CrisisAlert Equipment and Software Purchase and Installment for the Pinecrest Inspirada and Sloan Canyon Campuses (For Possible Action)
- g. Review and Approval of the Pinecrest Academy District Membership Agreement (For Possible Action)
- h. Discussion and Approval to Submit an Out-of-Cycle Charter Amendment Application to Adjust Enrollment Caps at Pinecrest Campuses (For Possible Action)

5. ANNOUNCEMENTS & NOTIFICATIONS

6. MEMBER COMMENT

Attachment J - Board Meeting Agenda & Minutes



7. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

8. ADJOURN MEETING

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Pinecrest Academy of Nevada – Horizon 1360 S. Boulder Highway, Henderson, NV
- 2) Pinecrest Academy of Nevada – St. Rose – 1385 E. Cactus Ave., Henderson, NV
- 3) Pinecrest Academy of Nevada – Inspirada – 2840 Via Contessa, Henderson, NV
- 4) Pinecrest Academy of Nevada – Cadence – 225 Grand Cadence, Henderson, NV
- 5) Pinecrest Academy of Nevada – Sloan Canyon – 675 E. Dale Ave., Henderson, NV
- 6) <https://pinecrestnv.org>
- 7) <https://notice.nv.gov>

Attachment J - Board Meeting Agenda & Minutes

MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
September 20, 2023

The Board of Directors of Pinecrest Academy of Nevada held a meeting on September 20, 2023 at 5:30 p.m. at 6151 West Charleston Blvd., Las Vegas, Nevada 89146.

1. Call to Order and Roll Call

Board Chair Coby Sherlock called the meeting to order at 5:48 p.m. with a quorum present. In attendance were Board members Coby Sherlock, Marni Watkins, Jennifer Williamson, and Patty Charlton.

Board members Chong Nam, Tyre Gray, and Danielle McDowell were not present.

Also present were Lead Principal Michael O'Dowd, Principal Bryan Rudden, Principal Lisa Satory, Principal Wendy Shirey, Principal Jon Haskel, Assistant Principal Jessica Medina, and Assistant Principal Nicole Johnson; as well as Academica representatives Trevor Goodsell, Amanda Orosco, and Ryan Reeves.

2. Public Comment and Discussion

There was no public comment or discussion.

3. Consent Agenda

a. Approval of Minutes of the August 15, 2023 Telephonic Board Meeting

b. Acceptance of Grant Funds Awarded to Pinecrest Academy of Nevada from the Following:

- Title IVA (Springs Campus)
- Title III EL (Springs Campus)
- Title III Immigrant
- SPED
- SPED ESY
- SPED Exceptional Needs
- Title I (Springs Campus)
- Title II
- 21st Cohort 7 (St. Rose Campus)
- CTE Allocation
- CTE Perkins Local
- McKinney-Vento

c. Approval of the Updated Restorative Justice Plan for all In-Person Pinecrest Academy of Nevada Campuses

Attachment J - Board Meeting Agenda & Minutes

- d. **Approval of the Updated Restorative Justice Plan for the Virtual Pinecrest Academy of Nevada Campus**
- e. **Discussion and Possible Approval to Submit a Renewal Distance Education Application to NDE for Pinecrest Academy of Nevada**

Member Watkins moved to approve the consent agenda. Member Williamson seconded the motion, and the Board voted unanimously to approve.

4. Action & Discussion Items

a. School Initiatives Report by Principal Satory, Principal Rudden, Principal Shirey, Principal Haskel, and Principal O'Dowd

Principal Jon Haskel, Principal Bryan Rudden, Principal Lisa Satory, Principal Wendy Shirey, and Principal Michael O'Dowd with Assistant Principal Nicole Johnson and Assistant Principal Jessica Medina addressed the Board and highlighted the following system-wide updates and major campus events and school initiatives as found within the support materials:

- St. Rose 5-STAR ratings ES and MS; campus activities; writing emphasis; blended learning celebrations
- Cadence 5-STAR ratings ES and HS; campus activities; graduation booked for May 30th; partnership with HCF to support scholarships; dual enrollment participation
- Pinecrest Virtual tutoring support; 117 students enrolled; 2 students enrolled in dual enrollment
- Sloan Canyon 5-STAR ratings ES and 4-STAR MS; campus activities; graduation booked for May 29th; college visits and scholarship meetings
- Horizon 5-STAR rating; campus activities and incentives; teacher mentorship program and SBAC growth recognitions; CPR training
- Inspirada campus activities and incentives; MS mascot upgrade; new positions; Best of Las Vegas campaign
- Springs campus ribbon cutting ceremony; campus and PTO activities; staff training; Title I status

Member Watkins asked if the new Inspirada logo had been approved by the Board. Assistant Principal Johnson replied that it had not, and Member Watkins asked that it come before the Board officially to be approved. Principal O'Dowd stated that, due to the change in growth targets by the State, Inspirada went down to a 4-STAR rating in elementary. He also contributed the decrease to his absence at the campus as he worked to open the Springs campus; adding that he planned to partner with parents to assist the students in meeting their current growth targets. The Board expressed their gratitude for the Principals and celebrated the efforts of all the Pinecrest campuses.

Attachment J - Board Meeting Agenda & Minutes

Member Williamson asked about the growth of the Springs campus for the next year; adding that the current parent involvement would produce healthy waiting lists. Principal O'Dowd replied that they were looking to grow by 75 students with the addition of the 4th grade. He also brought up the concern that close to 30 Springs parents had used the transfer priority to bypass waiting lists at other Pinecrest campuses. Discussion ensued regarding transfer priorities and revisiting the policy with the intention of updating the limitations for the next school year.

b. Discussion and Possible Approval to Submit a Charter Renewal Application for Pinecrest Academy of Nevada

Ms. Amanda Orosco addressed the Board and stated that the Board would need to approve the submission of the charter renewal application; adding that the application was included in the support materials. The Board had reviewed the application prior to the meeting and no questions or discussion was had.

Member Williamson moved to approve submission of the charter renewal application for Pinecrest Academy of Nevada. Member Watkins seconded the motion, and the Board voted unanimously to approve.

c. Discussion Regarding an Audit Update

Mr. Trevor Goodsell addressed the Board and directed them to page 144 of the support materials where he reviewed the accounting and audit updates and changes report. Notable changes at Academica included the hire of a new Director of Accounting, a grant controller, 3 new accounting managers/controllers, and 3 additional accounting/payroll support staff. Mr. Goodsell continued and reviewed the list of audit findings within the report and how they were being addressed. He also addressed the current audit due dates and timelines as found in the report on page 151; adding that all due dates would be met and timelines were being followed. He also reported that Member Sherlock and Member Nam would be provided a weekly update on the audit's progress.

d. Discussion Regarding the Changes to At-Risk Funding

Mr. Goodsell stated that there had been a significant change for how students were classified as "At-Risk" in the State of Nevada. In 2021, the funding model was changed to a weighted model that gave additional funding for students who were ELL, SPED, GATE, and/or At-Risk. During the current session, Mr. Goodsell explained that the Department of Education (DOE) used a counseling tool in Infinite Campus (IC) to determine if a student was likely to advance to the next grade. IC was not obligated to share their formula for determining the 75 factors in classifying a student as At-Risk; however, some of the factors appeared to be illegal when used for the purposes for determining funding eligibility. Mr. Goodsell reported that Academica had reached out to the DOE in writing and in person, and that Academica's

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lobbyists were meeting with the Governor in Carson City to raise concern regarding the factors.

Based on the current funding model, Mr. Goodsell explained that there was a significant reduction in the number of students who qualified for the At-Risk funding at Pinecrest. Mr. Bringhurst noted that now only 203 students qualified as “At-Risk” out of last year’s 1,535 qualifying FRL students. He continued that the budget could absorb the loss in order to move forward, but that contingencies would be reduced and any unspent funding would not be used. He also reported that SPED discretionary funding had actually increased by \$700 per student and that there had been enough money allocated from the other funding increases to be able to continue as planned. It was noted that the factors were included in the support materials on page 155, and had been interpreted by the DOE to define the term “At-Risk”.

Member Watkins asked if the NRS would be challenged. Mr. Ryan Reeves addressed the Board and replied that he was hoping to avoid litigation but did not know if that would be possible because of how the statute was written; adding that the current system was rewarding poor school performance. Further discussion ensued regarding the support that would be needed going forward.

e. Discussion and Possible Action to Approve the Organizational Performance Framework Self-Certification for Pinecrest Academy

Ms. Orosco stated that the school was required to annually certify that they were in compliance and to submit the Organizational Performance Framework Self-Certification to the SPCSA. She explained that she had met with Principal O’Dowd to go over the questions and responses since, traditionally, the Board would not be familiar with the day to day operations of the school. With the exception of indicator #6, Principal O’Dowd felt comfortable responding “Yes” to all other indicators of the framework. Indicator #6 referred to the ELAD endorsements that staff at the school used to provide services to ELL students. The explanation included on the certification for indicator #6 detailed the teacher shortage of those with ELAD endorsements in the state of Nevada.

Member Watkins moved to approve the Organizational Performance Framework Self-Certification for Pinecrest Academy as presented. Member Charlton seconded the motion, and the Board voted unanimously to approve.

f. Review and Approval of CENTEGIX CrisisAlert Equipment and Software Purchase and Installment for the Pinecrest Inspirada and Sloan Canyon Campuses

Assistant Principal Johnson stated that Inspirada and Sloan Canyon campuses were seeking approval to purchase and install an emergency alert system through CENTEGIX. She explained that each staff member would be given a CrisisAlert badge with an electronic push button that allowed the badge holder to immediately get help anywhere on campus. The installation process would include the creation of evacuation maps, installation of sirens in every classroom, and access to the CENTEGIX software that could be downloaded to computers and cell phones. Assistant Principal Johnson stated that two additional

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emergency management companies had been considered but did not cater specifically to the school's needs. Member Watkins asked how schools would pay for the service. Assistant Principal Johnson replied that funds from various fundraising events would cover the costs, and that the contract would be valid for 5 years. Member Sherlock asked who would manage the software. Assistant Principal Johnson replied that all administrators would be responsible for receiving the notifications and alerts. Member Williamson suggested a plan be in place for who would be responding to what emergency to avoid confusion. Principal O'Dowd stated that he supported the purchase based on response time by authorities and being able to provide substitutes a clear set of instructions on what to do in case of an emergency.

Member Williamson moved to approve CENTEGIX CrisisAlert equipment and software for Inspirada and Sloan Canyon campuses. Member Watkins seconded the motion, and the Board voted unanimously to approve.

g. Review and Approval of the Pinecrest Academy District Membership Agreement

Ms. Orosco stated that the District Membership Agreement was between Pinecrest Academy of Nevada and Pinecrest Inc. and had been provided in the support materials. The Board had reviewed the document prior and no discussion was held.

Member Watkins moved to approve the Pinecrest Academy District Membership Agreement as presented. Member Williamson seconded the motion, and the Board voted unanimously to approve.

h. Discussion and Approval to Submit an Out-of-Cycle Charter Amendment Application to Adjust Enrollment Caps at Pinecrest Campuses

Mr. Goodsell stated that any time a campus did not come within 90% of its projected enrollment, an amendment to adjust enrollment caps would need to be submitted to the State. He explained that the Cadence campus had retained a higher number of students than projected, and that Cadence Virtual needed to adjust from 300 to 125 students per year. Cadence would project enrollment closer to 2,400 students per year. At this time, an out-of-cycle charter amendment needed to be submitted to the State, and would come before the Board at the next meeting.

Member Watkins moved to approve the submission of an out-of-cycle charter amendment application to increase the cap. Member Williamson seconded the motion, and the Board voted unanimously to approve.

5. Announcements & Notifications

There were no announcements or notifications.

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6. Member Comment

Mr. Goodsell stated that Member Nam had suggested having a set schedule for the meetings.

Member Sherlock celebrated the Principals and the efforts at each campus.

7. Public Comment and Discussion

There was no public comment or discussion.

8. Adjournment

The meeting was adjourned at 7:32 p.m.

Approved on: _____

Secretary of the Board of Directors

Pinecrest Academy of Nevada

DRAFT