

Beacon Academy of Nevada

Application for Renewal Under Conversion to Contract



04/07/2014

Beacon Academy of Nevada

Beacon Academy Governing Body – William Carrico, President

Table of Contents

Executive Summary.....	3
Application of Nevada Revised Statutes & SPCSA Policy.....	6
Comparison Data.....	24
Response to Questions/Concerns from March 4, 2014 Meeting.....	28
At-Risk/Credit Deficient.....	29
Enrollment Process.....	44
Curriculum.....	82
Distance Education Plan.....	98
Center for Health & Learning.....	116
Leadership & Governance.....	131
Governing Body.....	132
Administration.....	147
By-Laws.....	155
Accreditation.....	168
School Specific Data.....	209
Proposal Per Requirements Outlined in 9/24/2013 Letter (AB 205 Sec. 20).....	220
Letters of Support.....	232
Parents.....	233
Students.....	252
Community.....	264
Summary.....	274

Executive Summary



Executive Summary

Introduction

During the spring and fall of 2013, Beacon Academy of Nevada (Beacon Academy) Governing Board conducted a comprehensive review of the school mission, vision, and school performance status and met to develop long-range plans for the future of the school.

The Governing Body explored what the needs of the school would be within five years to promote positive growth and student success, including projected needs in staffing, supervision, and management. The Governing Body also reviewed school data to determine what changes in operations and procedures, enrollment processes, or other factors would be needed to improve school performance.

Since Beacon Academy's inception in 2008, the school's mission and vision has evolved to meet the needs of the at-risk population it serves. Our mission is "To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future." Our vision and expectations for student learning seek, "to provide a world-class, innovative and technologically relevant public high school education resulting in graduation and preparation for further study and the workplace." The school is dedicated to provide students with access to innovative learning methods and curriculum combined with comprehensive student support services to enhance and advance health, safety, and high levels of educational, personal, and social achievement.

Addressing deficiencies in the academic performance of students, as demonstrated within the Nevada Performance Framework and SPCSA framework, while remaining true to our mission of facilitating underserved, at-risk student populations, is the primary focus of the present work of school personnel, as well as driving force of the vision and planning for the next charter term. To address these concerns, Beacon Academy initiated programs and policies in the spring of 2013, and continues to implement the action plan developed under the current School Performance Plan, and informed by data derived by school cadres as they conducted the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) process during 2013-2014.

The narrative and documentation provided within this proposal outlines current and planned initiatives, provides school data and information deemed relevant to the consideration of Beacon Academy's application for renewal of charter/conversion to charter contract. This proposal also provides information and documentation for the purpose of clarifying questions or concerns brought forward by the State Public Charter School Authority (SPCSA) at the March 4, 2014 meeting.

Application of Nevada Revised Statutes & SPCSA Policy



APPLICATION OF NEVADA REVISED STATUTE AND SPCSA POLICY

The following proposal and documentation is presented to the SPCSA Board for consideration of Beacon Academy of Nevada's renewal application and conversion of written charter to charter contract pursuant to the directions set forth in the letter dated September 24, 2013 by Director Canavero. Further direction was set forth in subsequent email and phone conversations between Principal Susan Waters and Director Canavero. The September 24, 2013 letter outlined the processes required under AB 205 Section 20. That process was defined to include:

- a) A description of the academic, financial, and organizational vision and plans for the charter school for the next charter term;
- b) Any information or data that the governing body of the charter school determines supports the renewal of the charter under the terms and conditions for the issuance of a charter contract;
- c) A description of any improvements to the charter school already undertaken or planned; and
- d) Any other requirements or information prescribed by the sponsor, which would result from a performance report prepared by the Authority for your school. The letter also noted that such "other requirements or information" would be prescribed by the Authority to the charter by November 15, 2013.

On November 18, 2013, Mrs. Waters communicated to Dr. Canavero via email to request a performance report, or other requirements or information prescribed by the Authority to be provided by the November 15, 2013 deadline. The process was further clarified in an email response to Mrs. Waters by Dr. Canavero, dated November 21, 2013. In that communication, Dr. Canavero refers to a "conversion to a charter contract upon expiration of the existing written agreement." Dr. Canavero stated, "The Authority considers the requirements listed in the letter (i.e., (a), (b), and (c)) sufficient and does not have additional requirements or information to proscribe."

Dr. Canavero also referred to Beacon's application as a "renewal" contract, and stated, "A "renewal" contract differs from a first year contract in a few areas that includes those related to establishment of the school and recitals. A "renewal" contract may also contain

conditions/stipulations negotiated by both parties or as required through action of the Authority Board.” This was contradicted by Mr. McCormack in an email addressed to Principal Waters and Governing Body President William Carrico, dated January 14, 2014, in which Mr. McCormack states, “You are applying for a charter contract, not renewing a charter contract or written charter, so the renewal contract is not the one that would apply.” The contradiction from Dr. Canavero describing the process as a “renewal” and Mr. McCormack’s interpretation is one of many contradictions or misinterpretations of policy and statute that have occurred during this process.

Beacon Academy submitted the renewal application for conversion to contract as proscribed within the communications with Dr. Canavero, and as specifically outlined from AB 205 Section 20. Prior to submittal, in conversations between Mrs. Waters and Dr. Canavero, he indicated that upon receipt, the SPCSA staff would review the application, and requests for revisions or additional information would be made to the charter within 30 days of submission, in this case by February 14, 2014. At the time of submittal, Mrs. Waters communicated her understanding of the process per Dr. Canavero’s previous communications to Mr. McCormack, and requested that SPCSA staff please advise of any other information or clarification required by the 30-day review. There was no communication from the SPCSA staff on this matter until Mrs. Waters received a phone call from Mr. McCormack in February 26, 2014, four (4) business days before the SPCSA meeting, advising that he was recommending denial due to unsatisfactory academic performance. Written recommendations from SPCSA staff were not posted to the website and available to Beacon staff until after business hours closed on February 26, 2014. In fact, the SPCSA had made no prior effort to communicate, interact or address what may have been perceived as deficiencies in the application prior to the scheduled SPCSA Board meeting on March 4, 2014.

After the SPCSA Board meeting on March 4, 2014, and the final vote denying the conversion to charter contract, the Beacon Academy Governing Body President was surprised to receive a letter from Mr. McCormack stating that, “Beacon may attempt within 30 days of today (by 5:00 PM, April 7, 2014) to correct the deficiencies identified herein and resubmit its application for a charter contract.” Mr. McCormack also stated, “Authority staff will be happy to meet with

Beacon staff to confer on the method to correct the identified deficiencies.” Beacon staff and Governing Body members traveled to Carson City to meet with SPCSA staff to confer on the method to correct the identified deficiencies on March 14, 2014. During that meeting, Mrs. Waters repeated concerns about the designated time frame. She noted that while all trend data for the current year indicated significant improvements, a 30-day time frame gave the charter staff no opportunity to present evidence from March 2014 test results, as the raw data would not be made available until mid-April. Mrs. Waters asked where the 30-day limit was identified in statute; Mr. McCormack stated that it was NRS 386.525, which is for submissions of new applications to form a charter school. During the course of the meeting, Mr. McCormack repeatedly stated that the referenced statute did not apply to Beacon, as this was not application to form a charter school, but that NRS 386.525 was what the SPCSA was using to justify the 30-day requirement. This was perplexing to Beacon staff and Governing Body members in attendance, as the SPCSA is using a statutory requirement that does not apply to the process we are pursuing.

Pursuant to Dr. Canavero’s written email communications, dated November 21, 2013 and December 6, 2013, which characterize this process as a “renewal”, it would appear that NRS 386.530 is the appropriate statute to apply. NRS 386.530.1 specifically outlines the responsibilities of the charter and the sponsor in this process as follows:

NRS 386.530 Renewal of charter contract: Performance report by sponsor; application; criteria for review by sponsor; notice to applicant; term of renewal.

1. On or before June 30 immediately preceding the final school year in which a charter school is authorized to operate pursuant to its charter contract, the sponsor of the charter school shall submit to the governing body of the charter school a written report summarizing the performance of the charter school during the term of the charter contract, including, without limitation:

(a) A summary of the performance of the charter school based upon the terms of the charter contract and the requirements of [NRS 386.490](#) to [386.649](#), inclusive;

(b) An identification of any deficiencies relating to the performance of the charter school which the sponsor has determined may result in nonrenewal of the charter contract if the deficiencies remain uncorrected;

(c) Requirements for the application for renewal of the charter contract submitted to the sponsor pursuant to subsection 2; and

(d) The criteria that the sponsor will apply in making a determination on the application for renewal based upon the performance framework for the charter school and the requirements of [NRS 386.490](#) to [386.649](#), inclusive.

2. The governing body of a charter school may submit a written response to the sponsor of the charter school concerning the performance report prepared by the sponsor pursuant to subsection 1, which may include any revisions or clarifications that the governing body seeks to make to the report.

3. If a charter school seeks to renew its charter contract, the governing body of the charter school shall submit an application for renewal to the sponsor of the charter school on or before October 15 of the final school year in which the charter school is authorized to operate pursuant to its charter contract. The application for renewal must include, without limitation:

(a) The requirements for the application identified by the sponsor in the performance report prepared by the sponsor pursuant to subsection 1;

(b) A description of the academic, financial and organizational vision and plans for the charter school for the next charter term;

(c) Any information or data that the governing body of the charter school determines supports the renewal of the charter contract in addition to the information contained in the performance report prepared by the sponsor pursuant to subsection 1 and any response submitted by the governing body pursuant to subsection 2; and

(d) A description of any improvements to the charter school already undertaken or planned.

4. The sponsor of a charter school shall consider the application for renewal of the charter contract at a meeting held in accordance with [chapter 241](#) of NRS. The sponsor shall provide written notice to the governing body of the charter school concerning its determination on the application for renewal of the charter contract not more than 60 days after receipt of the application for renewal from the governing body. The determination of the sponsor must be based upon:

(a) The criteria of the sponsor for the renewal of charter contracts; and

(b) Evidence of the performance of the charter school during the term of the charter contract in accordance with the performance framework for the charter school.

5. The sponsor of the charter school shall:

(a) Make available to the governing body of the charter school the data used in making the renewal decision; and

(b) Post a report on the Internet website of the sponsor summarizing the decision of the sponsor on the application for renewal and the basis for its decision.

6. A charter contract may be renewed for a term of 6 years.

(Added to NRS by [1997, 1849](#); A [2009, 914](#); [2013, 2920](#))

The SPCSA did not meet the requirements of NRS 386.530.1 and failed to provide a written report, as stipulated, “On or before June 30 immediately preceding the final school year in which a charter school is authorized to operate pursuant to its charter contract, the sponsor of the charter school shall submit to the governing body of the charter school a written report summarizing the performance of the charter school during the term of the charter contract.” The statute further describes that the report shall include “(b) An identification of any deficiencies relating to the performance of the charter school which the sponsor has determined may result in nonrenewal of the charter contract if the deficiencies remain uncorrected.”

In Mr. McCormack’s written recommendations for denial and in his letter dated March 6, 2014, he cites “Beacon’s unsatisfactory academic performance” as the reason for denial of the application for renewal. The documentation presented within this re-submittal of application for renewal provides information related to Beacon Academy’s plans and processes implemented to address the performance deficiencies evident in the 2012-2013 data. In addition, Beacon Academy presents current year data, which demonstrate that Beacon Academy’s academic performance has improved significantly during the current academic year. The SPCSA staff gave Beacon Academy no opportunity to delay re-submission of this document until, at a minimum; the raw data is available from March 2013 testing. Beacon Academy anticipates that raw data from March 2014 testing will be available in time to bring additional performance data for consideration at the April 25, 2014 meeting. While the data for the current year will not be finalized and validated by the NDE until mid-summer, all raw data presented in this document, and planned for presentation at the April 25, 2014 meeting have been filtered per the

performance framework criteria such as Year In School (YIS) and run through the appropriate Attribute Tables to provide preliminary data represented as clearly and accurately as possible.

In Mr. McCormack's remarks, as reflected in the transcript of the recording of the SPCSA March 4, 2014 meeting and the minutes, he states, "Authority for approval or denial of the application for a charter contract must be based on the Authority's criteria for issuance and renewal of charter contracts and evidence of the charter during the term of the written charter, that is, over the past six years." This assertion that performance was considered over the past six years was made by Mr. McCormack on the record several times throughout the meeting. Dr. Rohrer did clarify in her presentation of information that the data was actually reviewing only the first five years. The data presented by SPCSA staff did not include any interim data for the current 6th year, which upon preliminary review demonstrates significant growth in addressing the drop in performance measures, which occurred during the 2012-2013 academic term. During the meeting with Mr. McCormack in Carson City on March 14, 2014, Mr. McCormack, on several occasions, referenced the reason for denial as five years of academic underperformance. This assertion was made despite the fact that the school attained Annual Yearly Performance markers in 2011 and 2012, which was the performance measure under No Child Left Behind (NCLB) at that time. In fact, Beacon's request to Mr. McCormack to allow time for current year 6th year data to be presented as evidence of "correction of deficiencies" was denied during that meeting.

Furthermore, on the record of the March 4, 2014 SPCSA meeting, Mr. McCormack states that, "Per the performance framework adopted by the Authority, a school seeking renewal must be designated as adequate or above for the preceding year on the Authority academic framework, plus receive a three star rating or above on the Nevada School Performance Framework. He states that Beacon failed to meet the criteria identified by the Authority's performance framework for renewal." A review of SPCSA June 21, 2013 meeting minutes indicate that SPCSA Board took under consideration and approved renewal/conversion of Nevada Virtual Academy at that time. A comparison of each school's status and SPCSA Board action at the June 21, 2013 and March 4, 2014 meetings is included in the following section. A review of SPCSA Board actions at the June meeting and at the March 2014 meeting indicate that SPCSA policies,

procedures, and state statute have been not uniformly applied to the charters under consideration for renewal, which are sponsored by the SPCSA.

In Dr. Canavero's letter indicating first Notice of Concern, dated September 16, 2013, he clearly states the definition of persistent underperformance as, "Within the Performance Framework, the following performance outcomes may be cause for revocation/termination of a school's charter: Persistent Underperformance, which is defined as a school with any combination of "Unsatisfactory "or "Critical" designations on the Authority Framework and a two-star or one-star ranking on the Nevada School Performance Framework for **three consecutive academic reporting cycles.**" Dr. Canavero states that for Beacon to return to good standing, the school must receive a designation of Approaches or Above in the Authority Framework PLUS receive a three-star rating or above on the NSPF for the 2013-2014 school year. However, on the SPCSA Performance Framework, Contract Termination is defined only as a the result of any combination of one-star or two-star NSPF, and any combination of "Unsatisfactory" & "Critical" on the Authority Framework – **over a period of three consecutive years.**

With the adoption of the Performance Framework, and Dr. Canavero's first Notice of Concern, it is evident that the SPCSA placed Beacon Academy directly on its' own intervention ladder process, which is an implicit acknowledgement that Beacon has entered into the three year process, and the implication that Beacon will be provided due process and opportunity to demonstrate progress within the three tier intervention process. In the letter dated September 24, 2013, Dr. Canavero also states the Performance Framework was adopted on June 21, 2013, and cites NRS 386.527, as the Performance Framework is a required component of the Charter Contract. Recommendation of denial of renewal at the March 4, 2014 meeting prevents the SPCSA's own process from proceeding forward. Recommendation of denial of renewal of charter prior to allowing the charter to present evidence and demonstrate academic gains based upon the sixth year of the charter is not consistent with either state statute or the intent of the three tier intervention ladder implemented by the SPCSA and described in Dr. Canavero's letter. Furthermore, NRS 386.5351 stipulates that, "A charter school's annual rating pursuant to the statewide system of accountability based upon the performance of the charter school for any

school year before the 2013-2014 school year must not be included in the count of consecutive annual ratings for the purposes of this subsection.”

Regardless of the previous inconsistencies in application of statute and procedure, Beacon Academy welcomes the opportunity to clarify any questions the SPCSA Board may have, and to present evidence documenting currently implemented and planned measures designed to improve student performance, as well as the results of our efforts during this sixth year of operation.

The following documents are included in this section:

- Letter dated September 24, 2013 from Dr. Canavero;
- Letter dated September 16, 2013 from Dr. Canavero;
- Emails dated November 21, 2013 and December 6, 2013 from Dr. Canavero;
- Email dated January 14, 2014 from Mr. McCormack; and
- Letter dated March 6, 2014 from Mr. McCormack.

BRIAN SANDOVAL
Governor

STATE OF NEVADA

STEVE CANAVERO
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

September 24, 2013

Susan Waters, Administrator
Beacon Academy of Nevada

Delivered by email

Dear Ms. Waters:

This is to alert you to the provisions of Section 20 (copy attached) of Assembly Bill (AB) 205 of the 2013 Nevada Legislature. Section 20 pertains to an operating charter school's transition from a written charter (defined in NAC 386.050) to a charter contract (defined in Section 2 of AB 205).

Your written charter is approaching its expiration date. Pursuant to Subsection 1 of Section 20, if your school's governing body (board) seeks to continue operation post-expiration of the written charter, **your school must apply to its sponsor**, the State Public Charter School Authority (Authority), before expiration of your written charter, **for a charter contract**. The "form" and "date" for such an application are identified below.

Upon receipt of your school's application for a charter contract, Authority staff will review it pursuant to Subsection 4 of Section 20 and make a recommendation for either approval or denial to the Authority Board. The Board will make its decision in an open meeting at which your school will be able to speak.

Subsection 2 of Section 20 applies to your school which is operating under a written charter issued before the effective date of Section 20. Pursuant to that Subsection, your school **may** apply to the Authority for a charter contract any time now (but, pursuant to Subsection 1, "[b]efore the expiration of the written charter..."). The "form" and "date" for such an application are identified below.

Pursuant to Subsection 3 of Section 20, your school's application for a charter contract (the "form" for the application) must include:

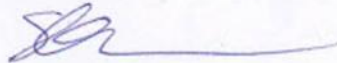
- (a) A description of the academic, financial and organizational vision and plans for the charter school for the next charter term;
- (b) Any information or data that the governing body of the charter school determines supports the renewal of the charter under the terms and conditions for the issuance of a charter contract;
- (c) A description of any improvements to the charter school already undertaken or planned; and
- (d) Any other requirements or information prescribed by the sponsor, which would result from a performance report prepared by the Authority for your school. Such "other requirements or information" would be prescribed by the Authority by November 15, 2013.

Please note that there is no template or application form with blanks to fill in. Provide responses to (a)-(c), above, and (d) if applicable.

Assuming your school's board seeks to continue operation of your school, please submit your application for a charter contract to the Authority by **January 15, 2014**.

Thank you for your interest in Nevada charter schools. Don't hesitate to contact me with any questions or comments.

Sincerely,



Steve Canavero

Section 20, Assembly Bill (AB) 205

Sec. 20. 1. Except as otherwise provided in subsection 2, a charter school that is operating under a written charter issued before the effective date of this act shall continue to operate under the terms of the written charter until the expiration of the written charter, unless the written charter is revoked before the expiration of the current term. Before the expiration of the written charter, if the charter school seeks to continue operation, the charter school must apply to the sponsor of the charter school for a charter contract in the form and on the date prescribed by the sponsor.

2. If a charter school that is operating under a written charter issued before the effective date of this act does not wish to continue operation under the written charter until its expiration, upon approval of the sponsor of the charter school, the charter school may apply to the sponsor for a charter contract in the form and on the date prescribed by the sponsor.

3. An application submitted pursuant to subsection 1 or 2 must include, without limitation:
- (a) A description of the academic, financial and organizational vision and plans for the charter school for the next charter term;
 - (b) Any information or data that the governing body of the charter school determines supports the renewal of the charter under the terms and conditions for the issuance of a charter contract;
 - (c) A description of any improvements to the charter school already undertaken or planned; and
 - (d) Any other requirements or information prescribed by the sponsor.
4. Upon receipt of an application pursuant to subsection 1 or 2, the sponsor of the charter school shall consider the application for a charter contract at a meeting held in accordance with chapter 241 of NRS. The sponsor shall provide written notice to the governing body of the charter school concerning its determination on the application not more than 60 days after receipt of the application. The determination of the sponsor must be based upon:
- (a) The criteria of the sponsor for the issuance and renewal of charter contracts based upon the requirements of NRS 386.490 to 386.610, inclusive, and sections 2 to 3.5, inclusive, of this act; and
 - (b) Evidence of the performance of the charter school during the term of the written charter.
5. Upon approval of an application for a charter contract pursuant to subsection 1 or 2:
- (a) A written performance framework for the charter school in accordance with section 3 of this act must be incorporated into the charter contract executed pursuant to paragraph (b).
 - (b) The sponsor of the charter school and the governing body of the charter school shall execute a charter contract pursuant to NRS 386.527, as amended by section 8 of this act.

BRIAN SANDOVAL
Governor

STATE OF NEVADA

STEVE CANAVERO
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

Beacon Academy
7360 West Flamingo Road
Las Vegas, NV 89147

September 16, 2013

Dear Mr.Carrico:

This is Beacon Academy's first Notice of Concern due to academic underperformance on the 2012-2013 Authority Academic Framework (Unsatisfactory), and Nevada School Performance Framework (High School Rating—1-Star).

In June 2013, the State Public Charter School Authority Board adopted a Performance Framework, which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Pursuant to NRS 386.527, the Performance Framework is required to be incorporated into a Charter Contract. Within the Performance Framework, the following performance outcomes may be cause for revocation/termination of a school's charter:

Persistent Underperformance which is defined as a school with any combination of "Unsatisfactory" or "Critical" designations on the Authority Framework and a two-star or one-star ranking on the Nevada School Performance Framework for three consecutive academic reporting cycles.

Schools that have not yet executed with the State Public Charter School Authority an NRS 386.527 Charter Contract instead have a NAC 386.050 Written Charter which includes a written agreement signed by representatives of both the school and the school's sponsor. Within the written agreement "the Charter School agrees to report...on a regular basis the academic progress of the Charter School in meeting standards of achievement...In addition to any goals and description of how achievement of those goals will be measured that were approved in the Charter School application, or any subsequent

3:22:38 PM 4/6/2014

amendment, all provisions of NRS 385.3455 through NRS 385.391 (Statewide System of Accountability) apply to the Charter School. Nothing in the [approved] application ...or this Agreement is to be construed as replacing, overriding, or taking precedence over NRS 385.3455 through NRS 385.391."

As defined by the Performance Framework, all schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in Good Standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight.

Schools can enter Level 1 of the intervention ladder if the Authority receives a verified complaint of material concern or if regular oversight generates significant questions or concerns. Beacon Academy's academic performance for the 2012-2013 school year has generated significant concern and has moved Beacon Academy into level one of the intervention ladder.

To return to Good Standing, Beacon Academy must obtain a designation of "Approaches" or above on the Authority Academic Framework plus receive a three-star rating or above on the Nevada School Performance Framework for the 2013-2014 school year. If the concern is not remedied in the time allotted, Beacon Academy will enter Level 2, a Notice of Breach. Failure to meet the requirements specified in the Notice of Breach will result in entry to Level 3, intent to revoke for Persistent Underperformance.

The State Public Charter School Authority is requesting to be added to the October 8, 2013 agenda in order to present this information. This date was pulled from the board calendar submitted in AOIS; if this is not correct, please contact the State Public Charter School Authority with an accurate date.

State Public Charter School Authority believes strongly in a quality public school of choice for every Nevada child, and we hope that Beacon Academy will join us in increasing the number of State Public Charter School Authority-sponsored quality charter schools by improving Beacon Academy's academic performance in the 2013-2014 school year.

Sincerely,



Steve Canavero, Ph.D.
Director
State Public Charter School Authority
1749 N. Stewart St., Suite 40
Carson City, NV 89701

CC: Susan Waters
SPCSA Board Members
Beacon Academy Board Members

From: Steve Canavero <scanavero@spsca.nv.gov>
Date: Thu, Nov 21, 2013 at 9:27 AM
Subject: RE: Conversion to a Charter Contract
To: Susan Waters <susan.waters@banv.org>

Hello Susan,

Thank you for the follow-up and questions.

The letter dated September 24, 2013 specifies the form and date for an application that may be submitted by Beacon Academy to be considered by the Authority for conversion to a charter contract upon expiration of the existing written agreement. The letter details the form of the application that includes (item (d)) an opportunity for the sponsor to prescribe other requirements of information to be included by Beacon in the application for a charter contract. The Authority considers the requirements listed within the letter (i.e., (a), (b), and (c)) sufficient and does not have additional requirements or information to proscribe.

Please note that the Authority may have questions and seek information from Beacon Academy as a result of the review of Beacon's application for a charter contract. Additionally, please don't interpret the lack of other requirements or information prescribe by the Authority as "approval" or "denial" of the application or the school's performance.

There is no template to be completed by Beacon; The manner by which you respond to the requirements (a), (b), and (c) outlined in the September 24, 2013 letter is up to Beacon.

A model contract is posted to our website at the following location:

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Renewal%20Contract%20Template_V2.pdf

A "renewal" contract differs from a first year charter contract in a few areas that includes those related to establishment of the school and the recitals. A "renewal" contract may also contain conditions/stipulations negotiated by both parties or as required through action of the Authority Board.

Please don't hesitate to call or email with any questions you may have.

-Steve

From: Steve Canavero <scanavero@spsca.nv.gov>
Date: Fri, Dec 6, 2013 at 7:54 AM
Subject: RE: Re-authorization question
To: Susan Waters <susan.waters@banv.org>

Susan

I have mtgs stacked up today but I think a phone call is in order. I'll try to reach out today between mtgs.

In short, the Authority will draft the contract, you do not need to worry about the generation of the contract. At this point it is the responsibility of Beacon to submit the application to convert to the contract.

You are correct – the contract posted is the new school version. I posted it just so you could see the standard language.

Again, the contract at renewal/conversion is generated by the Authority.

-Steve

From: Thomas McCormack <tmccormack@spsca.nv.gov>
Date: Tue, Jan 14, 2014 at 3:43 PM
Subject: RE: Beacon Academy Application for Conversion to Contract
To: Susan Waters <susan.waters@banv.org>
Cc: William Carrico <William_Carrico@fd.org>

Thank you Susan.

You are applying for a charter contract, not renewing a charter contract or written charter, so the renewal contract is not the one that would apply. Exhibit 3 of the "New Charter Template" is the "Charter Application." It seems appropriate to put your original approved charter school application from 6 years ago in there along with your response to Steve's 9/24/13 letter. Do you see any problems with this interpretation?

You need not worry about providing the contract itself (Is that your concern?); that's something that we do (You've provided the response to Steve's 9/24/13 letter). We would prepare the contract and give it to your board for consideration and, ultimately, signing. The chair of the SPCSA would sign it and we would give a copy to you with both sigs on it. Does that raise any concerns?

Thanks again.

Tom McCormack
Education Program Professional
State Public Charter School Authority
tmccormack@spsca.nv.gov
[775-687-9149](tel:775-687-9149)
[775-687-9113](tel:775-687-9113) (fax)

BRIAN SANDOVAL
Governor

STATE OF NEVADA

TOM MCCORMACK
Interim Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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March 6, 2014

William Carrico, Governing Body President
Beacon Academy of Nevada

Delivered by email to:

billynvus@yahoo.com

susan.waters@banv.org

Dear Mr. Carrico:

The State Public Charter School Authority (Authority), at its March 4, 2014, meeting, denied Beacon Academy of Nevada's (Beacon) application for a charter contract. The reason for the denial, as stated in testimony before the Authority Board and board support documents for the meeting, is Beacon's unsatisfactory academic performance.

Beacon may attempt within 30 days of today (by 5:00PM, April 7, 2014) to correct the deficiencies identified herein and resubmit its application for a charter contract.

Authority staff will be happy to meet with Beacon staff to confer on the method to correct the identified deficiencies. If Beacon staff wishes to meet, either in person in Carson City or by telephone, please contact me to schedule a date and time.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink that reads "Tom McCormack".

Tom McCormack

Copy: Susan Waters

Comparison Data



Comparison – Beacon Academy and Nevada Virtual

(Source - Minutes of SPCSA Meetings, June 21, 2013 and March 4, 2014)

Year	Nevada Virtual	Beacon Academy
2008-09	N/A	Watch
2009-10	Watch	Needs Improvement 1
2010-11	High Achieving Growth	N 1 Hold (Achieved AYP)***
2011-12 (AYP)	Watch	Adequate
2011-12 (NSPF)*	1-Star (28.13)	2-Star School (35.00)
2012-13**	2-Star School (36.00)	1-Star School (29.69)
2013-14	Unknown	Preliminary Data to be presented 4/25/14
Status at Renewal/Conversion to Contract	Nevada Virtual	Beacon Academy
NSPF Rating	1-Star (28.13)	1-Star (29.69)
Academic Operation	Unsatisfactory	Unsatisfactory
Financial Operation	Not financially sound	Meet Standard
Organizational Operation	Compliant with non-compliant subsections	Compliant

* Nevada Virtual up for renewal June 21, 2013 - using 2011-2012 data

** Beacon Academy up for renewal March 4, 2014 - using 2012-2013 data

*** The school makes AYP after being designated In Need of Improvement the previous year. The following year, the school will be designated Adequate if it makes AYP.

Comparison of Academic, Financial, & Organizational Status

Nevada Virtual (Based on 2011-2012 data)

- "...the Authority staff concludes that Nevada Virtual’s academic program has not been a success."
- "The authority found Nevada Virtual non-compliant on a matter the Authority deemed to be material (i.e., significant). As evidenced by deficit spending of almost \$8 million between fiscal years 2008 and 2012, the school is not financially sound." "A determination whether the charter school has complied with generally accepted standards of accounting and fiscal management."
 - Noncompliant for 2010-2011 and 2011-2012
- Organizational operation – "Outside of the concerns stated in the Financial section of the review that may be considered under organizational viability and in consideration of the items noted above, the authority staff conclude that Nevada Virtual is a viable organization."
 - Noncompliant on several counts for 2011-2012 for high school (not including elementary or middle school)
 - Accuracy of "written inventory of equipment, supplies and textbooks that is maintained by the charter school pursuant to NAC 386.342 is current and accurate."
 - Noncompliant for 2010-2011 and 2011-2012
 - "A determination whether the membership of the governing body of the charter school complies with NRS 386.549 and NAC 386.345..."
 - Noncompliant for 2008-2009, 2010-2011, and 2011-2012

Beacon Academy (Based on 2012-2013 data)

- According to Interim Director McCormack, "...for organizational operation, they were compliant"
- According to Interim Director McCormack, "For financial operation, they meet standard."
- According to Interim Director McCormack, "And for academic operation, unsatisfactory."

Summary Comparison of Academic, Financial, and Organizational
(Source - Minutes of SPCSA Meetings, June 21, 2013 and March 4, 2014)

- Academic Operation – Both schools rated as unsatisfactory
 - Nevada Virtual (Based upon 2011–2012 data) - "...the Authority staff concludes that Nevada Virtual's academic program has not been a success."
 - Beacon Academy (Based upon 2012-2013 data) - "And for academic operation, unsatisfactory."
- Financial Operation
 - Nevada Virtual
 - "The authority found Nevada Virtual non-compliant on a matter the Authority deemed to be material (i.e., significant).
 - "A determination whether the charter school has complied with generally accepted standards of accounting and fiscal management."
 - Noncompliant for 2010-2011 and 2011-2012
 - "Absent the in-kind contribution of almost \$8 million by the EMO with which it contracts, Nevada Virtual Academy would cease to be a going concern and would be forced to halt operations and liquidate its assets – displacing thousands of Nevada students."
 - Beacon Academy – "For financial operation, they meet standard."
- Organizational Operation
 - Nevada Virtual – "Outside of the concerns stated in the Financial section of the review that may be considered under organizational viability and in consideration of the items noted above, the authority staff conclude that Nevada Virtual is a viable organization."
 - Beacon Academy – "...for organizational operation, they were compliant"

Final Recommendation Made to SPCSA Governing Body Based on Above Noted Comparisons

Nevada Virtual – June 21, 2013

"Authority Staff believe there are two options to consider. Option 1: non-renewal of the school's written charter. Option 2: renew the written charter. Authority Staff recommend that the Authority Board consider renewal of Nevada Virtual Academy's written charter with the following provisions...:

- Note: Motion to approve made AFTER SPCSA presentation and AFTER Nevada Virtual had a chance to present and answer questions of the SPCSA Board.

Beacon Academy – March 4, 2014

"Due to Beacon's unsatisfactory academic performance, Authority staff's recommendation to the Authority Board is to deny Beacon Academy's application for a charter contract in full recognition of the fact that such denial would result in the school's closure upon expiration of its written charter."

- Note: Motion to deny was made PRIOR to all data discussed and BEFORE Beacon Academy had a chance to present to the SPCSA Board.

Nevada Virtual (high school) was approved despite material financial concerns, and having achieved AYP only one time. Based upon academic data considered in previous year indicating a NSPF rating of 1-Star with 28.13 points. (2012-2013 performance data not considered - they achieved a NSPF rating of 2-Star with 36.00 points).

Beacon Academy was denied despite making AYP in 2010-2011 and 2011-2012. In 2011-2012 the school had a 2-Star rating with 35 points. In the 2012-2013 year, it was rated 1-Star with 29.69 points or 1.56 points higher than Nevada Virtual's data when it was considered and approved for renewal. Preliminary trend data indicate that the 2013-2014 rating will at minimum, exceed 40 points.

Question: Why was there a different procedure and a different criteria utilized in consideration of Nevada Virtual and Beacon Academy, leading to an outcome of Beacon Academy denied on March 4, 2014, while Nevada Virtual was approved with similar academic data and additional material fiscal concerns on June 21, 2013?

Response to Questions/ Concerns from March 4, 2014 Meeting



At-Risk/Credit Deficient



Response to Questions / Concerns from March 4 Meeting

At- Risk / Credit Deficiency

During the course of the March 4, 2014 SPCSA Board meeting, on the question of credit deficiency, how many credit deficient students Beacon Academy serves versus other sponsored charters, Chair Conaboy asked, “Is there a Beacon specific definition of credit deficient?” In this section, Beacon Academy identifies a definition of both credit deficiency and at-risk student, as well as factors related to credit deficiency and the relationship between other at-risk factors and credit deficiency. Member Van posed a question requesting a more thorough analysis of percentages and breakdown of specific types of at-risk factors, or sub-populations that Beacon serves, which are also included in this section. Additionally, the referenced section outlines the supports and wrap-around services specifically designed to address at-risk factors. The unique challenges for students identified with one or more at-risk factors are also presented.

During the March 4, 2014 meeting, Member Wahl asked for comparable data for other schools serving at-risk students. While all schools serve some students who would be considered at-risk, there is a specific designation for charters to choose or not choose to identify as specifically serving at-risk students. Each charter applicant must designate whether or not the charter will serve at-risk students. Beacon Academy is designated as such, and the commitment to serve at-risk students is reflected in the school mission, the website, and in the daily operations and services provided by the school. It is also reflected in the percentages of credit deficient and at-risk students Beacon Academy serves. Per SPCSA staff, there are currently two other SPCSA sponsored schools operating which are specifically chartered to serve at-risk students, Alpine Academy College Preparatory High, and Quest Academy. Beacon Academy was unable to obtain data specific to at-risk students from the other two designated at-risk schools for a comparison. However, a search of our colleagues’ school websites and school specific missions do not mention at-risk students, or any school specific services to address credit deficiency or other at-risk factors. Both schools are brick and mortar, and both high schools serve very small high school student populations.

Member Wahl’s question is significant, in that the SPCSA has a designation for a charter to self-identify as serving at-risk students, but there are no specific criteria for schools who serve at-risk

students. Nor is there a mechanism or process on the part of the SPCSA to gauge and determine how and to what degree a designated at-risk school is specifically serving at-risk students. Additionally, there is no consideration given to the specific challenges attendant in serving a severely credit deficient or at-risk population. As outlined in the included data, many severely credit deficient students enroll, having already been classified as a non-graduate (drop-out) elsewhere. Students past their cohort year are not factored into graduation rates. A perfect example of this is our 2013 salutatorian. The student enrolled at Beacon 1.5 years behind, as she had dropped out of school when she became pregnant. When she returned to school at Beacon Academy, her cohort year had passed. Her cohort year was 2011, but she graduated with honors in 2013. Her story is important and reflective of many of our students. Their successes are not incorporated into the performance report. However, moving students from drop out to graduate is an accomplishment for the student and for the dedicated school staff that support and mentor them to help attain their goals. Currently, there is no mechanism within performance frameworks to track and identify students who are converted from drop out to graduate.

At Risk Students /Credit Deficiency

At Risk Criteria

While there is no universal agreement on one definition of “at risk” students, there are generally accepted factors which characterize students at risk. Some of these characteristics or factors are academic in nature whereas, others are not.

Academic Factors: These include academic factors such as not meeting the requirements necessary for graduation, falling behind other students of their age and grade level, failing two or more courses of study, or not reading at grade level.

Non-academic Factors: Students may also be deemed at risk for non-academic indicators that may affect a student’s likelihood of attaining academic success. Non-academic risk factors include students who have prolonged or persistent health issues, students who are pregnant, or are already parents, students with a history of incarceration, truancy, adjudicated delinquency, substance abuse, students whose parents have a history of such problems, students whose primary language is not English, and low socio-economic status.

Nevada Revised Statute 386.500 addresses pupils defined as at risk. “Pupil ‘at risk’ ” defined. A pupil is “at risk” if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are limited English proficient, pupils who are at risk of dropping out of high

school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability.”

(Added to NRS by [1997, 1843](#); A [2001, 3125](#); [2003, 19th Special Session, 44](#); [2005, 1656, 1662, 2398](#); [2007, 1256, 2567](#); [2011, 2358](#))

Beacon Academy of Nevada has further defined the markers that may identify an “at risk student” as one that meets one or more of the criteria below. Students may move into the “at risk” category at any time during the school year based on changes in life circumstances.

- **Credit deficient** – students who are have less than the number of credits they should have based on their cohort graduation year; including students who enroll at Beacon Academy one or more semesters behind in their progress toward graduation based upon their cohort graduation year. Credit deficiency is rarely a standalone factor, and frequently an indicator that one or more academic or non-academic risk factors are also impacting a student’s academic proficiency and progress;
- **Attendance at Beacon** – attendance in distance education courses, as determined by Beacon Academy is measured by time online and work submission in each enrolled course. Students are required to submit work in all enrolled courses and communicate with their teachers on a weekly basis. Students who do not submit work in one or more of their courses during a given week enter into the student intervention process. More than two weeks of inadequate attendance and work progression is considered an academic at risk marker;
- **Attendance at prior school** – absent more than 10 days in a semester based on transcripts;
- **Returning dropouts or students who have failed to attend school for one or more semesters;**
- **GPA** – students with less than a 1.5 overall GPA or 1.0 in a semester;
- **Proficiency Scores** – 11th and 12 grade students who have not passed one or more of the required sections of the proficiency exams;
- **Course grades** – midterm course grades in 3 of 6 courses that are a D or less;
- **Course pacing** – less than 30% of the course completed by mid-term;

- **Low socio-economic status** – if economic factors impact students’ ability to access their education or maintain academic progress;
- **English as a Second Language** – if language factors impact students’ ability to access their education or maintain academic progress;
- **History of behavioral problems at a traditional brick and mortar school** – if such history has impacted previous school attendance and academic progress;
- **History of mental illness** – if such history has impacted previous school attendance and academic progress, or if current diagnosis is negatively impacting students’ ability to access their education or maintain academic progress;
- **History of incarceration, truancy, and/or adjudicated delinquency** – if such history has impacted previous school attendance and academic progress, or if current status is negatively impacting students’ ability to access their education or maintain academic progress;
- **History of drug abuse or addiction** – if such history has impacted previous school attendance and academic progress, or if current status is negatively impacting students’ ability to access their education or maintain academic progress;
- **Critical or chronic medical condition** – if such history has impacted previous school attendance and academic progress, or if current diagnosis is negatively impacting students’ ability to access their education or maintain academic progress;
- **Teen pregnancy or Teen parent;**
- **History of physical, sexual, or emotional abuse; or**
- **Witness or victim to violent crime.**

A. **At Risk Recruitment**

Beacon Academy of Nevada recruits at risk students in the following manner:

- Advertising/marketing addresses alternatives for students who have difficulty with aspects of a traditional school. Recruitment emphasizes a “safe environment, free from overcrowded classrooms, bullying and unnecessary distractions.” The school website, informational brochures and interest meetings provide information on the wrap-around services and supports that are available to students who may fall into one or more of the categories listed above.

- Students may enroll up to the age of 21, which supports students who may have dropped out, or had a break in their high school career.
- Students looking for an alternative to traditional public school may attain a free, public education, including the use of a computer and all curriculum software necessary to complete their course of study. There are no costs to any student, which supports entry by students of low socio-economic status.

B. At Risk Interventions- Serving the Needs of At Risk Students

Beacon Academy of Nevada implements multiple measures to identify and support “at risk” students. Students may self-identify some measures, such as homelessness, second language, economic factors, within the school application packet and school orientation process. Some students or parents will identify medical or mental health issues. Staff identify some factors, such as credit deficiency, a history of poor academic progress or previous attendance issues during the enrollment and scheduling processes upon receipt and review of previous school records.

However, many at-risk factors are simply not disclosed or readily evident. One of the challenges of non-academic at-risk factors is that for the most part, they are self-reported. Beacon incorporates a student survey, which allows an opportunity to disclose some risk factors, such as parenting or pregnancy, or request to access therapeutic counseling services, at student orientation. Beacon Academy sends out frequent communication via email, phone invite and within the Learning Management System regarding school and community supports for various at-risk factors. Beacon conducts workshops and provides information on a variety of topics, including bullying, teen pregnancy, and grief support groups. However, a student or family may not readily disclose certain at risk factors occurring in their life in surveys or other standard means of data collection. Many non-academic at-risk factors come to the attention of school staff on a case by case basis, once the student has developed a trust or rapport with staff or mentor, or as a result of a life crisis. Frequently, a student who was not known to previously possess at risk factors, will develop characteristics of an at risk student as a result of changing life circumstances. Identifying certain students at-risk, within an online setting is an ongoing process, which remains fluid as students’ or families’ circumstances change. For example, a student who identifies themselves as having a stable, consistent residence during enrollment or orientation may find themselves “couch surfing” without a stable environment several months into the school year. School staff and school resources must be adaptable to the changing circumstances of the students and families we serve. All targeted supports and programs implemented are under review and continuous improvement to address student need, student engagement and student academic progress.

Beacon Academy Targeted Supports for At Risk Students include:

- Mentor Support – In partnership with UNLV School of Social Work graduate program, Beacon Academy provides each student with a mentor. Mentors communicate to each student on a weekly basis. They assist the student with organization and planning, communication with teachers, and monitor student progress. They also advise school staff of other life circumstances, which may be adversely affecting students' ability to demonstrate satisfactory progress. Mentors may also assist students and their families to access needed community resources.
- Beacon Outreach Program and Community Support Service – Students identified as in need of interventions that are more intensive may receive home visits from the Beacon Outreach Program (BOP), or may be referred for additional counseling and/or tutoring services provided by Beacon Academy at the Center for Health and Learning, or in some cases provided by community organizations or providers.
- Tutoring – Services are offered both online and face-to-face in both the Reno and Las Vegas offices. Tutoring is offered daily in each Beacon Office, online assistance is provided as needed or requested. Tutoring specific to HSPE is offered prior to each test administration. Sessions may be attended live, or students may watch recorded sessions as often as they wish. Help sessions are designed and facilitated by instructional staff in each testing content area. Teachers in each core curriculum department coordinate key instructional strategies and content to be included on live and recorded weekly course sessions prior to proficiency testing. This service, while open to all students is particularly designed to help students who are behind, struggling in courses, or require additional academic support to attain grade level proficiency.
- Rapid Identification – Dynamic data is utilized to continually track student performance on a variety of indicators. Students who do not demonstrate adequate progression in course work, as indicated by minutes logged in, coursework submitted, and communication to teachers and mentors are identified for more intensive interventions. Identified students are reviewed weekly by the Student Intervention Team (SIT), which consists of general education and special education teaching and tutoring staff, attendance officer, school counselor, school social worker, mentors, Center for Health and Learning social worker, and administration. An intervention plan is developed for each student identified through the SIT process. These interventions may include Academic Probation, which requires attendance at tutoring sessions to address academic deficiencies, mentoring sessions to assist with planning and organization, and demonstration of work submission each week. Other possible interventions include intensive monitoring and communication regarding student progress with parent, student, teachers, and/or administration, or a review of graduation plan and progress.

- Credit Recovery Program – Students may enroll in credit recovery courses in addition to their regular course load. This provides an opportunity for the student to catch up on credits or accelerate progress within their individualized graduation plan. Currently, 15% of enrolled students are taking credit recovery courses in addition to their course load. Not all credit deficient students are able to take advantage of this opportunity. If a student has significant gaps in their foundational knowledge and is not demonstrating proficiency in their regular course load, the instructional interventions focus on those gaps in learning and current course load before a student may access credit recovery.
- Frequent Progress Reports – Parents are viewed as our primary partners. Parents can access their child’s courses, assignments, and grade book through observer log-in. In addition, parents receive progress reports bi-weekly via email. These reports indicate grade to date, quality of work, number of minutes logged in to courses in the previous week, number of assignments turned in, and number of assignments past due. This report helps parents and staff to identify students who are falling behind in their course progress, so that we may work together to keep students on pace.
- Required Parent Conferences – Students who do not respond to interventions or to communication by teachers, mentors, or school staff are subject to mandatory conferences to include parents, students, and staff. These conferences are held face to face, or via phone, if the parent/student lives outside of the Las Vegas or Reno area. During conferences, students and parents are required to develop and outline a plan for improving attendance and academic effort.
- Student/ Parent Contract – Upon enrollment and during subsequent semesters, students and parents are required to acknowledge and sign a contract, which stipulates conditions of enrollment, including attendance and academic performance expectations. Parents receive a Parent Observer Account, which allows the parent to log in to their child’s courses to check grades and progress. Parents also receive emails, and phone calls from Beacon instructors and staff regarding student progress, or student concerns. Students receive multiple opportunities to communicate with teachers, school staff and their assigned mentor through email, phone, text, and chat on a weekly basis, as well as face-to-face interactions with teachers and staff at either Beacon office.
- Student Wrap-around support services include:
 - Free counseling and clinical school social work is provided through the school’s Center for Health and Learning to any student or family member who requests services. Services include free assessments, individual, group or family

counseling, workshops and seminars, health and behavioral consultation and referral.

- Beacon Academy also offers student support groups, trainings and clubs, supported by trained instructional and clinical staff.
 - These include a student Parenting Group, which is conducted weekly, and includes academic tutoring and progress support, as well as parenting training, group support, and access to community resources.
 - In partnership with Southern Nevada Health District, as a sub-grant recipient, Beacon Academy has conducted a Teen Pregnancy Prevention program. This series of voluntary classes is designed to raise awareness and improve medically accurate knowledge of HIV/STD transmission and prevention, as well as to influence the behavior and beliefs of teens around the topic of HIV/STDs and unplanned pregnancy with the intent of reducing the number of pregnancies among the school's student population.
 - The school Diversity Club helps to address the needs of students who identify themselves as a part of the LGBTQ community, or who wish to demonstrate support, respect and inclusion for all students within the Beacon Academy Community, regardless of their race, ethnicity, religion, gender, sexual orientation, or abilities. This club also partners with The LGBTQ Center, a community agency which provides support services to adolescents within the LGBTQ community.
 - Other professionally led groups and workshops address issues related to bullying, loss and grief, or other topics of interest to the student community.
 - Beacon Academy also collaborates with outside agencies to provide the support the needs of at-risk students. These agencies include The Nevada Childhood Cancer Foundation, Nevada Partnership for Homeless Youth, Grant A Gift Foundation for Autism Awareness, the Southern Nevada Health District, Spring Mountain Treatment Center, The Center (serving LGBTQ youth), and Adam's Place.

At Risk Interventions- Maximizing the Academic Success of At Risk Students

The success of interventions is measured by analyzing data of academic indicators such as participation, proficiency on HSPE, graduation rates, and pass/fail rates for courses offered. The very nature of our at-risk population does present obstacles to attaining some academic goals. Transiency influences completion rates, as does credit deficiency, teen pregnancy, economic factors, and others. Students who take advantage of the supports that are offered perform better academically than those who do not. For example, students who regularly participate in proficiency exam tutoring prior to HSPE exams have a 75% greater success rate on the exams. Pregnant or parenting students who participate in the parenting group have a higher attendance rate, and lower truancy/transiency rates than those who do not participate. These students also tend to have higher passing scores in their courses. The principle challenge is increasing student engagement and having a higher percentage of students to access the services that are available to them. There are many variables affecting individual student performance.

The key factors to successfully address poor academic performance include the following:

- Rapid identification of students who enroll with below grade level skills, through benchmark assessments prior at the beginning and end of each academic year – Planned program implemented fall 2014 – 2015;
- Individualized Intervention Plans – Planned program implemented fall 2014 – 2015;
- Student Intervention Team –
 - Rapid identification of students who are falling behind academically – Implemented fall semester 2013 -2014;
- Implementation of leveled intervention plans for identified students, to include a higher degree of integration between wrap-around services and academic services - Planned program implemented fall 2014- 2015;
- Increase existing Beacon Outreach Program to non-responsive students - Planned program implemented fall semester 2014 – 2015;
- Increase existing identification and tracking of at risk students through better inter-departmental communication and one universal tracking data base - Planned program implemented fall semester 2014 – 2015;
- Increase and ensure consistent application of specialized academic supports whenever possible for students experiencing medical or mental health issues, which impact learning - Implemented fall semester 2013- 2014;

- Increase enrollments and pacing toward completion in credit recovery courses - Implemented fall semester 2013- 2014; and
- Ensure frequent review and adjustment of individual graduation plans - Implemented fall semester 2013- 2014.

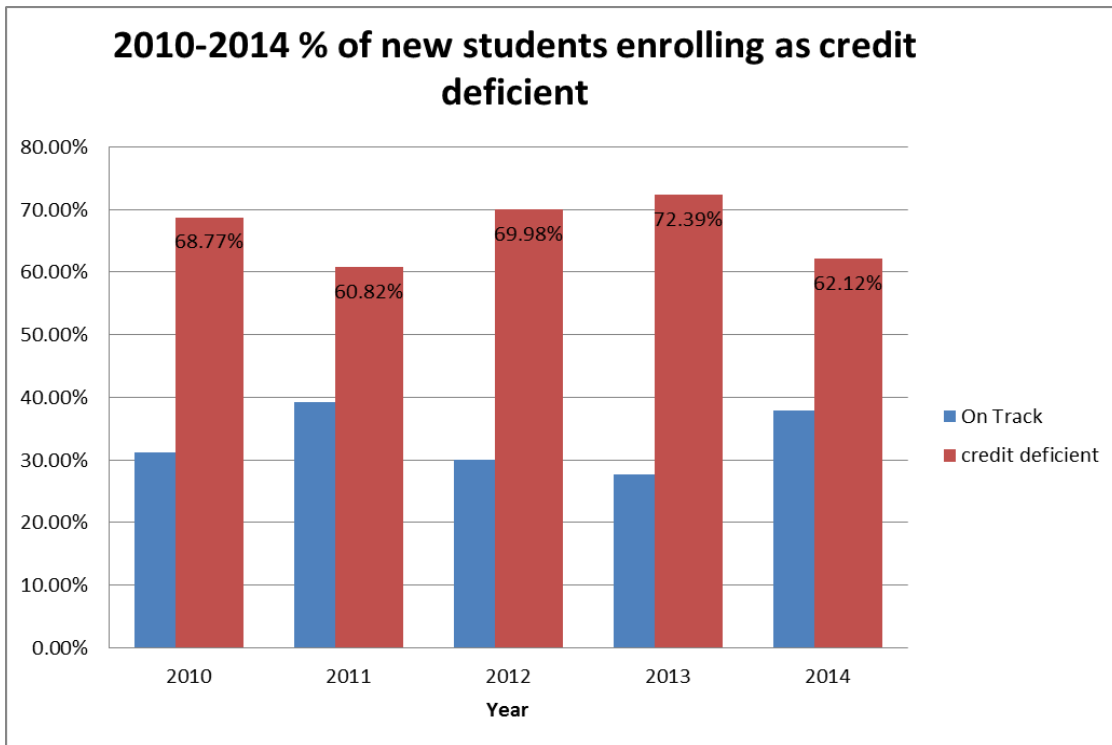
On average, 66% of new students enrolling at Beacon are credit deficient. During 2012-2013 academic year, 72.39% of new students were credit deficient. During the current academic year, 62.12% of new enrollments were credit deficient students. Credit deficient students who enroll at Beacon also tend to exhibit one or more risk factors. These include:

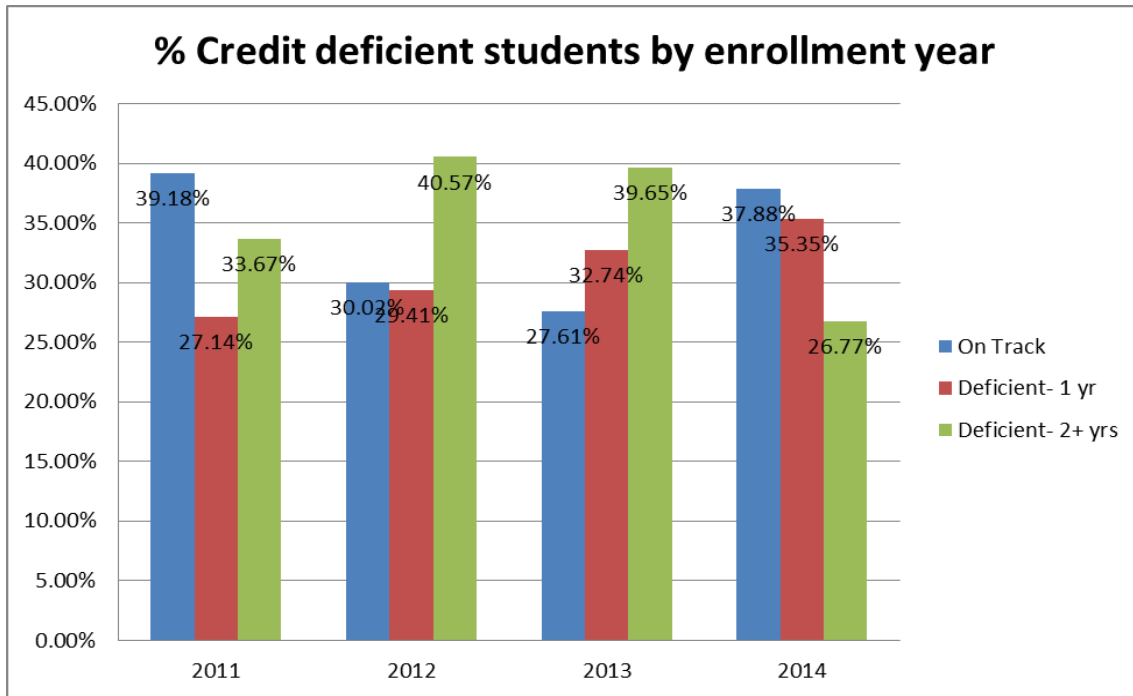
- Parenting and/or pregnancy, currently 16% of the school population. Data reflects that on average 85% of teen parents who enrolled at Beacon Academy were credit deficient on entry. Only 26% of the students who were identified as pregnant or parenting graduated. Some students are two or more years beyond their cohort year due to pregnancy;
- Medical issues such as cancer or other serious/debilitating illness, and those awaiting organ transplant – 6% of school population;
- Gaps in learning due to absences from school due to mental health issues such as generalized social anxiety – 8% of school population;
- Behavior issues which have resulted in suspension/expulsion, incarceration and school avoidance – Not fully reported on enrollment – Reliable Data Unavailable;
- Substance abuse – Reliable Data Unavailable;
- Family issues such as death of a loved one - 18% of school population;
- Economic issues or the need to work to support themselves or their families – 19% (Rate of return of Free and Reduced Lunch documents is extremely low – some anecdotal reports indicate that many families are reluctant to report complete FRL documents as they are not comfortable sharing their personal financial information);
- English as a second language – 7% of school population;

- Homelessness –Not fully reported on enrollment – Reliable Data Unavailable – This factor tends to be extremely fluid, situational/brief homelessness occur frequently;
- Gender or sexual identity, physical or social affect, which has resulted intolerance in previous educational environments – 14% of school population; and
- Bullying and victimization at a student’s former school is the most reported reason students cite when they choose to enroll in Beacon. – 20% of school population (likely under reported)

At-Risk Impact On Graduation Rates

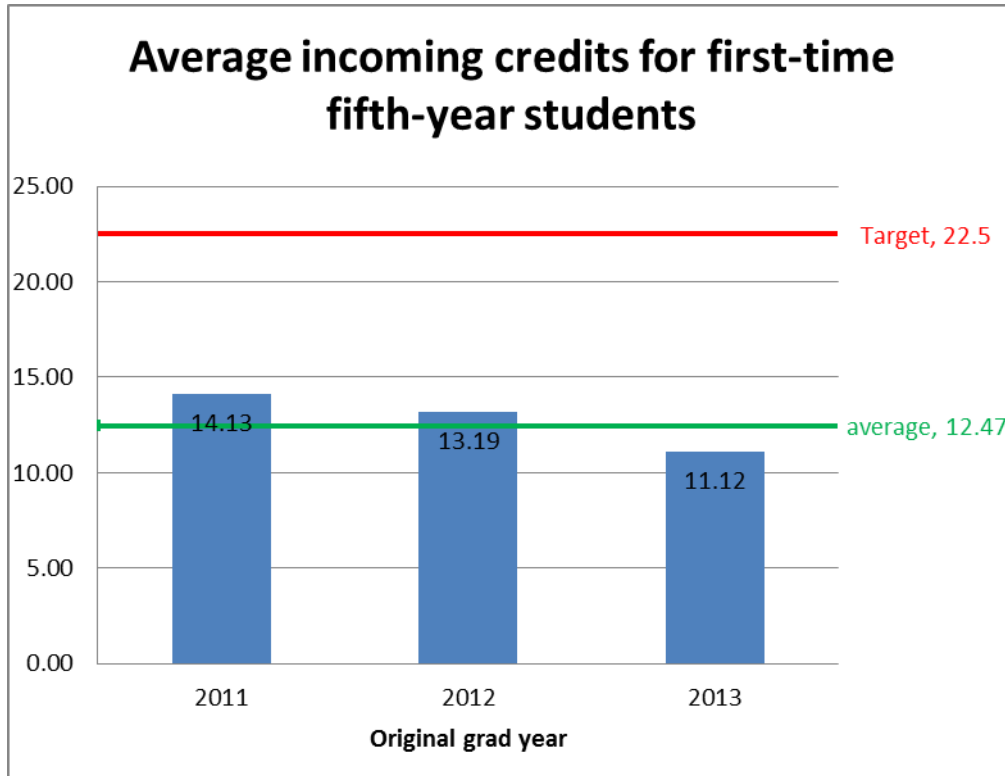
While our goal is to continue to increase the rate of students who graduate within their cohort period, we recognize that the number of students who enroll at Beacon already credit deficient is significant. Another contributing factor to the significant drop in scores in 2013 was the higher number of credit deficient students enrolling at Beacon Academy during the 2012-2013 school year. Overall, 72.3% of students who enrolled for the first time at Beacon during the 2012-2013 school year were credit deficient. This increase in credit deficient students contributed to overall drop in scores.





Graph showing severity of credit deficiency by enrollment year.

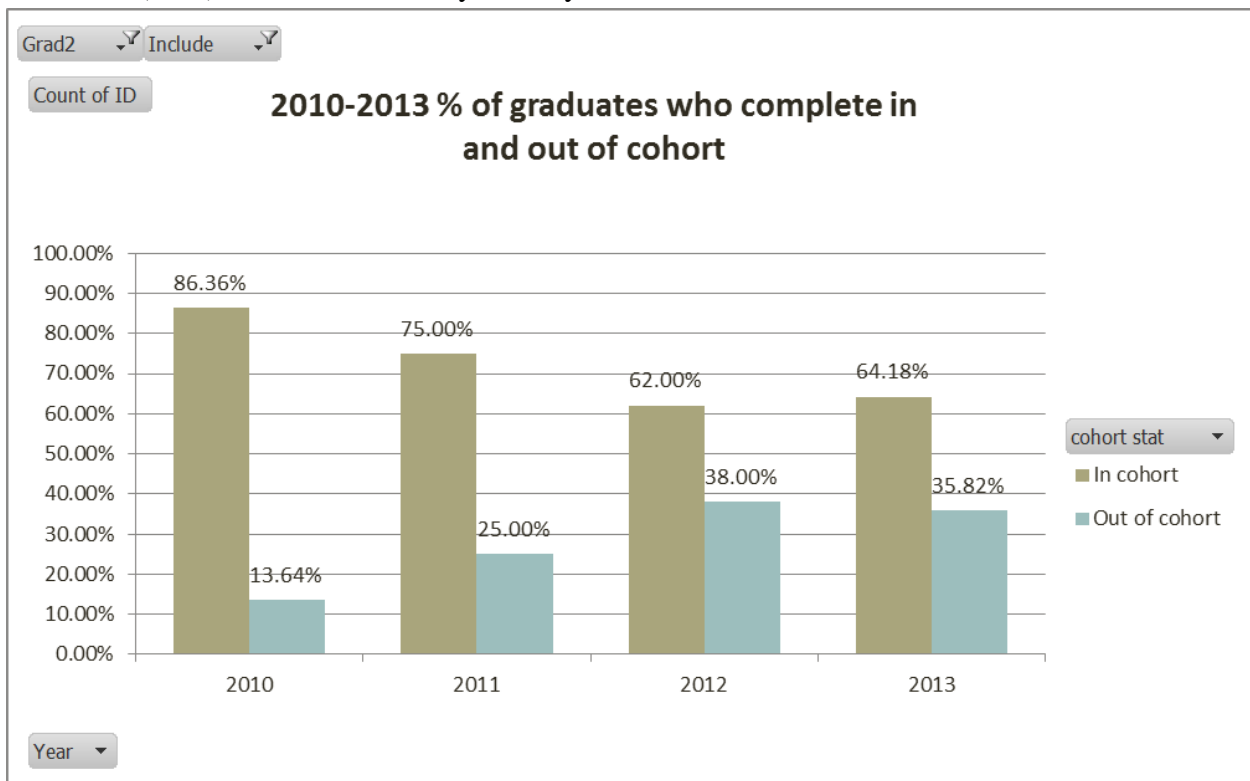
Because Beacon Academy enrolls students after their 4-year cohort, and up to the age of 21, Beacon Academy is the school of last resort for many students. A review of transcripts of new students who are credit deficient, indicate that on average, they have experienced limited academic success prior to enrolling. They frequently have gaps in school attendance and have failed key core subjects. A review of incoming students fifth year ONLY, indicate that the average fifth year new enrollee comes with half of the credits needed to complete their high school requirements. Regarding the fifth-year cohort used in the SPCSA framework, Beacon Academy receives a disproportionate number of fifth-year dropouts who fail to graduate in four years at their previous schools. On average, fifth-year enrollees enter Beacon Academy with 12.5 credits, which fall far short of the 22.5 required for graduation. The intent of an extended-year rate is to provide an opportunity for students, due to extraordinary circumstances, who require an extended graduation plan. The influx of these students, who have already been counted as non-graduates (dropouts), provide a challenge to the school, as there is little chance to remediate such significant deficiencies in a single year. The five-year adjusted cohort does not adequately address the enrollment and academic challenges for schools such as Beacon Academy, which is unique for accepting and serving dropouts when most other schools do not.



Often the student may find risk factors or circumstances difficult to overcome, and despite the extensive student support efforts and academic intervention, they choose not to continue their education. These are the students who will reflect in the attrition and non-grad statistics. Attrition in an online environment and in a school which focuses on serving at-risk students is generally higher than in a traditional brick and mortar school. Students have more responsibility to self-regulate and organize their time when attending an online school. Often students or families underestimate the rigor and responsibilities required to be successful in an online environment, and choose to return to a more traditional format. Frequently students who are in remission, or who have recovered from illness or transplant choose to return to complete their high school education with their friends, which for them is a return to normalcy.

Despite credit deficiency and related at-risk factors, many students find success at Beacon, but they may take a little longer to complete. Unfortunately, their stories are not even reflected in reported NSPF data. However, moving students from drop out to graduate is an accomplishment for the student and for the dedicated school staff that support and mentor them to help attain their goals.

- In 2011- 48 students received a regular or advanced diploma, of which, 12 students (25%) were one or more years beyond their cohort.
- In 2012 - 50 students received a regular or advanced diploma, of which, 19 students (38%) were one or more years beyond their cohort.
- In 2013 - 67 students received a regular or advanced diploma, of which, 24 students (36%) were one or more years beyond their cohort.



The chart reflects the percentage of students who earned a diploma past their cohort year in a given year based upon the number of diplomas conferred. These students' success is not reflected in performance data, which includes only those students able to complete graduation requirements within the four-year cohort. There is currently no mechanism within the framework for a school, which truly serves at risk students to demonstrate measures outside of the performance markers designed for all public schools.

Enrollment Process



Enrollment Processes

During the March 4, 2014 meeting, Chair Conaboy expressed concern regarding a proposal to qualify enrollment. The proposal in the original submission to qualify enrollment to students who could demonstrate a graduation plan which would graduate the student in the 5th year was not an attempt on the part of Beacon Academy to limit enrollment. The proposal was designed to address serious concerns raised by our data that indicate students ages 19 up to 21, who are more than two years behind in credits have an extremely low success rate, and an extremely high attrition rate. It was also based upon the observation that many other schools do not accept students who are over age and severely credit deficient, or schools that have other qualifying admissions criteria. This proposal was in no way intended to limit enrollment, but was based in the reality that a 20 year old with only five credits earned at the time of enrollment will not be able to complete his/her high school requirements prior to aging out. Students frequently come to Beacon, having been denied enrollment in other schools, both traditional and charter schools, due to credit deficiency or being over age. There is no recognition within the current performance framework of the value of converting dropouts to graduates, even if it takes longer than 5 years.

Beacon Academy reviews every enrollment application and interviews each student to insure that the student knows and understands what is expected to attain success in a distance education environment, and how those expectations align with the student's stated goals. Despite data that demonstrates limited success with severely credit deficient older students, Beacon Academy has removed any proposal that could be interpreted as limiting enrollment in any way. Included in this document is the Student/Parent Handbook, which specifically outlines enrollment processes, and eligibility, as well as student expectations, graduation requirements, and other pertinent information.

Beacon Academy of Nevada

2013-2014

Student & Parent Handbook

Policies and procedures listed in this handbook may be changed at the discretion of governing body of Beacon Academy of Nevada, hereinafter referred to as BEACON ACADEMY in this handbook, without prior notice. Any alterations to this document will be communicated to affected parties by mail and e-mail.

Table of Contents

<i>Welcome to Beacon Academy of Nevada</i>	50
<i>Mission Statement</i>	51
<i>Our Philosophy</i>	51
<i>Admission</i>	52
<i>Program Scope</i>	52
<i>Non-Discrimination Policy</i>	52
<i>Part-Time Status and Dual Enrollment</i>	52
<i>Out-of-State Transfer</i>	52
<i>Minimum Admission Requirements</i>	53
<i>Age Restrictions</i>	53
<i>Completion of 8th Grade</i>	53
<i>Non-English Native Language Speakers</i>	53
<i>Suspended/Expelled Students</i>	54
<i>Criminal Background</i>	54
<i>Transfer Credits</i>	54
<i>Enrollment Application</i>	55
<i>Registration/Course Selection</i>	55
<i>Student/Parent Orientation</i>	55
<i>Opening the Lines For Parent Communication</i>	55
<i>Academic Operations</i>	57
<i>2013-2014 Academic Calendar</i>	57
<i>Course Registration</i>	58
<i>Course Catalog</i>	58
<i>Add/Drop Period</i>	58
<i>Course Fees</i>	58
<i>Low-Enrolling Courses</i>	58
<i>Credit for Courses</i>	58
<i>Life Experience Courses</i>	58
<i>Requirements – Weekly Attendance</i>	59
<i>Attendance</i>	59
<i>No Start</i>	61
<i>School Operations</i>	62
<i>Registration Process</i>	62
<i>Change of Student Information</i>	62
<i>Withdrawal</i>	62

<i>Progress Reports</i>	62
<i>Report Cards</i>	62
<i>Transcripts</i>	62
<i>Transcript Requests</i>	62
<i>Unofficial Transcripts</i>	62
<i>Student Privacy</i>	63
<i>Disclosure of Personally Identifiable Information</i>	64
<i>Grading Policy</i>	64
<i>Grade Scale/Grade Point Value</i>	65
<i>Grade Point Average</i>	65
<i>Class Rank</i>	66
<i>Late Assignments</i>	67
<i>Course Extensions</i>	67
<i>Appeals Process</i>	67
<i>Course Retake for Grade Replacement</i>	67
<i>Standardized Testing</i>	68
Graduation	69
<i>Graduation Requirements - General</i>	69
<i>Graduation Requirements – Nevada High School Proficiency Exam (HSPE)</i>	71
<i>Graduation Requirements – Incoming Freshmen</i>	72
<i>Graduation Requirements – 9th-12th Grade Transfer Students</i>	72
<i>Preparation for College</i>	73
<i>Accelerated Graduation</i>	73
<i>Valedictorian/Salutatorian</i>	75
<i>Diploma Authorization</i>	75
Conduct and Discipline	75
<i>Student Code of Conduct (Overview)</i>	75
<i>Dress Code</i>	75
<i>Sexual Harassment</i>	75
<i>Academic Honesty</i>	76
<i>Discipline- Philosophy</i>	76
<i>Discipline- Process</i>	76
<i>Discipline- General Guidelines for BEACON ACADEMY Progressive Discipline</i> ..	77
<i>Discipline- Appeal Process</i>	78
<i>Readmission</i>	78
Student Activities	79
<i>Field Trips</i>	79
<i>Student Activities, Events & Clubs</i>	79
<i>School Event Conduct</i>	79

<i>Dances</i>	<i>79</i>
<i>Graduation Ceremonies & Exercises</i>	<i>79</i>
<i>Student Support Operations</i>	<i>80</i>
<i>Student Inquiries.....</i>	<i>80</i>
Process.....	80
Response Time.....	80
Technical Support.....	80
Academic Support.....	80
Academic Counseling/Guidance Support.....	80
Admissions/Registration Support.....	80
<i>Student/Parent/Principal Contract.....</i>	<i>81</i>

Welcome to Beacon Academy of Nevada

Letter from the BEACON ACADEMY Team

Dear BEACON ACADEMY Families and Students:

It is with great pleasure that we present to you our 2013/2014 Parent/Student Handbook. We are excited to launch another successful year as Nevada's Online High School, and even more excited to welcome you to our student body.

At Beacon Academy of Nevada, we believe every student deserves an opportunity to excel and achieve their full potential. Our mission is to provide this opportunity and encourage students to move forward with a higher level of confidence and ability – perhaps never before experienced in their educational history. We seek to provide a new level of excellent educational alternatives for high-school-age students who seek an innovative high school experience or believe they may benefit from a non-traditional, but rigorous, high school setting. At Beacon Academy of Nevada – we believe the future belongs to YOU!

Beacon Academy of Nevada faculty, all licensed in Nevada, are eager and excited to share their knowledge and experience with their students during the upcoming school year. Our teachers have worked hard to prepare enriching courses of study designed to stimulate and renew the passion for learning.

Beacon Academy of Nevada, sponsored by the Nevada State Public Charter School Authority (SPCSA), is governed by a local Governing Body. Beacon Academy of Nevada exists to meet the diverse needs of high school students in an innovative, technology rich environment, combining innovative, cutting-edge educational technology combined with proven teaching strategies that will result in students achieving more during high school and be better prepared for the technology driven future.

We encourage questions and seek to provide answers and solutions as the year goes forward. If you have any questions or need assistance, please contact us at:

Beacon Academy of Nevada

7360 West Flamingo, Las Vegas, NV 89147

www.BeaconAcademy.org

E-Mail: info@BeaconAcademy.org

Phone: 1.888.844.8020 ~ Fax: 1.702.726.8600

We look forward to building an exciting school that will help you meet your goals and help you to succeed. WELCOME TO BEACON!

Best Regards,
Susan Waters
Principal

Mission Statement

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

Expectations for Students Learning:

Beacon Academy of Nevada will provide a world-class, innovative and technologically relevant public high school education resulting in graduation and preparation for further study and the workplace. The school is dedicated to providing students with access to the most innovative learning methods and curriculum combined with comprehensive student support services to enhance and advance health, safety and high levels of educational, personal and social achievement.

Our Philosophy

Beacon Academy of Nevada is committed to providing the youth of Nevada with a virtual method of achieving their high school diploma as well as providing them with supplemental services that will help them achieve their goals. As a result, BEACON ACADEMY is dedicated to being part of the solution that will aid Nevada’s youth in achieving their goals and gaining their high school diploma. Our goal is to provide a world-class, innovative, and highly technological public high school education resulting in graduation and preparation for college or the workforce. BEACON ACADEMY is dedicated to providing students with access to the most innovative learning methods and curriculum combined with comprehensive student services to enhance healthy and safe educational and personal development.

Admission

Program Scope

Beacon Academy of Nevada (Beacon Academy) is a full-time, online, diploma-granting public high school serving students in grades 9-12. Full-time status is defined as students enrolled in 6 (six) or more courses each semester. All students will be classified under public school status.

Currently, BEACON ACADEMY will be available to students who qualify for public school funding and meet admission criteria. Should the BEACON ACADEMY Governing Body determine to make available enrollment to students not qualified for public school funding, BEACON ACADEMY will provide a tuition schedule to the Nevada Department of Education (NDE).

Non-Discrimination Policy

Beacon Academy of Nevada under the governance of Beacon Academy of Nevada Governing Body complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, religion, gender, sexual orientation, gender identity, national origin, disability or veteran status. This holds true for all students who are interested in participating in our education program. Inquiries regarding compliance procedures may be directed to Beacon Academy of Nevada, Susan Waters, Principal, 7360 West Flamingo, and Las Vegas, Nevada 89147.

Part-Time Status and Dual Enrollment

Currently, BEACON ACADEMY is a full-time program. This school offers fee-based supplemental credit recovery courses to students enrolled in other schools.

Out-of-State Transfer

BEACON ACADEMY is a publicly-funded school. Students who are, or will be, residing in the state of Nevada for the 2013-14 academic year, are eligible to attend.

Out-of-state transfers will not be accepted.

Families must provide at least one of the following documents during the enrollment process in order to demonstrate residency, *however, students who are unable to demonstrate a fixed residence will not be denied admission:*

- Copy of a utility bill with a home address within the state
- Copy of a housing agreement with a home address within the state

Minimum Admission Requirements

Students must be residents of the state of Nevada and meet the age and grade restrictions when they enroll.

BEACON ACADEMY reserves the right to require the student's family to provide reasonably current and reliable information from the school of most recent enrollment evidence of meeting the school standards for the review and determination of the appropriateness of the BEACON ACADEMY program for their student. If BEACON ACADEMY is not provided with the most recent information, or a family is evasive in revealing the existence of current academic information, entrance into BEACON ACADEMY may be denied.

Age Restrictions

Students must be 20 years of age or younger prior to September 30, 2013 of the school year for which they are enrolling. Students who turn 21 years old after September 30, 2013 may remain enrolled until they complete the current school year

The student must demonstrate completion or mastery of 8th grade.

Completion of 8th Grade

Students must have completed 8th grade in a public or private school setting OR demonstrate mastery of 8th grade content through state standardized testing and/or portfolio of completed work. Families of entering freshmen students must provide any and all documentation necessary to establish successful fulfillment of this requirement.

BEACON ACADEMY recognizes the following standardized tests as evidence of 8th grade completion:

- CAT- California Achievement Test
- CRT – Nevada Criterion Reference Test
- ITBA- Iowa Test of Basic Skills
- SRA Achievement Battery
- Stanford Achievement Test Battery
- Comprehensive Test of Basic Skills Metropolitan Achievement Battery

Families of students who are unable to submit an official transcript or portfolio of work as evidence of 8th grade completion are encouraged to investigate local testing centers in order to take a standardized test that will satisfy the burden of proof.

Non-English Native Language Speakers

Students who identify themselves as non-English Language Learners (ELL), based upon federal criteria, are required to participate in annual English Language Proficiency Assessments. These assessments are designed to provide information on student progress toward English language proficiency.

Suspended/Expelled Students

BEACON ACADEMY shall evaluate on a case-by-case basis and extend full faith and credit to a current suspension or expulsion of a student of another Nevada public school, unless all parties agree in writing to a variance from this requirement.

BEACON ACADEMY *will generally refuse* to allow a pupil who is expelled to enroll during the term of the expulsion if the student was expelled for one of the following reasons:

1. Possessing or using an illegal drug at school or a school function
2. Selling or soliciting the sale of a controlled substance while at school or a school function
3. Committing a third-degree assault involving assaulting another and inflicting substantial bodily harm

Criminal Background

BEACON ACADEMY complies with state regulations regarding student privacy. For the safety of all students, BEACON ACADEMY reserves the right to ask students whether they have been convicted of a crime, and the nature of the offenses. If the BEACON ACADEMY Principal or designee deems that admitting the student would pose a significant risk to the health and safety of the other students, Administration may deny the student admission to the school.

Transfer Credits

Students may transfer in credits from any accredited institution.

Students wishing to transfer in credits based on homeschool work or portfolios or course work completed at a non-accredited institution may petition BEACON ACADEMY to have credits accepted. BEACON ACADEMY reserves the right to refuse transfer credits from non-accredited institutions or for homeschool experiences.

Graduation requirements for students who transfer into BEACON ACADEMY after completing at least one semester of course work at an accredited institution will be amended on a case-by-case basis. BEACON ACADEMY graduation requirements, including required credits, will be pro-rated as necessary to reflect student's progress toward graduation at past schools. Transfer students must provide or authorize transfer of transcripts for all previous high school work prior to their first day of course work.

Failure to submit the appropriate documentation will result in the student being placed as an incoming 9th grader with no credits.

Factors to be considered in the evaluation of student's progress toward graduation will include:

- The number and type of credits earned at previous school(s)
- The number of credits possible in a given semester
- The definition of credit at previous school
- A transcript analysis and course matching conducted by BEACON ACADEMY
- The number of semesters left until graduation

Students must comply with the state-mandated minimum graduation requirements.

Enrollment Application

The Enrollment Application may be accessed on the BEACON ACADEMY website, at statewide Information Sessions, or by request. The BEACON ACADEMY website provides additional instruction to applicants. Completed Get Started Forms can be submitted via the web, fax, email, in-person, or by mail. If enrollment reaches capacity, BEACON ACADEMY shall determine which applicants to enroll on basis of a lottery system pursuant to NRS 386.580.

Registration/Course Selection

Student Advisors and Counselors will work with all students who have successfully submitted the appropriate documentation to select and register for courses that will meet their graduation requirement needs. Students are provided detailed course information as well as several tools to help them establish graduation plans. Following successful registration by the publicized deadline, every student will be contacted to discuss the graduation plan and course selections.

Student/Parent Orientation

Students and their families, including returning students and their families, **must participate** in an orientation that will enable them to become familiar with all aspects of the BEACON ACADEMY online learning environment. BEACON ACADEMY will coordinate orientations in locations throughout the state prior the first day of school.

Opening the Lines for Parent Communication

Parents/Guardians, your commitment to your children's education drives the success that our schools are working hard to achieve. Your help is needed for us to maximize learning opportunities for all of our students. Please consider the following guidelines to assist you when you have questions, concerns, or ideas that require the attention of Beacon Academy School Personnel:

Course/Academic Issues, Questions or Ideas? Contact the teacher. Arrange a conference to discuss concerns or to obtain information. If the situation is not resolved, contact the Principal.

School Issues, Questions or Ideas? Contact the school and request to speak with the responsible Administrator. If the situation is not resolved at this level and you have not yet spoken with the Principal, please contact her. The Principal, Mrs. Susan Waters, can be reached at (702) 726-8604.

Issue Not Resolved? If your issue has not been resolved at one of the above levels, a student or parent may petition the Governing Body of Beacon Academy, please contact the main number at (702)726-8600 or 888-844-8020.

It is important to work together to support the education of our children. In the spirit of working together, Beacon Academy of Nevada is committed to acknowledging your inquiries within a 24-hour time frame in terms of initially informing you that the appropriate office is in receipt of the information provided.

There may be times in which other course/academic, or school policies may prohibit the individual you wish to speak to from being available immediately to address your concerns or questions; however, your concern will be fully communicated and addressed in a timely manner.

Additionally, there may be times in which your inquiry will be re-directed to a more appropriate individual to address given the nature of the concern and/or steps that have not yet been taken to resolve the matter. We are committed to strengthening the lines of communication. As the school year unfolds, we want to ensure that you receive the assistance you need through the various contact options available to you.

Academic Operations

2013-2014 Academic Calendar

Aug 2-3, 2013	Teacher Training – Reno
Aug 16-17, 2013	Teacher Training – Las Vegas
Aug 2013	Student Orientation - Las Vegas & Reno & Online
Monday, Aug 26, 2013	First day of School – Fall Semester
Monday, Sep 2, 2013	Labor Day, School closed
Friday, Oct 25, 2013	Nevada Day, school closed
Nov 4-8, 2013 (Writing – Nov 6)	High School Proficiency Testing (HSPE) – Grades 11 & 12
Monday, Nov 11, 2013	Veterans Day, School closed
Thurs-Fri, Nov 28 – 29, 2013	Thanksgiving, School closed
Dec 22, 2013 – Jan 5, 2014	Winter Break, School closed
Dec 24-25, 2013	School Offices Closed
Jan 1, 2014	School Offices Closed
Monday, Jan 6, 2014	Classes Resume
Friday, Jan 17, 2014	Last Day of Semester 1
Monday, Jan 20, 2014	MLK Day, School closed
Tuesday, Jan 21, 2014	First Day of Semester 2
Jan 21 – Feb 28, 2014	ELPA (English Language Learner) Testing Window
Monday, Feb 17, 2014	President’s Day, School closed
Mar 3-7, 2014 (Writing - Mar. 5)	High School Proficiency Testing (HSPT) – Grades 10, 11, and 12
Mon- Fri, April 14-18, 2014	Spring Break, School Administration Open
April 18, 2014	School Offices Closed
Monday, Apr 21, 2014	Classes Resume
April 28-30, 2014 (Apr 30)	High School Proficiency Testing (HSPE) – Grade 12 (Writing –
Monday, May 26, 2014	Memorial Day, School closed
Wednesday, Jun 4, 2014	Last Day of Semester 2/Last Day of School
June 7 & 14, 2014	Graduation- Reno – June 7 & Las Vegas – June 14
July 7-11, 2014 (July 9)	High School Proficiency Testing (HSPE) – Grade 12 (Writing –

The designation “School Office Closed” indicates that student services and administrative and instructional personnel may not be available to students. Technical support will be available to students, 363 days/year.

Course Registration

Students are encouraged to select their courses in advance of meeting with the Academic Counselor for course registration. The Academic Counselor is authorized to grant approval for courses requiring administrative approval as a prerequisite for enrollment.

Course Catalog

Beacon Academy of Nevada courses with their associated credits and descriptions are published in the course catalog on the Beacon Academy of Nevada website.

Add/Drop Period

Students may add or drop courses through Day 10 of the semester. After that date, students may petition the school Principal to add a course. With approval of the Counselor, students may take up to seven (7) 0.5 credits through Beacon Academy of Nevada each academic semester. However, students cannot drop below six (6) 0.5 credits during the semester.

Course Fees

Beacon Academy of Nevada is a publicly funded, tuition-free, online high school. Courses and related materials are provided for full-time students who are residents of Nevada State at no charge, with the exception of technical course fees as noted in course catalog.

Low-Enrolling Courses

Some elective courses are dependent upon enrollment. Students are encouraged to register early to secure their place in the course, or to ensure that the course carries. Students will be informed during the registration process if they need to select an alternate course; they will automatically be enrolled in the alternate course if their original course choice does not carry.

Credit for Courses

Credit for coursework completed at BEACON ACADEMY can be earned in several ways: percentage/letter grade; pass/fail; credit/no credit; or satisfactory/unsatisfactory.

Unless a course is specifically designated as a pass/fail, credit/no credit, or satisfactory/unsatisfactory credit course, credit is assigned by percentage/letter grade.

To earn percentage/letter grade credit for a course at BEACON ACADEMY, students must earn at least 60% of the total points possible in the course.

Students with extenuating circumstances may petition the Principal to receive pass/fail, credit/no credit, or satisfactory/unsatisfactory credit for an academic course.

Life Experience Courses

A limited number of courses are available that allow students to earn credit for life experiences such as athletics, and fine/performing arts practice or performance. Students who wish to participate in these

experiences must register for the associated courses and complete the requirements of the course, including logging time spent on the activity, providing document of instruction, and meet the minimum contact/supervisory conditions established in the course syllabus.

Requirements – Weekly Attendance

There are three components to minimum weekly attendance.

- 1) The student will respond to a weekly attendance quiz. The student will receive a brief 3-5 item quiz every Saturday from each of their teachers. The student **must** submit this quiz to their respective teachers no later than midnight on Monday of the current week. Should Monday be a holiday, the weekly quiz **must** be submitted no later than midnight on Tuesday.
- 2) Students will also attend a live one hour web session called Collaborate, in each class each week. Teachers will schedule the Collaborate session with their class. All sessions are recorded. If a student is unable to attend and participate in a live session, they must watch the recorded session and respond to a brief 3-5 question quiz within one week of the live session. Students are encouraged to attend the live sessions, as those who attend live session have a greater likelihood of success.
- 3) In addition, the student must complete at least one other assignment in each course each week.

Attendance

Student Attendance Policy and Procedures:

Attendance is required by Nevada State Law. Parents and students are required to submit the signed attendance agreement, which notes overall student expectations and requirements, as part of the enrollment process.

Beacon Academy of Nevada defines attendance as:

Students must submit an assignment, weekly attendance quiz, and attend Collaborate sessions in each class, each week. If the student watches the recorded Collaborate, rather than attend the live session, the student must complete the Collaborate Quiz (CQ) within one week (7 days) of the original Collaborate session.

Failure to make weekly attendance without notice will result in truancy notification and/or further disciplinary action.

Excused Absences:

Due to the online, highly portable nature of the school, excused absences are granted on a case-by-case basis.

If the student is unable to fulfill attendance requirements due to unforeseen circumstances, the parent (or student if over 18) must contact the administrative office to request an excused absence. Adequate documentation (including, but not limited to, a doctor's note) must be provided in order to excuse the absence.

Documentation must be provided to the administrative office within one week of the absence.

Pre-arranged Absences:

Pre-arranged absences can be acquired by contacting the Attendance office prior to the needed time off. Depending on the duration of absence or reason requested the parent, or student if over 18, may be required to submit documentation.

Maternity Plan:

If a student is pregnant, they must work with the school counselor and school social worker to develop a Maternity Plan. This is to ensure that the student does not fall behind in their course work.

The student, or parent, must contact the Attendance office to report an absence due to childbirth within 48 hours of delivery. The student, or parent, must also provide doctors note indicating the day of delivery, and duration of hospital stay. The student will be excused for one week after delivery from all classes. Any absences beyond this will be considered unexcused, unless previously arranged with the Attendance office, or the student has an existing Maternity Plan.

Truancy and Disciplinary Procedures:

Any student deemed absent in one or more classes per week, without an excused absence, will be considered truant. Habitual truancy will result in a Required Parent Conference (RPC) with Beacon Academy Administration. Required Parent Conferences are mandatory and failure to schedule and/or attend a Required Parent Conference can result in withdrawal from Beacon Academy of Nevada. Failure to schedule and/or attend a Second Required Parent Conference will result in the student being withdrawn from Beacon Academy of Nevada.

A student who is truant in all classes for a period of 10 days or more, without an excused absence will be withdrawn from Beacon Academy of Nevada.

All students, starting in the 10th grade, are required to take the High School Proficiency Exams. Students will be notified of the exams they must take and will be required to RSVP for each exam. Failure to RSVP or attend, without documented excuse, will result in withdrawal from Beacon Academy of Nevada.

If a student is withdrawn for any of the above reasons the Parent, or student if over 18, may appeal the withdrawal. Any appeals to the withdrawal must be submitted in writing with valid documentation for administrative review by the date indicated on the withdrawal letter. Appeals will not be considered if they are received after the date listed on the withdrawal letter. Beacon Academy of Nevada is not obligated to reinstate a student once they have been withdrawn for attendance and/or disciplinary reasons.

Required Parent Conference- Academic Probation Contract:

Students who attend a Required Parent Conference must sign an Academic Probation Contract in order to continue their enrollment at Beacon Academy of Nevada. Students may be referred for additional supportive services as part of the contract.

These services may include, but are not limited to:

- 1) Tutoring-student may be required to attend weekly tutoring in the Beacon office, or virtually, if not living in the Las Vegas or Reno metropolitan area.
- 2) Beacon Outreach Program (BOP) - a BOP mentor meets with the student and/or Guardian in the home or within the community to support student with time management and organization of classes along with weekly goal setting.
- 3) Mentoring- students must accept and participate in weekly mentoring, focusing on organization and scheduling, attendance, academic participation and engagement, overcoming social conditions, or other issues that impede academic success.
- 4) Counseling at the Center for Health and Learning- students and their families may be recommended to receive free counseling services to help address concerns that affect academic achievement.

No Start

Students who do not log in within the first two weeks of school will be considered a “no start” and will be withdrawn from the school.

School Operations

Registration Process

Information about the Beacon Academy of Nevada registration process and timeline is available on the BEACON ACADEMY websites at www.Beacon Academy.org, www.Beacon Academy-north.org, or by calling the BEACON ACADEMY Registrar.

Change of Student Information

Students should inform the BEACON ACADEMY Registrar of changes in address, telephone number, emergency contact(s), or any other important directory information within one (1) week of the change.

Withdrawal

To withdraw a student from BEACON ACADEMY, parents/guardians should notify the school administration in writing as far in advance of the withdrawal as possible. A withdrawal form must be completed before a student is withdrawn. All requests for transfer of student records will be initiated by the school in which the student will be enrolled. However, records will not be transferred until all BEACON ACADEMY computer, hardware and materials have been returned.

Progress Reports

Students/Parents will have access to real time grade information via the student's My Grades page in each course, on the report card module on the Blackboard Home Page. Parents will receive a parent observer account. Login and access information will be provided after the start of the semester.

Report Cards

Report cards will be generated and mailed at the end of each semester as noted on the School Calendar.

Transcripts

Transcripts requested by students will be forwarded to colleges, educational institutions and/or employers to which students are applying, provided there are no unpaid fees or fines.

Transcript Requests

To request an official transcript, current students and those who have already graduated, should contact the school Registrar. Transcript requests will be processed within ten (10) business days.

Unofficial Transcripts

Unofficial transcripts contain all of the information contained on an official transcript. These transcripts are provided to graduating students with their diplomas and to any other student upon request to the school Registrar.

Student Privacy

Beacon Academy of Nevada, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s) and/or guardian(s) and students.

1. Student records are open for review and inspection by parents/guardians or students 18 years of age or older. Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or a STD may be released by the student only.
2. Appointments may be made at the Principal's office for viewing cumulative records of grades, achievement test scores.
3. Beacon Academy of Nevada, in compliance with the Family Educational Rights and Privacy Act (FERPA) permits parents and/or guardians or students to do the following:
 - a. Inspect and review the student's education records within 45 days of the day the School receives a request for access. Under state public disclosure law, the School must acknowledge the request in writing with five (5) working days, and unless the documents are presented at that time, an estimate will be provided as to when they will be available within the 45-day response period. Parent(s) and/or guardian(s) or eligible student should submit to the school Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected;
 - b. Request amendment of the student's education records that the parent(s) and/or guardian(s) or eligible student believes to be inaccurate, misleading, or in violation of the student's rights to privacy. They should write the school Principal, clearly identify the part of the record to be amended as well as specify why the information in question is inaccurate, misleading, or in violation of the student's rights to privacy. If the School decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the School will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s) and/or guardian(s) or eligible student when notified of the right to a hearing;
 - c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special test (such as attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;

- d. File a complaint with the U.S. Department of Education under Section 99.64 concerning alleged failures by Beacon Academy of Nevada to comply with the requirements of FERPA. The name and address of the office that administers FERPA follows:

Family Policy Compliance Office
U.S. Department of Education
600 Independence AVE SW
Washington, DC 20202-4605

Students of majority age (over 18) will have parental rights regarding issues related to their educational program.

Disclosure of Personally Identifiable Information

Beacon Academy of Nevada releases Directory Information to qualified agencies upon request. Qualified agencies include, but are not limited to public college and universities, Nevada State Treasurer's Office, and the Military Branches. Release to military branches is mandated by federal legislation – NO CHILD LEFT BEHIND Act. Directory Information is information not generally considered harmful or an invasion of privacy, if disclosed. The term "Directory Information" means one or more of the following:

1. Student Name;
2. Date and place of birth;
3. Address;
4. School attended;
5. Grade level;
6. Photographs (only when used in printed school publications);
7. Participation in officially recognized activities and sports;
8. Weight and height of members of athletic teams; and
9. Degrees and awards received

Parents have the right to have Directory Information restricted upon request. If you determine to restrict the release of your child's Directory Information, please contact the school office for the requisite form.

Grading and Testing

Grading Policy

Grading policies are established by individual teachers and are in compliance with state and school guidelines. Grading information and other course-specific information are provided online within each course.

Grade Scale/Grade Point Value

The following grade scale will be used to determine letter grades:

GRADE SCALE			
Percentage	Letter Grade	Grade Point Value	Honors/AP Grade Point Value
93-100%	A	4.0	5.0
90-92%	A-	3.7	4.7
87-89%	B+	3.3	4.3
83-86%	B	3.0	4.0
80-82%	B-	2.7	3.7
77-79%	C+	2.3	3.3
73-76%	C	2.0	3.0
70-72%	C-	1.7	2.7
67-69%	D+	1.3	2.3
60-66%	D	1.0	2.0
0-59%	NC	0.00	0.00

Grade Point Average

For the purposes of determining class rank and Valedictorian/Salutatorian, BEACON ACADEMY uses a 5-point scale. Courses designated as AP, dual-credit, or Honors are valued at a maximum of 5.0 points/credit. All other courses are valued at 4.0 points/credit.

In an effort to facilitate standardization for college and scholarship applications, transcripts generated for external audiences will show a maximum GPA of 4.0.

The grade point average for BEACON ACADEMY students are calculated as follows:

1. Each student's grade point average is the sum of the point values of all the grades received for all of the courses attempted divided by the sum of the credits for all courses attempted.
2. The grade point value is calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
3. The minimal passing mark is D- (1.0).

4. Pass/Fail and Credit/No Credit marks may be used as agreed upon by the instructor and school administrator. These non-numbered marks will be clearly identified and excluded from the calculation of grade point average.
5. Marks for Incompletes (“I”) will be calculated as a 0.0 until the grade is replaced by a letter grade.
6. Courses marked as Withdrawals (“W”) will not be included in GPA calculations.

Class Rank

Class rank will be determined using the 5-point GPA scale calculation. Class rank information will be published on the student’s unofficial and official transcript, as well as on official progress reports.

Matriculation–Academic Load Requirements

Matriculation to the next grade level is based on credits earned, not years of attendance. All credits earned through summer school, work study, community service or educational travel will be used in calculating a student’s new grade level. Students will be reclassified each year before the school year starts.

Specifically:

<u>In order to be classified as a:</u>	<u>A student must earn a minimum of:</u>
Sophomore (10 th grade)	5.0 Credits
Junior (11 th grade)	11.0 Credits
Senior (12 th grade)	16.5 Credit

Students will remain in the calculated class for enrollment purposes for the duration of the school year and will typically be promoted each fall.

For the purposes of participation in and attendance at school activities, class standing will be calculated at the beginning of each semester.

If a student has not earned 20.0 credits by the end of the first semester of his/her senior year, a request to participate in commencement activities must be submitted in writing to the BEACON ACADEMY Administration and School Counselor. The Administration will review required courses and a plan of action for credit recovery with the students and will grant or deny tentative approval. If the parent/guardian or student feels this decision is unjustified, either party may appeal the decision to the Principal within three (3) business days; the Beacon Academy of Nevada appeal procedure will be followed.

If the plan for credit recovery is approved, the student and teacher must submit weekly reports about student progress to Administration and School Counselor.

Note: It is to be clearly understood that a student may have an approved plan of action, but that if the student fails to complete the plan, he or she may not be allowed to participate in commencement.

Late Assignments

It is important that students complete assignments and stay within close proximity to a schedule. Staying current with assignments will allow teachers to be better able to provide group, as well as individual, assistance. Completing assignments will provide the student with knowledge necessary to be successful in future coursework.

Our curriculum provides due dates for assignments. Students should complete assignments by the assigned due dates. If unable to do so students shall communicate with the teacher of the course in question.

Course Extensions

In extraordinary circumstances the students may request an extension of up to 10 school days to complete a specific course. This request will be reviewed by the specific teacher and the principal and the student will be notified of the decision. Examples of extraordinary circumstances include, but are not limited to:

- Extended illness of student;
- Hospitalization of student;
- Death or serious injury within student's family; and
- Birth of a child in the last month of school.

Appeals Process

Students wishing to appeal a final grade in a course must communicate directly with the principal. The student's request must include:

- A written request for a detailed copy of the student's grade book from the course instructor.
- Identify in writing any assignments that he/she would like re-evaluated.
- Explain in writing why the student believes the grade on each of the identified assignments should be revised.
- Submit identifications and explanations to the course instructor.

Course Retake for Grade Replacement

Students who have received a low or poor grade that is not consistent with the student's ability and ambitions in a core subject may replace up to four (4) semester grades during high school. Students may earn this replacement credit through the following programs:

- Retake the course at BEACON ACADEMY.
- Retake the course at an accredited and approved provider or through an approved BEACON ACADEMY Summer School program which is a comparable program including seat time.
- Retake the course at a college campus. In these individual cases, the counselor will specify the exact course which satisfies the requirements.

The grade being replaced will be changed to "RP" on the transcript and the new grade will be entered if that grade is higher than the previous grade received in the course.

The student for any/all grade replacement course(s) must receive prior written approval by the school counselor and/or administrator or credit will not be considered for grade replacement. Approval cannot be granted retroactively.

Standardized Testing

All students enrolled and attending ninth through twelfth grade at BEACON ACADEMY shall participate and take part in all statewide assessments developed by the Nevada Department of Education, as well as any assessment developed by the United States Department of Education or the Nevada Legislature to implement the federal No Child Left Behind (NCLB) assessment requirements. The 2013-2014 testing schedule is provided in the section: **GRADUATION**.

Graduation

Graduation Requirements - General

To earn a diploma through Beacon Academy of Nevada, incoming students must meet the following diploma requirements, participation in ALL High School Proficiency Examinations, when offered, and achieving a passing (proficient) score in all four examinations (Writing, Math, Reading and Science), which have been approved by the Governing Body of Beacon Academy of Nevada and meet Nevada state diploma requirements.

Nevada High School Graduation Requirements

Students must earn 22.5 credits to graduate with a Regular Diploma. The following are the 15 credit core requirements:

- Four credits of English
- Three credits in mathematics (to include Algebra I or above)
- Two credits of science
- One credit of American Government
- One credit in arts and humanities
- One credit in American History
- Two credits in PE
- ½ credit in health education
- ½ credit in computers

The remaining credits needed for graduation are elective and therefore not identified per content area.

Regular Diploma Requirements

Specific credit requirements for a regular diploma are listed below:

Graduation Requirements-Regular Diploma	
Subject	Credits
English	4.0
Math*	3.0
Science	2.0
World History**	1.0
U.S. History	1.0
U.S. Government	1.0
Physical Education***	2.0
Health	0.5
Use of Computers****	0.5
Electives**	7.5
Minimum # of units of credit to graduate	22.5

**To include Algebra I or Algebra I-H or Applied Algebra I-A and I-B or above*

***World History satisfies the Nevada State requirement of 1.0 credit for Art/Humanities*

****A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.*

*****Students new to Beacon Academy for the 2011-2012 school year and beyond are required to successfully complete the BEACON ACADEMY computer fundamentals course. Students may opt to test out of this requirement by earning a score of 70% or higher on a Computer Fundamentals exam.*

Advanced Diploma Requirements

Students must earn 24.0 credits to graduate with an Advanced Diploma. Specific credit requirements are listed below:

Graduation Requirements-Advanced Diploma	
Subject	Credits
English	4.0
Math*	4.0
Science	3.0
World History	1.0
U.S. History	1.0
U.S. Government	1.0
Physical Education**	2.0
Health	0.5
Use of Computers***	0.5
Arts/Humanities/Occupational Education	1.0
Electives**	6.0
Minimum # of units of credit to graduate	24.0
Student minimum un-weighted GPA requirement	3.25

**To include Algebra I or Algebra I-H or Applied Algebra I-A and I-B or above*

***A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.*

****Students new to Beacon Academy for the 2011-2012 school year and beyond are required to successfully complete the BEACON ACADEMY computer fundamentals course. Students may opt to test out of this requirement by earning a score of 70% or higher on a Computer Fundamentals exam.*

Graduation Requirements – Nevada High School Proficiency Exam (HSPE)

Continued enrollment in Beacon Academy is contingent upon the student taking the HSPE each and every time it is offered. If a student achieves a passing score on any portion of the HSPE, he or she does not have to retake that portion. In addition to earning 22.5 credits students, must pass the Nevada High School Proficiency Exam (HSPE) in reading, math, science and writing. Currently, students have multiple opportunities to retake the assessment. Participation in HSPE is mandatory, and a continued enrollment in Beacon Academy is contingent upon HSPE participation, if required.

- The reading portion of the HSPE is composed of multiple-choice questions that demonstrate the student’s depth of knowledge (cognitive domains). Students demonstrate reading proficiency by responding to question based on skills pertaining to:
 - Comprehension, interpretation, and evaluation of authors, cultures and times in literary text;
 - Comprehension, interpretation, and evaluation for specific purposes in expository text.
- The math portion of the HSPE is composed of multiple-choice questions that demonstrate the student’s depth of knowledge (cognitive domains). Students demonstrate math proficiency by responding to questions based on skills pertaining to:
 - Numbers and operations;
 - Algebra and functions;
 - Geometry and measurement;
 - Data analysis; and
 - Probability and statistics.
- The writing portion of the HSPE is a performance based test requiring students to demonstrate writing proficiency by responding in writing to two prompts: one narrative or descriptive and one persuasive or expository. Students demonstrate proficiency in writing based on the Nevada holistic rubric.
- The science portion of the HSPE is composed of multiple-choice questions that demonstrate the student’s depth of knowledge (cognitive domains). Students demonstrate science proficiency by responding to questions based on skills pertaining to:
 - Physical science;
 - Life science;
 - Earth/space science; and
 - The nature of science.

Nevada Testing Calendar for the 2013-2014 School Year

Program	Grades	Test	Windows	Dates	
HSPE* Writing	11	Nov. 6, 2013	March 5, 2014		
HSPE Writing	12	Nov. 6, 2013	March 5, 2014	April 30, 2014	July 9, 2014
HSPE Math, Reading and Science	10		March 3-7, 2014		
HSPE Math, Reading and Science	11&12	Nov.4-8, 2013	March 3-7, 2014	April 28-30, 2014	July 7-11, 2014
ELPA**		Between	January 21 &	Feb. 28, 2014	

*High School Proficiency Examination (HSPE)

**English Language Proficiency Assessment (ELPA)

Graduation Requirements – Incoming Freshmen

To earn a diploma through Beacon Academy of Nevada, all students must meet all Nevada state diploma requirements for their designated graduation year published at the time the student begins course work at BEACON ACADEMY.

Graduation Requirements – 9th-12th Grade Transfer Students

Graduation requirements for students who transfer into Beacon Academy of Nevada after completing at least one semester of course work at an accredited institution will be amended on a case-by-case basis. School graduation requirements, including the portfolio requirement and required credits, will be prorated as necessary to reflect student's progress toward graduation at past schools. Transfer students must provide or authorize transfer of transcripts for all previous high school work prior to their first day of course work.

Failure to submit the appropriate documentation will result in the student being placed as an incoming 9th grader with no credits.

Factors to be considered in the evaluation of student's progress toward graduation will include:

- The number and type of credits earned at previous school(s);
- The number of credits possible in a given semester;
- The definition of credit at previous school
- A transcript analysis and course matching conducted by BEACON ACADEMY;
- The number of semesters left until graduation;

Students must comply with the state-mandated minimum graduation requirements.

Required High School Student Class Load

The State of Nevada, NAC 387.345, requires all high school students be enrolled as follows:

- Ninth, tenth and eleventh grade students must be enrolled in six (6) classes; and
- Twelfth grade students must be enrolled in a minimum of four (4) classes

External Credit Options

Students currently enrolled in Beacon Academy may earn external credits toward graduation. External credits are credits earned beyond the regular scheduled classes. No external credit(s) will be granted without prior approval of the counselor and completion of the appropriate application paperwork once completed.

<i>Community Service Credit</i>	A maximum of one credit may be earned for students who complete 120 hours of volunteer service with an approved community agency. One-half credit may be earned for 60 hours of service; court mandated hours do not count for Community Service credit.
<i>Work Experience Credit</i>	A maximum of two credits may be earned for students who work. A student who works a minimum of 15-hours per week or 270 hours a semester will earn one-half credit. Hours must be documented through student paystubs. The student must fill out appropriate paperwork for credit to be given.
<i>Educational Travel Credit</i>	Students who keep a journal while traveling may earn one credit for 42 consecutive travel days or 1/2 credit for 21 consecutive travel days. Students must obtain permission prior to travel and submit their completed journals for evaluation to determine credit once travel is completed.

Preparation for College

During a student's sophomore year the Preliminary Scholastic Achievement Test (PSAT) should be taken. This test is given at the beginning of the school year. This test helps to prepare the student for the SATs. During a student's Junior and Senior years it is strongly recommended that the ACT and SAT tests are taken. To register for the ACT test students should go to: www.actstudent.org and follow directions for registering. For the PSAT and SAT tests students should go to: www.collegeboard.com and follow the directions for registering.

Juniors who plan to go to college are encouraged to take required tests in the spring of the eleventh grade year, preferably the May/June tests. College bound seniors who have not taken one or both of the above required tests should register for the tests as early in the senior year as possible. The more competitive colleges/universities usually require that in addition to the SAT I, students take the SAT II by November of the senior year. Generally, schools require at least 2 subject tests. Check the testing requirements of the colleges you are applying to for specific information.

National ACT/SAT Test Dates for 2013-2014

ACT Test Dates – School Code #290226 – Register at www.actstudent.org

Test Date	Registration Deadline	(Late Fee Required)
September 21, 2013	August 23, 2013	August 24-September 6, 2013
October 26, 2013	September 27, 2013	September 28-October 11, 2013
December 14, 2013	November 8, 2013	November 9-22, 2013
February 8, 2014	January 10, 2014	January 11-24, 2014
April 12, 2014	March 7, 2014	March 8-21, 2014
June 14, 2014	May 9, 2014	May 10-23, 2014

SAT Test Dates – Register at www.collegeboard.com

Pick most convenient test center

Test Date	Registration Deadline	(Late Fee Required)
October 5, 2013	September 6, 2013	September 20, 2013
November 2, 2013	October 3, 2013	October 18, 2013
December 7, 2013	November 8, 2013	November 22, 2013
January 25, 2014	December 27, 2013	January 10, 2014
March 8, 2014	February 7, 2014	February 21, 2014
May 3, 2014	April 4, 2014	April 18, 2014
June 7, 2014	May 9, 2014	May 23, 2014

Accelerated Graduation

Graduation at an accelerated rate will be considered upon petition subject to school policy and require the Principal’s recommendation and approval.

The following policies govern accelerated graduation decisions. Students are permitted to take no more than seven (7) 0.5 credits through Beacon Academy of Nevada during any given academic semester, with counselor approval. In order to successfully complete credit requirements needed to graduate early, students must make a plan starting their freshman year. Graduating early may require summer school or students completing coursework outside of Beacon Academy of Nevada. Students and/or families will be fully responsible for fees and tuition associated with non-BEACON ACADEMY courses.

We strongly encourage students to obtain approval for accelerated graduation *before* undertaking additional course work.

Valedictorian/Salutatorian

The Valedictorian is the highest-ranking member of a graduating class, and the Salutatorian is the second highest. Both students must have previously satisfied the HSPE requirement prior to their second semester of their senior year. Rank is determined by the highest GPA at the end of the seventh semester. In the case of a tie, Co-Valedictorians will be named. If there is a tie between three or more students, the Principal will look at ACT/SAT results and the class schedules to determine who the two Co-Valedictorians will be.

Diploma Authorization

Students who graduate from Beacon Academy of Nevada will earn a diploma from Beacon Academy of Nevada authorized by the Nevada State Board of Education.

Conduct and Discipline

Student Code of Conduct (Overview)

In addition to the “Online Code of Conduct Contract”, the following guidelines will apply.

Dress Code

Beacon Academy of Nevada encourages student individuality. Students are reminded that appropriate attire should be worn at all school activities. Appropriate attire is considered:

1. The wearing of shoes with soles.
2. Prohibits crop tops (no skin showing between bottom of shirt/blouse and top of pants/skirts); strapless, low-cut clothing; clothing with slits; or tops and outfits that provide minimum coverage.
3. Requires that all shorts, skirts and dresses be fingertip length.
4. Prohibits the wearing of headgear inside BEACON ACADEMY facilities, except for items, which are designated as school-approved.
5. Prohibits slogans or advertising on clothing that by their controversial or obscene nature disrupts the educational setting.

The school administration has the right to designate which types of dress or appearance disrupt or detract from the educational program and may be a potential safety hazard. Employees and students are encouraged to refer questions about attire to a BEACON ACADEMY Administrator.

Sexual Harassment

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. This can include:

- Sexually suggestive looks or gestures
- Sexual jokes, pictures or teasing
- Pressure for dates or sex
- Sexually demeaning comments
- Deliberate touching, cornering or pinching
- Attempts to kiss or fondle
- Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances

Academic Honesty

BEACON ACADEMY has a zero tolerance policy for academic dishonesty. Cheating (giving or receiving information) and plagiarism on class work will result in a zero grade for the assignment. Students will not have the opportunity to complete an additional assignment to make up lost points.

The following procedure governs identification and discipline for instances of academic dishonesty;

1. Instructor notifies student in writing that he/she has identified an instance in which the work's authorship is in question and requests that the student respond in writing within three school days.
2. Instructor sends Administration an e-mail identifying the alleged infraction and providing evidence to support the allegation. Evidence can include links to websites that have been plagiarized, references to "collaboration catchers" embedded in quizzes/exams, time and date stamps on assignments, inconsistency in quality of work, comprehension of concepts, verbal print, etc.
3. Administration contacts student and parent/guardian.
4. Administration makes a decision based on the evidence presented and informs instructor and student via e-mail of the decision.
5. Student is placed on internal academic watch. Incident is reported to students' other instructors. Students work is routinely run through plagiarism-identification software.

Additional disciplinary action may be taken.

Discipline- Philosophy

Discipline should be thought of as a learning experience with behavior modification as its objective. Unwanted behaviors are modified easiest when the school and parents work together as a team. In addition, any consequences that are used to modify unwanted behaviors should be: supported at home, imposed immediately, firm, fair, consistent and progressive.

Discipline- Process

The most effective discipline is taught and dealt with before problems arise. It is a learning process that should be Instructor directed. This being said, when applicable, internal interventions will be utilized prior to the referral process.

If a warning is ignored and the behavior continues, the student will be referred to Administration and the Counselor. The Instructor will e-mail Administration and the Counselor a referral which states the nature of the problem.

Within one school day of receipt of the referral, the student will write out an explanation of what caused him/her to be excluded from the classroom and will develop a three-step plan to resolve the problem.

If a solution cannot be reached, the student will be suspended from class access for the remainder of the day.

The Counselor will contact the student's parent by the parent's preferred method of contact (phone or e-mail). The Counselor will copy the Instructor and Administration on the e-mail. If the parent receives contact by e-mail, he or she must reply to the e-mail acknowledging receipt of the e-mail.

The student will miss the virtual classroom session from he/she was sent, and is responsible for viewing the archive. If necessary, he/she will be blocked from participating in the discussion board and/or the course itself.

Instructors will not re-admit a student to the online classroom until they have read and agreed to the student's plan. If the student has been blocked from course access, access will not be restored until the instructor has read and agreed to the student's plan.

If the student doesn't follow through with the agreed-upon plan, he/she will be referred to Administration and the Counselor again.

With each additional referral, the student will be assigned a consequence or disciplinary step to be determined based on the student's behavior.

The third referral in one day, or within the same week, will result in a one-day out-of-school suspension. If the student chooses to earn another referral with that same week, he/she will be suspended for the remainder of that day plus one additional day.

It should be noted that there are instances where this process may be altered. Behaviors such as: violence toward others, bullying harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment may result in an automatic referral to the Principal.

Discipline- General Guidelines for BEACON ACADEMY Progressive Discipline

Any student with three behavior referrals in one week will be blocked from accessing all courses for one or more days.

Any student who refuses to resolve an issue will be choosing to be suspended.

Referrals require parent notification and may result in notification to law enforcement agencies and/or a Counselor.

CUMULATIVE DISCIPLINE REFERRALS	
Number of Referrals	Consequence
1-3	Resolve
4-5	Blocked from course access (rest of day)
6-7	Blocked from course access (rest of day plus one day)
8 or more may result in expulsion	Blocked from course access (rest of day plus three days)

Discipline- Appeal Process

A parent or student has a right to appeal disciplinary action. If an appeal is desired, a letter must be received by the school office within ten (10) school business days (Monday through Friday, 8 a.m. to 5 p.m.) with an official request for an appeal hearing.

Readmission

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

Student Activities

Field Trips

Field trips are optional learning opportunities for students. Students are encouraged to attend, but course grades will not be negatively affected by a student's inability to participate.

As an optional learning opportunity, students and their families will be advised if there are any costs associated with the activity or experience, as well as transportation to and from the event. Generally, activities and events are at no cost to students. Transportation may be provided.

Student Activities, Events & Clubs

Students and families are encouraged to participate in BEACON ACADEMY sponsored events. All student events are chaperoned by BEACON ACADEMY staff. Parents are welcome to attend.

School Event Conduct

BEACON ACADEMY students are encouraged to participate in BEACON ACADEMY events. Students must abide by Student Code of Conduct when attending these events.

Dances

BEACON ACADEMY dances may be held at central locations in the state, and will be chaperoned by administrators, parents, and instructional staff. Students are expected to abide by the school code of conduct. BEACON ACADEMY students inviting non-BEACON ACADEMY students must receive prior approval from the BEACON ACADEMY Activities Coordinator.

Graduation Ceremonies & Exercises

BEACON ACADEMY graduation exercises will be held at one or more locations around the state. In order to participate in the ceremony, students must have met all credit and state graduation requirements. All school fines/fees must be paid in full. In addition, students currently under suspension may or may not be allowed to participate.

Students will receive an allocation of tickets for the Graduation Ceremony. Additional ticket requests will be reviewed and approved by Administration. Family and friends of graduates are encouraged to attend commencement and graduation exercises.

Transportation

BEACON ACADEMY students/families are encouraged to provide transportation to/from clubs, activities and events. Students under the age of 18 must not be the driver if any non-related students will be in the vehicle. However, if students do not have available transportation to participate, they may request bus passes to attend tutoring, or school sponsored events.

Student Support Operations

Student Inquiries

Students are encouraged to ask questions! The following guidelines define the process and appropriate contacts for common student questions:

Process

Students should submit their questions/problems via e-mail or by phone as soon as possible.

Response Time

Beacon Academy of Nevada has a policy of responding to student inquiries within one (1) school day. Weekends and/or holidays are not included.

Technical Support

Students can access technical support related to hardware and/or courses 24 hours a day 7 days a week. Access information is available on the BEACON ACADEMY websites (www.Beacon Academy.org & www.Beacon Academy-north.org).

Academic Support

Students should contact their course teacher for questions related to course content. Contact with the teacher should take place via e-mail, phone or during the teacher's office hours.

For questions about timelines, processes, or technical requirements of assignments, students should refer to the Beacon Academy of Nevada website.

Academic Counseling/Guidance Support

Students should contact their Academic Counselor via e-mail or phone for academic counseling or guidance.

Admissions/Registration Support

Students should contact their Admissions Advisor for admissions and/or course registration support via e-mail or phone. Students may also call BEACON ACADEMY offices at 888-844-8020 during regular business hours.

Student/Parent/Principal Contract

Beacon Academy of Nevada offers on-line, computer-based instruction aligned with Nevada Educational Standards. Parents/Guardians and students must understand and follow through with their responsibilities in order to successfully participate in Beacon Academy of Nevada coursework, and to fully comply with the Nevada State Charter for Beacon Academy of Nevada. All students enrolling in Beacon Academy of Nevada must read and fully understand each of the following requirements. Please initial after each statement. By signing the document, parents/guardians and students acknowledge that they understand and will comply with each of the guidelines listed below.

Student / Parent/Guardian Rights and Responsibilities

- 1. Beacon Academy of Nevada is an on-line high school program. The majority of school activities are completed on a computer. Parents/guardians agree to take an active role in their child's academic progress by monitoring completion of weekly assignments and by checking their child's grades on-line each week.
- 2. Parents/guardians and student will attend mandatory school orientation prior to the start of the semester.
- 3. Student will report weekly to each of their teachers by submitting the mandatory weekly progress quiz, and communicating to each teacher by phone, email or in person.
- 4. Student will complete all assignments given in each enrolled class. Failure to complete assignments may result in the loss of academic credit and/or withdrawal from Beacon Academy of Nevada.
- 5. Student will devote a minimum of 20 hours per week, or 4 hours per day to completion of coursework.
- 6. Student will develop a weekly schedule which allows for time devoted to each enrolled class during each week.
- 7. Student will attend weekly Collaborate sessions for each class. If a student is unable to attend a live session, they will watch the recorded session and communicate to their teacher during the week the session was held.
- 8. Student will log in to class.Beacon Academy.org daily to check their Beacon Academy.org email for messages from teachers and school staff.
- 9. Student will participate in all Nevada State mandated testing, including High School Proficiency exams in grades 10-12.
- 10. Student or Parent/guardians shall notify the school office if their child is absent from school for any reason. Please note that vacations are not an excuse to discontinue school work. Computers and internet are readily available from locations throughout the world.
- 11. Student or Parent/guardians shall notify the school immediately in the event of a computer malfunction, or software issues.
- 12. Students who demonstrate a lack of academic progress will be placed on academic probation, and be required to attend tutoring/mentoring sessions. Failure to do so will result in withdrawal from Beacon Academy of Nevada.
- 13. Excessive unexcused absences and/or lack of academic participation will lead to a denial of credits and may result in withdrawal from Beacon Academy of Nevada.
- 14. Students will have a quiet, distraction free learning environment to complete their studies.

A computer will be provided to the student. Student/Parent/Guardian acknowledges that they must provide internet access for completion of school work. In the event of computer or internet problems, an alternate computer access, such as the Beacon Academy tutoring office, or a local library will be used.

I understand that Beacon Academy of Nevada is an on-line public charter high school, not a home-school program. I understand that should I choose to discontinue enrollment, I must formally withdraw from the program, and return all school property in good working order. I understand that failure to adhere to the responsibilities listed above may result in withdrawal from the program.

I have read and agree with the information above.

Parent Name	Parent Signature	Date
Student Name	Student Signature	Date

Curriculum



Curriculum

During the March 4, 2014 SPCSA Board meeting, Member Wahl posed questions regarding curriculum and changes in curriculum. While outlined in the original document submitted January 15, 2014 and in responses during the meeting, the information presented did not fully clarify the processes of curriculum development and the historical context and rationale for previous curriculum changes. Included in this section is timeline indicating the types of curriculum utilized by Beacon, including vendors and course development schedules, as well as an explanation of the processes involved in curriculum development. Also included is a copy of the current Distance Education Plan, approved by the Nevada Department of Education.

Annual Curriculum Use

2008-2009: Insight School of Nevada

During its first year of existence, Beacon Academy of Nevada was chartered as “Insight School of Nevada”, managed by Insight Schools, Inc. with headquarters in Portland, Oregon. Insight Schools Inc., as the Educational Management Organization (EMO), contracted to provide virtually all services under the original proposal, including curriculum and staffing. During the course of the first year of operation, the EMO failed to meet the material obligations of the contract with the local Governing Body. Most significantly, the EMO failed to provide to the Governing Body and school the technical support, student information and data needed to verify student count, and to meet special education requirements. Based upon a host of concerns expressed by the Governing Body, an action to terminate the contract with Insight Schools was made at the June 25, 2009 regular meeting. During the first year, Insight Schools Inc. determined which courses and curriculum vendors would be utilized.

While the local Governing Body concluded that there were multiple reasons for the cancellation of the EMO contract, of concern during the first year was the quality of the courses. The curriculum courses proved to be inadequate and the teachers were locked out and unable to make changes to differentiate instruction based on students’ needs. Terminating the contract with Insight Schools Inc. provided an opportunity to seek other vendors to provide a high quality curriculum. The school was designated as Watch under AYP measures for the 2008-2009 academic year, as Insight School of Nevada.

2009-2010: Beacon Academy of Nevada – KCDL/iQ Aventa Courses

Following the termination of the EMO contract with Insight Schools Inc., the Governing Body of (formally) Insight Schools of Nevada requested an amendment to Charter to the Superintendent of Public Instruction on July 15, 2009. Insight Schools of Nevada became Beacon Academy of Nevada (Beacon Academy) under the amendment to charter. At that time, the Governing Body entered into an EMO contract with KCDL to provide services, which included assistance with marketing and enrollment, technology hardware and software, curriculum, student engagement, and personnel. Beginning fall 2009, Beacon Academy of Nevada implemented the Aventa Learning curriculum, which was provided under contract with KCDL/iQ. Aventa courses were of better quality than previous curriculum, and were utilized by over one hundred schools nationwide. While some of the courses were outdated and in need of revision, Aventa courses could be adapted by teachers in regard to pacing and student need. As a part of a comprehensive package of curriculum, instruction, and data support services, graduation, and student success rates increased, though not to the degree desired by the administration and Governing Body. At the end of the year it was decided that other course vendors should be considered. The school was designated as Need of Improvement under AYP measures for the 2009-2010 academic year.

2010-2011: Beacon Academy of Nevada - Aventa and FYI Online Courses

Beacon Academy continued an EMO contract with KCDL/iQ to provide services, during the 2010-2011 school year. In addition, at the beginning of this year, the school adopted courses from a second vendor, FYI Online and simultaneously continued to use Aventa courses. The FYI Online courses were developed in a more up to date format, and were much more popular with students and teachers. However, both curriculum programs lacked integrated assessments with a high degree of rigor, challenge, or the ability to modify or augment to meet better student need.

During the 2010-2011 school year, KCDL/iQ was purchased by K12 Inc. At the close of the 2010-2011 academic year, KCDL/iQ terminated the EMO contract with Beacon Academy. K12 Inc. was, and continues, to be the contracted EMO to another SPCSA sponsored charter school, Nevada Virtual, which operates an online high school. Beacon Academy was also given notice that Aventa curriculum would no longer be available for lease or sale, which necessitated the search for quality curriculum, approved by the Nevada Department of Education. The school was designated as Needs Improvement 1 HOLD under AYP measures, indicating that Beacon had met AYP benchmarks for 2010-2011 academic year.

2011-2012: Beacon Academy – Multiple Vendors / Curriculum Development

Prior to the start of the 2011-2012 school year, the Governing Body of Beacon Academy of Nevada made a determination to take over direct responsibility for the components that had been contracted to the previous EMO companies. As such, technology infrastructure, hardware, software, and the curriculum utilized were, by necessity, changed as these had been previously provided by the former EMO companies. Beacon Academy reviewed curriculum from multiple vendors, including Florida Virtual, Pearson, Giant Campus (now Edgenuity), Nevada Repository of Online Courses (NROC), Class.com, and eDynamic. Beacon Academy contracted with course vendor, Florida Virtual (FLVS) as the primary supplier. Additional courses were leased from Class.com (math), eDynamic (electives), and Giant Campus (vocational). This suite of vendor-leased content provided a full complement of high school courses. Since a majority of Beacon students are credit deficient upon enrollment, this broader range of courses allowed for a more comprehensive course catalog, and targeted scheduling to best fit credit needs and student abilities. Courses offered ranged from Advance Placement to remedial in core subject areas, and included a variety of elective courses previously not offered.

The Governing Body also determined that developing curriculum in core content areas would be beneficial to the school and the students. Curriculum development was intended to accomplish two things. First, it would free the school from concerns that previously purchased curriculum would become unavailable if providers consolidated with national companies. For example, during that time, Beacon Academy entered into negotiations with a small vendor of foreign language curriculum, only to have negotiations cease when the company was purchased by K12 Inc. Secondly, maintaining control over development of curriculum would help to align identified courses more closely to state standards, Common Core State Standards, and student needs.

Following a review of survey results and student success rates, the Governing Body acted to implement development of curriculum. In the 2011-2012 school year, the first NDE approved, Beacon developed courses were included in the course catalog. These courses included high enrollment courses such as Physical Education and Computer Fundamentals, as well as freshman

and sophomore math and English courses. Students experienced success in the new courses and the school met AYP measures for 2011-2012.

2012-2013: Beacon Academy – Multiple Vendors / Curriculum Development

Beacon Academy continued to survey and review courses contracted from multiple vendors, as well as developed curriculum. Unlike vendor courses, Beacon developed courses are based on NDE state and Common Core State Standards. The assessments are linked to the lessons and create a trackable item analysis approach to individual standards proficiencies. However, student performance, as measured by the Nevada School Performance Framework and the Authority Framework dropped significantly in 2012-2013 to one-star status.

2013-2014: Beacon Academy – Aligning CCSS, Lessons and Assessments

Beginning in the late spring, early summer of 2013 and continuing throughout the current 2013-2014 academic year, Beacon Academy staff began a comprehensive review of all curriculum and instructional practices. Our attention turned to curriculum and instruction factors to determine what improvements could be made to positively impact student performance. Beginning in April 2013, we began a review, and revision as needed, within pre-Algebra, Algebra 1 & 2, Geometry, Pre-Calculus, and Calculus. Courses created prior to Common Core adoption were either revised or completely re-created in accordance with the curriculum approval process of the NDE Distance Education Department. Two new courses were created to address the deficiencies in mathematical skills evident with many students who enrolled over the previous 2012-2013 academic year. A HSPE Math Preparation course was approved for elective credit, as was a full year course in Integrated Math, designed to help remediate gaps in students' understanding. These courses were included in the course catalog and utilized beginning fall semester of the current 2013-2014 academic year. A similar review and revision, as needed, of the continuum in core English courses was conducted. A comprehensive audit of all courses, including peer and administrative review, revision and re-alignment of lessons and assessments to ensure that there is quality alignment to the Common Core was conducted during the fall 2013, and completed in February 2014. A cadre of teachers and course developers spearheaded the curriculum alignment process. In addition, an independent audit of courses was conducted as a component of the 2013-

2014 Nevada Comprehensive Curriculum Audit Tool for Schools (NCAAT-S). Feedback and evidence from the NCAAT-S process was utilized to guide the curriculum alignment and revision process. Next Generation Science Standard alignment is currently underway, scheduled for completion prior to the fall 2014 semester. Development of test pools aligned to each Common Core Standard, and representing assessments at all Depth of Knowledge levels is also in progress. This process will insure that assessments are aligned to lessons, standards, and provide students with opportunities to practice and demonstrate skills at higher levels of critical thinking. To support an increase in student proficiency, 10 core courses were identified as being critical to students, and teachers started work on expanding assessment “pools” of questions and synchronizing them to specific standards. The purpose of this approach is to allow teachers to run an item analysis of each assessment to determine student’s proficiency levels – within a single standard. Using this data, teachers can add or modify lessons and assessments to focus students on the standards they have not mastered.

Table of Course Vendors by School Year

Year	Primary Sources	Comments
2008/2009	Insight	Poor quality, cannot be adapted, expensive
2009/2010	Aventa/iQ	Well organized, functional, Older format, outdated links, few high level assessments or projects
2010/2011	Aventa, FYI Online	Well organized, functional, somewhat adaptable for Aventa bought out be K-12 –Beacon unable to continue use. FYI Online had limited course offerings.
2011/2012	FLVS, eDynamic, Giant Campus, Class.com, NROC, Beacon	Wider range of options for different students, more electives, better assessments. However, too many different styles, and course errors in vendor courses, and addition of Beacon developed courses
2012/2013	FLVS, eDynamic, Giant Campus, Class.com, Pearson GradPoint, NROC, Beacon	Addition of Beacon developed courses and Pearson GradPoint – specifically designed for credit recovery options. Beginning of course revisions, organization
2013/2014	FLVS, eDynamic, Giant Campus, Pearson GradPoint, NROC, Beacon	Addition of Beacon developed courses and Pearson GradPoint – specifically designed for credit recovery options. Revision and alignment of courses as indicated by comprehensive curriculum audit.

Beacon Course/Curriculum Development

Why Beacon Academy of Nevada Developed Online Courses

Over the last 5 years Beacon Academy of Nevada has leased course content from all the major online curriculum vendors in the country. One of the primary issues with leasing these online

courses is that vendors are NOT required to use any standards other than those of their own state. To protect their property, they do not allow the lessons and assessment to be modified to fit specific states or student populations. This would risk their content being copied and being modified until copyright laws no longer protect their original courses. For an online school, leased/purchased vendor courses must be used – as is. This is comparable to a face-to-face classroom teacher who uses a textbook as the foundational resource – and the publisher blocks all effort to enhance, adapt, or bring in supplementary materials. The best classroom teachers are those who build on the foundation (text), bringing in materials from many sources, and creating projects. The same applies to online teachers.

Issues with Vendor Created Courses

The primary reasons Beacon Academy of Nevada developed courses is the inherent issues with using vendor courses. The issues listed below apply to all vendors.

- Not created using Nevada state standards / sometimes slow to revise to CCSS;
- Teachers are often blocked from making changes or incorporating supplementary materials;
- Rely on free resources and digital materials – limited use and longevity;
- Assessments are seldom “formative” and almost always “summative”;
- Limited assessment options (mostly multiple choice questions);
- Seldom updated (expense);
- Technology changes that vendors do not keep up with;
- Lessons do not utilize “scaffolding” techniques;
- Course errors slow to be fixed;
- Limited use of mixed media (audio/visual content); and
- Lesson organization is not consistent and difficult for students to follow.

Rationale for Course Development:

- Beacon developed courses are targeted to our specific student population;
- Beacon developed courses can be easily modified or adapted;
- Beacon developed courses may be more quickly synchronized/aligned standards;
- Beacon created courses are maintained by Beacon teachers;
- With constantly changing technology, developed courses are more easily updated and maintained;
- Assessments are based on Nevada standards, including CCSS, and now NGSS;
- Course organization is standardized, making navigation clear for students; and
- Assignment can be differentiated to fit different levels in the same course.

Courses Development Use Timeline

Used from 9/1/11	Used since 9/1/12	Used since 9/1/13
PE 1	Science, Technology, and Society	English 4
Geometry	Biology	Pre-Calculus
Algebra I	English 3	Algebra 2
English 1	US History	Personal Psychology
English 2	PE 2	Physical Science
Earth Science	Essential Math	Environmental Science
Drivers Education	World History	Physics
Computer Fundamentals		Pre-Algebra
		HSPE Math Prep (1 semester)
		English 2 -Honors
		English 3 - Honors

Course Development Process

NDE Distance Delivery Course Application

The first step in developing a course is to submit a distance education course approval application. The NDE application consists of:

- Brief narrative describing the course;
- Listing of materials and resources;
- Method of delivery;
- Syllabus; and
- Standards alignment to lessons.

All Beacon developed course have been approved by NDE through this process.

Teacher Training

Prior to developing a course, the contracted teachers participate in multiple trainings on the technology and pedagogy of creating online lessons/assessments. Following the formal training, teachers meet periodically with the curriculum manager to review work and techniques. Some of the tools that teachers learn to use are:

- Blackboard v9.1 (*the most widely used Learning Managements System in the world*);
- Softchalk (*an HTML editor specifically designed to create educational lessons and formative assessments*);
- Respondus (*an assessment editor*);
- Camtasia – screen capture and editing software;
- Snagit – image capture and editing software;
- Google drive – cloud based email and document creation; and
- Gizmo’s – web based lab animations.

Writing for the Web

This is the most challenging area in course development. Teachers are well trained to write lengthy reports with occasional formatting, but not write for a web page and present content that flows from page to page or activity using hyperlinks.

Video, Audio, and Graphics

Studies show that **most students, especially those with low reading skills, are primarily auditory and visual learners.** Adding frequent visual content (image, audio, and video media) appeals to students' different learning modalities (visual/auditory) – not just textual. This type of media inclusion requires technical skills and is one of the areas where Beacon created courses are far superior to vendor courses. Teachers repeatedly incorporate video clips from sources like: Discovery Streaming, Kahn Academy, and other web based sites. Through combination of intensive training and these supporting media resources, Beacon courses reflect a modern and interactive approach to online lessons.

Assessments

An important component in building assessments is creating frequent self-check activities. Self-checks are short, “**formative**” type assessments that allow the students to practice with a concept and refer back to the lesson for assistance. They are usually presented in a game like mode with a limited number of questions. This practice is critical to students being prepared for the “**summative**” exams. In an online environment, providing students adequate practice taking formative assessments is critical to ensuring success with the final summative assessments.

Beginning with revisions in spring/summer 2013 and in the current academic year, formative assessments are now being utilized extensively within lessons. These are short quizzes integrated into individual lessons and designed to get students to practice the learning skills prior to taking a “summative” assessment. Formative assessments are presented in a wide range of activities (*crosswords, flip cards, hot spots, labeling, timelines, sorting....*) – designed to keep students interested and engaged.

The most time consuming task in creating a course is the development of a “test bank” or pool of questions linked to a single standard. In the Blackboard LMS, a test bank – or “pool” of questions can be set up to electronically deliver a set number of questions to be drawn from one or more pools - and delivered randomly each time the test is taken. This means that every time an exam is taken – even if by the same student, the questions will be different, in a different order, and the response choices rearranged. The primary purpose of using “pools” of questions is to make cheating or copying virtually impossible - since every viewing of the exam is different. This is similar to the printed booklets used in most standardized testing. Students sitting next to each other have similar questions – but in a different order to prevent copying. This means the teacher must utilize a large number of questions for the test bank pools.

Synchronizing question pools and increasing the size and level of questions gives teachers the ability to:

- Track students content knowledge by standard in greater detail;
- Modify or create new assessments targeted to specific standards;
- Reduce chances of copying or sharing of answers between students;
- Run an item analysis for each exam;
- Use grouping more effectively and provide targeted assessments; and
- Use different Depth of Knowledge (DOK) questions targeted to groups of students.

Development Contracts and Timeline

Teachers contracted to develop courses for Beacon Academy of Nevada are issued contracts that require the completion of both semesters over the course of approximately one year. The reason for the lengthy timeline is to give the developer adequate time to learn how to use the software tools, understand the pedagogy of online courses, and provide for a periodic peer review process. The development contracts are divided into 5 stages of work – and pay. The first four stages cover lessons, assignments, and assessments for one quarter (4 units - 8 weeks of lessons). The final stage is arranged to allow the developer time to correct errors or make changes based on feedback from teachers and students.

Course Evaluation Process

The course evaluation process has been very successful in ensuring the quality of Beacon Academy of Nevada courses - prior to being released to students. Following the developer's completion of one quarter (4 units) of lessons and assessments, two teachers conduct an independent review of each 8-weeks of content. They provide feedback to the development team by completing a detailed survey and responding to a series of prompts that focus on specific areas. The teacher receives these evaluations and makes course changes based on the detailed comments.

The course reviewer's focus on:

- Lesson presentation and clarity/continuity;
- Use of media and supporting materials;
- Grammar and punctuation;
- Style and formatting;
- Synchronizing lessons to assessment questions and state standards; and
- Technical issues.

Typical Development Contract and Review Schedule

Work Completed	Deadline	Course Review Period
Units 1-4 Semester 1	June 13	June 14-24
Units 5-8 Semester 1	July 24	July 25-Aug. 4
Units 9-12 Semester 2	Oct. 20	Oct 21- Nov. 1
Units 13-16 Semester 2	Dec. 8	Dec. 9-19
Final changes	May 1	

eClass Lesson Introduction

Beginning in June 2013, an additional feature has been added to course lessons. The eClass lesson format is designed to provide students with organizational structure and information at the beginning of each lesson.

This 1-2 page introduction explains to students:

- The Common Core State Standards they will be studying (*in student friendly language*);
- Why these concepts are relevant to them; and

- What they will be doing in the lesson.

eClass Lesson Format Example – Page 1

American History

2.1 The Early Colonies


Jamestown

Contents | Page: [1](#) | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#)

Why is the English settlement at Jamestown Important - to YOU.

- It was the **first successful English colony** in North America. *(It was not the first successful European settlement)*
- **You speak English** because King James I of England granted the Virginia Company a charter to establish colonies in Virginia.
- The Virginia Company's first charter, was also set up to 1) prevent the spread of Spanish Catholicism and to 2) **spread Protestant Christianity** and to 3) convert the Virginia Indians.
- It provided a source of fertile land and great wealth in the form of the cash crop, tobacco - and **the begining of 250 years of slavery in North America.**
- For natives of the region, 1607 marked the beginning of the **annihilation of their culture.**
- It represented the start of a **new social order**, more open than in Europe.

The Hope Of Jamestown



Painted by John Gadsby Chapman more than 230 years after English settlers first landed in Jamestown, this oil painting of that first landing is an idealized depiction, showing American Indians standing idly by, apparently accepting the arrival of their new neighbors.

There are no records describing the Indians' thoughts regarding the newly-arrived settlers; however, it is known that on the very day that the settlers first landed on Virginia's Cape Henry, a band of Indians drove between twenty and thirty back to their ships. **within two weeks of Jamestown's establishment, about 200 Indian warriors attacked the settlement.**

Score: 0 / 0

eClass Lesson Format Example – Page 2


American History

2.1 The Early Colonies

Jamestown

Contents | Page: [1](#) | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#)


What You Will Learn In This Lesson



The skull of this model of a Jamestown resident indicates that cannibalism was one of the ways that some of the colonist survived the first winter.

- How the Jamestown colonists survived the early years.
- The role of native Americans in the colonies.
- Why Jamestown no longer exists.
- What is in the Virginia Charter.
- Mythis and Facts about the early colonies.
- Why is Roanoke called the "Lost Colony"?

Learn More



What Happened to Roanoke?

The origins of one of the America's oldest unsolved mysteries can be traced to August 1587, when a group of about 115 English settlers arrived on Roanoke Island, off the coast of North Carolina.

Score: 0 / 0

No trace of its inhabitants, and few

What You Will Do In This Lesson

1. Read about the settlement of Jamestown.
2. Watch a movie on the early colonies and take a quiz.
3. Complete a 2 brief quizzes on Jamestown life.
4. Rewrite the first paragraph of the Virginia Charter - in your own words.

Unit Summary Table

Also implemented in the current academic year, 2013-2014, in all courses from all vendors, teachers have added a unit summary table to each 2-week unit. This Unit Summary table provides students with guidance on what work is to be done and an estimate of how much time to complete - for **each two-week** unit, (8 units in a semester). This summary substantially increases students ability to keep on pace – and tutors ability to assist students on a daily basis. This unit summary table is used in all courses

Sample Unit Summary Table – Principles of Science: Unit 7, Semester 1

Lesson/Assignment	Points	Time to Complete	Due Date
7.1.1 Energy in the Atmosphere	Lesson	25 Min.	
7.1.2 Energy in the Atmosphere Quiz	100	35 Min.	Due 12/4
7.2.1 Conduction, Convection, and Radiation	Lesson/ Reading	45 Min.	
7.2.2 Conduction, Convection, and Radiation Quiz	100	45 Min.	Due 12/4
7.3.1 Global Warming	Lesson	35 Min.	
7.3.2 Global Warming Quiz	100	40 Min.	Due 12/11
7.4.1 Global Changes	Lesson / Reading	45 Min.	
7.4.2 Global Changes Quiz	100	45 Min.	Due 12/18
7.5.1 The Persuasive Essay	Lesson	35 Min.	
7.5.2 Humans Cause Global Warming: Myth or Fact?	100	35 Min.	Due 12/18
7.6.0 Unit 7 Review Exam	100	60 Min.	Due 12/18

Gizmos – Math and Science Animations

One of the primary learning strategies previously missing from online courses (including vendor leased) – is manipulatives and labs. Beginning with the 2013-2014 school year, math and science teachers have been trained on how to use and incorporate animations from Explore Learning (Gizmos) that allow students to manipulate variables to get different results. This service provides teachers with 450 animations labs for math/science students - including assessments, and supplementary resources. Gizmo animations give students the opportunity to practice with concepts and see how data or variables interact with each other.

Point-Slope Form of a Line “Gizmo” Example

The screenshot displays the 'Point-Slope Form of a Line' Gizmo interface. On the left, the 'CONTROLS' panel shows the point-slope equation $y - y_1 = m(x - x_1)$ and the specific equation $y - 1 = x - 1$. Below this, sliders for m , x_1 , and y_1 are all set to 1.0. There are checkboxes for 'Show slope-intercept form' and 'Show triangle'. The right side features a coordinate plane with a red line passing through the point (1, 1). The interface includes navigation buttons like 'POINTERS', 'TOOL TIPS OFF', and 'COPY SCREEN'.

Course Evolution and Improvement

One of the benefits of developing courses is the ability to continually improve the content – lessons and assessments. In a classroom setting, the foundational textbook tends to have a life of

3-6 years. During that time, the textbook is static and remains unchanged regardless of the reliability of the information or activities. With Beacon Academy of Nevada courses, teachers are adding additional lessons or extensions to lessons, providing the students with more meaningful or relevant practice focused on standards proficiencies. Course evolution and continuous improvement is a key process in an online environment.

Standards Alignments in Bb (Blackboard)


The Bb (Blackboard) LMS offers a function not available anywhere else – Standards Alignments. The Bb Alignments provides detailed information on the specific standards - linked to each lesson or assignment or assessment question. All current state and CCSS have been uploaded to the Bb database. To date, the standards alignments to Common Core State Standards have been completed in all applicable core courses. Alignments to Next Generation Science Standards is underway

Bb Standards Alignment Display Examples

Alignments Display Example 1 – Geometry Semester 2

ScL 15.1.2 Equations of Circles		Active Goals	Goal Set Name	Category
ID	Goal			
CCSS.Math.Content.HSG-C.8.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.		NV: Mathematics (2010)	High School - Geometry
CCSS.Math.Content.HSG-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.		NV: Mathematics (2010)	High School - Geometry

Alignments Display Example 2 – English III Semester 1

Unit 3: 9/30 thru 10/11				
L 3.1.1 The Handshake		Active Goals	Goal Set Name	Category
ID	Goal			
CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		NV: English Language Arts (2010)	Grades 9-10 English Language Arts
CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		NV: English Language Arts (2010)	Grades 9-10 English Language Arts
CCSS.ELA-Literacy.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		NV: English Language Arts (2010)	Grades 9-10 English Language Arts
 3.1.2 The Handshake Quick Quiz <i>The Handshake is an excerpt from Spooky North Carolina, retold by S.E. Schlosser</i>				

Distance Education Plan



RORIE FITZPATRICK
*Interim Superintendent of
Public Instruction*

DEBORAH H. CUNNINGHAM
*Deputy Superintendent
Business and Support Services*

STATE OF NEVADA



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Ph: 702-726-8604
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Ms. Waters

A thorough review of Beacon Academy of Nevada's application to conduct a distance education program has been completed. **Please accept this as official notification that Beacon Academy of Nevada is approved to operate the distance education program as submitted to the Department of Education.** All courses included in the application are approved for use. Approval of the program will be for the period beginning July 1, 2013, through June 30, 2016. Approved Distance Education programs are in effect for three years. If your Charter makes significant changes within your Distance Education programs, updates to the currently approved plan will be required.

As a point of information, all courses that have been approved as part of a distance education program in Nevada are to be included on the "State Approved" list of distance education courses.

If you have any questions regarding the implementation of the program as it relates to statutory or regulatory requirements, or if you have any questions or concerns, please feel free to contact me at (775) 687-7288.

Sincerely,

Jeffrey V. Wales
Adult/Alternative/Distance Education Programs Professional

JVW

Cc: Michael Raponi, OCTAE Director
Brad Deeds, Adult Education Programs Supervisor
Tom McCormack, SPCSA Education Program Professional
Suzanne Etter, Audit Division

Beacon Academy of Nevada Distance Education Plan Renewal Application

Section 1: Identify all distance education courses that will be offered as part of the distance education program.

There are two types of courses that may be used as part of an applicant's distance education program. An applicant may utilize courses that are developed by the applicant and are submitted as part of this application or the applicant may identify courses from the state approved distance education course list to be used as part of the distance education program.

Note: If a course of distance education that will be offered through the program is included on the list of approved distance education courses prepared by the Department, please include an identification of each course, including, without limitation, the title of the course and the name of the provider of the course of distance education.

Note: If a course of distance education that will be offered through the program is not included on the list of approved distance education courses prepared by the Department, please provide the information requested in Section 3 of the distance education course application. For new courses that will be developed and offered by the applicant, the Distance Education Course Approval Application provided by the Department of Education must be completed for all courses that will be offered through the distance education program.

Exhibit A– Updated for 2013-2014 school year).

Beacon Academy has reviewed and vetted the vendors listed on the submitted vendor and course list. In addition, Beacon Academy has implemented a five-year plan for course development. Courses are developed under the supervision of expert distance education developers and school administration. Each developed course undergoes peer review prior to submission to the Nevada Department of Education for approved use. Beacon Academy may elect to utilize any of the courses listed, which best meet the educational needs of the students. The academic course catalog for Beacon Academy of Nevada (Beacon Academy), Exhibit B, provides a wide variety of selections in all core academic areas, including Math, Language Arts, Science, Social Studies, and electives in areas such as World Language, Business and Marketing, Digital Technologies, Fine/Visual/Performing Arts, Life/Study Skills, and Physical Education and Health. Courses include text, diagrams, images, audio content, and interactive simulations to facilitate the comprehension of concepts, assessments that test mastery of concepts, and activities/projects/assignments that test higher order thinking skills and engage students in learning. Courses are taught by Nevada certified, highly qualified instructors, who provide an engaging instructional environment which incorporates a variety of

interactive tools, including virtual whiteboard, email, phone, instant messaging and scheduled office hours or discussion groups.

Content selection is based upon sound pedagogical theory and practice; which is effective, appealing and efficient; aligned to Nevada state content standards; and will accommodate multiple learning styles and individual needs. No course is offered unless it is approved by the Governing Body of Beacon Academy, and is listed among those vendors approved for use by distance education programs through the Nevada Department of Education.

Section 2. Describe the process that will be used to enroll students in the distance education program.

For students who are regularly enrolled in the school district or charter school, describe the process the school district or charter school will follow regarding the selection and enrollment of students in the program of distance education.

If the distance education program will allow the enrollment of students, full or part-time, from other school districts or charter schools within Nevada, describe the process to be followed regarding how the required written permission and agreement from the other school district or charter school will be obtained for each student. In addition, please describe the contents of the agreement including any reimbursement made between school districts or charter schools.

Please note: Home schooled students are not eligible to enroll in or otherwise attend a program of distance education offered by a Nevada school district or charter school.

Beacon Academy of Nevada (Beacon Academy) is a public school of choice. Beacon Academy will not limit enrollment to the school. Beacon Academy is nonsectarian in its programs, admission policies, and all other operations. Beacon Academy does not charge tuition nor discriminate against any student based upon ethnicity, creed, gender, national origin, or disability.

Beacon Academy's enrollment procedures are outlined below:

- 1) Beacon Academy provides marketing and outreach to students statewide. Advertising is conducted utilizing local media, including newspaper, radio, and television, as well as direct mail and on-line advertising utilizing email and the school website, www.banv.org. Prospective students are encouraged to obtain specific information regarding the program and enrollment procedures during advertised Open House

events, on-line orientations, access to the school website, and one on one interviews with school staff.

2) Enrollment Process

- a. Enrollment procedures and information is posted prominently on the school's website. Students may submit enrollment applications on-line, or request and complete an enrollment application to be submitted via mail or fax.
 - i. Enrollment eligibility is open to all Nevada residents under the age of 21, who have completed 8th grade. No geographic or demographic preference is given to any student.
 - ii. Once enrolled at Beacon Academy, students are not required to re-apply each subsequent year.
- b. Process
 - i. Students submit an application, including proof of residency, birth certificate, immunization records, and authorization for request of student transcripts.
 - ii. Beacon Academy submits "Request for Student Transcripts" to previous school(s)
 - iii. A Welcome packet is sent to new students with information regarding orientations and preparation for the school year.
 - iv. Students are required to submit the following additional forms:
 1. Educational involvement
 2. Code of Honor
 3. Parent / Student Academic and Attendance Contract
 4. State Testing Agreement
 5. Code of Conduct
 6. Computer Use Agreement

Beacon Academy does not accept part-time enrollments. All students enrolled in Beacon Academy are required to be enrolled as full time students. Beacon Academy offers credit retrieval courses in addition to the regular course of study free of charge during the school year to students enrolled full time at Beacon Academy. Summer school courses are offered on a fee basis for enrolled students.

In addition, Beacon Academy offers year round access to credit retrieval courses for students enrolled in other school districts or charter schools on a per course fee basis. Students enrolling in fee-based credit retrieval programs coordinate with their home school counselor to identify needed courses. Upon completion of credit retrieval courses, the student provides proof of completion to their home school for transcription on their student record.

Over Enrollment Procedure:

As Beacon Academy is an on-line school, it is not anticipated that an over enrollment of students will occur. However, if demand exceeds anticipated enrollment targets for each year, Beacon Academy will utilize the following procedure in accordance with NAC 386.180(1). An enrollment deadline and/or student cap will be determined and established by the Governing Board annually. A lottery pool will be established from the pool of students above the school's enrollment cap. Applications will be randomly drawn by grade and continue with randomly selected grades. Those on the final selection list may be placed in the school any time during the year when an opening occurs, provided that applicant is currently enrolled in a school with a schedule of courses that can transfer for credit. Available positions will be filled from the final selection list established from the initial lottery. Once on the final selection list, students will remain eligible for placement within the school year without repeating the application process. Each year, Beacon Academy will contact all students on the final selection list and request verification of the student's continued desire to remain on the final selection list. The order of the final selection list will be revised annually based on the lottery results. Students who wish to be removed from the final selection list must make a request in writing, directly to Beacon Academy. Subsequent applications will be added to the bottom of the selection on a first come, first served basis. A lottery will be held on July 30 to establish the final selection list order of entrance for the upcoming school year, should enrollment capacity be reached. All openings during the school year will be filled according to the order established in the lottery. The lottery will be in a public forum, and the principal and assistant principal will oversee and conduct the lottery selection.

Section 3: Provide an explanation of how the school district or charter school will document each pupil's attendance and participation in courses offered through the distance education program.

Provide a brief description of the process the school district or charter school will follow to ensure an accurate accounting of the student's attendance and participation in the distance education program.

Please note that regulations require that the teacher assigned to each course must meet or otherwise communicate with each student at least once each week for the pupil to be considered enrolled in the program of distance education. The student shall be considered in full attendance for each week the teacher meets or communicates with the student. The

attendance of the student must be recorded weekly as part of the master register of enrollment and attendance.

For each student who is enrolled full time in a program of distance education, the school district that provides the program must designate one public school within that school district to which the student will be affiliated. The student must be reported weekly as enrolled and in attendance in the school designated by the school district.

For each student who is enrolled part time in a program of distance education for which an agreement has been constructed between school districts or charter schools, the student must be reported weekly as enrolled and in attendance in the class. The record of part time attendance must be maintained separately from the record of attendance maintained by the school in which the pupil attends classes full time.

Beacon Academy is operated on the semester system and offers a minimum of 180 days of instruction during each school year. Students are required to complete six courses per semester in 9th, 10th, and 11th grades. Students in 12th grade may elect to take a minimum of four courses per semester, depending upon their graduation plan. Pursuant to NAC 387.193.7, Beacon Academy may elect to “have a written plan for enrollment prepared for the pupil, which demonstrates that the pupil will complete during the school year the number of courses required for full-time pupils.” As such, a student’s written plan may provide for completion of three courses each quarter, rather than 6 courses simultaneously in grades 9 –11, or two courses each quarter rather than four courses simultaneously in grade 12.

Students enrolled on Beacon Academy are required to demonstrate weekly progress in all course work. While much of the program that a student accesses will be asynchronous, these courses require each student to meet weekly assignment and activity deadlines that demonstrate continuous progress towards course completion.

Additionally, each course includes a minimum of one weekly synchronous virtual classroom session. These live web sessions are conducted by the course instructor, providing instruction in course content, clarification of concepts, and the opportunity for students to interact with the teacher, fellow classmates, and to complete group work, as well as individual class assignments.

Teachers communicate with students multiple times during the school week. This communication is by email, message and chat functions, virtual live and recorded classroom sessions, and scheduled Beacon Academy clubs and events. Teachers and mentors

communicate regularly with students regarding their academic progress and work progression.

A detailed record including documents, communication records and recordings is maintained. Regular student engagement is tracked within the Learning Management System and the Student Information System. Each student completes a written course agreement, which outlines teacher expectations, the objectives of the course, the timeline for completion of assignments and weekly attendance requirements and how the student will be assessed. A record of student assignments, work submission and grades is maintained in the learning management system, including type of work submission or contact and the date.

Evidence of weekly work submissions and academic progression is documented by the teacher within each course section within the course grade book, and logged into an attendance management system, which is linked to the school's master register of enrollment and attendance.

Per NAC 387.193, student data is included in the electronic learning management system or the master register of enrollment and attendance required by NAC 387.171.

A pupil's progression in the course, as documented in the electronic learning management system or as documented by the pupil's participation in a real-time class session for the course which is conducted by a person who is licensed, is authorized by the school district or charter school for the course. If a pupil is initially enrolled in Beacon Academy during the calendar week immediately preceding the count day, and there is no evidence of the pupil's progression in each course as required, the pupil shall be deemed an enrolled pupil if they attended an orientation the conducted by Beacon Academy; and within the first calendar week after count day, there is evidence of the pupil's progression in each course as documented in the electronic learning management system, participation in a real-time class session for the course; or by the pupil meeting or otherwise communicating with a person who is licensed pursuant and who is authorized by Beacon Academy to discuss the pupil's progress.

Attendance policies are reviewed with students and parents during enrollment orientation and reinforced through weekly attendance procedures.

- 1) Attendance is required by law
- 2) Parents and students acknowledge attendance requirements within the signed Parent / Student contract
- 3) Requirements:
 - a. Submit a weekly progress quiz, in each course, and complete required

course assignments

- b. Attend virtual class sessions *every* week for every class
- c. Those who do not attend the live session must watch the recording *and* fill out an attendance report.
 - a. Report template will be available for download
 - b. Template will also be sent by teacher to students absent at live session.
 - c. Reports sent by teacher will be accompanied by information on the student's progress
 - d. Teachers will provide feedback on student progress for reports submitted by student (if submitted before a session is held)
 - e. Reports *must* be submitted by midnight on the Friday that week
 - f. Reports will be archived in the work submission area of the learning management system

4) Excused Absences

- a. If student is unable to fulfill the attendance requirements for a week, the parent (or student if over 18) *must* contact the **administrative office** for approval
- b. Adequate documentation (including but not limited to a doctor's note) must be provided in order to excuse the absence.

Attendance of the student is recorded weekly in the Beacon Academy master register of enrollment and attendance. Beacon Academy Student Support Services' mentors may follow up with students who do not respond to teacher's communication/assignments by Wednesday of each week. Students are referred to the Call Center if attendance or academic progress is not sufficient. Truancy policies are implemented during the second week (10 days) of insufficient communication / work submission by a student. Beacon Academy Truancy Policy includes a progressive process as follows:

- 1) Week One – no contact – student referred to the Call Center, the student is counseled to contact teachers, complete assignments, referrals for social services or other supports are made as warranted. If no response is received from student, a warning letter is sent.
- 2) Week Two – continued no contact – Call Center and teachers continue attempts to communicate with and help student back on track. If no response, a Truancy letter is sent to student and parents. If student/parent responds, a conference is held to review teacher/student communication and work progression. If student/parent does not

respond, a notice of Require Parent Conference (RPC) is sent. IF student/parent does not respond, student is placed on Academic Probation. If there is continued no response, the student may be withdrawn from school.

Educational programs utilizing Distance Education and Independent Study are inherently Competency Based Programs. Students participating in these types of programs are awarded credit for the successful completion of the lessons and courses within the program, and not on the basis of “seat time” or time spent within the classroom. NAC 387.120(5) and NAC 387.131(3) allow Competency Based Programs to be operated by School Districts/Charter Schools with permission from the Superintendent of Public Instruction. The Independent Study/Distance Education program utilized by Beacon Academy of Nevada is competency based. Beacon Academy adheres to all NRS/NAC student enrollment and attendance requirements. Beacon Academy has previously requested permission to operate Competency Based Programs within our Distance Education program. Students in grades 9-12 will receive Competency Based instruction in all courses, will be enrolled in the required number of courses (6 for grades 9-11/ 4 for grade 12), and have a plan for sequential completion of the required type and number of courses to successfully complete requirements for graduation. For each course the following will occur:

- 1) Teacher will provide work assignments to students, and document the same.
- 2) Teachers and/or mentors will communicate weekly to discuss progress.
- 3) A detailed record of all student/teacher/mentor communication will be maintained.
- 4) Student engagement in courses will be tracked within the Learning Management System and the Student Information System.
- 5) Each student/parent or guardian will review and acknowledge a written agreement, which outlines the objectives of the course, a timeline for completion, course expectations and how the student will be assessed.
- 6) Beacon Academy will maintain a record of student assessments and final grades.

Section 4. Describe the plan that will be followed for assessing the achievement of students enrolled in the distance education program.

Provide a description of the plan (process) the school district or charter school will follow regarding the assessment of students in the required State achievement and proficiency examinations and other assessments required of all students by the school district or charter school for all applicable grades. Provide a description of how required midterm/end of course assessments will be administered to include proctor qualifications. **(Per consultation with**

NDE Distance Education, a plan and implementation timeline shall be developed in which final exams in core (non-elective) courses shall be proctored.

Beacon Academy believes that improvement in student achievement will result through a balanced application of technology and on-line learning best practices. Beacon Academy will constantly evaluate technology in an effort to improve our ability to engage our students, support our instructors, and communicate with the families we serve. Beacon Academy's course curriculum is comprised of innovative and practical applications, which enhance our students' ability to engage with the course material and gain expertise in 21st century technologies for career and college readiness.

Beacon Academy believes that combining instructional technology with online learning best practices, and student support services, serves to support student achievement. Students who demonstrate academic skills below standard are identified through weekly course progress, grades, and attendance reports. Those students are referred to the Beacon Academy student support team. Supplemental instruction is provided to students performing well below standard achievement levels. Struggling students have access to on-site and virtual tutoring sessions, mentor support, and social services, including counseling, and therapeutic services. In addition, Beacon Academy provides an instructional model that allows for one-on-one instruction, student engagement, and personalized support and guidance from their certified instructors.

Beacon Academy Student Support Services assists students in meeting or exceeding proficiency on state academic standards and the Nevada High School Proficiency Exam (HSPE). Specific tutoring on HSPE content is provided to students in both on-site and on-line formats. Students are also provided with access to a variety of supplemental resources to better prepare for HSPE. Testing locations are provided at nine locations throughout the state. Students and parents are informed of proficiency testing requirements, scheduled testing dates and Beacon Academy testing locations during school orientations. Additional information is disseminated through the Beacon Academy website, school counseling office, and course and student calendars throughout the year. Beacon Academy curriculum is aligned with Nevada state standards in order to ensure success for all students in meeting the requirements of the HSPE.

Beacon Academy adheres to a Test Security Plan, for the administration of all state mandated tests, including High School Proficiency Exams and English Language Learner assessments. The security plan addresses the storage of test materials in a secure location, training for personnel in test security and administration, establishing student eligibility, distribution and

collection of test materials, testing accommodations, and other procedures, including emergency procedures. State mandated tests, such as the High School Proficiency Exam, and the English Language Proficiency Assessment are conducted in designated locations under the supervision of licensed personnel.

Course work within each course is monitored by the teacher of record on a continuous basis. Student progress is demonstrated by participation in discussion posts, live web-based sessions, project-based learning, writing and research projects, and formative assessments such as pre and post unit assessments.

Proctor Implementation Plan:

An implementation plan for proctoring final exams in core (non-elective) courses has been developed. NDE has provided the following definitions of proctors and core courses as follows:

1) Proctor

Proctors may NOT be a student or be any of the following:

- Relative or friend of student
- Employer of student
- Personal tutor of student
- Athletic coach, assistant coach, athletic administrator, or athletic academic counselor
- Someone with a vested interest in the student's eligibility to compete in extracurricular activities (i.e. sports, theater, choir, etc.)

Proctors MUST be one of the following:

- School guidance counselor licensed in Nevada
- School teacher licensed in Nevada
- School principal or vice principal licensed in Nevada
- School employee or representative directed by the school administrator to be the proctor
- Librarian licensed in Nevada
- Local School District staff or administration or Local college testing center staff or administration
- School employee or representative directed by the school administration to proctor the student via web-cam

2) Core course – American Government, American History, Arts and humanities, or career and technical education, English, including reading, composition and writing, Health education, Mathematics, Physical education, Use of computers, Science.

Beacon Academy Proctor Implementation Plan will be transitioned beginning in school year 2013-2014, with the goal of full implementation as of the 2014-2015 school year.

Section 4. Proctored Exams:

Proctored final exams are required for all non-elective Core Courses, as defined by NDE Distance Education. Exams may be proctored by school personnel, or as needed in remote/rural areas, by contracted personnel. Contracted personnel will meet the requirements of proctors, as noted above. All students are encouraged to complete their final exams in proctored courses in a face-to-face proctored environment at either Las Vegas or Reno Beacon Academy offices. If a student is not able to complete their final exams in the Beacon offices, due to scheduling conflicts or if traveling to a proctor location is not possible, they may schedule a time to complete their exams via remote proctoring.

Face-to-face proctoring will be recorded in a proctor log, with student signature. Remote Proctoring will be conducted utilizing a webcam. Students will display photo identification (school ID, driver's license, state ID) to the proctor via webcam prior to beginning the test. The proctor will verify student identity, and monitor students testing. A log of students accessing remote proctoring will include student name, course, date and time and be verified with proctor signature.

Timeline for implementation:

Face to face proctoring will be available beginning fall of school year 2013-2014. A phase in will be required to retrofit student computers with webcams for remote proctoring. This will begin during the summer of 2013. Pending adequate funding required to retrofit computers, full implementation of webcam availability will be completed as of fall 2014.

School goals and objectives assist in the assessment of measurement of student mastery, and to meet the academic goals as prescribed under the Nevada Performance Framework.

General school goals include meeting student proficiency goals on state mandated testing, meeting or exceeding state average for participation on the NV HSPE, year over year increase in the percentage of non-senior students who finish their first year at Beacon Academy and return for the following year, and year over year increase in student and parent satisfaction, as reported in annual satisfaction survey.

Specific goals:

Goal 1: Students will show an increase in achievement in Mathematics and Language Arts on the NV HSPE.

Objective 1: Students will increase proficiency in performance /cognitive ability across all sub-groups by a minimum of 12% on the NV HSPE.

Goal 2: Eligible students will show an increase in participation on the NV HSPE.

Objective 2: Students in all sub-groups will increase participation on the NV HSPE to 95%.

Goal 3: The overall graduation rate will increase from the previous year.

Objective 3: The graduation rate for eligible seniors in all sub-groups will increase by 15%.

Section 5. Describe how the school district or charter school will document successful course completion and the awarding of course credit to students.

The description must include how the school district or charter school will document the completion of the distance education courses by individual students, how the records will be stored and maintained as well as how the school district or charter school will issue individual grades to students who complete distance education courses.

Students will demonstrate mastery of state standards through progress in assigned coursework, which utilize Beacon Academy course content and assessments aligned with NV state standards and the Common Core standards. Mastery for special needs and LEP students will be defined appropriately according to the student's Individualized Education Plan (IEP) and English proficiency levels.

Beacon Academy gives high priority to multiple, varied and frequent opportunities for students to demonstrate mastery of course content and maximize student learning. Courses include a variety of graded assignments per semester course; these assignments include practice assignments, quizzes, journals, class discussions, worksheets, group projects, web research projects, essays, research papers and exams. Course work within each course is monitored by the teacher of record on a continuous basis. Student progress is demonstrated by participation in discussion posts, live web-based sessions, project-based learning, writing and research projects, and formative assessments such as pre and post unit assessments.

Data Collection:

Beacon Academy utilizes students information systems, integrated with learning management systems to collect maintain and report essential data about student demographics and academic performance. Beacon Academy collects mandated student data as a part of the enrollment process and report statistics to the state in compliance with state and federal regulations. All data is maintained in compliance with FERPA and other student privacy requirements.

Students and their parents/guardians have access to the students cumulative and assignment grades at all times. Parents/Guardians are also provided "observer access" to their child's coursework and grades so that they can review progress at any time. Each student's parent/guardian will receive at minimum a bi-weekly grade update for each course. If a student's progress is unsatisfactory, the Beacon Academy Student Support Team will contact the student

and the parent to notify them of the problem and to provide appropriate interventions. Informal progress is provided by Beacon Academy within three school days of written or verbal request by the parent/guardian. Mentors are also prepared to provide an informal overview of student progress to parent/guardian.

Matriculation–Academic Load Requirements

Matriculation to the next grade level is based on credits earned, not years of attendance. All credits earned through summer school, work-study, community service or educational travel will be used in calculating a student’s new grade level. Students will be reclassified each year before the school year starts.

Specifically:

In order to be classified as a: A student must earn a minimum of:

- Sophomore (10th grade) 5.0 Credits
- Junior (11th grade) 11.0 Credits
- Senior (12th grade) 16.5 Credit

Students will remain in the calculated class for enrollment purposes for the duration of the school year and will typically be promoted each fall.

For the purposes of participation in and attendance at school activities, class standing will be calculated at the beginning of each semester.

If a student has not earned 20.0 credits by the end of the first semester of his/her senior year, a request to participate in commencement activities must be submitted in writing to the Beacon Academy Principal and School Counselor. The Principal will review required courses and a plan of action for credit recovery with the students and will grant or deny tentative approval. If the parent/guardian or student feels this decision is unjustified, either party may appeal the decision to the Principal within three (3) business days; the Beacon Academy of Nevada appeal procedure will be followed.

If the plan for credit recovery is approved, the student and teacher must submit weekly reports about student progress to the Principal and School Counselor.

Graduation Requirements – Nevada High School Proficiency Exam (HSPE)

Continued enrollment in Beacon Academy is contingent upon the student taking the HSPE each time it is offered. If a student achieves a passing score on any portion of the HSPE, he or she does not have to retake that portion. In addition to earning 22.5 credits students, must pass the

Nevada High School Proficiency Exam (HSPE) in reading, math, science and writing. Currently, students have multiple opportunities to retake the assessment.

The reading portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate reading proficiency by responding to question based on skills pertaining to:

- Comprehension, interpretation, and evaluation of authors, cultures and times in literary text;
- Comprehension, interpretation, and evaluation for specific purposes in expository text.

The math portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate math proficiency by responding to questions based on skills pertaining to:

- Numbers and operations;
- Algebra and functions;
- Geometry and measurement;
- Data analysis; and
- Probability and statistics.

The writing portion of the HSPE is a performance-based test requiring students to demonstrate writing proficiency by responding in writing to two prompts: one narrative or descriptive and one persuasive or expository. Students demonstrate proficiency in writing based on the Nevada holistic rubric.

The science portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate science proficiency by responding to questions based on skills pertaining to:

- Physical science;
- Life science;
- Earth/space science; and
- The nature of science.

Graduation Requirements – Incoming Freshmen

To earn a diploma through Beacon Academy of Nevada, all students must meet all Nevada state diploma requirements for their designated graduation year published at the time the student begins course work at Beacon Academy.

Graduation Requirements – 9th-12th Grade Transfer Students

Graduation requirements for students who transfer into Beacon Academy of Nevada after completing at least one semester of course work at an accredited institution will be amended on a case-by-case basis. School graduation requirements, including the portfolio requirement and required credits, will be pro-rated as necessary to reflect student's progress toward graduation at past schools. Transfer students must provide or authorize transfer of transcripts for all previous high school work prior to their first day of course work.

Failure to submit the appropriate documentation will result in the student being placed as an incoming 9th grader with no credits.

Factors to be considered in the evaluation of student's progress toward graduation will include:

- The number and type of credits earned at previous schools(s);
- The number of credits possible in a given semester;
- The definition of credit at previous school;
- A transcript analysis and course matching conducted by Beacon Academy; and
- The number of semester hours left until graduation.

Students must comply with the state-mandated minimum graduation requirements.

Section 6. Describe how the school district or charter school will monitor the progress of students enrolled in the program.

Provide a description of the process to be followed by the school district or charter school regarding the monitoring of progress being made by students enrolled in distance education courses.

Please include any criteria that will be used to trigger the identification of pupils who are having difficulty with course assignments or are otherwise having difficulty in being successful in the course.

In addition, describe the technical assistance/support that will be provided to students who are not making adequate progress in their distance education courses.

Student progress is monitored by teachers and the Student Support Team on a weekly basis. Students who demonstrate academic progress below standard are identified through weekly course progress, grades, and attendance reports. Those students are referred to the Beacon

Academy Student Support Team. Supplemental instruction is provided to students performing well below standard achievement levels. Struggling students have access to on-site and virtual tutoring sessions, mentor support, and social services, including counseling, and therapeutic services. In addition, Beacon Academy provides an instructional model that allows for one-on-one instruction, student engagement, and personalized support and guidance from their certified instructors. Student Support Team members and mentors regularly communicate to the student's teachers regarding interventions, or circumstances which may be impeding the student's academic progress. Students who have difficulty accessing or navigating through technological learning platforms have immediate access to Beacon Academy technical support via phone and email.

If a student demonstrates progress below the academic standard, (generally 70%), the student will be referred to tutoring programs. If a student continues to demonstrate a lack of adequate progress, mandatory tutoring sessions and parent conferences will be scheduled. If progress continues to falter, the school principal and counselor may also become involved in the development of a remediation plan for the student.

Center for Health and Learning



Center for Health and Learning

During the oral presentation by Mr. McCormack at the March 4, 2014 SPCSA meeting, he called into question the integrity of the principal and the Governing Board members in relation to the contract with Juniper Consulting, LLC. While completely inaccurate and unfounded, these serious allegations were placed before the SPCSA as fact, in the public record. Within this section is a letter submitted by the Governing Body subcommittee members who oversee the provider contract, the facts related to the Center for Health and Learning, and contract with Juniper Consulting, LLC, as well as factual documentation related to Beacon Academy's organizational structure, supervision and nepotism policy. It is important to note, that while Mr. McCormack incorporated inaccurate information, and unsubstantiated accusations in his oral presentation, he made no mention of any material concern in either fiscal or organizational structure within his written recommendations, prior to his comments on March 4, 2014. In fact, it is puzzling that if this matter were considered a material concern, worthy of discussion with the SPCSA Board, no prior notice of concern regarding any aspect of operations of the Center for Health and Learning has been brought to the attention of the Governing Body of Beacon Academy by the Charter Authority staff.



Beacon Academy Of Nevada
STATEWIDE/ONLINE/TUITION-FREE/PUBLIC/CHARTER HIGH SCHOOL

Date: April 4, 2014

State Public Charter School Authority Board,

Madame Chairwoman Conaboy and members of the State Public Charter School Authority Governing Body, as officers and members of the Beacon Academy Governing Body, we are the designated members of the subcommittee that oversees the contract and operations of Juniper Consulting, LLC, and Juniper employees overseen by Mr. Gary Waters.

During the March 4, 2014 meeting of the State Public Charter School Authority Governing Body, Interim Director McCormack of the State Public Charter School Authority made some allegations that we believe may have adversely influenced the decision of some members of the State Public Charter School Authority Governing Body. That decision was to "Deny Beacon Academy of Nevada's application for a charter contract in full recognition of the fact that such denial would result in the school's closure upon the expiration of the school's written charter."

Interim Director McCormack stated, for that the record:

- a) "The relationship of the Center for Health and Learning to Beacon, however, is not clear. There is no contract in AOIS between the Center for Health and Learning and Beacon."
 - a. We state for the record that the Center for Health and Learning is a "Service Mark" of Beacon Academy of Nevada registered with the Nevada Secretary of State and thus requires no contract between itself and Beacon Academy.
- b) "There are two reasons why the services and programs provided by Juniper and the school should interest the Authority Board. First, and, most importantly, they don't seem to be working. This is, they do not seem to enable pupils to achieve the State's academic content standard."
 - a. Interim Director McCormack's statement that the Center for Health and Learning does not seem to be working for our students is without merit. The services provided by the Center for Health and Learning are designed to help students with life's challenges. These include life-threatening issues, chronic behavioral issues impacting academic achievement, and major life challenges that affect the psychological, emotional family and psychiatric conditions, and other life events. Before a student is ready to focus on his or her academic endeavors, he or she must, as Maslow notes, have their physiological and safety concerns addressed. There is no other school in State of Nevada or, perhaps in the United States that helps students deal with these issues. That is what sets Beacon Academy apart!

- c) "The other reason the services provided by Juniper Consulting should interest the Authority Board is that they present an appearance of conflict of interest, nepotism, and questionable government practices at the school."
- a. We state, for the record, that the Governing Body of Beacon Academy of Nevada is the body that awarded the contract to Juniper Consulting, LLC, and is the entity that oversees that contract. As the subcommittee that oversees Juniper Consulting, LLC, we would like to make it crystal clear that it is the Beacon Academy Governing Body, with input from its' subcommittee who manage and direct the contract, deliverables, and operations of Juniper Consulting, LLC. At no time, does or has the principal of Beacon Academy managed the operations of this subcontract, or provided any recommendations to the Governing Body of Beacon Academy related to the services provide by Juniper Consulting, LLC. The Beacon Academy administrator, assigned by the Governing Body to provide input regarding the integration of Juniper Consulting, LLC services with school operations is the school's assistant principal. This is in alignment with the school nepotism policy and school organizational structure. Therefore, there is no "appearance of conflict of interest, nepotism, and questionable government practices at the school" as alleged by Interim Director McCormack.
- d) "It is the understanding of Authority staff that Gary Waters, managing member of Juniper Consulting, LLC, and Susan Waters, Beacon administrator, are spouses. If the job of the school administrator includes advising the Board regarding the performance of a contractor, it's hard to see how this arrangement could not be perceived as a conflict of interest."
- a. This supposition is without merit. As we stated above, the Beacon Academy Governing Body subcommittee that oversees Juniper Consulting, LLC, is the sole determinant of performance of this subcontractor.
 - b. It is not uncommon, nor illegal for spouses to be affiliated, or work in the same school setting. There are many such instances in schools sponsored by the SPCSA and in other districts in Nevada. The nepotism policy, organizational and supervisory structure of Beacon Academy address and eliminate any potential conflicts of interest. Both policy and structure have been reviewed in NDE performance audit visits, and are available for review at any time by SPCSA staff, should questions or concerns arise.
- e) "How could the school's board reasonably expect Susan Waters, if she is married to Gary Waters, to advise the Board to terminate the contract with Juniper, because the services provided by Juniper aren't working?"
- a. The Principal of Beacon Academy has no say in determining whether the contract with Juniper Consulting, LLC, should be continued or terminated. This decision rests solely on the Governing Board of Beacon Academy. Interim Director McCormack's assertion that the services are not working has no merit, as he clearly does not have an understanding of what services are provided or how they are evaluated.
- f) "That the Beacon board would establish such an arrangement calls into question the board members' suitability for their roles and overseers of the school....But the appearance is of a Governing Body focused more on contracting with Gary Waters than improving school performance."

- a. This statement by Interim Director McCormack has no basis in fact, and is frankly insulting to the seven men and women who give of their time and energy to serve the students and stakeholders of Beacon Academy as members of the Governing Body. Each member of the Governing Body takes their duty to serve as an honor and a public trust. All contracts entered into by the Governing Body are done so with consideration of the value and best interest to the school and the students. The contract with Juniper Consulting, LLC is no exception. It is designed to provide one of many wrap around services to help support at-risk youth, and provides specific and quantifiable services delivered to the students and school community. Such a contract is crafted for the delivery services, not for any individual or personal gain. Beacon Academy's Center for Health and Learning is designed to help students with life's challenges. Before a student is ready to focus on earning his or her high school diploma, the roadblocks preventing them moving forward must be addressed. As these issues are addressed, their physiological and safety concerns are mitigated and they are now able to focus on their education. This is one aspect that impacts school performance when it relates to at-risk students, and may not readily correlate to state performance measures. Providing services as a safety net for at-risk students is what it means to truly leave no child behind.

Madame Chairwoman Conaboy and members of the State Public Charter School Authority Governing Body, the information provided above demonstrates that there is no basis to the scurrilous and unfounded allegations made by Interim Director McCormack.

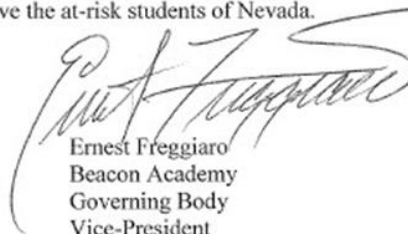
One last point, it seems that if Interim Director McCormack or any other member of the State Public Charter School Authority had a concern with the Center for Health and Learning or the contract with Juniper Consulting, LLC and Beacon Academy, it should have been brought to the attention of the school's Governing Body prior to the March 4, 2014 meeting of the Governing Body of the State Public Charter School Authority. This approach would have been in the best interest of both the school and the State Public Charter School Authority and would have likely prevented the misinformed allegations made by Interim Director McCormack in the public record.

Madame Chairwoman Conaboy and members of the State Public Charter School Authority Governing Body, we respectfully request you review the facts, data and all relevant information provided by Beacon Academy in consideration of the school's application for charter renewal contract. The Governing Body of Beacon Academy looks forward to working with the State Public Charter School Authority hand-in-hand to serve the at-risk students of Nevada.

Sincerely,



Anita Tibbs
Beacon Academy
Governing Body
Treasurer



Ernest Freggiaro
Beacon Academy
Governing Body
Vice-President

The documentation presented demonstrates that the Beacon Academy Governing Body designates a subcommittee to oversee two major contracts, one for curriculum development, and one for school psychology and behavioral health services. The board members assigned to the sub-committees meet monthly with the contractor, review the contractor's report and provide information to the entire board at each regular meeting. The board is responsible for oversight of the contract deliverables, which in the case of Juniper Consulting, LLC, include a variety of functions including licensed school psychologist (all special education functions for students statewide, including evaluations, multi-disciplinary team participation, psychological reporting submitted to MDT and/or IEP teams, and participation in weekly Special Education Department staffing meetings), appropriate licensure (multiple licenses) to enter into agreements with universities for student internship and practicum placement at Beacon Academy and Beacon Academy's Center for Health and Learning, supervision of practicum programs and oversight of therapeutic delivery at Beacon Academy's Center for Health and Learning.

It is important to note that the practicum students assigned to Beacon provide the ability for Beacon to assign undergraduate students as mentors to each Beacon student, as well as graduate level therapeutic counselors who provide no-cost services to students, their families, and on an available basis to the community at large. Beacon Academy has established a framework of wrap around services and supports available for students. According to research, "without these supports, the promise of virtual schooling as a means to provide access to high-quality educational opportunities for students who traditionally lack such opportunities will be out of reach for many at-risk students" (International Association for K-12 Online Learning [iNACOL], 2010, p. 18).

The current contract with Juniper Consulting, LLC, provides those services under specific and required licensure held by Mr. Gary Waters. The resulting supervisory agreements with universities provide an in-kind service to Beacon Academy in excess of six Full Time Equivalency (FTE) personnel.

Since its' inception, the SPCSA has been well aware of the organizational structure of Beacon Academy. No concerns were raised by the former Director Dr. Canavero. No concerns were raised by the Interim Director Mr. McCormack prior to his erroneous comments on the record at the March 4, 2014 SPCSA Board meeting. In fact, the written staff documentation utilized to support denial of charter contract did not identify any material concerns in any financial or organizational aspects of Beacon Academy.

During the March 4, 2014 SPCSA meeting, Mr. McCormack stated, that the services and programs provided by Juniper Consulting, LLC and the school, "...don't seem to be working. This is, they do not seem to enable pupils to achieve the state's academic content standard." Beacon's Center for Health and Learning, and the behavioral health component of the contract with Juniper Consulting, LLC, are just one of a number of wrap-around direct and indirect services put in place for at-risk students. It is not, nor has it ever been characterized as a "silver bullet" to address all academic concerns a student may have. There is not a single thing that is causing students to struggle academically, or a single thing that can resolve the problem. In many cases, the Center for Health and Learning (CHL) is accessed by students or parents to address an immediate, acute, or crisis event occurring in a student's life. It is difficult to quantify what impact behavioral supports have on academic performance as a whole. Due to HIPPA regulations, CHL can report on the numbers of students accessing behavioral health services, but not the longitudinal effect of behavioral health service on a particular student's academic progress. In fact, Beacon Academy academic staff does not have access to the behavioral health records of students seen, in compliance with federal HIPPA law. To say the behavioral health interventions are not working is a kin to saying that a physician who specialized in cancer treatment is not a success because he does not cure all of his patients.

Beacon Academy has modeled this aspect of wrap-around care to adolescents, much the same as other districts. Clark County School District has a Crisis Response Team and school social work services. If such services had no benefit, or if there was no demonstrated need, the services would not exist.

Relationship and Supervisory Structure Between Beacon Academy of Nevada / Center for Health and Learning (CHL) & Juniper Consulting, LLC

Overview

The Center for Health and Learning (CHL) was established as a Nevada non-profit organization serving youth in 2005. The CHL served as a Nevada behavioral health program providing direct contract services to the Southern Nevada Health District, and the Nevada Department of Health and Human Services. These behavioral health contracted services involved adolescent behavioral screening services in schools and affiliated with Columbia University behavioral health screening national protocol standards, behavioral health integration services with primary care within the Clark County School District (School-Based Health Center -Valley High School), and behavioral health practitioner training affiliations with the University of Nevada-Las Vegas School of Social Work, Professional Counseling and Marital and Family Therapy as well as the University of Phoenix Counseling and Marital and Family Therapy Programs.

Through the multiple behavioral services and integration consultations successfully provided in southern Nevada, the CHL evolved into a full service behavioral health program specifically designed to serve at-risk youth. Beginning in the academic year 2009-2010, the Beacon Academy Governing Body entered into a Contract with the Center for Health and Learning to provide multiple services. This single contract included the provision of school psychology services for all special education evaluations and multi-disciplinary reports, participation in IEP and MDT meetings, administrative oversight of operations, and supervision of undergraduate and graduate level interns, who provided mentor and therapeutic services to Beacon students and their families. Under this contract, Mr. Gary Waters served as Executive Director of the school, and under his multiple professional (LCSW, LMFT, LADC, LSP, NCC) and academic licenses (K-12 School Administration, School Psychologist), provided the majority of the contract deliverables under the contract and under the direct supervision of the Governing Body.

The Beacon Academy Governing Body entered into yearly contracts with the Center for Health and Learning into the 2010-2011 and 2011-2012 academic years. In January 2012, the Center for Health and Learning became a Service Mark of Beacon Academy of Nevada, because the Center for Health and Learning has long-standing name recognition in the community. By the 2011-2012 academic year, the CHL was providing services exclusively through Beacon Academy and ceased to exist as an independent entity.

- Under the umbrella of Beacon Academy, the CHL added new university affiliations as a professional training site with National University, University of Southern California, and the University of New England. In all of these university relationships, the central

element is on volunteer pre-professional service internships and field experiences for graduate and undergraduate students in the areas of clinical behavioral services. These volunteer internships are purposefully designed to assist Beacon Academy of Nevada in its mission of serving at-risk youth, especially youth at extreme risk due to life threatening health issues, chronic behavioral issues affecting educational achievement, and major life challenges involving psychological, emotional, familial, psychiatric conditions, and life events. Throughout the years, the affiliations with the university supervisory programs were established by Mr. Waters and provided to Beacon under his professional licenses, including Licensed Clinical Social Work, Licensed Marriage and Family Therapy, Licensed Alcohol and Drug Counseling, and Nationally Certified Counselor. Beacon Academy currently employs two licensed school social workers, one assigned to focus on integration of support services within the academic supports, conducting Teen Parenting supports, student home visits, and addressing needs brought forward by students, parents, or the Student Intervention Team. The second licensed school social worker coordinates the Beacon's Center for Health and Learning at-risk behavioral service unit, provide direct behavioral services, and to insure that support for student academic performance is embedded into the therapeutic services provided.

- With the acquisition of the Center for Health and Learning as a component of Beacon Academy, the Governing Body entered into a contract with Juniper Consulting, LLC, of which Mr. Waters is a managing employee. The contract with Juniper Consulting, LLC, established multiple deliverables, including school psychology services, behavioral health services and supervisory agreements with universities, which provide undergraduate level mentor support to all students, and graduate and post-graduate level behavioral health/therapeutic support to students, family members, and community members.
- The many behavioral health services provided by the Center are identical in duties, tasks and performance levels to the licensed school social work services provided by school social work services unit of the Clark County School District to at-risk students enrolled in CCSD schools. In addition, the supervisory agreement allows for more extensive supports in the areas of clinical/psychiatric social work, which is not a traditional school social work function, but has proven to be an important student support service for at-risk students.
- The overall performance of the Center for Health and Learning as a student service component of Beacon Academy has been reviewed by program auditors of the Nevada Department of Education each year in the annual performance review process of school operations.

- The Clark County School District has praised the Center for Health and Learning as a community partner in services for at-risk youth suffering from behavioral problems and a unique and positive relationship has emerged that assists students who move to and from district schools and Beacon Academy in pursuit of their academic goals. This is a unique and innovative partnership.

Key Points

- Clinical Coordination of the Beacon Academy of Nevada Center for Health and Learning is facilitated by a Beacon Academy employee and NOT any contractor or contractor staff. The contractor, Juniper Consulting, LLC, provides direct clinical and clinical supervisory services in addition to provision of special education school psychologist services. The contractor does not administratively or organizationally supervise any employees or write any performance appraisals of any Beacon employee.
- In accordance with Governing Body policy, no contractor is supervised or evaluated by any Beacon employee and performance evaluations are exclusively written by members of the Governing Body. At no time has any school employee ever supervised, advocated for or provided input of any kind, orally or in writing, designed to benefit or support Juniper Consulting, LLC, or any of its staff. Supervision of Juniper Consulting, LLC, is the sole responsibility of the Governing Body, and a designated sub-committee consisting of two Governing Body members. The sub-committee meets monthly with the contractor to review reports, and determine status of contract deliverables. At that time, they review the monthly report provided by the contractor, provide direction or request clarification for provider deliverables. This sub-committee reports during the regular board meetings and is not reviewed nor does any input or oversight provided by any Beacon employee or other contractor. The contract with Juniper Consulting, LLC, is granted, administered, monitored, audited and supervised in its performance exclusively by the Governing Body of Beacon Academy.
- The Governing Body has documented clear and strict adherence to Nevada state law regarding nepotism policy and an organizational structures related to supervision and evaluation to insure transparency and accountability. This process of adherence and assurance is on-going, and reviewed yearly by the Governing Body of the school. Nepotism policies, as well as an organizational chart that clearly delineates supervisory responsibilities are adhered to by Beacon Academy staff and the Governing Body.
- Under the current contract ending June 30, 2014, Juniper Consulting, LLC, provides special education related school psychological services, behavioral services, clinical

supervision of Juniper Consulting, LLC staff, clinical consultation to Beacon Academy student services and behavioral staff and volunteers, and after hours and weekend supervision of therapeutic services as well as related behavioral services of students enrolled at Beacon Academy of Nevada.

Juniper Consulting, LLC, licensed staff (full time and part-time - per diem) serving Beacon Academy, including the managing clinician and five licensed staff:

<u>Juniper Consulting, LLC Staff</u>	<u>Position</u>
██████████, MSW, LSW, CSW-I	Clinical Social Work
██████████, MA, MFT-I	Family Therapy
██████████, MA, MFT-I	Child Appraisal, Treatment and Family Therapy
██████████, MA, MFT-I	Adult treatment and Family Therapy
██████████, MA, MFT-I	Family Therapy, Family Assessments
Gary Waters, MSW, Ed.S	Clinical Social Work, School Psychology, Clinical Supervision

Licensed school social workers at Beacon Academy, (employees), supervise 19 part-time university interns who are assigned a caseload of students. These interns act as mentors, providing oversight of student progress, weekly interaction with the students, and as indicated supervised consultations with students. Clinical consultation and supervision is provided by Juniper Consulting, LLC, staff with behavioral and psychiatric clinical consultation services to include behavioral health planning and support for Beacon students experiencing behavioral and psychiatric symptoms. In addition, Juniper Consulting, LLC’s relationships with university programs have facilitated the expansion and use of undergraduate volunteer interns acting as mentors at Beacon. Without Juniper Consulting, LLC’s assistance, such mentorship relationships would not exist. The value of behavioral health services to at-risk youth at Beacon Academy (and as behavioral services availability permits, the Clark County School District or community partners), in terms of in-kind direct services to students and families amount to the equivalent of an additional six (6) full time positions (FTE)

Supervision Assignments

Jill Nestor MSW - LSW /Jason Engel, MBA, MSW - LSW | LADC | CSW-I

<u>Intern</u>	<u>Program</u>	<u>Hours</u>	<u>Assignment</u>	<u>University</u>
██████████	BSW	15	Beacon Mentor	UNLV
██████████	BSW	15	Beacon Mentor	UNLV
██████████	BSW	15	Beacon Mentor	UNLV
██████████	MSW-1	10	Beacon Mentor	UNLV
██████████	MSW-1	10	Beacon Mentor	UNLV
██████████	MSW-1	10	Beacon Mentor	UNLV
██████████	MSW-1	10	Beacon Mentor	UNLV

[REDACTED]	MSW-1	10	Beacon Mentor	UNLV
	MSW-1	10	Beacon Mentor	UNLV
	MSW-1	10	Beacon Mentor	UNLV
	MSW-1	10	Beacon Mentor	UNE
	MSW-1	<u>10</u>	Beacon Mentor	UNE

Consulting Supervision Assignments

Gary Waters, MSW, Ed.S – LCSW | LMFT | LADC | LSP |NCC
Weekly

<u>Intern</u>	<u>Program</u>	<u>Hours</u>	<u>Assignment</u>	<u>University</u>
[REDACTED]	MFT-2	20	CHL Clinical	UOP
[REDACTED]	MFT-2	20	CHL Clinical	UOP
[REDACTED]	MFT-2	20	CHL Clinical	UNLV
[REDACTED]	MSW-2	20	CHL Clinical	UNLV
[REDACTED]*	Clinical MH	10	CHL Clinical	UNLV
[REDACTED]*	Clinical MH	10	CHL Clinical	UNLV
[REDACTED]*	Clinical MH	10	CHL Clinical	UNLV

*Supervision partially shared with Jason Engel, MBA, MSW

- The Nevada Department of Education and the unit on state charter schools (prior to the creation of the SPCSA) has been well aware, advised, fully informed and consulted regarding the organizational structure of Beacon Academy to assure full and complete compliance to state law on nepotism and staff supervisory relationships and authority. Over the past two years, no concerns have been raised by the former Director Dr. Canavero or staff pertaining to the administrative structure of the school or any of its contractors.
- No concerns regarding any contracts or contract operations were raised by the Interim Director Mr. Tom McCormack in his report to the Charter School Authority in written form or to the Beacon Academy Governing Body prior to ad-hoc and unsubstantiated comments placed on the record at the March 4, 2014 SPCSA Board meeting.

Summary

- The Center for Health and Learning has a record of contributions to Beacon Academy of Nevada in its state approved charter to serve at-risk youth. In addition, due to these contributions, Beacon Academy has been able to provide innovative educational programs to serve at-risk youth who are experiencing multiple co-occurring health and psychiatric symptoms, behavioral disorders and extensive family disturbances and conditions.

- Juniper Consulting, LLC, has consistently provided Beacon Academy of Nevada Governing Body supervised contracted services and delivered consistently superior behavioral health services at a fraction of the cost of similar or identical services available in the open market or through direct employment by the school.
- Beacon Academy and the Center for Health and Learning have shared available resources and assisted other public schools with behavioral, educational services and academic program options for CCSD identified at-risk students.
- The inclusion and availability of licensed behavioral health services for schools that serve at-risk youth experiencing chronic academic, educational, medical, psychological, emotional, behavioral, familial, and psychiatric conditions and symptoms has been proven central and essential as a success focused support strategy for improving academic engagement, participation and achievement of high-risk youth in Nevada.
- Juniper Consulting, LLC, has consistently provided, organized and delivered innovative strategies that are highly cost effective and accountable to the Governing Body as well as students, families and school mission, programs and academic initiatives.

**BEACON ACADEMY NEPOTISM POLICY – Employee Handbook Page 14:
F. NEPOTISM**

Although opportunities for initial employment, leaves, promotion, tenure, and other benefits may not be limited because of marital relationship or immediate family relationship, Beacon Academy of Nevada does set reasonable restrictions on any individual's capacity to function as judge or advocate in specific situations involving members of her or his immediate family. Beacon Academy of Nevada policy is enacted to minimize and eliminate any perceived, potential, or actual conflicts of interest, and avoid any adverse impact on supervision, safety, security, or morale of the workforce created by any familial relationships within the organization.

1. Prospective employees who are married to one another, or are immediate family members, will each be considered for any employment opportunity for which they are qualified, completely independent of the fact that they are related. This is taken to mean that no one may be either denied or offered employment because of marriage or relation by blood to any employee or prospective employee.
2. If two employees are husband and wife or immediate family members, they shall be considered independently for all employee benefits such as, but not limited to, leaves, promotions, salary increases, retention, or tenure; and neither shall vote, recommend, or have any other part in decision-making regarding the other's initial employment, leaves, promotions, salary increases, retention, or tenure.

3. No employee shall initiate or participate in institutional decisions involving a direct benefit (initial employment, leave of absence, tenure, promotion, sabbatical, retention, salary, etc.) to any person related to him/her by marriage or blood¹.
4. No employee shall work under immediate supervision to any person related to him/her by marriage or blood. A supervisory relationship includes responsibility and accountability for assigning work, evaluating performance, hiring, disciplining, and training, as opposed to temporary or "ad hoc" employment situations caused by an emergency or special project of limited duration.
5. Should a relationship change occur that would result in a violation of this policy, it is both employees' responsibility to report this change to the governing body within thirty (30) days. The school then reserves the right to reassign or discharge one of the employees in order to comply with NRS 281.210, NAC 284.375, NAC 284.377. The school shall not allow any situation in which one relative is in a supervisory role over another.

1. The term "related by marriage or blood" refers to the immediate family, which is defined as inclusive of the following: mother, father, grandmother, grandfather, son, daughter, grandson, granddaughter, aunt, uncle, brother, sister, niece, nephew, or any relative by marriage comparable to the above-listed relationships.

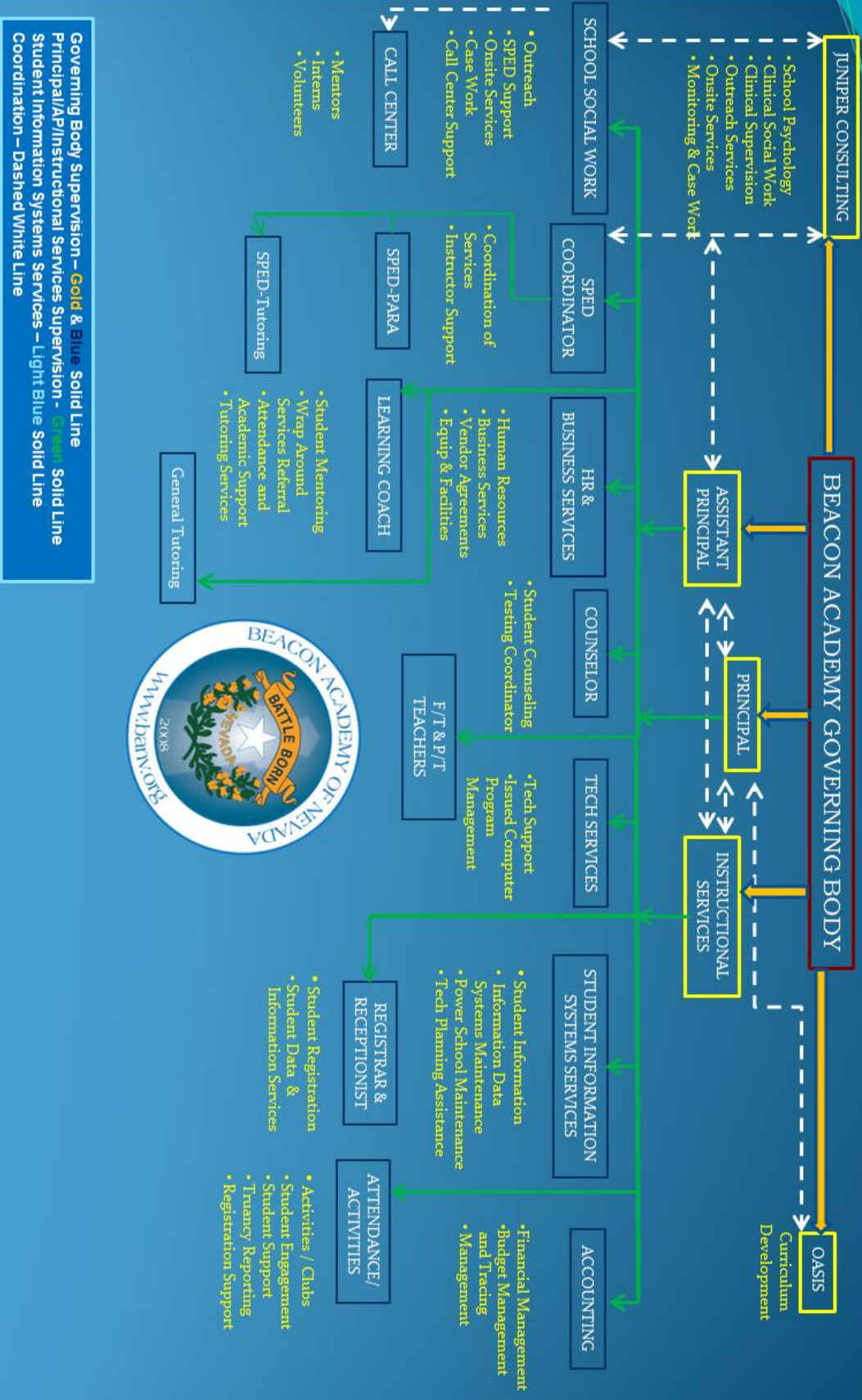
Legal Reference:

NRS 281.210

NAC 284.375

NAC 284.377

Beacon Academy of Nevada - Organizational Chart - 2013-2014



Governing Body Supervision – Gold & Blue Solid Line
 Principal/AP/Instructional Services Supervision - green Solid Line
 Student Information Systems Services – Light Blue Solid Line
 Coordination – Dashed White Line



Leadership & Governance



Governing Body



William Carrico – President

11:59:35 AM 4/6/2014

WILLIAM CARRICO

411 Bonneville, Suite 250, Las Vegas, Nevada 89101
Home: 702 655-8641 - Cell: 702 682-6702 - Billynvus@yahoo.com

PROFESSIONAL SUMMARY

Attorney who communicates clearly and effectively with clients, opposing council, jurors and judges. Develops lasting professional relationships.

SKILLS

Experienced Committee Work	• Business law
Dispute Resolution	• Corporate and business legal issues
Legal Instruction Programs	• Legal writing
Integration of Social Programs	• Corporate transactions
Mental Health Support	

WORK HISTORY

- 03/1993 to Current **Trial Lawyer**
Federal Public Defender's Office (D. NV) – Las Vegas, NV
- Apprised clients of potential risks and costs associated with each course of action.
 - Oversaw an average of 28 cases each month.
 - Researched, wrote and filed all motions, writs and briefs for each case.
 - Explained available courses of action and possible repercussions of cases to clients.
 - Creatively formulated trial techniques that specifically pertained to each case.
 - Managed all trial preparation for case litigation.
 - Wrote memoranda and reviewed legal briefs.
 - Analyzed probable outcomes of cases using knowledge of legal precedents.
- 07/1986 to 04/1993 **Associate Attorney**
Hunterton & Associates – Las Vegas, NV
- Developed strategies and arguments in preparation for presentation of cases.
 - Interpreted laws, rulings and regulations for individuals and businesses.
 - Drafted legal briefs and opinions for all clients.
 - Wrote memoranda and reviewed legal briefs.
 - Filed all case pleadings in a timely manner.
 - Explained available courses of action and possible repercussions of cases to clients.
 - Drafted demurrers and replied to oppositions.
 - Proposed requests for admission and requests for production of documents.
 - Conducted and led extensive document review projects.

EDUCATION

- 1985 **J.D.: Law School**
University Of The Pacific- McGeorge School of Law - Sacramento, CA
- 1982 **Bachelor of Arts: History and Russian Area Studies**
University of California at Santa Barbara - Isla Vista, CA

COMMUNITY SERVICE

Member and current President of the Governing Body of Beacon Academy of Nevada, a distance education Charter School especially dedicated to finding alternative ways to educate at risk students

Member and Past President of American Hellenic Educational Progressive Association, Chapter 314, dedicated to promoting Hellenism, Education, Philanthropy, Civic Responsibility and Family and Individual Excellence

Ernest Freggario – Vice President

CURRICULUM VITAE

Ernest Freggario, P.E.

Education:

Bachelor of Science Degree in Architectural Engineering, 1969
California State Polytechnic University, San Luis Obispo
One year Post Graduate Studies in Structural Engineering, 1970
University of California at Berkeley

Family: Daughters Sydney, 25 and Cally, 23.

Professional Registrations:

Licensed Real Estate Broker-Salesman, State of Nevada #31741
Licensed Professional Engineer, State of California PE #22986, Nevada PE #4614,
Arizona PE #11956 & Colorado PE #18237

Professional Experience:

Real Estate – Originally licensed as a Real Estate Salesman in Colorado in 1982, received broker designation in 1985. Activated broker's license in Nevada in 1993 as co-owner of Desert Eagle Properties. Changed designation to broker/salesman when he affiliated with H & L Realty & Management Company as Director of Sales and Leasing in 1997 to present. Responsible for the sales and acquisition of single-family homes, multi-family residences, industrial buildings, office buildings, apartments and vacant land for residential, commercial, industrial and institutional uses.

Professional Engineering – Originally licensed in California in 1973 and Nevada in 1976. Currently he is the owner of Integrity Engineering, a full service civil engineering, surveying and land-planning firm. He has over 39-years of land development and civil engineering experience. He has specialized in land development consulting since 1973. He has been involved in the acquisition, planning, zoning and engineering of projects ranging from single-family subdivisions, multi-family housing, neighborhood retail centers, power centers, regional malls, industrial parks, recreational facilities, institutional buildings and public works projects. He is an expert in land development and has worked on projects throughout the western United States. He has been involved as a joint venture partner, developer, engineering consultant and real estate broker.

Community Involvement:

Paradise Town Advisory Board Member, 1996-2000
Member of Community Lutheran Church, 1989-2009

Community Lutheran Church Council President, 1999-2000
Clark County Air Quality Division Hearing Officer, 1998-2004
Greater Las Vegas Association of Realtors (GLVAR), 1993-2011
 President, Commercial Division, 1996
 Member of Board of Directors, 1996-2000
 Member Political Action Committee, 2000-2011
 Chairman of Board of Realtor's PAC, 2006-2010
 NV Association of Realtors Leadership Program, 2006
 NV Association of Realtors Legislative Committee, 2009-2011
 NV Association of Realtors PAC Member, 2006-2011
 NVAR Political Realtor of the Year 2010
 GLVAR, Hall of Fame Installation 2010
New Song Lutheran Church, Finance Committee Member, 2010-2011
 Church Council , 2011-2012
Clark County Community Development Block Grant Committee, 2010-2011
Beacon Academy Board of Directors, 2009-2014

Activities: Golf, Pilates, San Francisco Giants and San Francisco 49ers fan forever.

Amy Cardinali – Secretary

8425 Cinnamon Hill Ave., Las Vegas, NV 89129 • (702)243-6379 • abccardinali@yahoo.com

Amy B. Cardinali

Objective

I educate children and motivate their self-esteem through the use of visual arts. I help children to believe in themselves and create works of art that aide in self-expression, creativity, and exploration of their imaginations.

Experience

Aug. 2013 to Present Clark County School District Las Vegas, NV

Art Specialist

- Teach Visual Arts Curriculum, K-5 at Rex Bell ES
- Tutor for 21st Century Grant After School Program at Rex Bell ES
- Leadership Committee Member & Participant in NCCAT-S at Rex Bell ES

Aug. 2004-June 2013 Clark County School District Las Vegas, NV

Teacher

- Taught general education, Grade 3 at Harvey N. Dondero ES
- Taught general education, Grade 2 at Harvey N. Dondero ES
- Taught general education, Grade 4 at Harvey N. Dondero ES

Feb. 2004-Aug. 2004 Clark County School District Las Vegas, NV

First Aide Safety Assistant (FASA)

- Aided the school nurse in the health office at Patricia A. Bendorf ES
- Responsible for daily documentation of children's health care needs at Patricia A. Bendorf ES
- Responsible for school safety inspections at Patricia A. Bendorf ES

Feb. 2004-Aug.2004 Clark County Parks and Recreation Las Vegas, NV

Safe Key Instructor

- Involved students in activities before and after school at Patricia A. Bendorf ES
- Aided students in homework before and after school at Patricia A. Bendorf ES
- Responsible for sign-in and sign-out of registered students at Patricia A. Bendorf ES

March 2003-Aug. 2003 Clark County School District Las Vegas, NV

Teacher Assistant- Physical Education

- Aided PE Teacher in indoor and outdoor physical activities at Patricia A. Bendorf ES
- Responsible for student supervision during physical activities at Patricia A. Bendorf ES
- Aided PE Teacher with set up and break down of equipment at Patricia A. Bendorf ES

Aug. 2001-March 2003 Clark County School District Las Vegas, NV

Teacher Assistant- Band

- Aided Band Teacher with inventory and distribution of instruments at Cram MS
- Aided Band Teacher with sheet music for class and rehearsals at Cram MS
- Organized instruments and equipment for concerts and performances at Cram MS

Sept. 1999-Aug. 2001 Clark County School District Las Vegas, NV

Substitute Teacher/ Support Staff Substitute

- Guest Teacher for various classes ranging from K-12
- Responsible for following Teachers' plans and teaching lessons to students
- Responsible for safety and well being of students and following school policies

Nov. 1998- Dec. 2001 Children's Clinic Las Vegas, NV

Medical Records Clerk

- Responsible for upkeep, organization, and filing of patients' medical charts
- Responsible for copying patients' medical charts upon request
- Responsible for delivering doctors' phone message and mail

Education

Aug.2004-Present Nevada State College, Las Vegas, NV

Sierra Nevada College,

University of Nevada Las Vegas,

Regional Professional Development of Clark County,

Graduate Credit Hours: 32+

- Literacy, Math, Science, Social Studies, and English Language Learners (ELL)

Oct. 2002-Dec.2003 Nova Southeastern University at Las Vegas Las Vegas, NV

Masters of Science in Elementary Education

Aug. 1999-Dec. 1999 University of Nevada Las Vegas, Las Vegas, NV

Curriculum Instruction

Aug. 1992-June 1997 State University of New York at Buffalo, Buffalo, NY

Bachelor of Fine Arts

-
- Major: Illustration Minor: Art History
-

Sept. 1987-June 1992 John F. Kennedy Junior-Senior High School, Cheektowaga, NY

Honors Diploma

- National Honor Society
- Honor Roll
- Performing Arts Association

Certification

Nevada State License & Certification for Teaching

Endorsements: Elementary Education K-8
Art K-12
Substitute Teaching K-12

Professional Memberships

March 2014 to present

- Southern Nevada Council for Social Studies (SNCSS)

March 2013 to present

- Beacon Academy of NV Board Member Secretary

March 2011- March 2013

- Beacon Academy of NV Board Member

Aug. 2006- present

- National Math and Science Council

Aug. 2004- present

- Nevada State Educators Association (NSEA)

Aug. 2004- present

- National Education Association (NEA)

Aug. 2004- present

- Clark County Classroom Teachers Association (CCCTA)

References

Available upon request

Anita Tibbs – Treasurer

12:21:55 PM 4/6/2014

ANITA TIBBS

6909 Green Island Ave.
Las Vegas, NV, 89149
(702) 610-4521
grifndor@yahoo.com

CUSTOMER SERVICE

Objective

To gain skills and knowledge through new and diverse experiences to add to my current abilities and attributes. Given a chance, you will see that I will quickly become a valuable asset to your growing company.

Education

CCSD

Las Vegas, Nevada
General Education Diploma

Employment

Jamoike

2008-2014

Karaoke Host

- Motivate the audience.
- Operate audio equipment.
- Keep pace and flow organized.

Blockbuster

2002-2010

Assistant Manager/Inventory Coordinator

- Inventory Control for all stores.
- Managing daily store operation.
- Customers service and sales

Eyemasters

1998-2000

Davis Vision

1998-2000

Lenscrafters

1994-1998

Lab Tech

- Constructing eyewear in timely manner.
- Quality Controls based on regulatory standards.
- Customers Service and sale.

Volunteer Work

Beacon Board of Directors
Tutoring for Homeschool Teens of NV.

Sharon Frederick – Member

Sharon Leslie Frederick
7633 Desert Breeze Avenue
Las Vegas, Nevada 89149
656-5160 (Residence) – 370-9872 (Cell)
sharonfrederick@cox.net

PROFESSIONAL EXPERIENCE

LE CORDON BLEU COLLEGE OF CULINARY ARTS - A private postsecondary institution specializing in culinary training

Career Services Advisor/Veterans Club Advisor – August, 2011 to present

Provide job placement assistance for externs and graduates. Development of prospective job leads while building working relationships and partnerships with community and national employers. Facilitate classroom workshops on resume preparation, interviewing, externships, and job searches. Maintain occupation and labor market information in addition to administrative and graduate placement records. Planning and organizing new student orientations, career fairs, and graduation ceremonies.

**Learning Resource Coordinator/Instructor - February, 2008 to May, 2011
Adjunct Faculty Instructor**

Management and efficient operation of the Learning Resource Center, student portal administration, communications technology, and peer tutoring program. Resume preparation assistance for current students and graduates. Academic counseling and assistance focusing on students with Individualized Education Programs (IEPs). Adjunct Faculty Instructor for Nevada/American Government and Communications courses. Staff advisor with Career Services for student newspaper. Partnered with Admissions team at new student orientations and Career Services at graduation ceremonies, resume workshops, and job/resource fairs. Proficient in all Microsoft Office programs and CampusVue software applications.

College Registrar - February, 2007 to February, 2008

Management and coordination of records including grades, transcripts, active/inactive enrollment files, term schedules, and attendance records in accordance with ACCSCT and State of Nevada guidelines. Research and evaluation of postsecondary and high school transcripts utilizing course descriptions. Campus certifier of U.S. Department of Education's Academic Competitiveness Grant (ACG) scholarships on behalf of the Director of Financial Aid

PIMA MEDICAL INSTITUTE - A private postsecondary institution specializing in medical career training

Adjunct Faculty Instructor - June, 2006 to February, 2007

Adjunct Faculty Instructor - Computers, Government, Communications

SIERRA NEVADA JOB CORPS - A U.S. Department of Labor career/technical training program focusing on at-risk youth

Career Transition Services Case Manager - November, 2004 to March, 2006

One-on-one case management, career coaching, and job placement of Job Corps graduates in the vocations of Business, Security, Welding, Painting, and Cement. Completed research on career placement outcomes. Maintained and developed community partnership networks with prospective employers.

HIGH-TECH INSTITUTE - A private postsecondary career/technical institution

Director of Student Services - February, 2004 to November, 2004

Directly responsible for the efficient operation of the Student Services Department, including competent and consistent employee supervision and training; planning, assigning, and directing work; appraising performance and disciplining employees; addressing complaints and resolution of student issues

LAS VEGAS COLLEGE - A private postsecondary career/technical institution

College Registrar - January, 2002 to February, 2004

Management and coordination of records including grades, transcripts, active/inactive enrollment files, term schedules, and attendance records in accordance with ACICS and State of Nevada guidelines. Research and evaluation of postsecondary and high school transcripts utilizing course descriptions. Adjunct Faculty Instructor in Career Coaching, Computers, Communications, and Government.

SELIGMAN UNIFIED SCHOOL DISTRICT

Student Teaching Grades 7 to 12 - May, 1998 to December, 2001

Instructed classes in American History, World History, Civics, and Geography

Managed various classrooms with multicultural students
Sponsored the 2002 senior class
Initiated and developed cooperative historical writing project with Prescott College
Participated in the Northern Arizona Writing Project with the Hualapai Tribal Nation

**ASHFORK UNIFIED SCHOOL DISTRICT
SELIGMAN UNIFIED SCHOOL DISTRICT**

Certified Substitute Teacher Grades K to 12 - May, 1998 to December, 2001

Instructed students from varied academic, socioeconomic, cultural backgrounds including Special Education and ESL students
Sponsored the Spirit Club, the 9th grade class, and the 10th grade class
Completed long term substitute assignments as teacher of record
Tutored suspended and expelled at-risk students

CITY OF HENDERSON - Finance Department

Office Manager - May, 1989 to May, 1998

Supervised clerical and technical staff for the City of Henderson Business License Division.
License compliance and verification of City, State, and Federal regulations and statutes.
Initiated and instituted software development
Liaison between departments, developers, businesses, and charitable organizations

EDUCATION/CERTIFICATES

Teacher Certification (Post Baccalaureate) - Secondary Education, Prescott College, 2002

Bachelor of Arts Degree - Political Science, University of Nevada Las Vegas, 1998

Nevada Department of Education Substitute Teacher Certificate, 2002-2005

Arizona Department of Education Substitute Teacher Certificate, 1999-2005

Arizona Department of Education Secondary Education Certificate, 2002-2004

Food Handler Health Card - Southern Nevada Health District, 2013

AFFILIATIONS/COMMUNITY SERVICE

Board Member - State of Nevada Board of Education, Elected Representative for District 1 (2004 - 2008)

Board of Directors (Treasurer) - Beacon Academy of Nevada Charter School

Board of Directors (Vice President/Secretary) - Las Vegas Indian Center

Board of Directors (Treasurer/Voting Delegate) - Governors' Interstate Indian Council

Chairperson - Indian Education Advisory Committee

Chairperson - Las Vegas Indian Center Scholarship/Education Committee

Commissioner - Nevada Commission on Postsecondary Education

Commissioner - Nevada Indian Commission

Court Appointed Special Advocate (CASA) - Family Division/Eighth Judicial District Court

Lifetime Member/Treasurer - Veterans of Foreign Wars Ladies Auxiliary Post #12093

Notary Public - State of Nevada

Past Vice-President - K-9 Therapists of Las Vegas, Inc., a volunteer hospice/nursing home program of 150/volunteers/200 dogs

AWARDS

2003 - Las Vegas College Instructor of the Year

2002 - Las Vegas College Employee of the Year

1999 - State of Nevada Good Government Award Finalist for software implementation

Randy Donald – Member

11:55:35 AM 4/6/2014

Randall C. Donald

513 Regents Gate Dr., Henderson, NV 89012

Owner/Manager experienced in all aspects of the construction industry, including: business development, sales, consulting, project development, new construction, remodeling, design and land development in both residential and commercial. Licensed, bonded and insured in the State of Nevada for: B – General Building Contractor and C1- Plumbing and Mechanical.

DESIGN BUILDERS, LTD.

1988 – Present Owner of Design Builders, Ltd. a full service General Contractor.

- Owner's Representative & Construction Management for SHFLentertainment 130,000 square foot International Headquarters
- Provide Construction Expert Services
- Developed and Constructed Hot Rod Hill, a 75,000 square foot center including a restaurant and bar.
- Developed and constructed office warehouse building located at 1180 Center Point Dr. Henderson NV
- Developed and built custom home subdivision of 20 homes called "Traditions".
- Construction of buildings and tenant improvements throughout the Las Vegas Valley
- Construction of homes throughout the Las Vegas Valley
- Re-Construction of numerous homes, businesses and apartment complexes throughout the Las Vegas Valley after fire or water damage.
- Provided construction management services for several Home Builders as they moved into the Las Vegas market during 1988-1991.
- Numerous commercial and residential remodeling projects.
- Restoration Insurance Association - Certified Restorer (CR) performing residential and commercial Insurance Restorations & Repairs (Fire & Water)
- Land development for Gateway Development, a 64 home project.

DB PLUMBING, LLC dba SERVICE PLUS PLUMBING

1995 – Present Owner of a full service plumbing company

- Re-plumbing of homes throughout Clark County due to faulty materials.
- Complete plumbing of custom homes.
- New construction plumbing of commercial and industrial buildings.
- Plumbing repairs and new installation for Insurance Repair Contractors.
- Plumbing repairs for Insurance Companies.
- Plumbing for new construction and tenant improvements for General Contractors.
- Provide Construction Expert Services
- Perform testing of defective yellow brass fittings for Lynch, Hopper, Salzano & Smith

ONELEASE LLC & LINDO SUENO LLC

2007- Present Manager/Member purchasing distressed properties, making repairs and improvements to bring them to like new condition for sale. Purchasing and repairing properties for lease and rental.

Concurrently developed and owned:

- Hot Rod Grille, (restaurant with bar) owned and operated – sold business
- Hot Rod Hill 75,000 square foot shopping center-sold real estate
- Design Builders of Utah – completed all work and closed operations
- Design Builders, General Contractors, Denver Co. – sold business.
- Steamatic of Greater Denver, Denver Co. – sold business
- Steamatic of Southern Nevada – sold business
- Hot Cars Cool Trucks, Las Vegas, NV- sold business

MARTIN-HARRIS CONSTRUCTION, LAS VEGAS, NEVADA

1987-1988 Project Manager responsible for all residential home projects/General Manager for Green Valley Homes. To coordinate market research, land acquisition, research project design, marketing and sales. Represent the company as Qualified Employee. Provide leadership and motivation for all departments of the home building division. Control all hiring and firing. Promotion of the company pertaining to the community, growth, profit and industry.

**CONSTRUCTION MANAGEMENT, M.D.C. HOLDINGS, INC. – VICE PRESIDENT
RICHMOND HOMES, DENVER, CO.**

1984-1986 Coordinated and controlled budgeting, purchasing and contracts department. Supervised 2 purchasing agents, 12 budgeting and contracts personnel. Negotiated all contracts for Colorado Division. Project Manager for 13 subdivisions.

Accomplishments: Restructured department to ensure comparative bidding policies. Cut costs from 2%-6% per home.

Project Manager: Supervised 13 subdivisions, 15 superintendents, built over 600 homes. Responsible for entire operation of project from start to finish; including marketing and sales. Constructed home in competition in 9 ½ hours including all inspections from municipality of Denver and obtaining Certificate of Occupancy.

Accomplishments: Developed and completed a small division in 6 months of only 36 homes with over \$600,000 profit to company. Increase profit by 80%-100% per home. Promoted to Vice-President.

Shauna Brogan – Member

1717 Crystal Creek Circle
Las Vegas, NV 89128
Cell 702.524.1176
Email: sbrogan95@gmail.com

Shauna M. Brogan

Objective	A business opportunity capitalizing on my record of outstanding success in customer service and management capabilities.		
Experience	25 years of success and promotions in diverse business capacities, including eight years in a management position.		
Business Strengths	Strong sales and customer service skills Consistent track record of meeting and exceeding business objectives		
Work Experience	2011-2013	Nevada State Bank	Las Vegas, NV
	New Accounts Banker		
	• Developed new relationships to the bank & retained existing client portfolio		
	2000-2011	Wells Fargo Bank	Las Vegas, NV
	Personal Banker I / II		
	• Develops comprehensive relationships with clients by proactively cross-selling products and services to both new and existing clients		
	• Demonstrates the ability to work with all types of people and changes across the organization. Builds relationships inside and outside the organization		
	• Manages risk prudently, anticipates and identifies problems quickly, then implements sound solutions.		
	• Has developed and is managing an exclusive client base		
	1998-2000	Wells Fargo Bank	Las Vegas, NV
	Credit Manager/District Representative		
	• Underwrote and managed retail financing and direct consumer loan portfolios		
	• Represented eight offices in real estate development		
	• Provided new business development techniques to branch employees and manager		
	• Liaison between consumer finance and banking branches for partner referrals		
	• Streamlines loan closing process resulting in 100% compliance		
	1995-1998	Wells Fargo Financial	Las Vegas, NV
	Administrative Service Representative		
	• Marketed retail finance programs		
	• Developed long-term, excellent business relationships with customer base		
	• Provided wide array of administrative support		
	1990-1994	Allied Financial Services	Plano, TX
	Branch Manager		
	• Managed office providing retail and direct consumer financing		
	• Solicited and secured a major auto/personal portfolio that resulted in the total outstanding dollars increasing from \$1.5M to \$3M		
	• Consistently exceeded profit goals		
	1986-1990	Allied Financial Services	Plano, TX
	Assistant Branch Manager		

References Available Upon Request

Administration



Susan Waters – Principal

Susan Constance Waters

11325 Early Sun Court • Las Vegas, NV 89135 • (702) 683-6611

PROFESSIONAL OBJECTIVE

Seeking a challenging position as an educational leader

PROFESSIONAL EXPERIENCE

2010 - Present Administrator Beacon Academy Charter School, Las Vegas, NV
2010-2011 - Administrator (Academic Services) in support of Principal; 2011-Present - Principal, state-wide online public high school; duties include all aspects of administrative management, supervision and leadership

2007 - 2010 Principal Clark County School District, Las Vegas, NV
Principal, Southwest Region and Area 4; duties include all aspects of administrative management, supervision and leadership within an elementary school.

2005 - 2007 Assistant Principal Clark County School District, Las Vegas, NV
Elementary Assistant Principal, Southwest Region; duties include all aspects of administrative management, supervision and leadership within an elementary school.

2000 - 2005 Coordinator III Clark County School District, Las Vegas, NV
Administration of district-wide 21st Century Community Learning Center Program; coordination of 21st CCLC programs and activities at 20 school sites, grades K-12; manage allocation of funds and expenditures of 16 federally funded grants totaling 3 million dollars; supervise on-going program administration and staff; establish and coordinate community partnerships, and facilitate the evaluation and reporting procedures.

1997 - 2000 Teacher/Teacher on Special Assignment

Clark County School District, Las Vegas, NV
Elementary teacher, individual and team teaching classrooms; experienced in two-way Accelerated Language Programs for transitional English Language Learners; Teacher on Special Assignment for Equity & Diversity Department; responsible for development and implementation of professional development activities for multicultural education, thematic lesson plans, curriculum development, and diversity issues, hate crimes and violence prevention to school district personnel and pre-service teachers.

1995 - 1997 AmeriCorps Clark County School District, Las Vegas, NV
Responsible for implementation of professional and staff development activities in the areas of multicultural education, diversity, hate crimes and violence prevention; coordinator of the teacher training cadre of the Equity & Cultural Diversity Department; supervised the operation of a Multicultural Education Resource Library.

1990 - 1995 General Manager Reservations Guaranteed Las Vegas, NV
General Manager of a Las Vegas based wholesale travel agency; supervised a sales staff of 15 persons; responsible for negotiation and administration of sales contracts with 25 hotels and 4 commercial airlines.

1980 - 1984 Business Manager Aguila E.S. District Aguila, AZ
Managed the business and finance functions of a rural school district, including budget preparation, teacher contracts, payroll, supplies, inventory, application and administration of Federal Title I and Title I Migrant grants, and clerk to the School Board of Trustees.

1976 - 1990 Owner/Operator Bonar Cattle Company Aguila, AZ
Managed all aspects of business including accounting, payroll, federal and state grazing leases, livestock management and range management for a family owned commercial cattle company.

PROFESSIONAL EDUCATION

Master of Arts in Education, Administration and Supervision - 1999
University of Phoenix - Las Vegas Campus

Bachelor of Science Elementary Education, Early Childhood - 1997
University of Nevada-Las Vegas - Summa Cum Laude - Awarded *Outstanding Alumnus of the 1990's*, UNLV College of Education, 1998

LICENSURE

Nevada Teaching Certificate: Regular K-8, Administrative K-12
Endorsement in Early Childhood Education; Administration and Supervision

PROFESSIONAL ACTIVITIES, MEMBERSHIPS AND COMMUNITY INVOLVMENT

Certification, Glasser Institute 2009-2012

Completed Basic Institute and First Practicum with Dr. William Glasser; Certification as Reality Theory/Choice Theory Therapist, 2012.

Certification - CCE -Board Certified Life Coach 2012

Afterschool Alliance Southern Nevada Afterschool Ambassador 2002-2004

Two terms as one of 23 national Afterschool Ambassadors to promote quality afterschool programs on the local, state and national level.

Conference Planning, Organization and Professional Presentations - Diversity, Multicultural Education, Community Education

Conference and workshop planning, direction, coordination and presentation to various educational and community groups throughout Clark County, Nevada and nationally.

Teacher Consultant / Geographic Alliance in Nevada (GAIN)

Co-chair Southern Nevada GAIN Endowment Initiative; Nevada representative to Arizona Geographic Alliance Borderlands Institute.

State Representative / Bias Review Committee / Nevada Department of Education

Critical review participant for the Nevada High School Proficiency Examination Program; member of the standards review team for the Nevada State Accountability and Testing Program (CRT).

Member, Nevada Performance Standards Writing Review Team / Nevada Department of Education

Composer and writer for the Nevada State performance Standards, grades K-12 in geography, social studies content; participated in the bias review of all social studies content standards, prioritization teams for social studies, and provided testimony to the Nevada Academic Standards Commission.

Member, Evaluation and Regulation Review Team / Nevada Department of Education

Developed the Nevada Evaluation Criteria for the 21st Century Community Learning Center Afterschool Programs for the State of Nevada public school system.

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Trainer, Food Land and People Curriculum, Member of the training cadre for training of trainers and teacher workshops to support implementation of the *Food, Land and People* Agricultural and Environmental K-12

Curriculum; **Trainer, National Crime Prevention Council/Streetlaw, Inc**, National Trainer for the

implementation of the Teens, Crime and Community/Community Works Curriculum for schools and

community based organizations; **Trainer, Brain Research, Student Achievement and Curriculum**

Development, National Trainer and Facilitator for the dissemination of applied brain research curriculum for use by educators based on the work of Dr. Pat Wolf of Napa, California.

Coordinator, Study Circles/Days of Dialog Curriculum Programs

Coordinated the development of school-community educational coalitions; programs focused on community and cultural understanding through an educational format designed to aide in the reduction of bias and stereotyping in public education and community settings.

Elementary Specialized Curriculum Development

Developer and trainer of *KIDS are the Core K-5 Anti-Substance Abuse and Violence Prevention Curriculum*; developer and trainer of a Holocaust Education curriculum for delivery in elementary schools; assisted with presentation of a district and community wide anti-violence program, Z-Squared (Zero Violence-Zero Weapons).

Rural Community Leadership Development

Member of Project C.E.N.T.R.L., a community leadership program focusing on education, health, welfare and community development issues; sponsored by the Kellogg Foundation and the University of Arizona.

Board of Directors (Founding Member) Arizona Natural Beef

Directed a statewide rancher's cooperative for the marketing of certified natural beef products by producers.

Professional Affiliations

Phi Delta Kappa; National Association of Multicultural Education; Geographic Alliance in Nevada; Las Vegas Optimist Club (Board of Directors); National Community Education Association, National Association of Elementary School Principals

References -Available Upon Request

Elizabeth Dixon – Assistant Principal

Elizabeth Dixon-Coleman

6345 Vicuna Drive
Las Vegas, NV 89146

702-217-0985
elizabeth.dixon@banv.org
eadixoncoleman@gmail.com

EDUCATION

University of Phoenix, Las Vegas, Nevada
Masters of Arts in Education -Administration and Supervision

University of Nevada, Las Vegas
Educational Administration Course Work

Saint Mary of the Plains College, Dodge City, Kansas
Bachelor of Science Degree in Elementary Education
Minor -English/ Literature (Children's)
Dean's List

Ed W. Clark High School, Las Vegas, Nevada
Honors Diploma

WORK EXPERIENCE

Assistant Principal, Bascon Academy of Nevada Grades 9-12, State-wide On-line High School	February 2011- Present
Teacher, Clark County School District, Nevada Patricia A. Bendorf Elementary School / 5th Grade Reading/ English Language Arts, Science and Social Studies	August 2011 –February 2011
Assistant Principal, Clark County School District, Nevada O.K. Adcock Elementary School Helen Marie Smith Elementary School H. Dondero Elementary School W. V. Wright Elementary School Dr. C. Owen Roundy Elementary School Keith and Karen Hayes Elementary School M.J. Christensen Elementary School Red Rock Elementary School	September 2003- August 2011
Adjunct Faculty Professor, Sierra Nevada College ELEM 512- Teaching Methods of Social Studies Elementary methods course for teacher preparation of National Council of Social Studies (NSCC) and National Council for the Accreditation of Teacher Education (NCATE) standards in Social Studies. ELEM 520 – Teaching Methods of Math and Science Elementary methods course for teacher preparation of Mathematics and Science state and national standards.	August 2007 -August 2009
Administrative Specialist, Clark County School District, Nevada Multicultural Education/ K-12 Social Studies ' Foreign Exchange High School Student Specialist	April 1998- September 2003
Adjunct Faculty Professor, University of Nevada Las Vegas ICG 280 -Multicultural Education for Educators Elementary methods course involving and application and awareness practices of multicultural curriculum usage and awareness.	August 2000 -August 2003
Teacher, Clark County School District, Nevada D. D. Keller Middle School / 7th & 8th Grade Reading J. C. Fremont Middle School / 6th Grade Reading & English M. Brown Junior High School / 6th Grade Reading & English	August 1992 -April 1998
Mediation Specialist, Neighborhood Justice Center Non-Profit Mediation Service, Las Vegas, Nevada	February 1997- September 2003

Teacher Trainer, Clark County School District Safe & Drug Free School Teacher Trainer. Developed and taught programs promoting safety and anti-drug use to teachers and students.	January 1997-April 1998
Recreation Assistant 4, City of Henderson, Nevada Supervised recreational child care supervision, planned activities, events, finances, and transportation for twenty school sites within the Parks and Recreation Center.	April 1998- August 1998
Recreation Lead Instructor, City of Henderson, Nevada Supervised recreational child care supervision, planned activities, events, finances, and transportation for Newton Elementary School site.	April 1994 -August 1998
Safekey Instructor, City of Henderson, Nevada Instructor of child care, recreational activities, record keeping, planning and preparation of events for various sites in the Henderson Parks and Recreation Center.	October 1995- August 1998

PROFESSIONAL ACTIVITIES

United Way Funding Drive Site Coordinator	May 2006-February 2011
Crisis and Safety School Wide Committee Chairperson	May 2005- Present
School Fundraiser Coordinator -Roundy Elementary School	August 2008- August 2010
Junior Achievement Program -JA in a Day Chairperson /School Liaison	May 2008-August 2010
CCSD TEACH School Coordinator -Roundy Elementary School	August 2008 -August 2010
Master's Degree Candidate Mentor Nova Southeastern University, LV, NV	August 2008- August 2010
Master's Degree Candidate Mentor Leslie Collage, LV, NV	August 2009- August 2010
Thinking Maps Trainer of Trainers	May 2008-Present
Response to Intervention (RTI) School Coordinator	August 2005 -August 2010
Southwest Region Gala Committee Member	September 2003- May 2008
Southwest Region Administrative Kick-off Committee Member	August 2003 -August 2008
Western High School Senior Class Project Judge	August 1996 -August 2009
CCSD Social Studies Text Book Adoption Coordinator	August 2000 -August 2001
Nevada State Bar Educational Representative for Law Related Education	August 2000 -August 2001
We the People Coordinator -Clark County School District	August 2000 -August 2001
Nevada Department of Education Middle School License Task Force	April 2000
National Association of Multicultural Education (NAME) National Conference	Presenter March 2001
Nevada Department of Education Standards Review /Social Studies	January 2000
CCSD New Teacher Orientation /Teacher Training	January 2000
Z-Squared Steering Committee Member	April 1999 -August 2003
Study Circles of Southern Nevada Committee Member	April 1999 -August 2003
Vice President Elect /Delta Kappa Gamma	November 1997-May 2000
Discipline Committee /D. Keller Middle School	August 1997-April 1998
Student Council Advisor /D. Keller Middle School	August 1997 -April 1998
7th Grade Curriculum Team Leader /D. Keller Middle School	August 1997-April 1998
School Spelling Bee Coordinator /Fremont Middle School	August 1995 -August 1997
Reading Department Chairperson /Fremont Middle School	August 1994-August 1997
Western Regional Middle Level Consortium Council Member	August 1994-August 2001
Reading Department Chairperson /M. Brown Junior High School	August 1992-August 1995
School Newspaper Advisor /M. Brown Junior High School	August 1992-August 1995

PROFESSIONAL MEMBERSHIPS

Nevada State Educators Association	August 2011 -Present
National Education Association	August 2011 -Present
Clark County Classroom Teachers Association (CCCTA)	August -February 2011
Parent Teacher Association (PTA)	August 2007 - Present
Phi Delta Kappa	November 1999- Present
National Association of Multicultural Education	November 1999- Present
Council on Standards for International Educational Travel	April 1999- September 2003
Clark County Elementary School Principals Association	September 2003- August 2010
Clark County Association of School Administrators	April 1998-August 2010
Nevada Association of School Administrators (NASA)	April 1998- Present
Delta Kappa Gamma /Eta Chapter	September 1997-2004
Western Regional Middle Level Consortium Council	August 1994 -August 2001
Nevada State Educators Association	August 1992 -April 1999

National Education Association
Clark County Classroom Teachers Association (CCCTA)
National Education Association / Student Member

August 1992-April 1999
August 1992-April 1999
August 1991-July 1992

NON-PROFIT COMMUNITY INVOLVEMENT

After School All-Stars / Inner City Games
Three Squared -Community Food Bank
Las Vegas Valley Humane Society
Lots of Love for Animals (LOLA)
Nevada Council of Law Related Education
Girl Scouts of America

2008-2011
2008-Present
2010-Present
2005-Present
2000-2001
1989-2006

REFERENCES

Available upon request

John G. Karas – Instructional Services

JOHN G. KARAS

8550 W. Verde Way
Las Vegas, NV 89149-4122
jkaras7@aol.com

H: (702) 658-3553
F: (702) 658-3553
C: (702) 219-5057

Over thirty years' experience in upper level administration and management in the US Navy, Aerospace Industry, and Education. Over fifteen years' experience in strategic planning and, business development in both international and domestic aerospace and technology. Interpreter level fluency in Spanish.

Professional Experience

- BEACON ACADEMY OF NEVADA** 2009 - Present
Teacher & Administration
- Teaching various subjects and Instructional Services Coordinator
- CLARK COUNTY SCHOOL DISTRICT** 2005 - 2010
Substitute Teacher
- Substitute teaching K-12 in English, Mathematics, American Literature, History, General Science, and ESL
- ORION 7 CONSULTING** 2004 - 2006
General Manager
- Providing consulting services to the aerospace and defense electronics industry for both domestic and international ventures.
- DRS DATA & IMAGING SYSTEMS, INC.** 2000 - 2003
Director, Strategic Planning & Business Development
- Established detailed long-range strategic plan, during merger of five business entities, incorporating four lines of business for both domestic and international business development.
 - Successfully negotiated several contracts with the US Navy valued at over \$30M which preserved one of the key lines of business and led the development of new international programs in Europe and the Far East. One contract valued at \$2M signed. Others valued at over \$50M.
- LOCKHEED MARTIN AIRCRAFT ARGENTINA, SA** 1997 - 2000
Director, International Business Development
- Played key role in turning around Argentine operation from a government owned and operated facility to a commercially owned and operated unit with profit and loss responsibilities, achieving profitability.
 - Established and built Business Development organization. Developed and obtained corporate management approval for first ever company strategic plan. Produced and led execution of plans for six business lines.
- Negotiated first commercial manufacturing contract in firm's history, valued at \$670K, establishing this new line of business. A second contract valued at \$2.9M was awarded in August 2000. Established company in commercial maintenance, repair and overhaul business and negotiated the first commercial contract for aircraft accessory maintenance valued at \$250K.
- Negotiated multiple service center agreements, establishing the facility as a recognized regional service center.
- LOCKHEED MARTIN AERONAUTICS INTERNATIONAL** 1995 - 1997
Director, International Business Development - Latin America
- Developed and established company strategy for expanding into the Latin American market. Detailed knowledge of US Government policies towards Latin America and State Department/Commerce Department export policies.
- Produced business plans for five fighter upgrades, three Patrol Aircraft recovery and modernization programs, and three C-130 modernization programs in Latin America resulting in the submission of four competitive proposals valued at over \$100M.
 - Coordinated with LM Aeronautics Company and LM-International on long-range strategic plans for bringing together an advanced fighter aircraft co-production program in Latin America via a long-range strategy for modifying USG policy vis-à-vis the region.

UNITED STATES NAVY - NAVY INTERNATIONAL PROGRAMS OFFICE

1991 – 1995

Country Program Director

Directed US Navy International Programs for Argentina, Bolivia, Colombia, Ecuador and Peru. Interfaced extensively with key civilian and military representatives from customer countries, Foreign Embassies, US Embassies, State Department and Defense Departments. Detailed knowledge of ITAR and Arms Export Control Act required.

- Developed South American Southern Cone policy resulting in the approval of a \$280M sale to Argentina and influenced US Government policy leading to numerous technology transfer offers to Chile.
- On-going advocacy for relaxation of policy restrictions dating back to 1984, successfully secured a \$250M aircraft program for Argentina.
- Developed and executed formal US Government offers, grant transfers or sales of several US ships to Latin American countries.
- Coordinated logistics requirements/support/procurement for counter-narcotics riverine warfare operations in Latin America.

UNITED STATES NAVY

1988 – 1991

Assistant Head, Western Hemisphere Plans and Policy Branch, Office Of The Chief Of Naval Operations

Developed and directed US political, military and ocean policy dealing with South America. Conducted extensive inter-action with key representatives from Offices of the Secretary of Defense and Secretary of State, Joint Staff and other military services. Principal political-military advisor to the Chief of Naval Operations.

- Prepared the Chief of Naval Operations for and accompanied him on numerous Latin American counterpart visits including the bi-annual meeting of the leaders of all Latin American navies and their civilian ministers of defense.
- Developed and cleared the plan, through the Departments of Defense and State, for Argentine participation in operation DESERT SHIELD/DESERT STORM. Convinced Argentine Government on the political merits of participation. Directed non-standard logistics support for their participation. Awarded the Argentine Medal of Naval Merit.
- Advisor to US Delegation to Inter-American Defense Board. Developed US policy in coordination with Office of the Secretary of Defense, Joint Staff, and other military services. Briefed senior executives of member nations resulting in improved Latin American understanding of US policy goals and objectives.

Increasing challenging management and strategic planning positions held in the US Navy.

1972-1987

Military TitleCivilian Equivalent

Operations Officer

Vice President of Operations

Training Officer

Vice President of Training

Assistant Combat Direction Officer

Director/Vice President of Operations

Assistant Operations Officer

Manager/Director of Operations

Personnel Officer

Manager/Director of Human Resources

Education

MA Education Administration and Supervision, University of Phoenix 2013

Inter-American Defense College 1987

Spanish Naval War College 1984

MA, National Security Affairs, Naval Postgraduate School 1981

(Equivalent to Political Science/International Relations degree)

BA, Political Science/International Relations, Arizona State University 1972

By-Laws



By-Laws

Beacon Academy By-Laws, which were reviewed and approved as revision to original By-Laws, pending SPCSA approval are included for review in this section.

BYLAWS OF BEACON ACADEMY OF NEVADA

ARTICLE I INTRODUCTION; LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Beacon Academy of Nevada (hereinafter referred to as the “School”). The School is located at 7360 W. Flamingo Road, Las Vegas, NV 89147.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (SPCSA). The Governing Body (hereinafter referred to as the “Board”) of the School is an independent body under the authorization of the SPCSA. 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 386 and the Nevada Administrative Code, Chapter 386.

ARTICLE II PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the school is to provide education to students from grade 9 through 12 and shall be operated exclusively for educational objectives and purposes; to ensure that its students receive the best education possible and obtain the necessary skill, knowledge and confidence to succeed in their future.

The mission of the School is to offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future. Our vision and expectations for student learning seeks, to provide a world-class, innovative and technologically relevant public high school education resulting in graduation and preparation for further study and the workplace. The school is dedicated to providing students with access to innovative learning methods and curriculum combined with comprehensive student support services to enhance and advance health, safety, and high levels of educational, personal, and social achievement.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. 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 or practices on the basis of race, gender, religion, ethnicity or disability. 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.

ARTICLE III GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors. 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;
- (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. Qualifications; Election; Tenure. The Board shall consist of *seven* Directors.

- (a) The Board's membership shall adhere to the statutory requirements of NRS 386.549.
 - a. One Board Member shall be licensed pursuant to Chapter 391 of the NRS (a Nevada-licensed teacher) or previously held such license and is retired, as long as his or her license was held in good standing.
 - b. One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school.
 - c. Two members who possess knowledge and experience in one or more of the following areas:
 - i. Accounting;
 - ii. Financial services;
 - iii. Law; or
 - iv. Human resources.
- (b) Prohibited Governing Body Membership. Notwithstanding the above:
 - a. the Governing Body shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization;
 - b. A member shall not be an employee of the Governing Body or the School, including, without limitation, an administrator or teacher; or
 - c. a member shall not be a contractor of the Governing Body or the School.

- (c) A majority of Board Members shall be residents of the county in which the school is located.
- (d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (e) The Board Members shall serve no more than three (3) two-year terms, or six (6) years maximum. Notwithstanding the term limits previously in place when current members were appointed, these new term limits shall go into effect upon implementation of the new charter contract. Terms 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. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. A new member so elected will hold office only for the unexpired term created by the vacancy but will be eligible for a subsequent full-term appointment. The months of service of the member filling the unexpired term will not be counted toward the term limit of the member should he or she be elected to a subsequent full term(s). The members will have, and may exercise all their powers, notwithstanding the existence of one or more vacancies in their number.
- (f) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resume and affidavit as required pursuant to Statute.
- (g) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

Section 3. Annual Meeting. The annual meeting of the Board shall be held at the School in May of each year. The annual meeting shall take the place of the regularly scheduled May 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's 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 4. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a 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 personally or 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. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School.

Section 5. 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).

- (a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.
- (b) 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 6. 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 7. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 8. 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. The only action that may be taken by the Board lacking the required number or type of members is action to add members who will bring the Board back into compliance with statute and its bylaws.

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director 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 the powers to contract or financial or budget making authority. Any delegated activity or decision-making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

Section 10. 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. The member whose removal is sought shall have an opportunity to be heard at such meeting.

Section 11. Resignation. Any member who verbally resigns at any meeting or to the Chairperson will be deemed to have submitted a written resignation. The Secretary of the Board will send such written confirmation promptly following any such verbal resignation to the Authority.

Section 12. 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 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office; provided that, 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 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality, pursuant to NRS 241.030, as approved by Nevada Open Meeting Law. All persons except Board members 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 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal.

Section 17. Protocol. The Board shall use Robert's Rules of Order as a guide for conducting meetings. 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 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment as required by state law. 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. Composition of the Board. 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 annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one 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 because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V STAFF

Section 1. 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 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.

Section 2. The Administrator, with the advice and consent of the Board, shall use standard business practices in the employment and removal of members of the school leadership team. The leadership team may include a principal (if not acting as Administrator), Assistant Principal, Business Manager, Human Resources Manager, Instruction and Technology Manager, and any other member deemed by the Board to be on the Leadership Team.

ARTICLE VI PARENT ASSOCIATION

Section 1. The Board shall provide for the opportunity for interested parents to form a Parent Association to facilitate parent involvement with the School. This Association shall work in conjunction with the School Administration to facilitate the mission of the School.

ARTICLE VII 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 \$10,000.

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 VIII SELF-DEALING TRANSACTIONS

Section 1. Definition. The Board shall not approve, or permit a member of the Board to engage in any self-dealing transaction. A self-dealing transaction is a transaction which the Board is a party and one, or more, Board members has a material financial interest in the specific transaction.

Section 2. Action of the Board. Where member of the Board has actual knowledge of a material, financial, or professional interest in a “proposed” self-dealing transaction or action of the Board, the Board member must make a full and fair disclosure of the nature and extent of the specific financial interest prior to participating in a discussion, vote, or other action regarding the transaction or action before the Board.

Section 3. Interested Board Member’s Vote. A Board member with an interest in any action before the Board must disclose the interest before the Board and thereafter abstain from voting on any matter in which the Board member has an interest.

Section 4. Committee Approval. No committee of the Board is allowed to transact business on behalf of the Board without the express permission, direction, and approval of the Board.

Section 5. Person Liable and Extent of Liability. No Board member or officer of the Board shall be liable for the acts, receipts, neglects, or defaults by any other member, officer, employee, or committee member for joining in any act of conformity, or by any loss, damage, or expense happening to the School.

Section 6. Statute of Limitations. The Board will follow Nevada law in regard to the statute of limitations on any transaction performed on behalf of the Board.

ARTICLE IX PROPERTY

Section 1. 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 School.

ARTICLE X INDEMNIFICATION

Section 1. 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 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 XI AMENDMENTS

Section 1. 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 XII DISSOLUTION

Section 1. Revocation of Charter or Dissolution. 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 as they see fit.

ARTICLE XIII PURPOSE OF THE BYLAWS

Section 1. 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 _____, 20__.

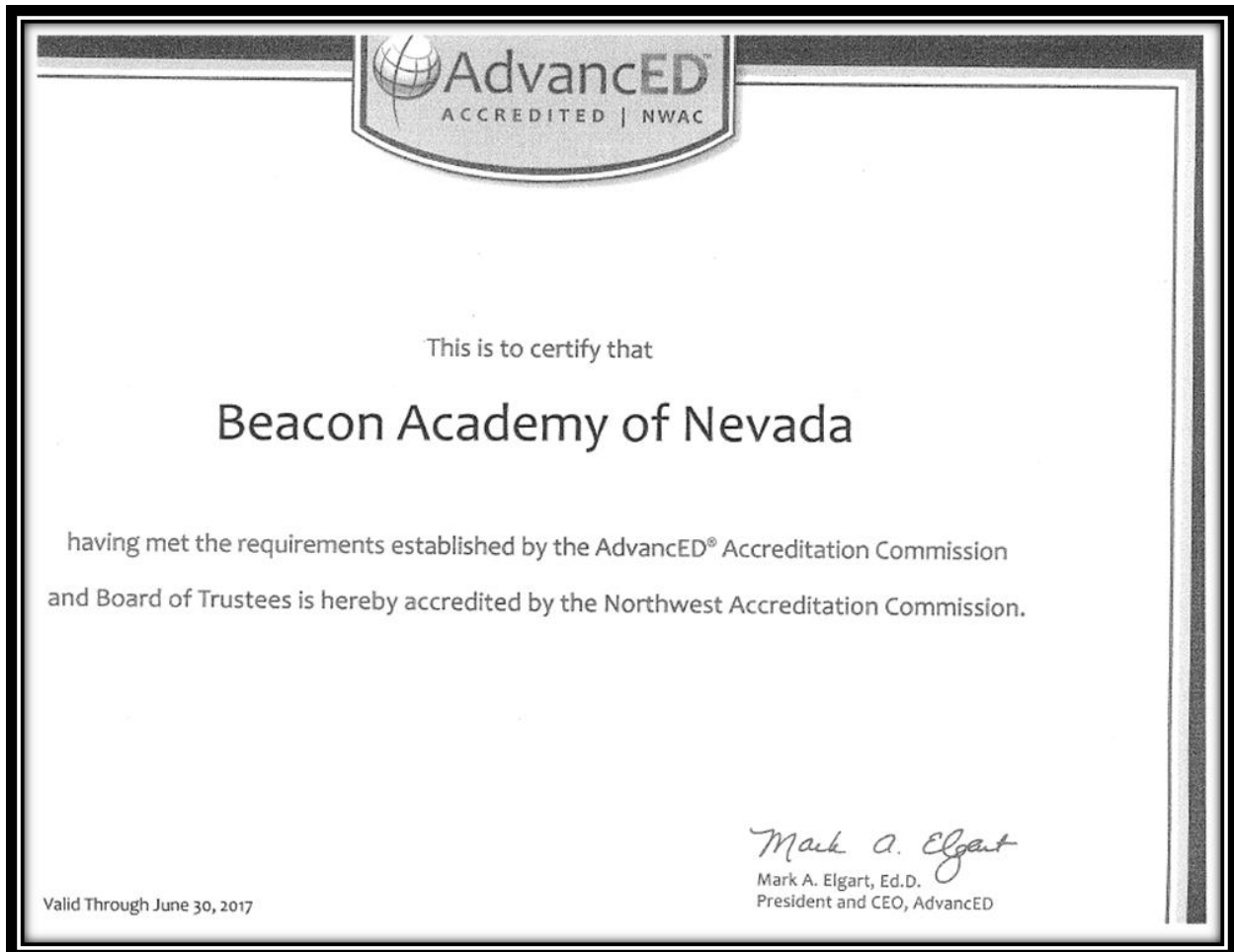
_____, Secretary

Accreditation



Accreditation

Included this section is documentation relating to school accreditation. Beacon Academy is affiliated with several national accrediting organizations. Beacon Academy is accredited by AdvancED (formerly the Northwest Accreditation Commission). Accreditation supports the alignment of Beacon Academy educational practices to the Digital Learning Standards and Protocol as an AdvancED accredited school. Accredited schools are responsible for ensuring that the Digital Learning Assurances of the accrediting agency are met on a daily basis. Each assurance is supported by school policy and practice. Beacon Academy is an approved school and Beacon Academy curriculum is approved for student athletes through the National Collegiate Athletic Association (NCAA). Beacon Academy is also recognized as a Tier 1 School for the purpose of recruitment into the United States military.



TEACHING AND LEARNING STANDARD

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING

Guiding Principle: The program’s mission statement describes the essence of what the program as a community of learners is seeking to achieve. The goals for student learning are based on and drawn from the program’s mission statement. These goals are the fundamental goals by which the program continually assesses the effectiveness of the teaching and learning process. Every component of the program community must focus on enabling all students to achieve the program’s goals for student learning.

<p>1.1. A mission statement and expectations for student learning clearly convey the purpose and goals of the program. They serve as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future.</p> <p>Communication between and support from stakeholders is a critical component of a mission statement.</p>	<p>1.1 Mission: <i>Beacon Academy of Nevada (BANV) offers students the choice of an innovative and relevant education, which provides the freedom, flexibility, and support to learn and achieve for a lifetime.</i></p> <p>Expectations for Students Learning: Beacon Academy of Nevada will provide a world-class, innovative and technologically relevant public high school education resulting in graduation and preparation for further study and the workplace. The school is dedicated to providing students with access to the most innovative learning methods and curriculum combined with comprehensive student support services to enhance and advance health, safety and high levels of educational, personal and social achievement.</p>
<p>1.2 The program’s mission statement represents the program community’s fundamental values and beliefs about student learning.</p>	<p>1.2.1 We value high standards for the education of our students</p> <p>1.2.2 We value our standards and the students work being accredited by a recognized accrediting agency</p> <p>1.2.3 We value providing an alternative to traditional “brick and mortar” high school</p> <p>1.2.4 We value the distance learning methodologies because:</p> <ul style="list-style-type: none"> • Physical access is not always possible • For some families, flexibility of scheduling is of primary concern • For some students flexibility within their learning process is necessary to attain success • Large campuses are becoming increasingly unsafe • Large campuses are becoming increasingly unhealthy • For some students, traditional attendance is either undesirable, or not simply possible <p>1.2.5 We value the support of students through a wide range of social services, academic support and mentorship</p> <p>1.2.6 We value the best use of emerging and available</p>

	<p>technologies</p> <p>1.2.7 We value the flexibility of scheduling offered by online learning platforms</p> <p>1.2.7.1 We value the progress flexibility allowed by individual pacing which is a feature of computer aided learning</p>
<p>1.3. The mission statement reflects the individual character of the program and indicates its special purposes.</p>	<p>1.3.1. Our curriculum, Student Information Systems and Learning Management Systems provide real time, measurable data utilized to support individual student academic success.</p> <p>1.3.2. Our charter is designed for the education and support of at risk youth. Online learning formats support students who may have a history of difficulty in traditional settings. We serve students whose physical, emotional or social circumstances require alternative methods to traditional learning environments.</p> <p>1.3.3. Our mission seeks to support students in a variety of ways, including the challenge of providing social learning experiences within an online learning environment:</p> <p>1.3.3.1. Online education has a responsibility to provide opportunities for support social development of students. This is accomplished through the social services and variety of student activities which BANV provides.</p> <p>1.3.3.2. We encourage and promote the use of BANV tutoring/learning centers, which are staffed by teachers, learning coaches, and school social workers to support academic and social growth and encourage engagement in school programs and activities.</p> <p>1.3.3.3. BANV provides non-traditional students the opportunity to experience success through flexibility in completion of weekly coursework, and a vast array of student supports to meet individual needs and demands of work, family, or other special needs.</p>
<p>1.4 The mission statement reflects the characteristics and needs of the student population, by clearly and concisely stating who the organization is, what it does, and whom it serves.</p>	<p>1.4.1. See 1.3.1 and 1.3.2 (above)</p>

<p>1.5 The program defines individual academic, civic, and social learning expectations that are measurable and reflect the program’s mission and uses indicators to assess individual’s progress in achieving those expectations.</p>	<p>1.5.1 Academic expectations are embodied in the student graduation plan, individual course expectations, and student online report card, which provides student, teacher, staff and parent with up to date information in academic progress.</p> <p>1.5.1.1. Students and parents acknowledge and sign an expectations contract as a condition of enrollment.</p> <p>1.5.1.2. State and Federal academic expectations are monitored through state proficiency exams, and individual progress is assessed based upon analyzing the data</p> <p>1.5.2. As an online program, civic engagement is encouraged within various course curricula. BANV also offers a variety of opportunities for civic engagement through participation in clubs and service projects.</p> <p>1.5.3. (See 1.3.3 and sub-headings above)</p>
<p>1.6 For each academic expectation of the mission, the program has a targeted level of successful achievement identified in an indicator.</p>	<p>1.6.1 Targeted levels of achievement are evident within BANV’s annual School Improvement Plan (SIP).</p> <p>1.6.1.1 The SIP outlines key strengths, areas of concern, goals and objectives, and actions steps to achieve targets.</p> <p>1.6.2 BANV reports academic achievement data to the Governing Body, the state Charter sponsor, to the public through the Annual Report Card (ARC), and to the state and federal government.</p> <p>(See Exhibit 1.6.1 Annual Report Card and 1.6.2 School Improvement Plan)</p>
<p>1.7 The program’s mission statement, beliefs, and the program’s expectations for student learning guide the procedures, policies, and decisions of the program and are evident in the culture of the program.</p>	<p>1.7.1 BANV reviews and aligns all procedures, policies and decisions based upon the overall goals, and the needs of students and staff.</p> <p>1.7.2 BANV Governing Body recognizes staff where exceptional positive advancement of the Mission and best practices are evident.</p> <p>1.7.3 Every policy, procedure and decision is subject to and subordinate to the Mission of the school</p>

1.8 The mission statement is reviewed periodically and is made available to the public.

1.8.1 Regular review of the mission statement, beliefs and expectations with all instructors and staff, keep that mission at the forefront of our administrative process

1.8.2 The mission is published and available to the public on the BANV website, Student/Parent Handbook, and ARC

(See Exhibit 1.8.2(1) Screenshot of website homepage and Exhibit 1.8.2(2) Student-Parent Handbook)

TEACHING AND LEARNING STANDARD

3. CURRICULUM

Guiding Principle: The curriculum including coursework, co-curricular activities, and other program -approved educational experiences, is the program’s formal plan to fulfill its mission and goals for student learning. The curriculum links the program’s beliefs, its goals for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

<p>2.1 Each curriculum area has clearly stated and attainable educational goals.</p>	<p>2.1 The curriculum areas are aligned with Nevada State Standards, Common Core State Standards, and to Nevada Department of Education graduation requirements. These standards are primarily used for each of the core subjects as well electives, were applicable.</p>
<p>2.2 The curriculum is aligned with the program - wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations.</p>	<p>2.2.1 BANV curriculum is aligned with program-wide academic expectations BANV meets the educational and social needs of students and their families, while setting the highest standards of academic quality. BANV’s licensed teachers provide small group instruction, as well as individualized support. Students benefit from a dynamic learning community that includes teachers, mentors, tutors and an array of specialized professionals and practitioners. BANV graduates may earn a standard or advanced Nevada high school diploma</p> <p>2.2.2 For Special Education students there is an orientation to ascertain their academic levels and needs. Course curriculum is then aligned / adjusted / modified to meet the academic goals of these students per their individual IEP or 504 Plan.</p>
<p>2.3 The curriculum:</p> <ul style="list-style-type: none"> a. Prescribes content; b. Integrates relevant learning expectations; c. Includes course-specific learning goals; d. Suggests instructional strategies e. Suggests assessment techniques; 	<p>2.3.a The curriculum is prescribed in that it is bundled into realistic sets of assignments for the school calendar year. Student may proceed at the pace assigned by the teacher so that by the end of the year, they are on track to transition to the next academic year. The unit quizzes and tests, assesses each student’s understanding of key objectives. Based on these assessments, teachers develop reengagement plans to ensure student comprehension on missed objectives and subsequent objectives.</p> <p>2.3.b By using the instructional design of the BANV curricula they relate teaching and learning to the assessment data to create smart goals for students.</p> <p>2.3.c The learning goals are outlined in each course within the syllabus, pacing guide, and course content. Making</p>

<p>f. Provides for high-degree of interaction between teacher and learners.</p>	<p>adjustments to teaching model is based on student progress, input from SPED or tutoring as we monitor progress.</p> <p>2.3.d As students work their way through the curriculum, they take mastery assessments covering each newly introduced concept. If they fail the assessment the teacher can review the responses in order to analyze what choices the student made and create learning path assignments that will target the weak areas of student mastery. Assessments are embedded into the curriculum. Courses have pre-tests to assess level of student comprehension. Pre-tests are used to establish lesson plans to cover students at multiple levels (differentiated learning). Throughout the units there are quizzes and self-assessments that help show level of mastery achieved by students. There are also the annual High School Proficiency Exams that assess if students have reached the state minimum level of comprehension in reading, writing, mathematics and science. Based upon the scores attained by students; course instruction is adjusted to the needs of the students.</p> <p>2.3.e The BANV courses include self-checks throughout designed to assess student comprehension of covered material and to provide different approaches to test taking such as multiple choice, short answer, fill-in-the blank, essay, project, answers and cloze techniques.</p> <p>2.3.f The BANV utilized curriculum is designed for extensive interaction between instructors and students. Assignments are discussed in online Elluminate sessions, student work is reviewed and if students are struggling, it is reviewed and retaught using alternative teaching methods. BANV students can also interact with their teachers, mentor, tutoring personnel, or any administrative personnel to enhance their learning experience. This interaction takes places through chat, email, phone calls, face-to-face meetings, or online one-on-one Elluminate sessions.</p>
<p>2.4 The curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as provides opportunities for the authentic application of knowledge and skills.</p>	<p>2.4 The curriculum is designed so that students first build foundational skills; and then they apply those skills to develop higher order thinking. Assessments and assignments encompass all levels of thinking skills, and various technology-based projects provide an opportunity for students to demonstrate their understanding in relevant and meaningful ways.</p>
<p>2.5 The curriculum is appropriately integrated</p>	<p>2.5 BANV's instructional focus helps us identify students' gaps in knowledge and skills, develop the prescription to overcome the</p>

and emphasizes depth of understanding over breadth of coverage.	gaps, and then track their progress.
2.6 There is effective curricular coordination and articulation between and among all academic areas within the program.	<p>2.6 Content areas are combined into departments which meet regularly to discuss and plan for coordination and articulation of course content. Department chairs meet regularly with the Administration to ensure that coordination and articulation occur across all academic areas.</p> <p>(See Exhibit 2.6 Distance Education Plan)</p>
2.7 The program has a written policy statement concerning the review and selection of quality instructional materials and appropriate technology to enable and enrich student learning.	2.7 The BANV Distance Education Plan, submitted to the State Department of Education, articulates instructional materials and appropriate technology needed to enrich the learning of the students. All distance education curricula, operations, and modalities are approved by the State Department of Education. Additionally, BANV conducts peer review of curriculum content as a cross-check of the quality of the instructional materials.
2.8 The instructional materials are selected to support the specific objectives of the individual courses as well as the program’s overall mission and goals. There are substantive checks and balances throughout the design, development, and quality assessment processes to ensure the effectiveness of materials and assessments.	<p>2.8.1 The overall mission and goals of BANV is to provide students with an opportunity to receive a quality education. The instructional materials selected target the needs of the students. At the same time, the students are provided with computers equipped with the most up-to-date software and web-based programs needed to support the individual needs of students and the overall mission and goals of BANV.</p> <p>2.8.2 All course development receives extensive peer review feedback from BANV instructors to ensure the effectiveness of the course materials and assessments and to ensure student success. Additionally, a course recovery program is in development that will address specific objectives of individual courses and address specific needs of students to “fill in the gap” in their learning.</p>
2.9 The materials provided to the student are adequate to meet the course objectives.	2.9 All curricula are online. Curriculum is loaded into BANV’s Learning Management System-Blackboard. The students are issued individual laptops, including all the required software, web-based software and course material which they access through BANV’s Learning Management System-Blackboard.
2.10 Instructional materials, technology, equipment, supplies, facilities, and staffing levels, are sufficient to allow for the effective	2.10.1 To ensure effective implementation of the curriculum additional courses have been added from nationally accredited providers such as Florida Virtual, Pearson, eDynamic, Class.Com, and NROC; all are approved vendors of the Nevada Department of Education. Teachers have also been provided additional instructional support materials such

<p>implementation of the curriculum.</p>	<p>as Brain POP and Discovery videos.</p> <p>2.10.2 Technology and equipment is updated on an annual basis to ensure that administration, faculty, and students have the necessary tools to succeed in the online environment.</p> <p>2.10.3 As BANV has grown additional supplies, including computers, software, web-based programs, and courses, have been added to ensure the effective implementation of the curriculum.</p> <p>2.10.4 As BANV has grown additional facilities have been added and additional personnel have been employed to ensure the effective implementation of the curriculum.</p>
<p>2.11 The reading level of the materials is appropriate to the reading-level competence of the students.</p>	<p>2.11 The reading level of material is applicable to grade level. Students who struggle with reading have access to support such as the Read-Write software and face-to-face meetings.</p>
<p>2.12 The materials are reviewed and evaluated regularly to ensure quality, consistency with the curriculum, currency, and advancement of student learning outcomes.</p>	<p>2.12 BANV course materials are reviewed and evaluated regularly through peer reviews, administrative reviews, inputs from learning coaches and tutors, and from the Guidance and Counseling team.</p>
<p>2.13 The procedures for granting credit and/or for determining progress toward graduation are consistent with the program's stated purposes.</p>	<p>2.13 The procedures used by BANV in the granting of credit and/or determining progress towards graduation are in accordance with Nevada Department of Education requirements and can be found in the Student-Parent Handbook.</p>
<p>2.14 The policies and procedures for granting and/or transferring credit are in writing and are available to enrolled students.</p>	<p>2.14 BANV policies and procedures for granting and/or transferring grades are available to students and parents in the Student-Parent Handbook. This handbook can be accessed by the students or the parent on the BANV website at www.banv.org.</p>
<p>2.15 The program commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.</p>	<p>2.15 BANV is in an ongoing multi-year initiative to develop its own entire curriculum to meet the needs of the enrolled student body and to be in compliance with Nevada State Standards and Common Core State Standards. Each developed course is reviewed and evaluated by a team of school teachers and administrative personnel. Curriculum development and review is a line item in the BANV annual budget.</p>
<p>2.16 Professional</p>	<p>2.16 BANV course developers and reviewers are trained in the</p>

<p>development activities support the development and implementation of the curriculum.</p>	<p>use of programs such as Softchalk, Snagit, Respondus, and others which enhance the development and implementation of interesting curriculum for the school's student population.</p>
<p>2.17 The program of studies meets the appropriate state and national standards, ADA compliance, and copyright and fair use.</p>	<p>2.17 BANV courses meet Nevada State Standards and are in the process of being modified to meet the new emerging Common Core State Standards. All courses are reviewed to ensure proper copyright approvals are obtained. BANV courses are designed to comply with ADA requirements with course material being read to students, visual representations, videos, and other media forms.</p>

TEACHING AND LEARNING STANDARD

4. INSTRUCTION

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

<p>3.1 Instructional strategies are consistent with the program's mission statement and expectations for student learning.</p>	<p>3.1 BANV's curriculum provides world-class innovative and technologically relevant materials that enable students to develop their own interpersonal skills to prepare them for continuing education at a postsecondary level or entry into the workforce, upon graduation.</p>
<p>3.2 Teachers use a variety of instructional strategies to:</p> <ul style="list-style-type: none"> a. Personalize instruction; b. Make connections across disciplines; c. Engage students as active learners; d. Engage students as self-directed learners; e. Involve students in higher order thinking to promote depth of understanding; f. Provide opportunities for students to apply knowledge or skills; g. Promote student self-assessment and self-reflection; h. Recognize diversity, 	<p>3.2.a Our instructional strategies are consistent with our mission statement; direct, indirect, experiential, independent, and interactive, ensuring adequate student academic growth to all students.</p> <p>3.2.b Students are enrolled in course curriculum that is in accordance to the State of Nevada High School Graduation requirements of 22 ½ credits; including, but not limited to English, Mathematics, Science, and Social Studies. BANV has core departments that collaboratively work together with unified expectations for work production and standards. All departments have established uniform writing standards and instructional strategies.</p> <p>3.2.c Teachers through a rigorous curriculum plan and assign weekly assignments, projects, and tests to ensure rigor for self-application. Teachers utilize many best practice based instructional strategies to engage students as active learners in lesson planning and delivery of instruction.</p> <p>3.2.d BANV is an on line high school where students participate once a week in Elluminate or recorded sessions to view direct teaching lessons. Students must be self-directed to log on and complete their course work. Students can voluntarily participate in tutoring assistance at each of the local offices; Las Vegas and Reno, or through private one-on-one Elluminate sessions.</p>

multiculturalism, individual differences, and other prevalent unique characteristics of the student population, including time and place limitations of students.

3.2.e BANV in cooperation with a contracted service provider and an on-site School Social Worker help students plan for life beyond high school. The counselor, teachers, and activities unit help develop and maintain clubs that pique students' personal non-academic interests. BANV plans activities, such as bus training, and career nights to encourage student's high level thinking in order to promote development of the whole person.

3.2.f Every student receives personalized instruction based on Nevada State Standards and transitioning to Common Core State Standards following proper course placement based on the review of transcripts and personal interview for interests and educational needs of each individual student. Teachers provide multiple platforms for projects, technology based instructional interactions and communication through Elluminate sessions and chat. Personalized instruction can be further accessed by students who electively request assistance from BOP volunteers. BOP volunteers provide up to 4 free in home visits for tutoring and educational access support.

3.2.g BANV teachers, staff, and volunteers provide opportunities for students to develop goals and attain life skills. Students gain experience in goal-setting and planning through curriculum, clubs and activities, and surveys.

3.2.h BANV strives to serve a student population drawn from a diverse demographic of urban and rural students. BANV serves a demographic that is often overlooked and underserved in traditional brick and mortar schools. Examples include teen parents, students with physical and mental disabilities, emancipated minors working to support themselves, and bullying victims. BANV provides many support services for this diverse and unique student population through clubs and activities, such as; Real World Parenting Course and Parenting Club for new parents, Social Club for integration into generalized public interactions, bus trainings, and other interactive activities. BANV has strived to ensure that the curriculum delivered to students represents culturally diverse racial/ethnic groups in supplemental materials and core curriculum content; English II utilizes novels for reading and exploration of English foundations that is Multicultural in its representation. Any student that needs accommodations such as assistive technology or extended school year will be provided the needed services as deemed

	<p>necessary through Special Educational Services. All provisions of PL 94-142 and the reauthorization of the Individual's with Disabilities Education Improvement Act (IDEA) are strictly adhered to. Any student identified as needing Special Educational Services is provided with an Individualized Education Plan (IEP) and in correlation to National Standards. BANV employs highly qualified and certified special education facilitators, teachers, and para-educators to support student success for those with an IEP.</p>
<p>3.3 Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.</p>	<p>3.3. Student attendance data as well as academic performance for each student is monitored by the Student Activities and Attendance Monitor. BANV is an on line high school where attendance can have a direct effect on academic performance. Parents have access to a "Parent Dashboard" view of their child's interface for coursework and activities. Students can email, phone call, one-on-one Elluminate sessions, and chat with a teacher if they are having questions or concerns with an assignment or school. Students have the option of voluntarily coming to the on-site tutoring facility, Monday through Thursdays, as needed, to participate in one-on-one assistance with the licensed teachers, Para-professionals and Learning Coaches. Teachers are expected to email, make phone calls, and utilize Blackboard Connect voicemail to notify parents of student progress. Teachers document conversations and information needed to ensure the student's success in Power Attendance. Teachers are assigned a homeroom roster of students that are individually monitored in all courses by this assigned teacher to help on an instructional intervention level. An entrance orientation is administered, by our counselor, to each student that enrolls in BANV. BANV's Special Education Facilitator and Para-professional interview all incoming students with disabilities to align coursework with each student's IEP. These orientations / interviews are used to determine proper placement in all course work. Student attendance and academic progress is monitored weekly to ensure targeted completion and academic success by the Student Activities and Attendance Monitor. There is a constant collaborative effort to ensure that the curriculum used is rigorous and challenging to the students, by both teachers and Administration. In promoting communication between colleges, Teachers participate in a monthly staff meeting where "Best Practices Tricks of the Trade" segments are reviewed and discussed</p>

	<p>with Administration and teaching staff. The Principal, Curriculum Development Team and Administrative staff are constantly evaluating, revising and developing curriculum that is aligned to student academic proficiency and success. Collaboration with BANV’s social worker and a contracted service provider help correlate feedback and curricular support for students and families that express needs in both their academic and personal lives. This ensures timely and productive feedback to enhance instruction.</p>
<p>3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches and best practice on effective instructional approaches, and reflective about their own practices.</p>	<p>3.4. BANV’s Governing Body subscribes to the fullest extent to the principles of the dignity of all people and of their labors. The BANV Governing Body recognizes that it is culturally and educationally sound to have persons of diverse backgrounds on the school’s staff. All possible teacher candidates will be required to comply with the hiring standards set forth by the BANV Governing Body, including but not limited to back ground checks, proof of Highly Qualified educational standards status, proof of possession of Nevada teaching license. Teachers participate in an annual Self-Evaluation and Performance evaluation administered by Administration. Teachers are also trained at faculty meetings on different approaches of effective teaching.</p>
<p>3.5 All teachers are given appropriate orientation training in distance education or online learning methodologies and technologies prior to starting their teaching assignments.</p>	<p>3.5. All teachers are required to participate in staff development training on how to access the learning platforms; Blackboard, Power Attendance, and Shoretel phone system for delivery of instruction and communication. Sessions are run twice a year, prior to each semester. Teachers participate in monthly staff meetings that are broadcast as a live Elluminate session. Teachers help with the staff development, by offering “Tips of the Trade” help for staff, as it may apply to curriculum. Administration and the Instructional Support Department help assist teachers with individual questions about software and technology.</p> <p>(See Exhibit 3.5 Sign-in Sheets for Teacher Training)</p>
<p>3.6 Analysis of instructional strategies is a significant part of the professional culture of the program; teachers review and adapt their strategies based on changes in student demographics.</p>	<p>3.6. The BANV Governing Body, along with the Principal and appointed instructional staff, meets monthly to evaluate the performance of the school based on student participation and assessment data. The regularly reviewed student performance data is used to develop the SIP. This information is given to the Principal along with any recommendations for improvement. The ARC and School Improvement plans are distributed to all stakeholders who</p>

	<p>include the BANV Governing Body, administration, and educational staff, parents, Nevada State Department of Education, State Public Schools Charter Authority (SPSCA) and the accrediting body. Collaboration within and between curricular departments with discussion on best practices is provided in monthly staff and department meetings. Teachers work collaboratively in providing feedback and supports for curriculum delivery, lesson enhancement and best practices for selection of support materials based on their enrolled student demographic needs.</p>
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TEACHING AND LEARNING STANDARD

4. ASSESSMENT

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the program community the progress of students in achieving the program’s expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

<p>4.1 The program has a process to assess individual student progress in achieving the academic expectations of the mission.</p>	<p>4.1. Students at BANV are given weekly attendance quizzes, self-check assessments, unit quizzes, and semester exams to assess their individual progress in each course. Additionally, students submit written assignments and conduct research projects which, when graded assesses his or her progress toward achieving the academic expectation of the mission.</p>
<p>4.2 The program’s professional staff uses assessment data (climate survey, empirical, etc.) to determine the success of the student in achieving civic and social expectations.</p>	<p>4.2. BANV courses have pre-tests to assess level of student knowledge. These are used by teachers to develop lesson plans that focus on the needs of their students.</p> <p>4.2.1. For Special Education students there is an orientation to ascertain their academic levels and needs. Course curriculum is then aligned / adjusted / modified to meet the academic goals of these students.</p> <p>4.2.2. Teachers have staffing meetings with Special Education coordinator, counselor, and social worker to better understand the needs and academic expectations for the students as outlined in the student’s IEP.</p> <p>4.2.3. Last, teachers survey their students at the end each course. These surveys enable to students to do a self-assessment of the progress they made over the course of the semester and provide teachers feedback on their courses.</p>
<p>4.3 The program regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure that these reflect student needs, community expectations, the district mission, and state and national</p>	<p>4.3. The BANV Governing Body, along with its education and administrative staff, will annually review the BANV mission statement against prior year performance assessment data derived from High School Proficiency Examinations (Reading, Writing, Math, and Science) to gage whether or not the BANV mission statement is being adhered to in prior year educational results. BANV’s annual SIP is developed based on demonstrated key strengths, areas of concern, and key academic and demographic data.</p>

standards.	
4.4 The relevant academic expectations and course-specific learning goals that will be assessed are clearly articulated for students for each learning activity.	4.4. Teachers ensure that all students have received an expectations training session at the beginning of each school year stating the academic expectations and learning goals for their course of study at BANV. Teachers are required to make the assignment rubrics an active part of assignment participation of each assignment in all courses.
4.5 Assessment of student learning is based on course-specific indicators.	4.5. The primary goal of assessments is to help the teacher ensure that mastery of competencies required for course completion is being reached by all students. Each unit has a list of objectives to be met. These objectives are in line with Nevada State and Common Core State Standards. These objectives are available to all teachers and their students.
4.6 Teachers or instructional materials employ varied assessment strategies and activity types to determine student knowledge, skills, and competencies and to assess student growth over time.	4.6. All professional staff can be given access the student High School Proficiency Exam (HSPE) results following review of the results by the Administration. Teachers use this data to determine student knowledge, skills, and competencies are adequate for student success. Teachers evaluate the High School Proficiency Exam assessment data to ensure that all BANV academic expectations are being met. Teachers use the assessment data to evaluate the appropriateness and effectiveness of all computerized educational courses as well as use assessment data to locate and secure resources and support services to meet the varied needs of students attending BANV.
4.7 The program's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.	4.7. Open communication of student work and the results of student assessments for the purpose of revising the curriculum and improving instructional strategies are encouraged amongst the BANV educational staff. BANV teachers are Highly Qualified experts in their instructional areas and are encouraged to collaboratively reflect on what instructional practices work best for each student. BANV teachers are encouraged to work together to identify a wide variety of materials, such as computer programs or software, that would enhance learning and support student learning during direct and indirect instruction. Examples include the use of BrainPOP, Discovery, YouTube, Khan Academy, and ALEKS.
4.8 The program's professional staff communicates individual student progress to students	4.8. BANV has multiple ways of communicating student progress to students and their families. Each student can log in to his or her class and go to the MY GRADES tab and see their current grade. Parents/Guardians are provided

<p>and their families in a timely manner.</p>	<p>observer accounts that allow them to see their student's MY GRADE tabs as well. Teachers, administrators, learning coach, tutoring room personnel have access to student grades and work with students to help them improve. The tutoring room personnel work with students on specific concerns they may have in any given class. Teachers use phone calls, email, online sessions, and chats to advise students of their progress and also communicate with parents by phone or email to review and discuss student progress. BANV mentors also communicate with the students assigned to them to discuss progress and provide assistance, where needed.</p>
<p>4.9 Assessment enables students to monitor their own learning progress.</p>	<p>4.9. Results of assessments are continuously available to students in their MY GRADES tab in Blackboard. The results of these assessments are reviewed in collaboration with their teachers. Additionally, the Learning Coach and Tutors assist with review of student assessments to help them understand their progress and areas where they may need additional help. These assessments help the students monitor their progress towards graduation in coordination with the school counselor.</p>
<p>4.10 Grading policy and practices are published to students and easy to understand.</p>	<p>4.10. BANV grading policy is available to students in the Student-Parent Handbook. Grading policy is also set in each course by each individual teacher.</p> <p>4.10.1. BANV students have access to real-time grades on the Blackboard dashboard and in the students MY GRADES tab.</p> <p>4.10.2. This real-time data is also available to parents as well through their observer login accounts called the Parent Dashboard.</p>
<p>4.11 Each course must have defined exit levels of performance that will ensure comparable achievement by the student to what they might receive in traditional programs or by other methods of teaching and learning.</p>	<p>4.11. Each course has a defined level of performance required by all students that ensure levels of performance comparable to what the student would see in a regular school setting. Data driven instruction is applied by all teachers and the appropriate interventions are determined through a team effort for each student that is in need of remediation or assistance. Assessments results are used to determine student mastery of the competencies as well as program effectiveness.</p>
<p>4.12 Results and analysis of assessment are used to drive curriculum and instruction.</p>	<p>4.12. BANV is a 100% web based educational program. Technology is the hub of the BANV program and multiple technological venues will be offered to all BANV students.</p>

<p>4.13 A record that documents the results of all student performance is maintained.</p>	<p>4.13. All student courses related assignments and assessments are maintained electronically on the Student Learning Management System-Blackboard and backed up on the BANV servers. Results of student HSPE are stored electronically on the student's transcript in the Student Information Management System. Additionally the results of the HSPE are maintained in the students' files.</p>
<p>4.14 Every student must sign an honor code verifying that they are responsible for completing all work themselves and that no person has unfairly assisted them.</p>	<p>4.14. As a requirement for enrollment in BANV, all students sign the state-mandated Honor Code which clearly covers all forms of cheating and plagiarism.</p>
<p>4.15 All final examinations are monitored by trained persons other than parents or those who might be considered to have a conflict of interest.</p>	<p>4.15. All course final examinations are imbedded in the Blackboard Learning Management System and monitored online by each instructor. Based on teacher and administration knowledge of student capability and technology programs to screen for plagiarism, BANV can ascertain if students are taking these tests on their own</p> <p>4.15.1. All state-mandated High School Proficiency Exams are proctored by trained BANV staff. This includes staff members deploying to various locations across the state of Nevada in order to proctor these examinations.</p>

SUPPORT STANDARD

5. LEADERSHIP AND ORGANIZATION

Guiding Principle: The way that a program organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the program must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

Governance is typically provided by a Board of Directors, a School Board, or proprietors. Leadership is responsible to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. Governance and leadership work hand-in-hand, developing the operations policies for the program and its leadership and staff.

<p>5.1 The program administrator has sufficient autonomy and decision-making authority to lead the program in achieving the mission, beliefs, and expectations for student learning.</p>	<p>5.1.1 BANV is governed by a seven member Governing Body. Leadership of BANV is directed by the head administrator (Principal), with support from a licensed assistant principal.</p> <p>5.1.2 The principal has the authority and is required to provide instructional leadership to:</p> <ul style="list-style-type: none"> • Manage the day-to-day activities • Set educational standards and goals • Establish the policies to reach them • Monitor student’s educational progress • Train and motivate teachers and staff • Supervise all education support staff • Handle relations with parents • Manage career counseling and other career services offered by the school • Pursue new technology and software that will improve the online program • Make recommendations pertaining to staff, students, programs, procedures, to the BANV Governing Body • Take a leadership role in the development of the annual budget, and <p>Perform any other duties as assigned by the BANV Governing Body.</p>
<p>5.2 The program administrator provides leadership in the program by creating and maintaining a shared vision, direction, and</p>	<p>5.2.1 The primary purpose of BANV administrative personnel is to provide the BANV educational community with the most effective utilization and implementation of online education services and resources in support of the educational focus, direction, and vision of Governing body, the BANV Charter,</p>

focus for student learning. .	and the BANV mission. The principal is the leader in ensuring that the vision, direction, and focus for students' learning is understood and shared by all stake holders.
5.3 Staff members as well as administrators provide leadership essential to the improvement of the program.	5.3.1 Staff members participate in regular staff meetings to share their specific job related focus toward attaining BANV goals. Every member of the BANV staff contributes their time and talents to the improvement of the program, and frequently take leadership roles in projects and activities to further BANV goals.
5.4 Staff turnover does not impact program effectiveness.	5.4.1 Turnover on the part of full time staff has to date been minimal. Job descriptions are detailed, and staff members are cross trained on various tasks so that any turnover of staff would have minimal impact on BANV programs or operations.
5.5 The organization of the program and its educational programs allow for the achievement of the program's mission, beliefs, and expectations for student learning.	5.5.1 BANV Governing Body, administration, teaching staff, support collaborate to ensure that all educational programs, software, hardware, and curriculum is effective and supportive of individual student academic growth in keeping with the school's mission, beliefs, and expectations for student success.
5.6 Meaningful roles in the decision-making process are accorded to students, parents, and all members of the program staff to promote an atmosphere of participation, responsibility, and ownership. <i>CP: N/A</i>	5.6.1 The organizational structure of BANV supports collaboration and support among all stakeholders to allow for effective implementation of program to support student learning. 5.6.2 Students are encouraged to participate in the decision-making process through surveys, clubs and activities. 5.6.3 Parents are actively invited and welcomed to participate in aspects of the decision making process. A parent representative is a member of the BANV Governing Body.
5.7 There is a formal system through which each full-time student has an adult staff member who knows the student well and assists the student in achieving the expectations for student learning. <i>CP: N/A</i>	5.7.1 Each student is assigned a Homeroom teacher, who frequently contacts and mentors their homeroom students. 5.7.2 Each student is assigned a undergraduate, or graduate level intern from various local universities. The mentor phones, emails, and/or meets with the students assigned to their caseload on a regular basis. 5.7.3 Students have the opportunity to attend face to face tutoring, and receive support from BANV staff, including Learning Coach, full time teachers, Special Education teachers, para-educators, school social worker, guidance counselor, and administration
5.8 Clearly defined roles and responsibilities are evident to	5.8.1 The organizational structure of BANV supports collaboration and support among all stakeholders to allow for effective

<p>create collaborative teams to assure effective delivery of quality education.</p>	<p>implementation of program to support student learning. 5.8.2 Instructional staff regularly interacts with each other and administration and support staff through web-based staff meetings, interaction with Department Chairs and Department meetings, consultation with special education and support personnel, and in regular faculty and training sessions. All roles are clearly defined and support a culture of collaboration to achieve BANV goals.</p>
<p>5.9 All program staff is involved in promoting the well-being and learning of students.</p>	<p>5.9.1 Student success is best accomplished through active participation by all members of the school community. BANV fosters a culture of caring to deliver our mission of supporting student success in a variety of ways. (See 5.7 & 5.8).</p>
<p>5.10 Student success is regularly acknowledged, celebrated, and displayed.</p>	<p>5.10.1 As an online school, BANV strives to find unique and creative ways to celebrate student success. Our website features a student spotlight, highlighting members of our school community. Students are encouraged to contribute to blogs, yearbook, and within courses as a vehicle to highlight student success. With our at risk population, often student success is measured by staff members/mentors acknowledging and celebrating individual effort to attend, participate and improve academically.</p>
<p>5.11 The climate of the program is safe, positive, respectful, and supportive resulting in a sense of pride and ownership. <i>CP: N/A</i></p>	<p>5.11.1 BANV recognizes that creating a safe, supportive and respectful school climate is essential when working with at risk youth. This climate is fostered by our expectation that all stakeholders will treat others with respect and support in all interactions. 5.11.2 Student and staff expectations are outlined in policy and handbooks available online.</p>
<p>5.12 The school has in place a process for a prompt resolution of an appeal of complaint by a parent, guardian or student.</p>	<p>5.12.1 BANV has a practice that parent/guardian or student concerns are addressed within 24-36 hours. In most cases, concerns are addressed immediately. There are procedures outlined within the Student/Parent Handbook and within employee expectations which outline who and how concerns or complaints are resolved.</p>
<p>5.13 The program engages in practices that promote safety and has established a plan that includes preventions, interventions, crisis management, and post-crisis recovery. For online programs, this includes</p>	<p>5.13.1 BANV has policies in place which outline the terms of use for online instruction. All students are issued a computer to complete their coursework. BANV issued computers are equipped with software which filters and prevents the access and downloading of unapproved material by students. All student and staff interaction is via phone, and via computer within courses, on the web, or through email or chat are archived and accessible for review by administration to insure</p>

<p>policies and terms of use for online interaction. <i>CP: N/A</i></p>	<p>the safety and integrity of BANV programs.</p> <p>5.13.2 BANV completes and reviews a Crisis Response Plan annually. The plan includes procedures and policy for prevention, intervention, crisis management, and post-crisis recovery. The plan is distributed to all staff, reviewed with staff regularly.</p> <p>5.13.3 BANV has procedures in place for reporting of student safety concerns by any staff member or mentor who has concerns about a student who may be in crisis, in danger, or a danger to themselves or others.</p> <p>(See Exhibit 5.13.2 Crisis Response Plan)</p>
<p>5.14 The governing board includes person(s) that reflect the public interest.</p>	<p>5.14.1 The BANV Governing Body is comprised of members of the general public, as outlined by Nevada statute. Membership must include individuals with educational, financial, and professional background, as well as a parent representative.</p>
<p>5.15 The governing board is responsible for and works with leadership to establish and monitor program policy.</p>	<p>5.15.1 BANV Governing Body meets in open session once per month, a minimum of 10 months per year. The Governing Body takes a governance role, and asks administration to provide the leadership for ongoing operations. Policy is established by the Governing Body, with input from the staff and leadership. Policy is monitored and implemented by BANV leadership which provides month reports to the Governing Body.</p> <p>(See Exhibit 5.15.1 Governing Body Meeting Calendar)</p>
<p>5.16 Policies pertaining to the discretionary authority of the administration of the program are clearly defined.</p>	<p>5.16.1 Policies pertaining to the discretionary authority of the administration are clearly defined in both BANV policy handbooks, and the specific job description of administration as well as within the organizational chart.</p>
<p>5.17 The administration is significantly involved in the selection, assignment, and retention of personnel.</p>	<p>5.17.1 Per policy and job description, the administration is the leader in selection, assignment and retention of personnel. Governing Body approves positions, review evaluations, and participate on selection committees.</p> <p>5.17.2 Per the organizational chart, the Governing Body supervises and evaluates administrative personnel. All other personnel are supervised and evaluated by administration or their designee.</p> <p>(See Exhibit 5.17.1 Organization Chart)</p>
<p>5.18 The program employs adequate staff, both professional and non-</p>	<p>5.18.1 As a charter school of choice, BANV is continually examining and assessing available personnel resources to meet school and student goals. Adjustments and additions to</p>

<p>certificated, to support student enrollment and to realize its stated purposes.</p>	<p>staffing are made as need and fiscal resources warrant.</p>
<p>5.19 The program meets all applicable state requirements and regulations for licensure, organization, administration, and control unless state authorities have granted official exemption. The corporate status is clearly defined with no legal or proprietary ambiguities.</p>	<p>5.19.1 BANV is a state sponsored charter school. As such, BANV is bound by all state regulations and legislation governing public schools within the state of Nevada. BANV complies with regulatory and statutory authority. Furthermore, BANV is subject to annual performance review of school operations, review by the State Public Charter School Authority (SPCSA), as charter sponsor, and an independent financial audit annually. No substantial change to charter operation or charter bylaws may be made without an amendment to the charter, approved by the SPCSA.</p>
<p>5.20 The role of the board is well-defined in the bylaws of the program or organization. The board fulfills the role defined for it in the bylaws.</p>	<p>5.20.1 The role of the Governing Board is defined in Nevada statute and within the bylaws of the BANV charter. The Governing Body complies with the bylaws in fulfilling its' role.</p> <p>(See Exhibit 5.20.1 BANV Bylaws)</p>
<p>5.21 The program has measures in place to ensure quality, integrity and validity of student data, including completion and retention rate.</p>	<p>5.21.1 BANV maintains and analyzes student data from within our student data information system (Power School) and our Learning Management System (BlackBoard). Administrative safeguards and checks and balances are in place to assure the integrity of all student data. The Nevada Department of Education (NDE) and the SPCSA also pull and analyze data from BANV systems.</p>
<p>5.22 A program that functions under the authority of another organization has a demonstrated commitment from the parent organization to support the implementation and ongoing operation of this program.</p>	<p>5.22.1 (See 5.19)</p>
<p>5.23 Sustainability of the program is articulated through strategic and operational planning and implemented through ongoing operations (e.g., commitment to sustainable funding, maintaining quality staff and compliance with applicable educational</p>	<p>5.23.1 BANV is a public charter school. Funding is provided through the Distributive Student Account (DSA), annually, based upon verification of student enrollment numbers. All operations are based upon annual budgets utilizing student numbers as a basis for projected revenues. Adequate reserves are required under state law. The annual budget is created with consideration of all factors impacting the school operation, including adequate funding for recruiting and retaining quality personnel, maintaining and developing quality curriculum and instructional supports, as well as</p>

statutes.	marketing and recruitment to enroll and retain students.
5.24 Assessment of the operational continuity under the condition of change of ownership, as applicable, has been conducted in cooperation with the Northwest Accreditation Commission.	5.24.1 Not Applicable
5.25 Type of Program: Online ONLY: Board members have knowledge of the K-12 online education field, or receive appropriate training after joining the board.	5.25.1 BANV staff provides ongoing training to Governing Body members regarding the needs and processes related to online learning environments.
5.26 – 5.32	Course Provider Only – Not Applicable

SUPPORT STANDARD
6. PROGRAM SERVICES

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The program is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the program’s mission and expectations.

Student Support Services:

Student support services address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.

Student Support Services	
6.1 The program's student support services are consistent with the school's mission, beliefs, and expectations for student learning.	6.1. See standard 1.1 & 1.3
6.2 The program allocates resources, programs, and services so that all students have an equal opportunity to achieve the program's expectations for student learning.	6.2.1 Annual budgets allocate resources for special education, counseling, school social work, clubs and activities to support student needs, para-educators and programs that support specific needs (teenage parents, social skills, and remediation). 6.2.2 Contracted services provide extensive counseling and family services, evaluations, and a mentor program which provides hundreds of hours of support services, 6.2.3 AP and honors courses are offered for students who wish to accelerate their learning.
6.3 Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.	6.3.1 Contracted services provide high levels of support for mentoring, counseling and therapeutic services, evaluation and community outreach. 6.3.2 Para-educators, learning coaches, social work mentors, volunteer tutors (alumni and college students) all provide support for student success. 6.3.3 The BOP provides home visits to assist families and students utilizing social work interns. 6.3.4 BANV works closely with many community organizations such as NV Children’s Cancer Foundation, autism support groups, mental health organizations, juvenile justice, the Red Cross.
6.4 All student support services are regularly evaluated and revised as	6.4.1 BANV views student support services as an essential component to the success of the school and to the support of our at risk student population. All support services are an

<p>needed to support improved student learning.</p>	<p>integral part of the school operations. Components of support services are continually evaluated and revised to best meet the needs of our students. Our processes can change on demand to meet those needs.</p>
<p>6.5 All professional personnel are in compliance with the certification requirements of the state in which the program is located.</p>	<p>6.5.1 All personnel are in compliance with certification requirements, as outlined by the state of Nevada. Proof of all certification requirements are on file.</p>
<p>6.6 There is sufficient administrative support staff to accomplish the mission of the program.</p>	<p>6.6.1 Administrative staff consists of a principal and an assistant principal. The Governing Body, on advice of staff, may make adjustments to staffing ratios as needed to meet the mission of the school within budgetary limitations.</p>
<p>6.7 There are sufficient numbers of instructional staff to meet the requirements of the state, as applicable, and accomplish the mission of the program.</p>	<p>6.7.1 BANV employees highly qualified instructional staff on both a full time and part time basis. Student ratios are continuously analyzed, and adjustments to staffing are made as needed.</p>
<p>6.8 There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.</p>	<p>6.8.1 Students are provided an email account upon enrollment. Parents may request an email account. A communication system called Blackboard Connect allows teachers and staff to send email and voice messages to individuals or groups of students or parents. Ongoing communication takes place in various forms:</p> <ul style="list-style-type: none"> • Email to students and/or parents/guardians • Chat between students and staff • Phone conversation (recorded on school server) • Announcement postings in Blackboard learning management system • Information posted on school website • Letters to student address of record • Face to face meetings and announcements within school clubs and activities • Information provided during student/parent orientation and open house activities • Interactive web sessions held weekly in each course, and individually upon teacher or student request
<p>6.9 The program has a</p>	<p>6.9.1 BANV follows specific procedures for the timely transfer of</p>

<p>procedure for the timely transfer of students' records.</p>	<p>student records upon withdrawal or request. The school registrar maintains and validates official transcripts. Student files are transferred upon official request of receiving school or parent/guardian or student if over 18 years of age.</p>
<p>6.10 The program provides written materials that clearly define its program and its expectations for students so that the students being served can make appropriate and informed choices before they apply for admission while selecting courses.</p>	<p>6.10.1 BANV provides information on the school website and within all promotional material which clearly define expectations and program parameters. 6.10.2 BANV conducts Open House sessions to interested students and their parents which clearly outline the programs, curriculum and student expectations. 6.10.3 Student/Parent interviews are conducted prior to completion of enrollment packets to ensure that students and parents are fully informed, and that the program is appropriate for the student.</p>
<p>6.11 The program has clearly defined eligibility requirements and admission procedures that are made known to potential students and their parents.</p>	<p>6.11.1 The program has clearly defined eligibility requirements. Admissions and recruitment personnel advise potential students and their parents. 6.11.2 The eligibility requirements are clearly stated in the Student/Parent Handbook, Student Contract, enrollment applications, and on the school website.</p>
<p>6.12 The program only admits those students who have potential for a reasonable chance of benefit from the instruction and completion of the course(s).</p>	<p>6.12.1 Student transcripts are reviewed, students may be interviewed, and determination for admission is made based upon the determination consideration of a variety of factors to support the likelihood that the student will have the chance to benefit from enrollment at BANV.</p>
<p>6.13 The written enrollment/registration agreement and other written materials clearly specify what the student can expect from the course(s), the services that will be provided by the program, and student obligations, including financial.</p>	<p>6.13.1 Enrollment packets include a Student/Parent Contract, which clearly outlines the expectations. 6.13.2 Promotional and Orientation materials outline the services available to students and families. 6.13.3 There are no financial obligations on the part of students. Students/parents do sign an agreement acknowledging that the school issued computer is state property, and that they are liable for damages and return of property should the student leave BANV. In addition, students/parents are advised that they are responsible for obtaining internet connection to access course work.</p> <p>(See Exhibit 6.13 Student-Parent Handbook)</p>
<p>6.14 The non-professional</p>	<p>6.14.1 All personnel are carefully selected from the best available</p>

<p>clerical and paraprofessional staff members are carefully selected and have appropriate training and background for their position.</p>	<p>applicants. All applicants are interviewed by a committee of select school personnel. All hiring is not final until appropriate background checks are completed. All personnel receive appropriate training. Ongoing training and professional development is encouraged and supported for all personnel.</p>
<p>6.15 Policies for the selection and assignment of personnel are non-discriminatory in reference to race, ethnic origin, ADA, and sex.</p>	<p>6.15.1 Policies related to non-discriminatory practice are located in the Employee Handbook, and on all job descriptions and postings.</p> <p>(See Exhibit 6.15 Employee Handbook)</p>
<p>6.16 Student (parent/guardian) inquiries are answered promptly and satisfactorily.</p>	<p>6.16.1 BANV has a practice that parent/guardian or student concerns are addressed within 24-36 hours. In most cases, concerns are addressed immediately. There are procedures outlined within the Student/Parent Handbook and within employee expectations which outline who and how concerns or complaints are addressed or resolved.</p>
<p>6.17 Adequate provisions are made for the prompt delivery and return of instructional materials, lessons, and examinations to and from the students.</p>	<p>6.17.1 All instructional materials, lessons and examinations are completed and graded online. Teachers expectations are to provide grading and/or feedback within 24-36 hours of submission.</p> <p>6.17.2 Student computers are distributed after completion of student orientation. If a student not able to come to the office, the equipment is shipped to them. Once a student withdraws, they are provided a pre-paid shipping label to return the equipment. The computer agreement outlines measures should a student fail to return computer equipment.</p>
<p>6.18 The policies and procedures for granting and/or transferring credit are in writing and available to enrolled students. Policies and procedures for granting and/or transferring credit conform to the northwest Accreditation Commission requirements in Policies and Procedures 4.5.6.2 (2011 edition).</p>	<p>6.18.1 Policies and procedures for granting and/or transferring credit are located in the Student/Parent Handbook. Policy conforms to Nevada statute applied to all public high schools within the state.</p>
<p>6.19 Information is provided</p>	<p>6.19.1 Information regarding the process for communication to</p>

<p>to students, parents, and mentors on how to communicate with the online teacher and student support services, including information on the process for those communications.</p>	<p>teachers and to access student support is provided in writing at the time of student orientation, it is also posted on the Blackboard homepage and the announcements pages within courses.</p>
<p>6.20 The program provides an orientation of online technologies and successful online student practices for students and parents.</p>	<p>6.20.1 All students participate in an orientation prior to beginning courses. Successful online practices are reinforced for both students and parents at that time, and subsequently within courses.</p>
<p>6.21 The program provides timely and effective technical and student services support.</p>	<p>6.21.1 BANV employs full time technical support. Students, staff, teachers and parents may access support via phone, email or in person during business hours. Student services support is provided in a timely manner. All BANV personnel are trained to address issues if possible, or refer to the appropriate personnel if a resolution cannot be reached.</p>
<p>Guidance Services:</p>	<p><i>Guidance services support students and parents to ensure the success of the program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental online programs, these services may be provided by the local program.</i></p>
<p>6.22 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law.</p>	<p>6.22.1 Student files are maintained in locked filing cabinets. No unauthorized persons are allowed access. 6.22.2 Student data are also maintained on BANV’s secure server through our student data information system. Access to data is limited and password protected. 6.22.3 Student records are not shared or released to unauthorized persons in accordance with FERPA regulations.</p>
<p>6.23 The program provides access to a full range of comprehensive guidance services, including: <i>Online: Required for Online schools when diplomas are granted.</i></p> <p>a. Personal Counseling</p> <p>b. Career and college counseling</p>	<p>6.23.1 Below you will find the support services offered by the counselor.</p> <p>a. The school counselor provides support to BANV students in the successful completion of the approved curriculum by providing counseling services to encourage and support student achievement. The primary mission of the school counselor is to promote and enhance the learning process for all students through an integration of academic, personal/social, and career development.</p> <p>b. Career and college counseling includes informational workshops for students and parents regarding planning for college access and financing college; conducting field trips to local colleges</p>

<p>c. Student course selection assistance</p> <p>d. Collaborative outreach to community and mental health agencies and social service providers</p>	<p>and universities; providing information regarding SAT/ACT testing and test prep; providing information in locating scholarships; providing guidance regarding the completion of quality scholarship and entrance essays; individual consultations with students regarding interests; coordination with school social worker in conducting Career Readiness Club; coordination with Special Education Coordinator regarding student transition plans and training.</p> <p>c. Reviews student transcripts and consults with students to ensure that course selection is appropriate and on track with student graduation plan.</p> <p>d. The counselor consults/collaborates with the school social worker regarding outreach and access to community based organizations. This is primarily within the job description of the school social worker.</p> <p>e. The counselor serves as BANV test coordinator, maintaining and organizing all aspects of mandated state testing.</p>
<p>6.24 The ratio of students to those who provide guidance and counseling is sufficient to meet the requirements of the state and accomplish the mission of the program.</p>	<p>6.24.1 BANV currently employs one full time licensed guidance counselor. BANV does occasionally hire an additional temporary licensed counselor to assist with scheduling during heavy volume fall enrollment times.</p>
<p>Library Information Services</p>	
<p>6.25 All students have access to library services through a traditional or virtual library, overseen by a qualified specialist.</p>	<p>6.25.1 BANV does not maintain a virtual library. Students may access library services through the local county library system in person, or online.</p>
<p>6.26 A wide range of materials, technologies, and/or other library/information services that are responsive to the program's student population are available to students and faculty and utilized to improve teaching and learning.</p>	<p>6.26.1 There are a variety of materials, technologies and information services available to students and staff that are archived within the learning management system and/or courses, and available to students and staff by accessing the world wide web.</p>
<p>6.27 The library/information</p>	<p>6.27.1 (See 6.26)</p>

<p>services program fosters independent inquiry by enabling students and faculty to use various program and community information resources and technologies.</p>	
<p>6.28 Policies are in place for the selection and removal of information resources and the use of technologies and the internet.</p>	<p>6.28.1 Policies are in place for the selection and removal of information resources and the use of technologies and the internet. Course content and supplementary materials are reviewed to determine age appropriate use. School computers contain filters and there are monitors to ensure that internet usage is appropriate.</p>
<p>6.29 The program engages parents and families as partners in each student's education and encourages their participation in program programs.</p>	<p>6.29.1 Parents are encouraged to participate in all aspects of their child's educational experience. BANV has an open door policy. Parents are invited to attend school events. Parents receive an Observer Login so that they can excess courses and student grade books. This also gives parental access to the Announcements Page for upcoming events and activities. Parents also receive information via phone, email and regular mail as appropriate.</p>
<p>6.30 The program fosters productive business/ community/higher education partnerships that support student learning.</p>	<p>6.30.1 BANV strives to reach out to the large communities we serve to develop positive partnerships with organizations in mutually beneficial ways. Community outreach is ongoing and ever evolving. All school stakeholders are encouraged to reach out through their individual networks to foster partnerships in the larger community which benefit the students and school.</p>

SUPPORT STANDARD

7. FACILITIES AND FINANCE

Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

<p>7.1 The administrative site supports all aspects of the educational program and the support services for student learning.</p>	<p>7.1 7.1 BANV maintains an administrative site that supports all full and part-time faculty, provides a positive environment for the administration and support staff, and most importantly provides for the educational needs of our students both virtually and through our on-site tutoring and counseling programs.</p> <p>(See Exhibit 7.1-1, Las Vegas lease, and 7.1-2, Reno lease)</p>
<p>7.2 The administrative site meets all applicable federal and state laws and is in compliance with local fire, health, and safety regulations</p>	<p>7.2 BANV maintains leased facilities that were built in 2002, and they meet all state and federal laws. The Las Vegas offices were inspected by the State Fire Marshal on March 20, 2012, and all concerns cited have been rectified. Further, an asbestos inspection was conducted on March 29, 2011 that indicated no findings. BANV has been granted a waiver by the Southern Nevada Health District regarding health inspections. BANV has an approved Crisis Response Manual that addresses student and staff safety.</p> <p>(See Exhibit 7.2-1, Las Vegas Fire Inspection, exhibit 7.2-2, Asbestos Inspection report, and 7.2-3, SNHD letter)</p>
<p>7.3 Equipment is adequate, properly maintained, inventoried, and replaced when appropriate.</p>	<p>7.3 BANV maintains high quality equipment for its staff as well as leased equipment for student use. Separate Inventories are maintained for administrative equipment, faculty equipment and student equipment. All equipment is inventoried on an annual basis and replacement takes place as needed. BANV has contracts in place to maintain electronic equipment such as computers, servers, and copiers.</p> <p>(See Exhibit 7.3 Inventories)</p>
<p>7.4 A planned and</p>	<p>7.4 BANV staff, in concert with its Governing Body, constantly</p>

<p>adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the administrative site.</p>	<p>evaluates space adequacy and needs. BANV currently leases space on a month to month basis and the current management company is responsive to maintenance requests.</p> <p>BANV maintains a relationship with a custodial service that is very flexible in providing service beyond its normal schedule upon BANV's request.</p>
<p>7.5 There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.</p>	<p>7.5 BANV administration meets on a regular basis to discuss and plan for the future. These meetings provide agenda items for the Governing Body to consider and approve. BANV, in concert with the Governing Body, is searching for upgraded facilities that can accommodate the growing needs of BANV. In conjunction with facility upgrades, BANV administration is assessing current and future enrollment of students to determine staffing needs. As facilities are upgraded and BANV continues to grow, ongoing technology upgrade needs are being addressed in the annual budget.</p> <p>(See Exhibit 7.5, BANV Minutes from March 13, 2012 Governing Body Meeting)</p>
<p>7.6 Faculty and administrators have active involvement in the budgetary process as it supports all aspects of the educational program.</p>	<p>7.6 BANV's Principal communicates regularly with the faculty regarding the present and future of the school's educational program and technology needs. The Principal, working in concert with the Governing Body develops the annual school budget. Subsequently, the budget is continuously reviewed, monitored and adjusted at monthly Board Meetings. Upon approval the annual budget is forwarded to the Department of Education and the Nevada State Public Schools Charter Authority for approval. The BANV administration meets monthly to actively review, adjust, and maintain the annual budget and to ensure expenditures are in compliance with the budget to make recommendations to the Governing Body for adjustments if needed.</p> <p>(See Exhibit 7.6-1, Revised 2011-12 Budget, and 7.6-2, preliminary 2012-13 budget)</p>
<p>7.7 The administration has the authority to administer its discretionary budget, where applicable.</p>	<p>7.7 BANV's Governing Body is dedicated to governance and not management, and as such, the administration is provided the authority to administer its discretionary budget according to the needs of providing its programs and services to its constituency.</p> <p>(See Exhibit Financial Policies and Procedures Manual)</p>

<p>7.8 The program is not in or in the prospect of moving into protection or under the auspices of bankruptcy.</p>	<p>7.8 BANV is operated in a fiscally responsible manner and consistently maintains an operating surplus.</p> <p>(See Exhibit 7.8-1, March 30, 2012 Bank Statement - Exhibit 7-8-2, March 30, 2012 Bank Account Reconciliation Report)</p>
<p>7.9 Proper budgetary procedures and generally-accepted accounting principles and practices are followed for all program funds.</p>	<p>7.9 BANV follows state-mandated budgetary procedures and undergoes an annual independent audit every fall and a performance audit conducted by its sponsor and the Nevada Department of Education every spring. Although the written report of the recently conducted state audit has yet to be received, the exit interview indicated only minor, easily corrected issues with expense vouchers. Overall, both audits report that BANV has effective checks and balances in place and follows generally-accepted accounting principles. BANV contracts with a Certified Public Accounting Firm to assist its administration with state mandated reporting; reviewing its reconciliations and financial reports, and assisting in maintaining the requisite checks and balances necessary to ensure that generally accepted accounting principles are maintained. (See exhibit 7.8-1, 2010-11 Audited Financial Statements, and exhibit 7.8-2, contract with Houdsworth Russo CPAs)</p>
<p>7.10 The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to students at the time of their application and/or registration, where applicable.</p>	<p>7.10 As BANV is a public high school, this standard is not applicable.</p>
<p>7.11 Terms of tuition and/or fees payment are clearly defined in the application, where applicable.</p>	<p>7.11 Although BANV is a public high school, we do offer summer school as a means of credit retrieval or advancement of any student in the State of Nevada. As such, the fees and forms of payment are clearly displayed on the school's website and in all documentation and correspondence to students and parents.</p>
<p>7.12 Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the program.</p>	<p>7.12 Although BANV is a public high school, we do offer summer school as a means of credit retrieval or advancement of any student in the State of Nevada. As such, the fees and forms of payment are clearly displayed on the school's website and in all documentation and correspondence to students and parents.</p>

<p>7.13 All advertising and promotional literature is completely truthful and ethical.</p>	<p>7.13 BANV utilizes a variety of media for disseminating its promotional message to the public, including its webpage, outdoor advertising, Pay-Per-Click, newspaper and television advertisements, radio, direct mail, movie screen advertisements, and billboards. BANV maintains truthful and ethical standards in all of its advertising literature. (See exhibit 7.13, promotional materials)</p>
<p>7.14 All advertising and promotional literature clearly states the purpose of the <i>school's program</i>'s program of instruction.</p>	<p>7.14 All of BANV's advertising and promotional literature state that it is "An Online Public High School". Please see exhibit 7.13, promotional materials.</p>
<p>7.15 None of the program's advertising and promotional literature is offensive or negative towards other schools, programs or educational agencies.</p>	<p>7.15 The Governing Body and administration of BANV are dedicated to operating in an ethical manner, and as such, never utilize promotional materials that could be deemed negative or offensive to other schools, agencies or programs. The quality of BANV's programs and delivery speaks for themselves. (See exhibit 7.13, promotional materials)</p>
<p>7.16 The program provides an online learning environment that is appropriately maintained, secure and is a productive and safe work environment for students and staff.</p>	<p>7.16 The BANV online learning environment is maintained by BANV administrative staff in conjunction with a sub-contractor to ensure a safe, secure, and productive work environment for BANV students and staff.</p>

SCHOOL IMPROVEMENT STANDARD
8. CULTURE OF CONTINUAL IMPROVEMENT


Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and be measurable.

<p>8.1 The program has developed and implemented a comprehensive program improvement plan that is reviewed and revised on an ongoing basis.</p>	<p>8.1.1 BANV prepares monitors an annual SIP that reviews and addresses key strengths, priority concerns, and improvement goals with measureable objectives. The SIP has continuous action steps with timelines and proscribed monitoring plans for improvement in both academic and curricular areas.</p> <p>8.1.2 Under Federally prescribed guidelines of NCLB, BANV utilizes Adequate Yearly Progress (AYP) report results and data content as a guide for academic and curricular improvements</p> <p>(See Exhibit 8.1 Adequate Yearly Progress Report)</p>
<p>8.2 Results of program improvement are identified, documented, used, and communicated to all stakeholders.</p>	<p>8.2 Action steps incorporated in the SIP are continuously monitored and all improvements are documents, used and communicated to all stakeholders including but not limited to State Public Schools Charter Authority (SPSCA), Governing Body, parents, students, faculty and staff.</p>
<p>8.3 The program improvement effort is externally validated on a periodic basis.</p>	<p>8.3 Improvements are validated on an ongoing basis and through the annual Adequate Yearly Progress report published by the Nevada State Department of Education.</p>
<p>8.4 The program improvement plan is consistent with external accountability requirements to which the school is accountable.</p>	<p>8.4 The SIP is consistent with the set accountability expectations and requirements by the Nevada Department of Education, the State Public Schools Charter Authority (SPSCA), and the BANV Governing Body.</p>
<p>8.5 The program improvement process provides an orderly system for:</p> <p>a. Selecting the most appropriate areas upon which to focus improvement efforts.</p>	<p>8.5.a Based on the results of the AYP report, BANV utilizes their SIP to identify priority concerns based upon daily attendance, Nevada HSPE and graduation rates.</p> <p>8.5.b The BANV SIP, developed from a variety of student and school data, results in the development of improvement goals and incorporation of identified solutions for student improved achievement.</p>

<p>b. Developing strategies that are designed to improve student performance.</p> <p>c. Implementing those strategies.</p> <p>d. Monitoring the process.</p> <p>e. Evaluating the process to ensure that success has been attained.</p> <p>f. Regularly conducting and analyzing data based on national, state, or program metrics.</p> <p>g. Determining program success by measuring student achievement and satisfaction based on assessment techniques.</p> <p>h. Ensuring students participate in state and national standardized testing, as appropriate, and evaluating results against state and national data.</p>	<p>8.5.c The BANV SIP establishes the implementation strategies to be used to improve student performance in a prescribed action plan.</p> <p>8.5.d The BANV SIP includes the monitoring plan designed to validate the action steps to improve student achievement.</p> <p>8.5.e The combination of the action steps and the monitoring plan provides the process for evaluating measurable objectives and timelines established by the BANV SIP, which evolves from the AYP report.</p> <p>8.5.f BANV regularly analyzes data based on No Child Left Behind (NCLB), HSPE, attendance, grades, and graduation and matriculation rates to validate student achievement and identify areas of need in improvement in accordance with the BANV SIP.</p> <p>8.5.g BANV regularly analyzes data from student assessment and assignment grades, HSPE results, and successful achievement of key standards as a measurement of student success. The assessment techniques include multiple choice, short answer, fill-in-the blank, essay, project, answers and cloze techniques.</p> <p>8.5.h BANV ensures student attendance at HSPE statewide and analyzes the results of this examination against NCLB standards and measures that determine AYP. BANV also utilizes this information to adjust and modify the SIP.</p>
<p>8.6 The program improvement process is the result of a program self-study that addresses the major recommendations for improvement as identified in the self-evaluation or outside team report.</p>	<p>8.6 Monthly meetings of the BANV Governing Body take place to discuss feedback from teaching staff and to review student progress against the school's current standing and planned improvements as prescribed in the SIP.</p>
<p>8.7 The program staff and administration work to systematically anticipate</p>	<p>8.7 The BANV program staff and administration meet monthly to discuss and identify any potential changes that may need to be made in the SIP. These changes will be discussed by this body</p>

<p>and appropriately respond to change as the program improvement process is implemented.</p>	<p>and acted upon as appropriate.</p>
<p>8.8 Goal statements for the program improvement process are properly aligned with the implementation plan and clearly identify measures of success.</p>	<p>8.8 All required improvements are clearly documented in the SIP including deadlines by which they are to be completed and provides measureable goals that need to be satisfied.</p>
<p>8.9 A reasonable, specific timeline for the implementation of each area within the program improvement process is identified.</p>	<p>8.9 A document will be prepared that outlines details of the action plan and timescales by which each action is to be completed. The SIP provides general timelines and actions needed to be accomplished the specifically listed goals and measurable objectives.</p>
<p>8.10 The program improvement process includes a measure of student satisfaction with the program.</p>	<p>8.10 The BANV SIP goals, measurable objectives coupled with the specific action plan establish realistic and attainable goals that, when achieved, will increase student satisfaction with the program.</p> <p>(See Exhibit 8.1 Student-Parent Satisfaction Survey)</p>

Beacon Academy - National Collegiate Athletic Association Accreditation



High School Portal

Welcome SUSAN WATERS (BEACON ACADEMY OF NEVADA)

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[NCAA Courses](#)
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[High School Info](#)
[Student Reports](#)
[Account Log](#)
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High School's NCAA Courses

HS Information	
NCAA High School Code	290226
CEEB Code	290226
High School Name	BEACON ACADEMY OF NEVADA
Address	7360 W FLAMINGO RD LAS VEGAS NV - 89147
Primary Contact Name	SUSAN WATERS
Primary Contact Phone	702-726-8604
Primary Contact Fax	702-538-9500
Secondary Contact Name	JANNA HENRY
Secondary Contact Phone	7027268650
Secondary Contact Fax	7025389500
School Website	http://www.banv.org
Link to online course catalog/program of studies	http://www.banv.org/About/CoursesList.aspx
Last Update of List of NCAA Courses	04-Sep-13

Additional Information

Coursework from this school/program meets NCAA nontraditional core-course legislation.

Legal Disclaimer: The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core course information included on this Web site is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial-eligibility. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

High School Core Course Information

Select Course Category

School Specific Data



School Specific Data

Performance Measures

Beacon Academy demonstrated uneven results, but growth over time under Annual Yearly Performance (AYP) standards under No Child Left Behind (NCLB). The first year of operation in 2008-2009, under a full service Educational Management Organization (EMO), and as Insight School, the AYP designation was Watch. In 2009-2010, as Beacon Academy, and utilizing a different EMO, performance was rated as Need of Improvement 1. In the 2010-2011 academic year, the school demonstrated Annual Yearly Progress and was rated Need of Improvement 1 HOLD, (as a school must demonstrate proficiency for two consecutive years to be designated as making adequate progress). In the academic year 2011-2012, utilizing no EMO, school performance was rated as Adequate under AYP measures, meaning that the school had attained Annual Yearly Progress for two consecutive years.

2011-2012 was also the first year of implementing the Nevada Performance Framework, which is clearly a much more in depth and comprehensive snapshot of school performance. On those new measures, the school was rated two-star. Staff have analyzed student data, and work to determine the impact of new performance criteria on student and school status since the implementation of the performance framework measures.

However, in 2012-2013, Beacon Academy demonstrated a significant and unexpected drop in proficiency, across the board in both 11th grade and 10th grade measures, and in both English Language Arts and mathematics. Upon receiving the raw data from the March 2013 HSPE, staff set about determining what root causes or factors, which may have contributed to the significant downturn. Beacon staff dug into the student data, and Dr. Rohrer from SPCSA was asked to review and provide an independent assessment of potential trends or relationships within the data. Ultimately, we could not find any obvious or significant trends related to sub-group populations, as scores dropped for new students and returning students in all areas and in all grade levels. However, the data did indicate that a significant percentage of students enrolling at Beacon Academy are credit deficient at the time of enrollment. During the 2012-2013 school year, Beacon Academy experienced the highest percentage (72.3%) of credit deficiency among newly enrolled students of any previous year.

A comparison of achievement trend data among statewide distance education high schools indicate that Beacon Academy exceeded the other schools in ELA in 2011-2012 with 80% at or above Proficiency, compared to 58% and 68% respectively. In Math, Beacon Academy student achievement for 2011-2012 was 53%, compared to 48% and 59% respectively (NSPF data). The ELA proficiency scores demonstrated an upward trend consistently from 2008-2009 through 2011-2012. The Math scores dropped in 2009-2010, and then trended upward through 2012.

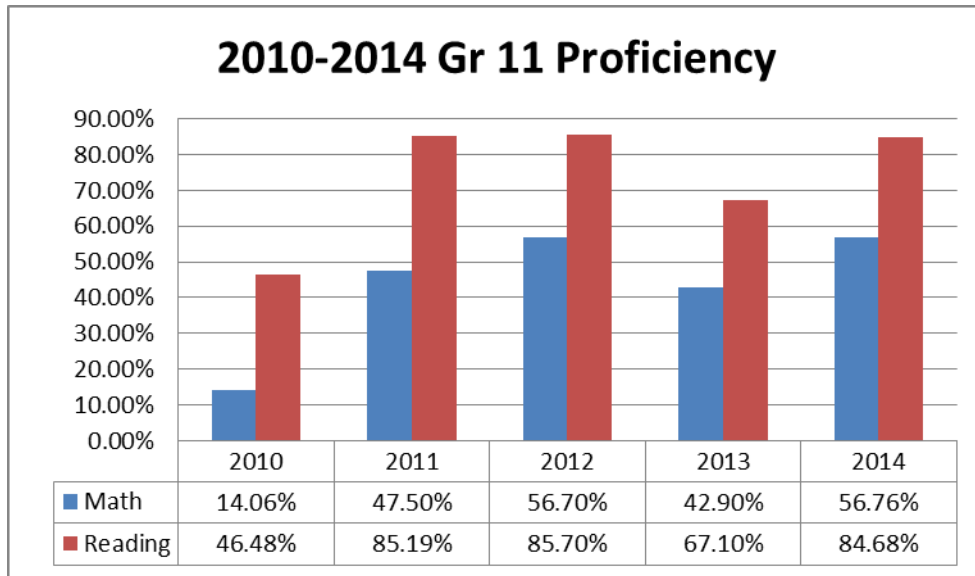
Mathematics proficiency has been consistently identified as an area to be improved. Implemented and planned initiatives specifically address this need. Beginning in April 2013, we began a review, and revision as needed, within pre-Algebra, Algebra 1 & 2, Geometry, Pre-Calculus, and Calculus. All courses, vendor and Beacon courses, created prior to Common Core adoption were either revised or completely re-created in accordance with the curriculum approval process of the NDE Distance Education Department.

Two new courses were developed to address the deficiencies in mathematical skills evident with many students who enroll as new students. A HSPE Math Preparation course was approved for elective credit, as was a full year course in Integrated Math, designed to help remediate gaps in students' understanding. In addition, expanded interventions, including online and face-to-face tutoring and HSPE prep sessions, Math Marathon nights, and in course intervention plans were implemented for the current 2013-2014 school year.

Comprehensive student support through online and face-to-face resources in courses, and in small groups was conducted for each of the four components of HSPE during the current 2013-2014 academic year. In addition, reading and math placement tests utilizing the web-based MAPS assessment program are planned for implementation for each student at the beginning and end of each semester, beginning fall of the 2014-2015 academic year. The MAPS placement scores will be utilized in addition to transcript review to appropriately schedule new students, and as baseline for creation of individualized online intervention/enrichment in both English Language Arts and Math utilizing STUDY ISLAND programs for all students beginning fall of the 2014-2015 academic year.

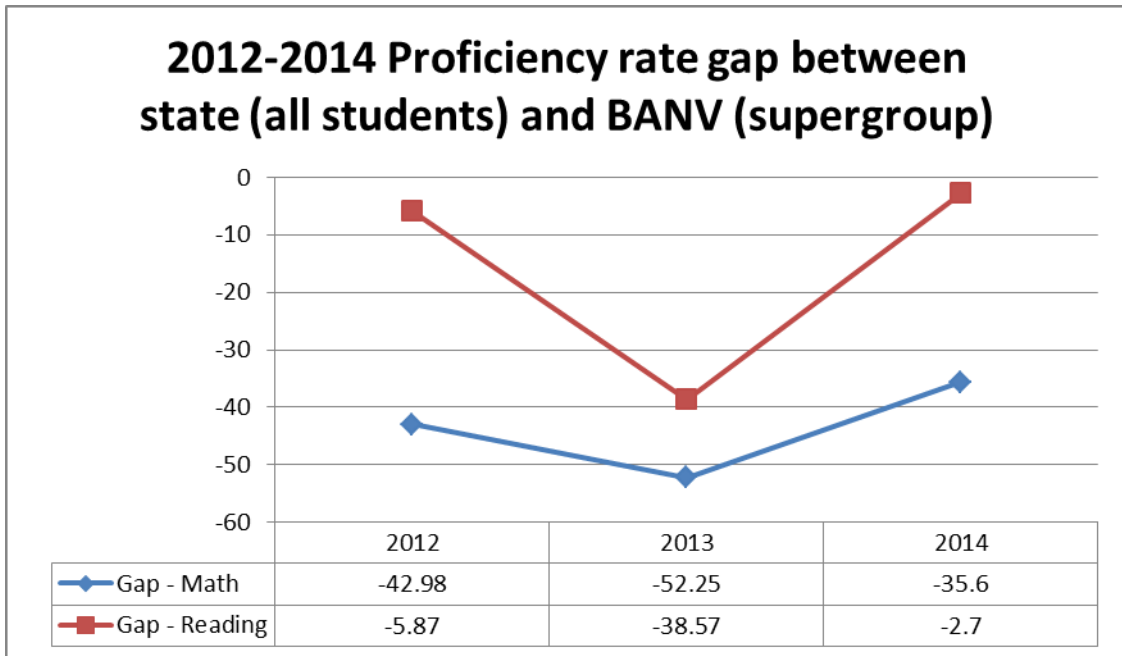
It is evident in the scores demonstrated on the November 2013 HSPE exams that the focus on curriculum and instruction is working. Our trend data represents significant improvement in ELA and Math scores. The 2013 scores were an anomaly, particularly in ELA. The percentage of 11th grade students scoring at or above proficiency in ELA to date, before March tests are factored in, is 84.68%, as compared to a final score of 67.1% in 2013. In Math, the percentage of 11th graders scoring at or above proficiency, before March scores are calculated is 56.76%, compared with 42.9% in 2013. We anticipate similar improvements in the 10th grade data upon receipt of the March 2013 data. This is based upon historical data of 10th grade scores in 2011-2012, and a review of 10th grade progress in courses during the current academic year. As made available to Beacon Academy, additional data, based upon March 2013 raw scores, and filtered for year in school as well as the other criteria utilized to determine final performance outcomes will be presented to the SPCSA Board at the April 25, 2014 meeting.

Preliminary Data - Growth – 11th Grade – YIS ONLY



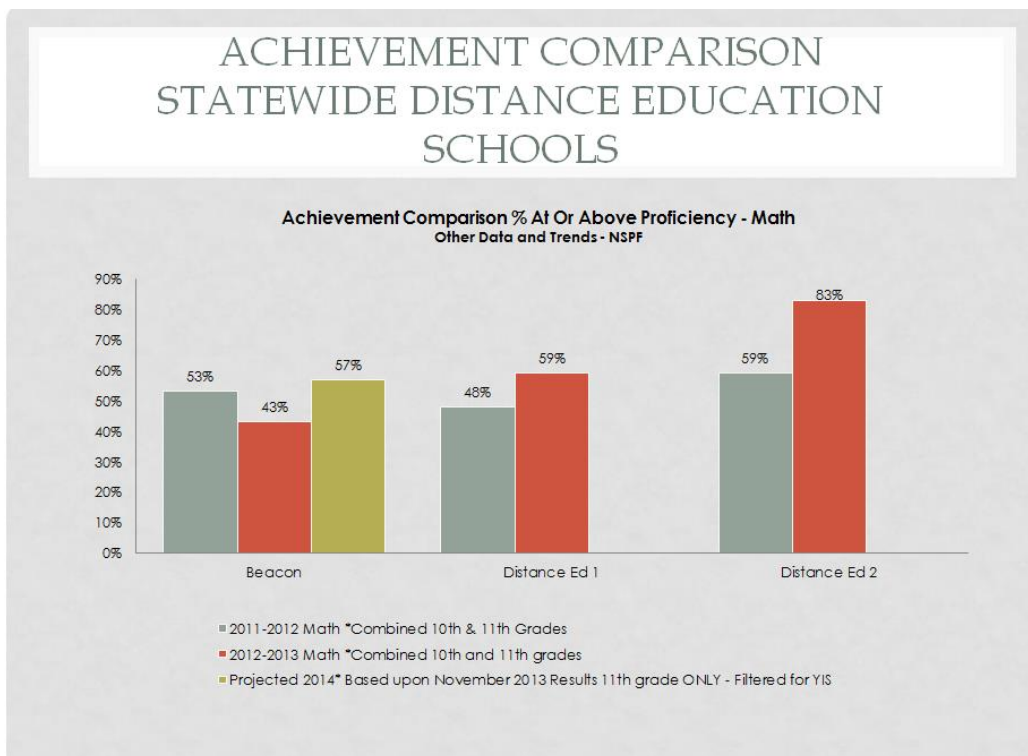
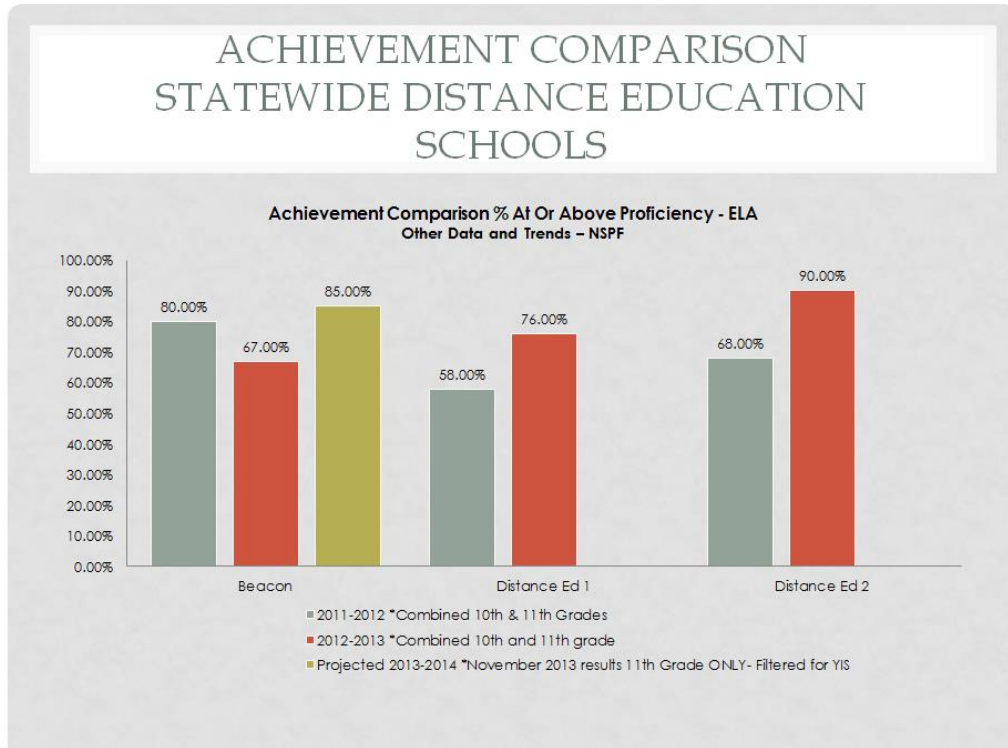
Growth has some unknowns at this time. Because we lack grade 10 scores from March testing, proficiency rates and Student Growth Percentile cannot be represented at this time. Based on gr 11 results from November testing, we anticipate results to be similar to 2011-2012 for gr 10 proficiency and growth. Using the NSPF attribute tables from 2011-2012, as suggested by Dr. Rohrer, we expect similar scores of 7 on the NSPF for both Math and Reading for a Growth score of 14.

Preliminary Data – GAP



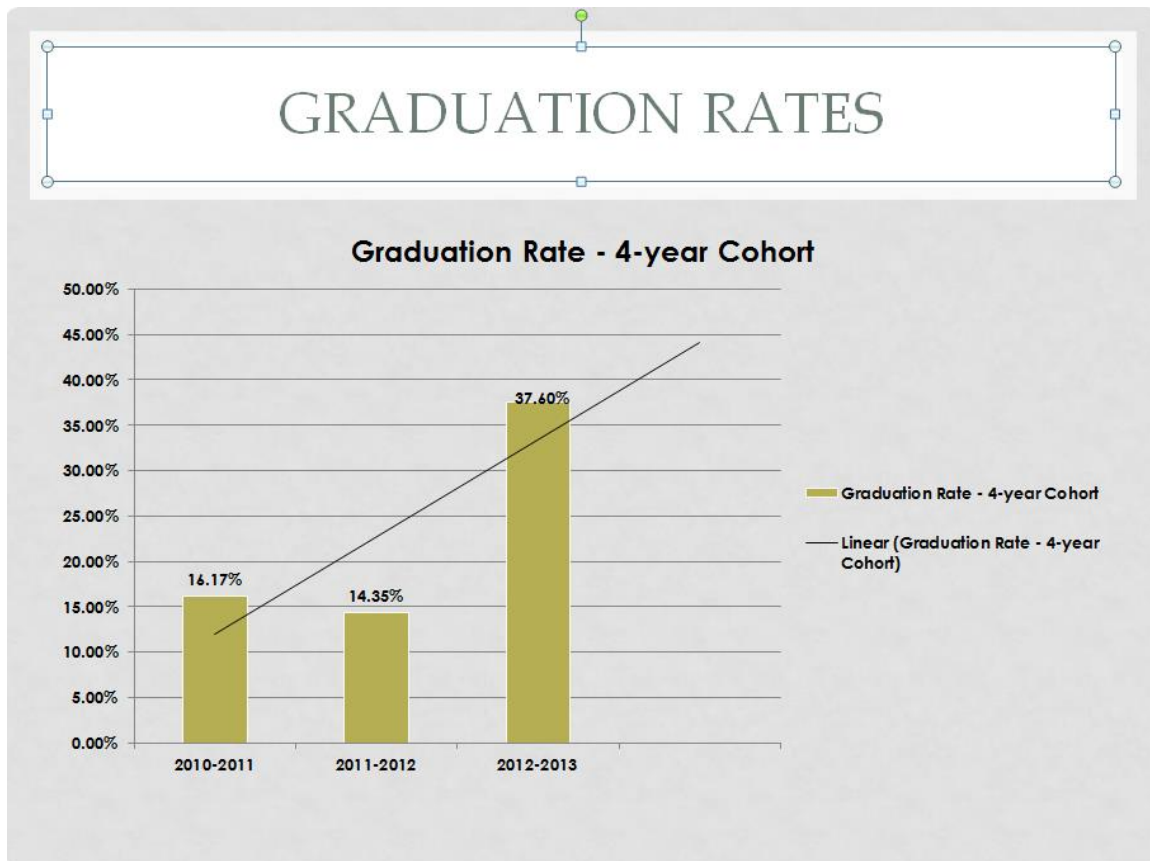
Proficiency gap improves drastically from 12-13 and slightly from 11-12 based only on Nov. proficiency scores. The improvements should place Beacon into the same 11-12 score brackets. We can expect to earn 4.5 and 1.5 points for Reading and Math, respectively, for a combined Gap score of 6 out of 10

Comparison of Proficiency Over Time – Projected Trend Using ONLY 11th Grade YIS



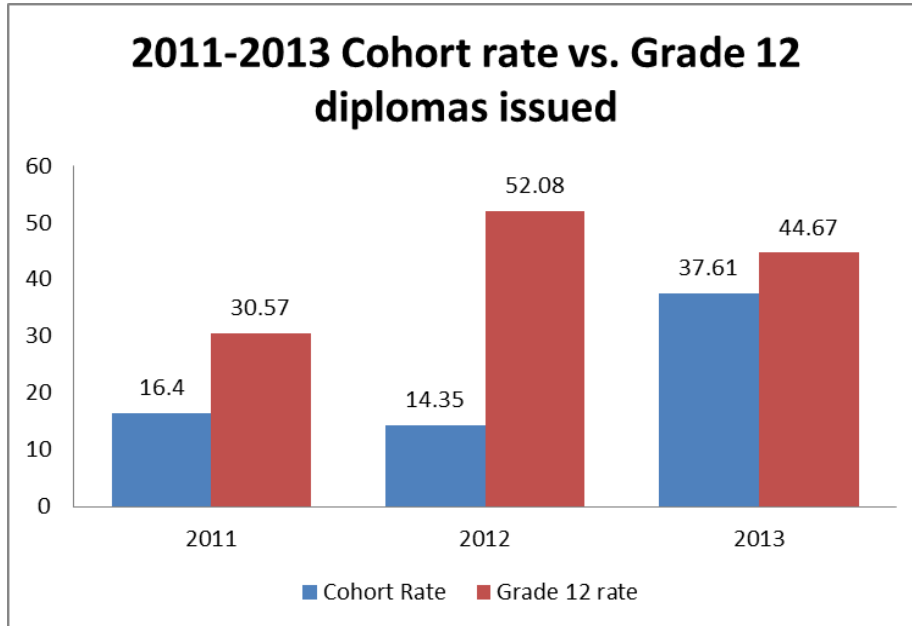
Graduation Rates

Graduation rates are challenging, given the numbers of students enrolling as credit deficient. 32% of credit deficient students were one year behind, and 18% of credit deficient students were 2 years or more behind when they enrolled at Beacon Academy. However, improvements were noted, as graduation rates reported in 2012 Cohort were 14.34%, and increased to 37.6% in 2013. That is an increase of 23.25 percentage points, and is significant.

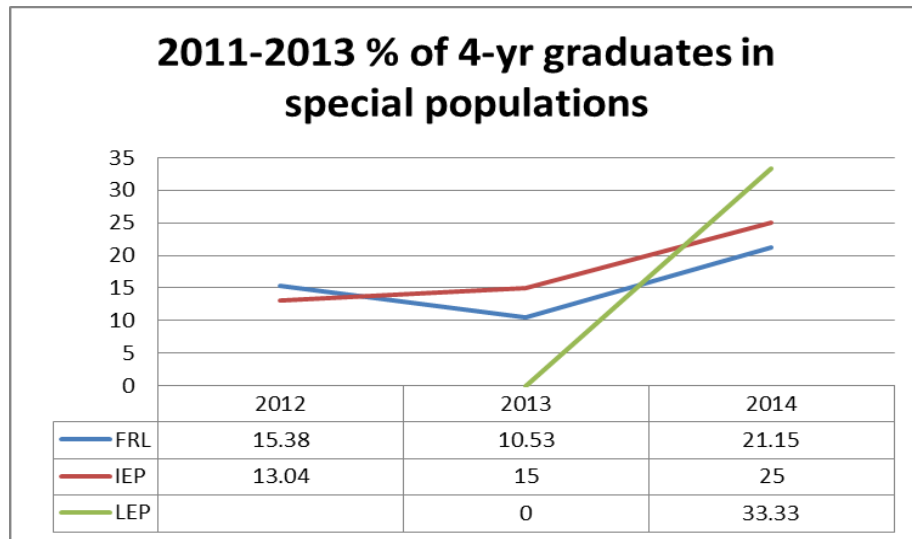


Despite credit deficiency and related at-risk factors, many of these students find success at Beacon, but they may take a little longer to complete. Unfortunately, their stories are not even reflected in reported data.

The chart reflects the percentage of students who earned a diploma past their cohort year in a given year based upon the number of diplomas conferred.



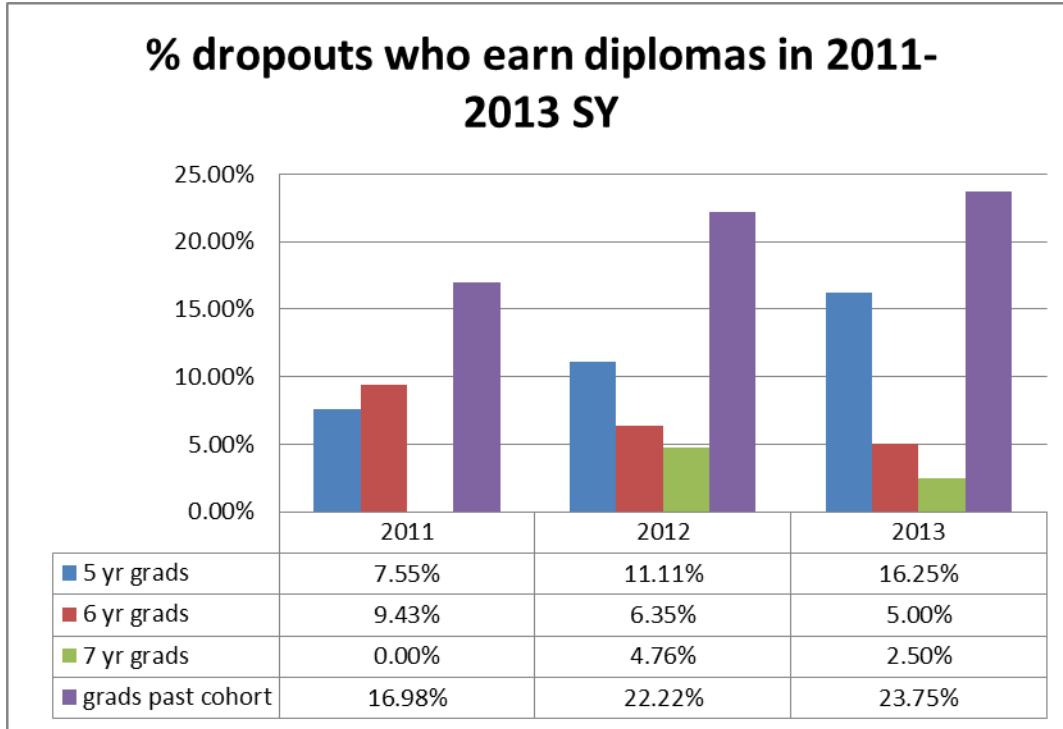
This graph shows the disparity between cohort rate and the percent of diplomas issued to grade 12 students. The grade 12 rate takes into account students who are at the competency level to graduate regardless of the number of years in school.



Beacon increased graduation rates reduced graduation gap across IEP, LEP, and FRL populations in 2013. Reducing graduation gaps for these populations will add three points to NSPF graduation measures over last year, for a total of 8pts, based on 12-13 attribute tables.

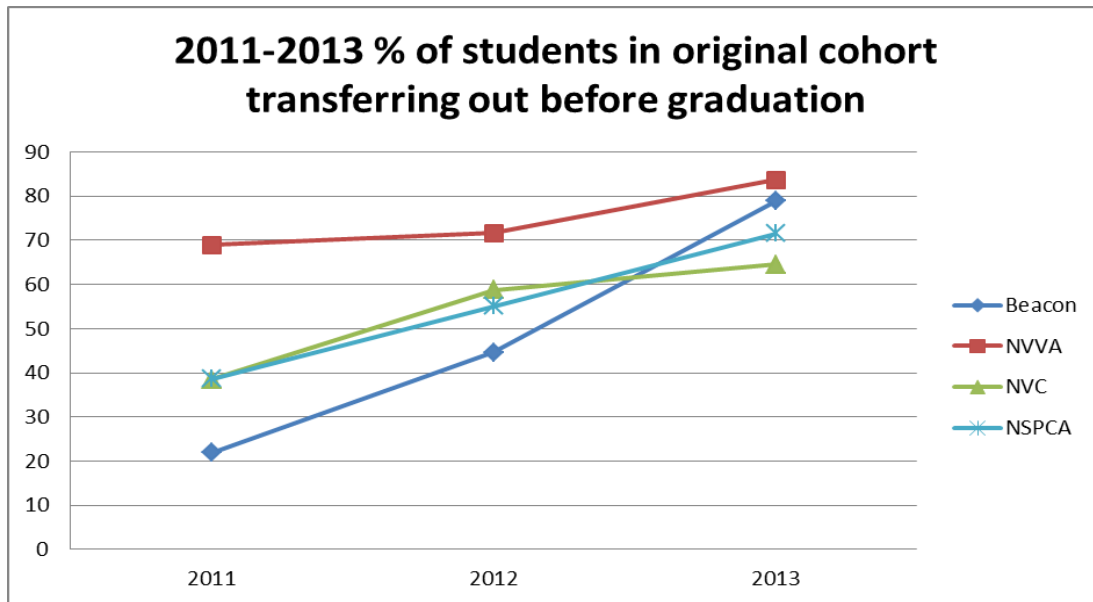
Beacon exceeds the State ELL rate by 8.9% and is only 1.4% below the State's IEP graduation rate

Drop outs who earn diploma by SY



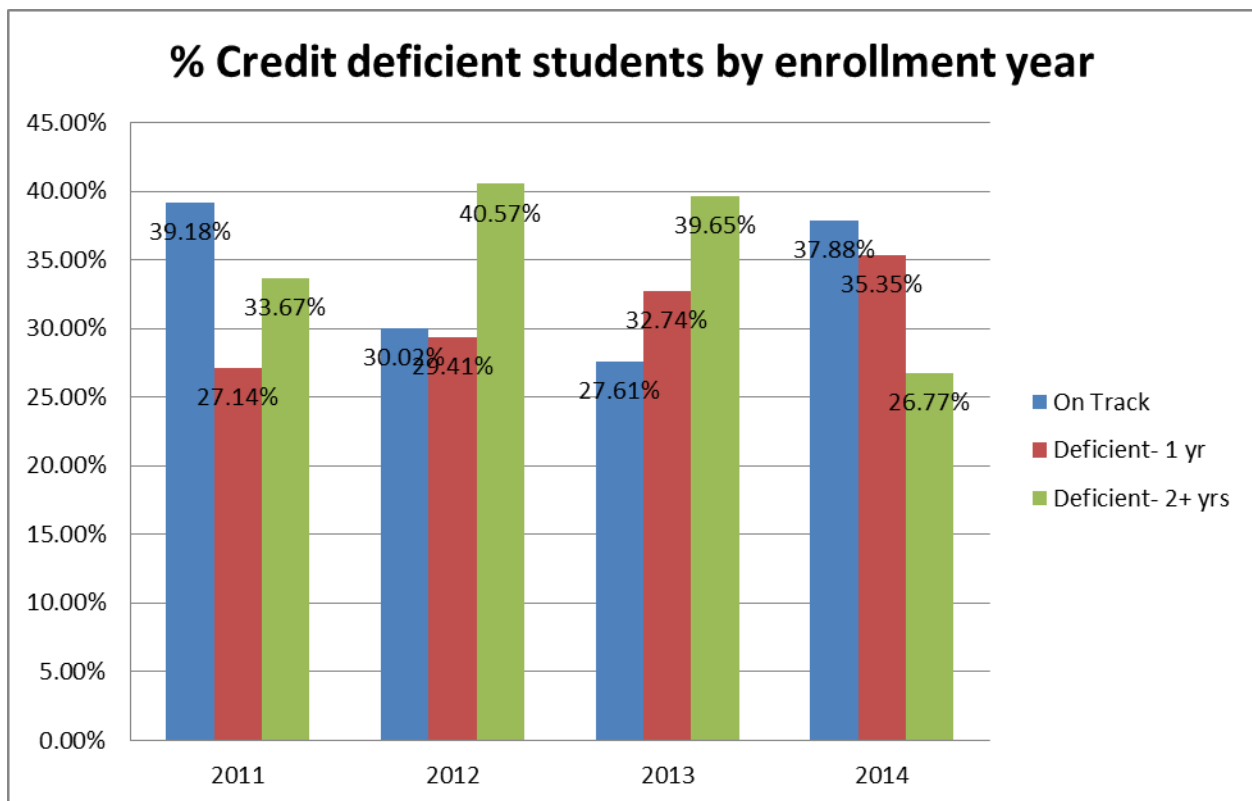
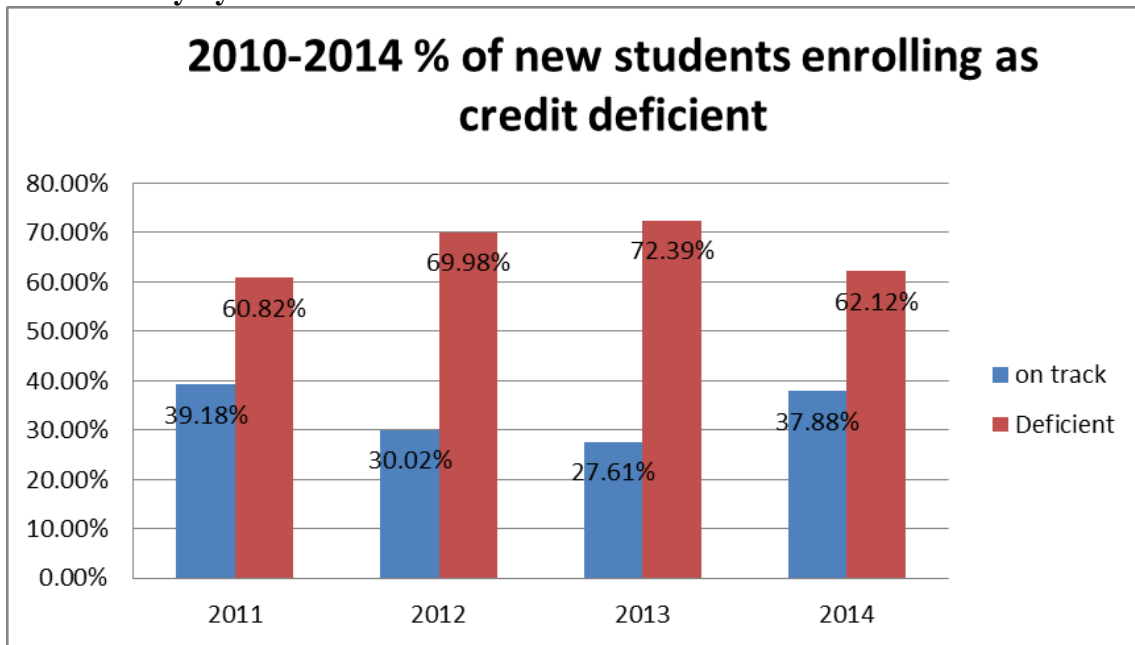
Calculated based on end of year enrollment. This chart indicates that Beacon is graduating a higher percentage of dropouts each year in less time, with lower attrition.

Attrition In Virtual Charters



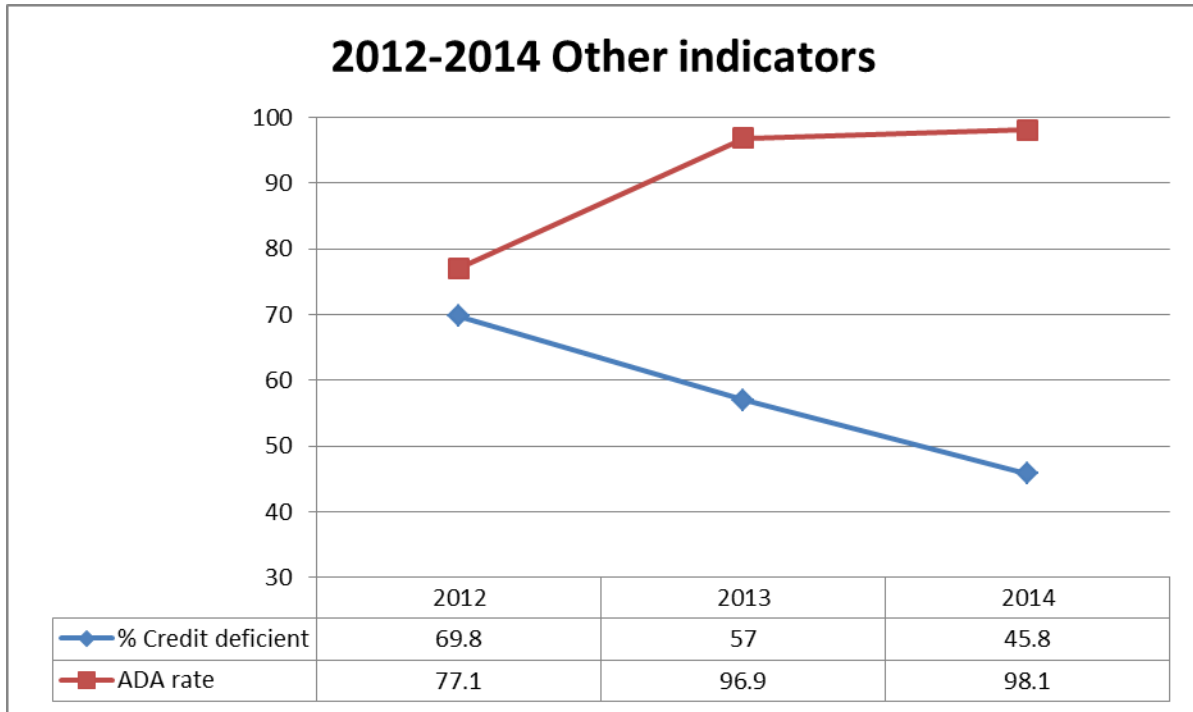
The percent of cohort students who transfer out before graduation. This is chart compares similar state-wide distance education charters.

Credit Deficiency by Enrollment Year



The majority of new enrollees come to Beacon in what should be their junior year. This data indicates that Beacon Academy has limited time to identify, remediate, and address credit deficiency and previous gaps in student learning demonstrated upon enrollment.

CCR and Other Measures



NSHE remediation figures are unknown at this time because the annual report will not be released until May 2014. Other Indicators continued to improve over the past two years.

**Proposal Per
Requirements Outlined in
9/24/2013 letter
(AB 205 Sec. 20)**



Proposal Per Requirements Outlined in 9/24/2013 letter (AB 205 Sec. 20)

Section A. A Description Of The Vision And Plans For The Next Charter Term

Academic Vision and Plans Through The Next Charter Term

While Beacon Academy of Nevada serves a diverse student population, a majority of the students enrolled meet one or more criteria as “at-risk.” A review of research regarding at-risk students’ performance in virtual schools nationwide shows mixed results, however distance education programs remain promising for at-risk students. The contrast between what is required to be successful in an online course and the traits most at-risk students possess, emphasizes the need for developing specific programs within virtual schools that cater to both non-traditional distance education students and at-risk students. Beacon Academy seeks to identify the unique challenges and needs of students, and the need to recognize what makes learners at-risk in order to best accommodate them. Beacon Academy has established a framework of wrap around services and supports available for students. According to research, “without these supports, the promise of virtual schooling as a means to provide access to high-quality educational opportunities for students who traditionally lack such opportunities will be out of reach for many at-risk students” (International Association for K-12 Online Learning [iNACOL], 2010, p. 18).

Through the first six years of operations, Beacon Academy has increased the capacity of technology through development of software programs to better track student engagement and academic progress. To a large degree, teacher professional development has been focused primarily on understanding and using technology, including the learning management systems, in which curriculum is embedded. While developing technology infrastructure and organizational capacity is important, the focus of future professional development is on alignment of all resources and tools to the mission of successful graduation and achievement of post-secondary goals by students. The vision and plan for professional development in the next charter term is to ensure that pedagogical principle drives technology and not the other way around. The technology infrastructure now in place will be utilized to focus on in-depth student data analysis, with more emphasis on tracking individual student growth through establishing baseline data, interventions, and progress monitoring. Teacher and staff training will incorporate the use of technology tools but be focused on effectively identifying struggling students, implementing individualized interventions for identified students, helping students organize their studies utilizing a variety of means, and providing timely communication and feedback to all students. Beacon Academy plans to extend additional professional development for teachers and staff to focus on best practices in online instruction, differentiated instruction, and high quality sheltered instruction, rather than the mechanics of online technology.

Addressing deficiencies in the academic performance of students, as demonstrated within the Nevada Performance Framework and SPCSA framework, while remaining true to our mission of facilitating underserved, at-risk student populations, is the primary focus of the vision and

planning for the next charter term. To address these concerns, Beacon Academy will add programs and support, specifically aimed at increasing proficiency rates and demonstrating individual student growth, for struggling students. The addition of a placement test to gauge math and reading proficiency will allow for immediate identification of students in need of intervention upon enrollment. Much of the research of at-risk youth in distance education programs indicates that effective programs frequently assess student progress and adapt instruction to individual needs. Beacon Academy plans to implement individualized interventions based upon baseline placement data and track growth through Response To Intervention (RTI) monitoring beginning with school year 2014-2015. The addition of online intervention programs will provide intervention support tailored to each individual student. Beacon Academy will continue to provide and expand extensive proficiency exam support in online and face-to-face tutoring sessions.

Of critical concern, based upon data analysis, is the misalignment of some graduation and career and college readiness performance markers. There is a need to address and acknowledge that some students may require longer than the four-year cohort requirement to complete graduation requirements. There is a preponderance of evidence that a majority of post-secondary students do not complete their degree programs within four years and yet the Nevada Performance Framework only classifies those students who graduate within four consecutive years of high school as graduates. This is particularly challenging for many at-risk students. The U.S. Department of Education, National Center for Education Statistics (NCES) noted in *The Condition of Education 2013* (2013) that “59 percent of full-time, first-time students who began seeking a bachelor's degree at a 4-year institution in fall 2005 completed the degree at that institution within 6 years” (p. 182). Additionally, the report specifies that 31 percent of full-time, first-time undergraduate students who pursued certificates or associate's degrees, beginning in fall 2008, at 2-year degree-granting institutions took 3 years to complete (NCES, 2013, p. 183). Beacon Academy acknowledges that the graduation performance markers and the college markers are significant challenges for many of the students who in enroll at our charter. Realistic career and college readiness goals for students are needed to support and increase graduation rates and more robust programs are needed to assist students with access and information to prepare for post-secondary programs. A significant challenge is the number of students who face overwhelming economic, health, or family challenges, which impacts high school completion and visualization or realization of post-secondary goals, this issue is discussed under the “At Risk” section of this document.

One critical component to the academic plan and vision for the next charter term is the process of ensuring alignment of curriculum to Common Core State Standards and Next Generation Science Standards. A review of curriculum alignment in all core ELA and Mathematics courses was completed in February 2013. A review and alignment to Next Generation Science Standards (NGSS) in all science courses is currently underway. The goal is not only to attest that all

curriculum utilized is aligned to standard, but also to assess the quality of lesson alignments, to what degree assessments align to instruction and standards, and to provide students with opportunities to demonstrate higher levels of critical thinking and depth of knowledge.

Beacon Academy plans to address this priority concern by increasing the use of a mastery-based credit recovery program to narrow the gaps between credits required to complete graduation plans and credits earned at time of enrollment. Beacon Academy currently offers free credit recovery programs but not all students who need credit recovery take advantage of the program. One essential component of the next charter term is increasing the successful completion of credit recovery courses by credit deficient students. This may require allocation of additional resources such as mentors and facilitators to monitor student data and help students adhere to their developed graduation plan.

Beacon Academy plans to support improved academic performance by implementing more comprehensive mentor and support services. During the next charter term, an ongoing Beacon Academy goal is to increase attendance and consistent work progression and increase the level of engagement in courses and other school activities for all students. To accomplish this goal, Beacon Academy will extend and expand the wrap around services it provides, including school social work, home visits through the Beacon Outreach Program, mentors assigned for all students through university internship programs, and hiring of full time lead mentors focused on academic success and support services provided through the Center for Health and Learning and community organizations as needed.

Financial Vision and Plans Through the Next Charter Term

Beacon Academy has a demonstrated history of fiscal responsibility throughout the first term of the charter. The financial plans, budgets, and projections are in alignment with the vision and plans outlined in this document. The school has operated within its means and expenditures are monitored against budget on a monthly basis. Beacon Academy also has financial reserves in place to support unplanned expenditures. Monitored for fiscal accountability, budgets are aligned to the academic and organizational needs and goals projected during the next charter term. Priority concerns revolve around improving the school's performance under the performance framework. ***As such, Beacon Academy will limit enrollment to its existing capacity, based upon the 2013 Pupil Count Audit of 804 students, until performance framework ratings are satisfactory.*** Allocation of DSA revenues will prioritize funding necessary to carry out the planned actions for increasing performance measures. This includes increasing mentor, teaching, and tutoring personnel and adding online programs for baseline student placement, response to intervention, and individualized intervention or enrichment plans. Based upon long-range plans, the financial vision and plans will support Beacon Academy in developing the capacity to add satellite tutoring and student support centers, particularly in areas with high populations of Beacon Academy students. This proposal will provide greater access to instructional support for

students. Fiscal resources are also aligned to support the expansion of support services for northern Nevada students, per the Governing Body's stated long-range goals.

Sustainability in the near term, and long-range plans are based upon current revenue projections. Current ratios meet fiscal and accounting standards. Financial policy and procedures are comprehensive in scope and align with recommended frameworks. Staff and Governing Body continually review budget projections, current spending, and revenues. Grant opportunities are accessed when appropriate and aligned to the mission, vision, and plans of the charter. The Governing Body is currently exploring the creation of a non-profit foundation to help support the long-term goals of the school, and the immediate needs of students and their families. Establishment of a foundation may also support the school's organizational structure through increased volunteers and community resources that support at-risk students.

Organizational Vision and Plans Through the Next Charter Term

Beacon Academy's organizational structure currently has the physical (facility) capacity and human capital to achieve the goals, vision, and plans for the next charter term. Fiscal capacity can support increases in human capital to better address the vision and plans for the next charter term. The Governing Body takes a proactive leadership role focused on short term and long term plans to support academic, fiscal, and organizational goals. The Governing Body demonstrates active governance, which is focused on school improvement. The reporting, compliance, and legal obligations of the charter are met to a high degree, and meet standards of the charter sponsor.

The organizational structure and allocation of school personnel are aligned to the school's goals, vision, and plans for the next charter term. Plans for the next charter term include expanding the number of mentors, learning coaches, and instructional staff, which will facilitate effective delivery of instruction and interventions, including face to face and online tutoring, monitoring of intervention programs, and mentoring for academic performance and attendance. Allocations for administrative, business, and support personnel will be adjusted based upon need, fiscal resources, and alignment to the vision and plan for the next charter. The Governing Body recognizes the need to ensure an organizational structure that includes a sound business and fiscal department, which supports and extends the mission and the academic goals of the school by providing operational and regulatory oversight and compliance. The organizational structure and Governing Body policy are reviewed at length in several areas of this document.

Section B. Any information or data that the Governing Body of the charter school determine supports the renewal of the charter under the terms and conditions of the renewal contract.

The entire submission of this document addresses the information and data the Governing Body believes supports the renewal of the charter under the terms and conditions of the renewal document.

Section C. A Description of the Improvements Already Undertaken or Planned

Implemented / In Progress / Planned

Curriculum and Instruction:

- **Curriculum Alignment Audit (Implemented Spring 2013 – Completed February 2014)**
Beacon Academy conducted an extensive review of curriculum to determine the degree and quality of course content and assessments in alignment to Common Core State Standards. The information gathered from this review provided the basis for improving courses where alignment was not strong and ensuring that core curriculum was aligned to a high degree. In addition to curriculum review, Beacon Academy conducted the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) process. Teams of staff and stakeholders assessed school curriculum, instruction and practice against key indicators. The NCCAT-S findings were utilized in the development of the School Performance Plan, which has established goals, benchmarks, and action plans focused on academic achievement and school improvement.
- **Credit Recovery Options (Implemented Spring 2013, Expanded in Scope beginning 2013-2014 Academic Year / 2014-2015 will see use of the program within development of much more comprehensive individualized graduation plans)** - In addition to courses offered within the standard graduation plan, Beacon Academy provides students with credit recovery options. Students may enroll in self-paced core courses to accelerate or catch up on credits needed for graduation. These courses are taken in addition to students' regular course schedules. Credit Recovery courses are available to any full time student during the school year at no cost, provided the student is demonstrating progress and passing grades in their regular schedule. Credit recovery is one support implemented to positively address concerns related to the significant number of students who are credit deficient when they enroll in Beacon Academy, with the goal of reducing credit deficiencies for identified students. Consideration of options available for alternative credit recovery graduation plans for students who are severely credit deficient will be explored.

- **Implementation of E-Class organizational structure within all courses - (Implemented Spring 2013 – Completed August 2013)** The E-CLASS format was implemented in all courses to help students stay organized and on pace in courses. Considering the barriers that keep some students from being successful in online classes, Dr. Steven Gerson developed the E-CLASS model. The E-CLASS model is an acronym for components of an effective online lesson, and can be applied to a unit of instruction, or individual assignments and lessons. Employing a consistent educational structure for each course is very important when teaching online. E-CLASS is intended to help teachers develop their online courses by providing a systematic, sequential procedure. (See Curriculum Section)

 - E – Explain. Why is this important for a student to learn?
 - C – Clarify. What will the student learn and do?
 - L – Look. In this section, students review lesson materials, samples, and examples.
 - A – Act. Students practice what they are learning.
 - S – Share. Students take a moment to create a community of learners together.
 - S – Self-Evaluate & Submit. Students should reflect on their learning, evaluate their own, and others’ work, and submit the work for a grade.

- **Creation of test pools aligned to CCSS – (Implemented January 2014 – targeted Completion by August 2014 - In Progress)** Developing an extensive pool of test questions specifically aligned to each CCSS, and incorporating appropriate levels of depth of knowledge and higher order critical thinking skills, to ensure that all courses have meaningful assessments aligned to lesson and to standard. (See Curriculum Section)

- **Implement High Quality Sheltered Instruction - (Planned Fall 2014)** Planned incorporation of HQSI strategies in instructional delivery and pairing HQSI Language Objectives to standards in each lesson, as well as a targeted focus on content vocabulary will assist English Language Learners, and native English speakers who may have gaps in foundational knowledge in the online environment. High Quality Sheltered Instruction strategies embedded in course delivery and aligned in each lesson with CCSS paired with Language Objectives, which address the language needed to engage academic content and achieve content standards.

Student Intervention and Progress Monitoring

- **Intensive Student Intervention Team (SIT) process – (Implemented 2013-2014 Academic Year – On-Going)** Data analysis each week regarding attendance and academic progress, standing SIT team meets weekly to address identified student concerns related to attendance and academic performance, including known risk factors (medical, psychological, family, etc.), and to implement intervention plans. Plans may include required participation in weekly face-to-face or virtual tutoring sessions, home visits, or student/parent conferences.

- **Implement reading and math placement tests - (Planned for the 2014-2015 Academic School Year)** Web-based MAPS assessment program will be utilized for each student upon enrollment and at the beginning and end of each semester, beginning fall of the 2014-2015 academic year.
- **Implement individualized intervention and or enrichment plans - (Planned for the 2014-2015 Academic School Year)** The MAPS placement scores will be utilized in addition to transcript review to appropriately schedule new students, and as baseline for creation of individualized online intervention/enrichment in both English Language Arts and Math utilizing STUDY ISLAND programs for all students beginning fall of the 2014-2015 academic year.
- **Student Tutoring Services - (Expanded in Scope and Personnel beginning 2013-2014 Academic Year)** Beacon Academy provides face-to-face and online tutoring at school facilities in Las Vegas and Reno. One of the challenges for high school students as they transition to online courses is learning how to manage time, prioritize, and maintain a schedule for completing work. Providing opportunities for students to receive face-to-face tutoring allows for opportunities to reinforce those important skills. Students identified as struggling or not making adequate progress are placed on a success plan, which requires online or site-based tutoring sessions and regular monitoring. Beacon Academy employs tutors, para-educators, and learning coaches in addition to licensed teachers to assist students in these formats. Student engagement is promoted through online and site-based clubs and social activities. Beacon Academy provides public transportation bus passes to students if they need transportation to the Las Vegas and the Reno offices. Students living in rural areas participate in tutoring or club activities online.
- **HSPE Specific Supports - (Expanded in Scope and Personnel beginning 2013-2014 Academic Year)** In addition to daily tutoring programs, a comprehensive plan for providing proficiency tutoring, boot camps, and online resources was implemented during the spring of 2013. Data indicate that students participating in the help sessions improved their proficiency scores. However, not all students who could benefit from proficiency specific tutoring took advantage of the available assistance. Longitudinal student proficiency test data was utilized to adjust course assignments during the 2013-2014 academic year. Students in need of specific remediation in math, science, or reading were placed into cohorts to better facilitate instructional supports in the areas of greatest student need.
- **Expanded Mentoring Program – (Expanded in Scope and Personnel beginning 2013-2014 Academic Year)** Mentoring programs have been identified as important for supporting at-risk students. Every student is assigned a mentor, who is a university

student in the school of social work. Beacon Academy has an internship agreement with University of Nevada Las Vegas, University of Phoenix, University of Southern California, and University of New England in which students are placed in internship for one or more semesters. Mentors act as a success advocate for the students assigned to them, and interact with the student, parents, teachers, and staff. All Beacon Academy staff work to engage the students, and to provide a source of emotional support, guidance, and assistance with the goal of bolstering student confidence and strengthening their ability to succeed in school. Beginning with the current academic year, more mentors were available, caseloads were reduced, and mentors were assigned cadres of students based upon grade level, enabling the mentors to focus on specific emphasis with students. For example, senior cadres focused on emphasizing graduation plans with their students, junior cadres focused on ASVAB, HSPE, and ACT or SAT testing with their students, etc. Fiscal resources are allocated to hire additional mentors who will assist in the coordination and effective use of non-paid university interns. Beacon Academy will hire additional mentors to work with the most academically at-risk students during the coming year. Additional personnel will increase the level of outreach to develop higher levels of engagement by students in all classes.

- Beacon Academy, in addition to the CHL and mentoring programs, also offers student support groups, trainings and clubs, supported by trained instructional and clinical staff.
 - These include a student Parenting Group, which is conducted weekly, and includes academic tutoring and progress support, as well as parenting training, group support, and access to community resources.
 - In partnership with Southern Nevada Health District, as a sub-grant recipient, Beacon Academy has conducted a Teen Pregnancy Prevention program. This series of voluntary classes is designed to raise awareness and improve medically accurate knowledge of HIV/STD transmission and prevention, as well as to influence the behavior and beliefs of teens around the topic of HIV/STDs and unplanned pregnancy.
 - The school Diversity Club helps to address the needs of students who identify themselves as a part of the LGBTQ community, or who wish to demonstrate support, respect and inclusion for all students within the Beacon Academy Community, regardless of their race, ethnicity, religion, gender, sexual orientation or abilities. This club also partners with The LGBTQ Center, a community agency which provides support services to adolescents within the LGBTQ community.
 - Other professionally led groups and workshops address issues related to bullying, loss and grief, or other topics of interest to the student community.
 - Beacon Academy also collaborates with outside agencies to provide the support students need. The Nevada Childhood Cancer Foundation, Nevada Partnership for Homeless Youth, Grant A Gift Foundation for Autism Awareness, the Southern

Nevada Health District, Spring Mountain Treatment Center, the Center (serving LGBTQ youth), and Adam's Place.

- Beacon Academy plans to implement expanded community outreach to fill in the gaps of support for identified at-risk students in both Las Vegas and Reno.

Professional Development

- **Professional Development - (Planned for the 2014-2015 Academic School Year)**
 - **HQSI Implementation - Teacher Professional Development (Planned for the 2014-2015 Academic School Year)** Teacher training and support is required for effective implementation to take place.
 - **Professional development** - in the areas of student engagement, effective instructional strategies in an online environment, and effective differentiation of course content in an online environment are also planned for the 2014-2015 academic year.

Career and College Readiness

- **On-going** - Beacon Academy endeavors to promote a culture that values goals for post-secondary life, career, and college readiness. The school is an Armed Service Vocational Aptitude Battery (ASVAB) testing site that provides students with information on their interests and tested abilities. Students who are interested in the military or about their vocational choices are encouraged to take advantage of this program. The test is free, voluntary, and administered twice a year in several locations. Expanded opportunities for marketing, recruitment, and information about the test are needed. Beacon Academy includes a variety of information and links within the learning management system, including information regarding scholarship information, financial aid for college, and workshops sponsored by Beacon Academy regarding college preparation. Beacon Academy partners with the community and businesses to sponsor career fairs where students can interact with local professionals. Beacon Academy also plans and sponsors college, university, and trade school tours for students. Beacon Academy has expanded the number of Advanced Placement courses offered, and will continue to encourage students to enroll in and take AP tests as appropriate. Beacon Academy has received designation to proctor AP course exams. Being able to take AP end of course exams in a familiar location should increase participation as well. Beacon Academy is participating in the EXPLORE test for ninth graders in 2014. This will provide the school with valuable data to improve student performance, and to start ninth graders on a path toward taking ACT exams.
- **Development of grade level Career and College Readiness studies courses - (Planned for the 2014-2015 Academic School Year)** Developed courses to be taken as a required

elective credit in freshman through senior year. The courses will build progressively, and are designed to help students to facilitate skills, traits, and build an advocacy foundation for their high school career and post-secondary goals. Each year incorporates an emphasis on students' education plan, which includes their high school academics and a long-range scope of college and career goals, as well as the different pressures and stresses high school students' face. As students' progress through each grade level's survey course, they will learn about pre-college tests, searching for employment, postsecondary educational options, how to apply to chosen options, finalizing postsecondary educational goals and plans. Students will also develop a student portfolio through the course of the four years of Career and College readiness Studies. The goal of the course development is to increase student awareness and preparedness regarding career and college ready skills.

- **Offer scholarships** for 11th grade students to access the ACT or SAT exams. (Implemented Spring 2014 – In Progress) Information regarding ACT and SAT preparation and test scheduling is sent to students and parents throughout the year. Historically, only a small number of 11th grade students opt to take the ACT/SAT. Many more 12th grade students take the exams, however, only 11th grade administration is incorporated into the Performance Framework. Polls of students indicate that cost and lack of transportation to testing locations are factors. Scholarships will be offered to 11th graders to improve participation at an earlier age.

Organizational

- **Implement change in grade level designation - (Planned for the 2014-2015 Academic School Year)** Beacon Academy currently assigns grade level based upon credits earned rather than seat time. The philosophy of the Governing Body and school leadership is that students should focus on the credits needed and required for completion of high school rather than an arbitrary grade level designation based upon years in high school. However, with the implementation of the ESEA Waiver and the four-year graduation cohort, designating enrolling students based on credits earned has become problematic. It is difficult to align data as students move from a school that designates grade level based on years in high school to one that assigns grade level by earned credit. It is the intent of the Governing Body to change the criteria for assigning grade level to years in high school rather than credits earned. However, Beacon Academy will continue to identify and designate students as on track, credit deficient, or significantly credit deficient. It is essential to continue to emphasize to students the importance of knowing how many credits they have earned and what they need to earn to maintain their graduation plan on pace. Based upon analysis of school data and misalignment of reporting data under four-year graduation cohort, we have determined that school data and performance indicators

are not best served designating grade level by credit. Effective in the 2014-2015 school year, Beacon Academy will determine grade designation by years in school.

Governing Body and staff of Beacon Academy of Nevada are committed to the plans and vision outlined for the next charter term. We recognize that improvements in performance measures are the primary priority. The comprehensive plans outlined in this application provide the roadmap to accomplish short-term and long-term goals, while remaining true to the school's mission. The Beacon Academy Governing Body anticipates alignments to the mission, performance, growth, and quality assurance in the next charter term.

D. OTHER REQUIREMENTS OR INFORMATION PRESCRIBED BY SPCSA

(Note – none received at time of submission)

Letters of Support



Parents



April 2, 2014

Dear Principal Waters,

I want to take time to write today as Beacon Academy student Amelia Smith's father to thank you and your staff your professionalism and compassion this school year on my daughter's behalf. It is greatly appreciated.

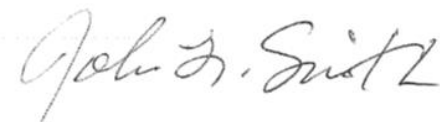
As you know, Amelia faces myriad medical challenges following her extensive brain and spine cancer treatment. Not only is her mobility limited by her substantial paralysis, but she also is challenged by cognition issues and other physical maladies that make attending a traditional classroom and learning extremely difficult. This is where your program has been an answer to our prayers.

By allowing Amelia to study online, she has been able to undergo intensive physical therapy treatments at the Kennedy-Krieger Center at Johns Hopkins Hospital in Baltimore. Beacon literally helped keep her from dropping out of school in her senior year. For that I will always be grateful.

Although Amelia faces an uphill struggle with her health and her education, she is possessed of a great fighting spirit. I will continue to be at her side to make sure she participates in the education process. It is my hope that Beacon Academy can be at her side to do the same in the future.

Again, thank you very much for all you do and all your help this past difficult school year. Amelia had another surgery recently, as you know, and is getting out of the hospital. She promises to keep plugging away at her homework.

Sincerely,

A handwritten signature in cursive script that reads "John L. Smith". The signature is written in black ink and is positioned above the printed name.

John L. Smith

Felisa Huene
2102 Citroen Street
Las Vegas, NV 89142

March 31, 2014

To Whom It May Concern:

I am writing this letter in support of Beacon Academy of Nevada and in support of renewing the school's charter. I am writing this as a parent of two Beacon Academy students, and as a community member who has served on a Governing Board of a charter high school in the past. My children attend virtual high schools by choice due to our dissatisfaction with the public school systems ability to provide individualized education and attention, and not because they had problems or were problematic while at public school. Oh, and my child had attended a public magnet school while in the public school system.

My family and I have lived in Clark County, Nevada since 2001 and during this time I briefly served on the Governing Board of Renaissance Academy. I have seen first hands the results of poor administration, financial corruption, and ill intentions towards students and the public trust from my experience with this other school. This experience has made me uniquely aware of what can potentially go wrong from behind the scenes of charter schools. As a parent of two children who had also been students of Renaissance Academy, I also have the unique experience of having watched my children struggle through an incompetent school structure, poor educational opportunity, and to have to find a new school when the school closed down. I have not found these sorts of incompetence and deceptions to be the case at Beacon Academy.

I have found Beacon's administration to be extremely competent and dedicated to their students success. My children know that they can talk to any administrator or teacher at any time when they need to...and they do it. I know that as a parent I can as well. My children's teachers are always in daily contact with them and they go above and beyond to help them when they need extra support. This was definitely not the case when they were students at the charter school that closed. At that school a whole semester went by without contact from the teacher despite my children and myself repeatedly trying to make contact.

I have experienced and witnessed Beacon's financial support of their students, their families, and academic improvements, student trainings and high school events. Beacon provides my children with free bus passes to go to the school for tutoring and to participate in clubs and events. I remember that when my children first started at Beacon they had never rode a bus. I was very nervous to let them. Beacon gave my children and myself several bus passes each so that I might ride the bus around town with them for several days so that they could learn and I might feel comfortable. Now my kids hop on the bus all over town when they need to go

somewhere. It may sound insignificant, but is an important life skill for them because they are able to be self-reliant and to problem solve. When my family did not have enough money to buy dress pants for the Skills Club meeting uniform requirement, the club administrators purchased them for her. My daughter feels so much loyalty to the Skills Club at Beacon for helping her participate the way the club was designed even if her family has financial difficulties.

I believe, based on the opportunities that Beacon provides to their students and their families, that Beacon has not only the best of intentions for their students, but puts these intentions into action. Even more, Beacon follows up on their actions to make sure that the message and goal behind them were received, and then takes measures to improve when needed and possible. My children have been encouraged to make social connections and improve on skills they may use in their lives by participating in Skills USA, various clubs, Proficiencies Boot Camps, free mentoring and tutoring, and Personal Finance Courses. They have attended free bowling and pizza events offered monthly, movie afternoon offered monthly, Zombie Prom, and book clubs. My children know read over 3 books a week each- this is no exaggeration! My child even got hired by the Clark County Library for her first job. I believe this love for read is encouraged by Beacon and I definitely know that the skills and confidence my child possess to apply, create a resume, interview, and have a successful work experience can be contributed to Beacon's influence.

Both my children attended extensive Proficiency Boot Camps to help them prepare for their proficiency examinations and more importantly to feel confident that they can achieve this hurdle in their lives. One of my child is fourteen years old, is in the 11th grade at Beacon, and has already passed her high school proficiencies- we are waiting on the results of the writing proficiency, but she is very confident. Beacon helped her achieve this by supporting her to be her best. She wants to be Valedictorian when she graduates next year and is the parliamentarian of the Skills Club this year. Next year she plans to compete at the Skills Club competition. This year they encouraged her to attend the competition as a helper so that she would be comfortable.

My other child is seventeen years old and has passed all her proficiencies- we are only waiting on the results of her math proficiency. When she found out that the scoring on the Math proficiency was lowered and that she only had to achieve a one point difference from the last time she took the test to pass, my daughter said that she wanted to get the 300 points that were needed to pass originally. I believe her desire to do better than what was needed to do to get by is due to the support, training and encouragement she receives from Beacon. Oh, and I should tell you, she was afraid of the math test and previously hated math. She came home from Beacon's Proficiency Boot Camp with a binder that the teacher had made for her with the words "I Love Math" on them! This teacher worked hard to help my child conquer her fear!!!

As I shared earlier in this letter, I have previously served as a Governing Board member of Renaissance Academy, and this school lost its charter and was forced to close immediately. In

this position I assisted in facilitating the closing of the school and finding new schools in the middle of a spring semester for the hundreds of students. Many of these students would not be able to return to traditional public high schools through local school districts. To assist parents in finding the best possible school solution for their children we invited many school options to present to the parents their school information. I attended as a parent as well. I listened to the options I had for my children and Beacon Academy stood out from all the rest. Additionally, when faced with tough questions, I found that any of the schools answered acceptingly in public, but back tracked in one-on-one interviews. Beacon did not. What they said in public held true in private. What stood out for me the most is that Beacon Academy stepped up and took as many of these students as they could knowing that they would not receive state funding for them and that the students would have specific and individual needs and challenges. They empathized with the parents' and the students' dilemma and fears.

As my role of a parent of two students in a school that suddenly closed down, I am well aware of the fear, anxiety, loss, and uncertainty that students and their families faced during their transitions to new schools. We worried about transcripts, disruption to their education, where would they go, would another charter school do the same things? My children worried about their grades, making friends, distrust of administration, feeling abandoned by their teachers, fear of learning a new system and what would happen trying to learn this in the middle of a semester? Beacon made the transition process very smooth and provided opportunities for my children and I to feel welcome with informational meetings, and Family BBQ events.

I also serve the Clark County community as a Marriage and Family Therapy Student Intern. The focus of my work is with adolescents and families, many who have socioeconomic difficulties beyond and contributing to their presenting mental health and relational issues. I refer to families in these circumstances as "multi-stressed." I see the daily life challenges that the children and the families experience and how much stress and roadblocks this places in the success of the children. I often refer families that have children who can no longer attend public high school to Beacon Academy because I know that this is a place where the child's education needs, and all other road blocks will be addressed, and where the family will have access to help and resources. I do not know of any other place that this can happen for families in these situations. I have listed a few of the highlights that I think are so unique to Beacon Academy of Nevada and beneficial to the children and their families in Nevada communities:

- Free tuition to Nevada students
- Free laptop for school use
- Free mentoring and tutoring
- Beacon Academy offers free counseling and clinical school social work services as long as the student is enrolled in Beacon Academy. These services are offered to both the students and their families. Services include free assessments; individual, group and family counseling; informative workshops and seminars; health and behavioral consultation and referral. This assistance helps students identify and access useful services and resources to maximize learning and achievement. Beacons' clinical social

1:16:29 PM 4/6/2014



Susan Waters <susan.waters@banv.org>

Letter to Mrs. Waters Re: Success due to Beacon Academy

1 message

Elisabeth SaintJames <get2grow@live.com>

Mon, Mar 17, 2014 at 7:52 PM

To: BeacomSusan Waters <susan.waters@banv.org>, Elisabeth SaintJames <get2grow@live.com>

10316 Mystic Pine Road
Las Vegas, NV 89135
(702) 277-7524

March 16, 2014

Dear Mrs. Waters:

As you know, two of my children have been your students at Beacon Academy of Nevada over the past three-and-a-half years. Our experience clearly demonstrates the success of your academic program, not to mention the special effort you make at fortifying a positive social dynamic among our students. Not only does Beacon effectively deliver a rigorous curriculum, it better prepares students for success in a world destined for a dynamically technological future. All your efforts to maximize the favorable results of my students who are about to come to fruition as they graduate with honors. The observations that follow highlight some of Beacon's intrinsic characteristics that have prevented my child from dropping-out of high school due to a traumatic medical circumstances.

Beacon Academy constantly scrutinizes its technology, not only in order to keep its entire system up-to-date, but also to respond innovatively to immediate student needs, providing customized solutions. Beacon provides all its learners with easy access to course material, recorded class lectures, personal attention in one-on-one tutoring and the opportunity for its particularly diverse student population to thrive by receiving a quality education. Sending my twins to Beacon was not only an attractive choice, it proved to have benefits found in no other school in the state of Nevada could offer.

Beacon's greatest strength is in reducing the trans-actional distance between the student and the teacher in order to maximize the quality of learning. In most instances, Beacon accomplishes this for the willing student much better than most of Nevada's current public brick-and-mortar classrooms. So, what does this mean? It means that the teachers effectively minimize any, if not all, distractions from learning in their interactions with our students. Why is this important? Due to the fact that studies have shown a decrease in trans-actional distance leads to an increase in positive learning outcomes, the fact that Beacon Academy teachers accomplish this task is a key component leading to their student's accomplishments.

The best thing that Beacon Academy does, however, is prepare its students for successful future working with state of the art technology. Beacon is part of the paradigm shift placing collaborative learning and cutting edge educational practices in a technological setting. Students are provided on-going development of their technological skills, which can be an asset when they enter the work-force. Placed this framework, I now understand the advantages that the relatively new field of online education gives students in a web-based environment.

While it would be easy to point to the empirical results of field trials that evaluate online education, Beacon itself attests to the fact that it works. For example, the Virtual University research team that hosted research reviewing 439 online courses taught by 250 faculty to 15,000 students has concluded that online education works. Nonetheless, I believe that Beacon Academy has taken on the additional difficulty of addressing the unique needs of various challenging student populations and it has succeeded. To the best of their ability, these students complete Nevada's rigorous requirements in their well-rounded coursework with the best curricular tools available.

Now, I never had to take a High School Proficiency Examination in order to receive my high school diploma. And, if you are over the age of thirty, neither did you. Unlike other schools in the Clark County School District, who encourage students to transfer "in" when grades and test scores are high and who encourage students to transfer "out" or discontinue if they have a low HSPE pass rate, Beacon sticks by its students by providing on-going tutoring in addition to comprehensive HSPE reviews.

Beacon is concerned with our student's prosperity on all levels and does all it can to ensure the students are as successful as they possibly can be. Yet, they have been in existence a relatively short period of time, so often the deficits seen in some of our current Beacon students are the result of the poor quality of education offered at a previous school. Meanwhile, Beacon is tasked with getting such students "caught up." (I have substituted in other CCSD high schools where I met a senior about to take her final HSPE who performed addition by counting on her fingers and could not multiply.) Will accreditation be revoked from that

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high school, too? Of course not!

I have been given permission to let you know that one of my children had brain surgery prior to freshman year. Processing information and language were severely impaired, making her *medically* incapable of certain tasks, like mathematics. Over the course of the last four years, the healing has continued and shown some areas of improvement. So, after flunking the Math HPSE three (3) times, she finally passed! She has also passed all classes demanded by Nevada's curriculum. This school never gave up on her.

However, I am here to tell you, that if it were not for Beacon Academy, my daughter would have dropped out of high school at least two years ago. As you know, completing high school and receiving that diploma is the cornerstone for the success of today's young people. Complications in the current CCSD interpretation of education laws-in-action did not permit my child to be served by the public (or private) schools. I know, I tried.

Beacon Academy has gone to great lengths to help my one, solitary student reach her full potential and, commensurate with her I.Q., and to help her become a likely candidate for Valedictorian of her graduating class this spring. Here is one successful result that no other secondary school in Nevada could have provided.

Sincerely,

Elisabeth St. James, M.S.

electronically signed

March 30, 2014

State Public Charter School Authority,

I am writing this letter in support of Beacon Academy's charter contract renewal.

My daughter, Jennifer, enrolled in Beacon Academy her sophomore year, fall 2011. Her freshman year at Arbor View High School was pretty much a disaster. She has a diagnosed problem with attention and memory and was easily distracted by so many students in the large class sizes. She was also sent out of class numerous times for trivial things such as the color of her hair and the facial piercings that she had. She failed Algebra 1 because the teacher repeatedly sent her to the dean's office for the previously listed reasons and she basically stopped trying. She is better at working on assignments in the evening hours instead of during the traditional school hours. Beacon Academy was very conducive to her being able to succeed in school.

She completed her junior year at Beacon Academy as well. Then in August of 2013 we discovered that she was a heroin addict. We sent her out of Las Vegas in an effort to give her the best chance for recovery that we could. She spent 9 weeks in wilderness therapy in Duchesne, UT and 90 days at an adolescent treatment center in Santa Monica, CA. She was able to attend school in California, completing 0.5 credits in English and 1.0 elective credit. She returned to Las Vegas, January 22, which was the first week of the second semester and re-enrolled in Beacon Academy. Miss Henry was instrumental in making sure that the credits she had earned in California transferred to Nevada. She also made sure that she was enrolled in first semester government as a credit recovery class. Beacon Academy has done everything possible to ensure that my daughter will be able to graduate with her diploma in June 2014, instead of becoming another Nevada drop out statistic.

If Beacon Academy is not able to renew their charter, it is going to be a huge disservice to so many students like my daughter. Whether going to traditional high school is a problem due to problems with drug addiction, family issues or just that they "don't fit in" with the other students, closing Beacon Academy will leave many more students out in the cold and Nevada's drop out rate will grow ever higher. Without Beacon Academy, my daughter would be in that statistic right now.

Respectfully Submitted,


Diane Lechefsky

March 31, 2014

Dear Mrs. Waters,

We are writing in support of the continued accreditation of Beacon Academy.

Our daughter will be a National Merit commended student (PSAT 206) and was an outstanding student at the AMSAT Magnet at Clark High School. During the first semester of her junior year, she was struck by a severe medical illness that did not allow her to finish the second quarter. As a result, we withdrew her from the AMSAT program and Clark High School.

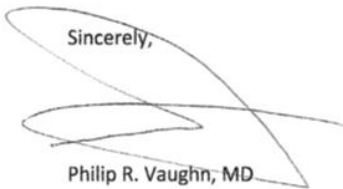
While exploring other options for completing her high school career, it became evident that Beacon offered her the best alternative. The diversity of coursework, the flexibility of the "virtual" format, and the opportunity for continued academic rigor appealed to our daughter. We were particularly impressed by the numerous options of classes that allowed exploration of possible career choices. Since joining the student body at Beacon, our daughter has noted the enthusiasm and engagement of the faculty as one of the hallmarks of this program. The school spirit at Beacon has also enabled our daughter to meet a new diverse group of friends. This combination has her motivated and looking forward to completing her high school career at Beacon.

The diversity of the student body at Beacon is well served by both the on-line classroom format and the commitment of the faculty. Furthermore, the administration is clearly focused on creating a learning community that actively involves student, parents, teachers and ancillary support personnel in a way that we have not previously seen in other brick-and-mortar schools.

We urge you on behalf of the student body who receive the benefit of this outstanding educational environment to maintain the accreditation of Beacon Academy. While every school has areas where improvements can be made, to eliminate Beacon at this point would be to allow the perfect to be the enemy of the good. On balance, Beacon should remain an educational to our Clark County students.

Please feel free to contact us if we can provide additional information regarding our opinions on this matter, or if we can share additional information from our family's personal experience with Beacon.

Sincerely,



Philip R. Vaughn, MD

11529 Snow Creek Ave

Las Vegas, NV 89135

702-483-5933



Amelita Bautista-Vaughn, MD

Mme Anne Giron
5786 Fine Lace St
Las Vegas, NV 89148

Las Vegas,
February 28th 2014

To Whom Concern,

I would like to give you my testimonial about Beacon Academy. First of all, Forgive my vocabulary and grammar mistakes, since English is not my primary language. I really want to say how much all the teachers and staff from Beacon Academy are wonderful. Three years ago, I was passing by their building asking some information . My son Stephane, was in private school but was struggling with his studies.... He wasn't focus and didn't know how to work by himself. I was scared how he could fit in this school and if I did the right choice... Plus the fact that it is an online school with all the social life that implies... After few months, I knew that was the best school ever that he had. Everybody is so dedicated to the success of the students with the possibility to go to their tutoring classes, the remarkable effort to be always present and listening their student s. Following them in their progress without giving up and always trying to understand their teenage needs (and everyone knows how it is not easy). Stephane didn't find a new school but also a family and friends who care about him. I saw my son growing, becoming more responsible and more confident every year, being involve in causes that really mean something for him. i am so proud of him, but most of all, I am grateful to all the person working at Beacon Academy to never give up on my son, and give him a chance to have a great future in this country. So yes, I will recommend for to everyone Beacon Academy !! Thank you !

Anne Giron
Proud Mom of Stephan Giron

Fwd: Maureen Church Letter of Praise to Beacon

1 message

Shannon <shannon.romero@banv.org>
To: Susan Waters <susan.waters@banv.org>

Sun, Mar 2, 2014 at 12:00 PM

Sent from my iPhone

Begin forwarded message:

From: Maureen Nickel <crossroads3community@gmail.com>
Date: March 2, 2014 at 10:50:07 AM PST
To: Diane Little@banv.org, shannon.romero@banv.org
Subject: Maureen Church Letter of Praise to Beacon

Dear Beacon Academy,

My name is Maureen Church and I am the mother of Jonathan Church and Sierra Nickel, who are both currently attending Beacon Academy. I first discovered Beacon Academy while researching online schools in Nevada when my son was going into High School. My son Jonathan has been in special education since 3rd grade due to behavioral problems. These issues created an academic deficit for him that I didn't think he could ever overcome. It was his freshman year that I decided to enroll him in your online program. Since then he has been able to recover almost all of his credits and more self esteem than you can measure. In this environment he has flourished and thrived. I was a mother who thought her son would never graduate, but now I am the proud parent of a child who has taken back his life and who is on track to graduate. No longer abused by cruel kids and teachers who labeled him, he was able to address the learning aspect of education, rather than the social and political ones that "Brick and Mortar" schools are notorious for. At Beacon he was given the resources and support he needed to succeed. Where the traditional system had failed, this one hit its mark. I was always told by my sons' teachers, principals and special education facilitators that Jonathan was the problem, not them. But now I see that they were wrong. He was just a square peg that didn't fit into a round hole. At Beacon Academy he is treated with courtesy, dignity and respect by the teachers and fellow students and that's all he really needed.

With gangs, drugs, illness and teen pregnancy among the students and underpaid, over worked and terrified teachers at the helm, it's a wonder any children graduate from traditional schools today. These are just a few of the reasons I decided to enroll my daughter, Sierra Nickel in Beacon Academy as well. She is a drug free virgin with no scars or tattoos and I intend to keep it that way for as long as I can, and Beacon Academy was my first step to accomplishing my goal. When she attended Fremont Middle School I always felt she was at risk. She is a sweet and sensitive girl and in no way a match for the animals that attended her middle school. But they were nothing compared to the savages that attend Valley High School. I only had to take her to the parking lot to let her see who she would have to go to school with to scare her to death. She begged me to get her into her brothers' school. I also took her to Las Vegas High, which I attended as a child, and she was equally horrified. Now she does well in school because if she doesn't, she will have to attend Valley High School. This threat is enough to keep her on track with her grades and in line with her behavior and conduct. Before as a punishment I used to ground her, but now I only have to say "I'll put you back in regular school" to make her do what she's supposed to. Beacon Academy has been one of the most empowering things I have ever done for myself or my kids. I recommend your school to every parent I meet who has high school age children. With the problems parents have today keeping their kids safe and providing them with a good education, Beacon provides an environment that takes many of the potential risks out of the equation and allows the child to focus on what's really most important, learning!

I am sincerely grateful to Beacon Academy, Diane Little, Shannon Romero and all the school staff for saving my son from academic failure and helping my daughter realize her full potential. I strongly believe in what Beacon Academy is doing and I commend this program for all the kids it will help. Keep up the GREAT work!

Respectfully,

Maureen Church

March 31, 2014

Attention Public Charter Authority Board:

Dear Board Members:

My child started Beacon Academy in January. She attended Academy of Independent Study prior to that. When she started high school like a normal child we found out she has Chiari I malformation. She would need decompression of the brain surgery. After the surgery she returned to school and it has been downhill since, an uphill battle. She attended school 2 days a week because of migraine and neck & back pain. She missed the cutoff to attend Beacon Academy in the fall 2013 and struggled to maintain the F grade she had in AIS.

We finally were able to get her enrolled at Beacon. We both were ecstatic. I had heard so many great things about Beacon. When I went to orientation I was so happy to see that the curriculum was tailor made to each student, my student. I also found out that the services the school offered were going to help my child succeed finally.

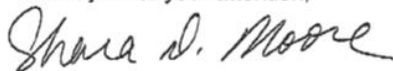
Marlena is doing so well with Beacon's curriculum, I don't have to babysit her. She enjoys the online live classes and she never complains that she has to attend a class. The way the program is set up, it would be very hard for anyone to fail, unless they just refuse to work. They also give my child opportunities to come in for help when she needs it. The tutoring program has helped immensely when she needs assistance. Also when it came to proficiency testing they were there for all the students to help give them the tools and support to pass them.

I work for the school district, I know what help there is for students when it comes to the proficiencies. NONE!!! Marlena was given the tests but didn't have the classes. She was given the writing proficiency but wasn't given the English class to pass it, so she didn't. I'm pretty tired of educational systems that are not geared toward helping our children to learn.

I have found Beacon to truly care about their students and helping them to succeed. Because that is all that really matters. Beacon is not Marlena's first charter school that she has attended. It is the best I have found, for her.

Please do not take away something that is so valuable to me and my family and I'm sure all the families of Beacon students. Beacon is a true success story and we hope Marlena will be able to graduate class of 2015 with the academy. She has a sense of belonging finally.

Thank you for your attention,



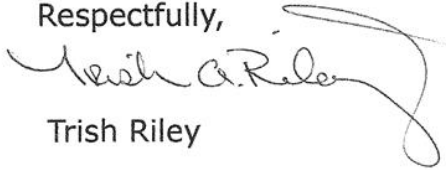
Shara Moore

March 31, 2014

To Whom It May Concern,

My name is Trish Riley and I am the proud mother of a 15 year old high school junior named Jocelyn who currently attends Beacon Academy Online High School. When Jocelyn reached her freshman year in high school it was clear her school at that time was having some difficulty keeping up with her academically as she was very advanced in math. So much so that by the end of her freshman year she would be done with High School math entirely! Because our daughter wanted to continue on the accelerated educational path she was on. We began to search for other educational options, which eventually led us to choose Beacon Academy. We chose them for many reasons, some of which are as follows: The first and most important reason was Beacon's high standards for academic excellence. Another reason was they offered many electives that most traditional High Schools do not offer, several of which supported my daughter's future College goals. Attending Beacon also allowed for a more flexible weekly schedule giving her an opportunity for participating in other interest as well, Band, Volleyball, private music lessons and community volunteer work. As a parent I am grateful for Beacon Academy and all they offer for my daughters continued educational success! Jocelyn will be a senior next year having completed 4 years of High School in only 3 years. In her Senior year she will also be taking a Math class at the local college at the same time, something she would not have the opportunity to do in a traditional high school setting. So as you can see Beacon Academy could not have been a better choice for our family.

Respectfully,

A handwritten signature in cursive script that reads "Trish A. Riley". The signature is written in black ink and is positioned to the right of the word "Respectfully,".

Trish Riley

To whom it may concern,

As parents of a special needs child, education is something we've always struggled with. Our son is currently in tenth grade and has attended several different types of schools. He's been home schooled, attended a charter school, public school and even was enrolled for two years in a private school for children with Aspergers. School had always been a struggle for my son both academically, socially and emotionally. This affected our entire family and was a constant cause of stress.

Two weeks into ninth grade and yet another failed attempt at a charter school we had run out of options. I just happen to be driving by a billboard advertising Beacon Academy of Nevada and thought to myself, "Why not? We've tried everything else, what do we have to loose?".

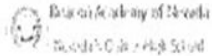
The enrolling process was simple and we were introduced to an AMAZING team of teachers, counselors and advocates. The curriculum is exciting, fun and academically challenging. Teachers are more than willing to help their students and actually want to see them succeed. My son has received emails from teachers congratulating him on his class participation and giving kudos for work well done. His Individual Education Plan is well thought, allowing accommodations while still enabling him to work at grade level.

Beacon Academy of Nevada is our saving grace. My son finally enjoys school, likes his teachers and often asks to go to the tutoring office to be with other students.

I would highly recommend this school and count my blessings on a daily basis that I found a perfect fit for my son.

Sincerely,
Kristen Wallen

1:23:24 PM 4/6/2014



Susan Waters <susan.waters@banv.org>

Beacon Academy Review

1 message

Sabrina D <asesdeville@gmail.com>
To: susan.waters@banv.org

Mon, Mar 3, 2014 at 3:26 PM

Dear Beacon Academy and Ms. Waters.

I want to thank you helping my son, Elisha. We were completely homeschooling him and it became a challenge. He was bored at home and there were constant arguments on going to public schools. However, that was not a possibility because he travels with tennis and would miss a great deal of school. Yet, sometimes when a parent continues to search good things happen. One day, while searching the web, we came across Beacon Academy and this is why I chose the school.

The website was easy to access and understand verses other school.

It was easy to get a live person on the phone that did not wait weeks to return your call.

They asked Eli what he wanted which made him feel important.

The first semester he did extremely well. However, the second semester Eli struggled because he had to learn to balance tennis with traveling. It was hard because I had stepped back and allowed him to grow up. Ms. Waters was awesome as well as her staff and the counseling center in helping Eli realize everyone had challenges.

It was awesome to have a counseling center on site that worked with my son, after my divorce.

The school has embraced our family and supported us through tough family, school and my work challenges.

Beacon Academy is the best online school out there it deals with the whole family system model.

Additionally as a family service worker for Clark County I have referred kids to the school who were having major problems at school. It was a better fit for them.

Please keep this school open.

I give my permission to be read to the review committee and to post on school website.

Thank you
Sabrina DeVille
951-552-3292

1:22:48 PM 4/6/2014

March 2, 2014

Beacon Academy

To whom it may concern,

We are writing this letter to express our sincere appreciation and support to Beacon Academy. Our 15 year old son has Asperger's Syndrome. He has been in mainstream public education here in Clark County since the age of 3. His achievements and progress have been nothing short of amazing. However, when he enrolled at Foothills High School, we ran into a group of teachers that seemed to be perturbed with the small amount of allowances he needed to succeed in high school. Enrolling him in the on-line program at Beacon has allowed him the freedom to work at his own pace and time of day. His lesson plans and assignments are very well organized. On-line tutoring as well as traditional tutoring is always available and the communication from the school to the parents is top notch.

I have spoken to many parents about how happy we are with the school and the opportunities it allows for non-traditional learning. I feel that this type of learning will become more prevalent in the future and hope that Beacon continues to offer an alternative for students.

Sincerely

Dean and Rebecca Morrival
(Parents of Sean Morrival)

April 2, 2014

State Charter School Authority,

My son attendant Centennial High School his freshman year 2011-2012 and did not have a good experience with public high school. My son has high functioning autism and is epileptic. My son has always been in public school and has never received any special services. He found Centennial high school to be over-crowded and have uncaring teachers.

He was having so many bad days that we started looking for an alternative to public high school. We asked his high school counselor about alternatives and he told us that there were online high schools. So we called and set up meeting with all of the on line schools that Nevada has to offer. When my son left Centennial high school he was getting C's and D's

After going to each school and investigating their curriculum and services that were offered, we picked Beacon. The choice to attend Beacon was because it was an on-line high school with the flexibility our son needed. They have set classes, but a student can view every class later, if they miss the class or need extra help. They offered counseling, tutoring and social outings to promote social activities. All students were welcome to participate and attend. They even provide bus passes for students who wanted to attend that did not have transportation.

The entire staff has been very helpful and caring. You are not just a number like at public high school. We experienced our daughter being one of many at Centennial High School, at Beacon our son is an individual and they all know him personally. This makes a difference.

Our son has loved the freedom to attend class anytime and complete his work anytime, 24 / 7. He is now getting all A's and feels good about himself and his future. If he has any questions, he emails his teachers and they always respond to him. He has also attended tutoring for some class and they have always helped answer his questions and work with him individually. If he attended public school, we would have to find an additional tutor to help.

Beacon has been a blessing to our son educations and we can't see him going back to public high school. This is our only choice for education. Beacon Academy serves students who may be left behind or completely out if you should decide to deny their Charter.

Sincerely,

Cristina Orozco



March 31, 2014

State Public Charter School Authority,

I have been a single mom for most of my son's lives. I knew I wanted to home school my sons even after becoming a single mom, but working outside of the home and home schooling, isn't always easy. The best solution I found was to use an online charter school.

I've used charter schools in both Nevada and California. After we moved here to Las Vegas in 2007, we continued to use K12 as our school, but I was not happy with the curriculum they had. When my oldest son, Roger, started high school, we enrolled in Odyssey High School. Their curriculum wasn't as bad as K12, but it wasn't great. The one thing that I liked about that school was their P.E. class, which gave my son some social interaction 2 days a week. But the following year, when my youngest son started high school, they had dropped that class. That is when I found out about Beacon Academy!

There are many reasons that Beacon Academy has worked so well for our family. I'm not sure I'm going to be able to list them all. One of the biggest things about Beacon that I love so much is how much they love the kids they work with. They don't see any of the kids as just another student, they see them as individuals. They get to know them, work with them in any way that they need, and help them through all of life's challenges, not just school, but life in general.

Beacon Academy has a lot of extracurricular clubs for the kids. The clubs cover everything from animation to parenting. They make sure there are lots of opportunities for the kids to get together, as well as teaching them how to make a difference within their own community. My youngest son is working with his Game club to do a charity game day. The game day is for a local charity and will make a difference in the community at large, as well as in the lives of those who are playing the games for the charity.

My oldest struggled with keeping his grades up, but the staff and teachers at Beacon continued to encourage him and they helped him get his grades back to where they should be. He was able to graduate in the 4 years that he was supposed to. It was one of the proudest days of our lives to watch him walk during graduation to receive his actual diploma. It was wonderful! And now this year, my youngest will be graduating as well, although the possibility of his school closing is hanging over his head and he is worried about whether or not he'll get to make the walk to get his diploma as well.

Beacon Academy is a wonderful school. They help kids who really need it. The people there encourage their students to finish school and go on to better things in their lives. It would be a disservice to the kids currently enrolled in the school and to the community in general to not allow Beacon Academy to continue doing their great work.

Sincerely,



Christine Plaisted

Students



March 31st, 2014

Dear Mrs. Waters,

My initial reason for transferring to Beacon Academy after spending my first two and a half years of high school at Ed W. Clark was a bout of pneumonia which, in addition to some medical complications, prevented me from attending school for almost an entire quarter. Although I was well enough to do homework, I was, unfortunately, too weak to physically go to school, making it difficult to complete the duties necessary to maintain my positions as a school Student Ambassador and Low Brass Captain in Band. As a result of the rigors of juggling AP classes and my inability to continue communications with my teachers, I began to fall behind in my studies. Due to my lack of attendance in the second quarter, I ended up having to drop the entire semester, in spite of my good grades. During the period of time I spent incapacitated due to my illness, I had the opportunity to evaluate my high school career thus far and how I should proceed with my education.

My GPA was 4.3, my classes were advanced, I held a number of prestigious leadership positions, and I was running a successful non-profit organization I had founded. Although I was, from a college acceptance standpoint, doing quite well, I was feeling burnt out, exhausted and purposeless. With all the time I spent at school both for attending classes and extracurricular activities, it was difficult to make enough time just to finish homework and study. Sleep and social deprivation was common and with a tightly budgeted amount of free time, there was little opportunity to explore one's interests. I wanted to be able to get more than just a degree and a pretty resume out of high school. I wanted to gain some sense of purpose and direction with my life. And in order to achieve that, I needed to broaden my horizons and focus on exploring the options I had. When I learned about Beacon, I once again became excited about learning. The variety of classes they offered and the opportunity to create one's own schedule seemed like a dream come true to me. I decided to transfer to Beacon so I could better explore my personal interests in order to improve college and career readiness and so that any future failure of my somewhat frail immune system will not as dramatically impact my academic career.

After two years of attending a regular magnet high school, I was amazed by how much Beacon had to offer. In addition to the greater course diversity which I had so been looking forward to, the increased efficiency of Beacon blew me away. Because the curriculum is so tailored to the individual, it becomes easier to stay engaged in learning and the efficient style of teaching maintained by the educators made the entire learning process far more effective. But what amazed me most about Beacon, was the people. The teachers and faculty are incredibly passionate about their students and work their hardest to make sure they achieve success. The diversity of the student population both socially and academically is incredible. Many of the students who are differently abled, pregnant or with children, have medical or psychological conditions, have experienced bullying, or are above the age of eighteen are given a safe haven and a second chance in Beacon. Beacon provides these students opportunity. To take this school away from we students, would be to rob us of that.

Sincerely,



Natalie Vaughn
Class of 2015, Beacon Academy
nataliel1529@yahoo.com
702.483.5933

5:49:28 AM 4/6/2014

March 31, 2014

State Public Charter School Authority,

My name is Awet Abraha. I was born and raised in Addis Ababa, Ethiopia. When I was two years old, my mother came to the United States. I stayed in Ethiopia with my grandparents and older brother. Even though my mom tried to get me to the United States, the process was not easy due to age problems. The lawyer who helped my mom accidentally put my age as 27, and he put my brother's age as 32, so we couldn't make it on time to come to the United States of America. Then after eight years, my mom started the process again. My mom didn't give up for anything because she really wanted us to come to the United States to get a good education.

Due to me and my brother's age, we were not accepted in a traditional high school and my mom had to act fast. However, it didn't happen like she wanted it to because when I came to the United States, it was February 21, 2011, and I was 17 and still had one month left to turn 18 and the school season was almost over. I couldn't make it to high school and I went to the ESL (English as a Second Language) for about six months in addition to working a full-time job at a bakery. While attending ESL class, my teacher asked why I didn't go to a regular high school, and I told him my story. I don't think he knew about Beacon Academy, but he found a brochure about it. He said it was a free online high school where you could attend until age 21. He told me to apply, and I said okay. I went home, registered online, and after one day they called me. I didn't believe that it happened so fast but I was so excited when they called me. They asked if I things like my transcript and shot record, and I told them yes. They gave me a date for orientation. This is when my life in the United States began to look promising.

My whole experience at Beacon Academy has been delightful. I am enjoying every minute of it. I came to Beacon with the goal of getting my high school diploma and improving my English in both speech and writing. When I first began to attend Beacon, I could barely speak English but thanks to a patient and kind instructor at the school now I can read, write and speak in English. Since my first day, the school's atmosphere has been very peaceful and friendly. Furthermore, the teachers are helpful, dedicated, and concerned about their student's success both in class and in the outside world once he or she becomes a high school graduate. The staff is really supportive and always available to provide assistance whenever needed. Especially, the counseling I have received from Ms. Diane has been instrumental in my improvement at the academy. I am studying in the best conditions with access to different things such as computers and books. I can never be grateful enough to the administration, teachers, and staff of Beacon Academy of Nevada for the way they accepted me, taught me and provided me with help whenever I requested it.

Respectfully,

Awet Abraha



March 28, 2014

To State Public Charter School Authority,

My name is Ryan Abrilla. This is my first year as a student at Beacon Academy where I am currently a freshman. I decided to come to Beacon Academy due to the fact that I wanted a second chance to continue my high school journey without all the bullying that came with going to a traditional high school. I am a transgender man. That fact definitely didn't help me "fit in."

I had gone to Clark High School four years ago and I went in as a freshman, and I dropped out as one too. I was bullied and not heard when I had reported these incidents. I got called names, beat up, and I felt like no one could help me. I went to the school's office to report a few boys that beat me up because I didn't pass as the man that I am and they weren't happy about that. The dean told me, "Boys will be boys." This has stuck to me till this day. I never knew that comment was supposed to justify the fact that I had gotten the life beat out of me.

The first month of the 2013-2014 school year, I was on Academic Probation which meant that I had to come in to tutoring to get help. At first, I was a little confused because all the other home schools I had gone to didn't have this option and that made me confident with the choice of enrolling myself into Beacon. To be able to have extremely qualified people who can help you in your classes and not be judged at the same time is an opportunity that I am definitely going to take. For the first time in my entire high school career, I have passed a semester with the help of all the people, such as administrators, teachers, and school counselor and a social worker, who supported me at Beacon. Passing one semester may seem miniscule to a lot of people but to me, that is the biggest accomplishment I have ever done in my life.

One of the many things I like about Beacon is how easy it is to ask for help in tutoring and in my classes. I can call, email, and even Google chat all of my teachers. It is comforting to know that some of my teachers can be found online at midnight. This is the first time that I have gotten a boost in confidence from my teachers. They have helped me believe in myself and that I can accomplish anything by myself and with their guidance. For instance, I needed math help because I am horrible at math. I went to Ms. Shannon Fort for help, and she sat next to me for almost an entire day walking me through my Algebra I class. She has told me multiple times that I can be successful, and she knows that I will be able to do my best. Ms. Diane Miner-James, one of the student tutors, always makes sure I have my work done and doesn't make me feel incapable of anything. Finally, Ms. Natalie Krouskop, my English teacher, whom I can literally talk to anytime of the day because that's just how easy it is to reach Beacon's teachers and tutors.

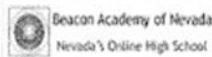
I know that we have the statistics to prove that people are graduating and succeeding in this school, but that doesn't show the emotional side of it. The other students and I who are writing these letters *are* that side. I am saying that as a reminder we all have feelings and shutting the school down would be neglecting those feelings. Beacon Academy is my family. I have grown in this school, and I am not ashamed to admit that they are more of a family to me than my own. I don't want to lose my family. So please consider my letter as one of the reasons to give Beacon another chance.

Sincerely,



Ryan Abrilla

1:19:20 PM 4/6/2014



Susan Waters <susan.waters@banv.org>

Fwd: Testimonial

1 message

Susan Waters <susan.waters@banv.org>
To: Susan Waters <susan.waters@banv.org>

Mon, Mar 3, 2014 at 4:51 PM

----- Forwarded message -----

From: **Jessie Dawson** <jessicaannsavage@icloud.com>
Date: Mon, Mar 3, 2014 at 1:04 PM
Subject: Testimonial
To: lenna.cherry@banv.org

My experience with public school was, unsatisfactory, to put it kindly. Each day I was the target of harassment and negativity, not just from other students, but from some teachers as well. I remember when I went to brick and mortar school, a teacher once told me and a few other students that we might as well go apply at McDonalds, because we wouldn't be able to achieve anything higher. So many times I thought that I would never graduate high school, if I even made it to high school. But the summer before my freshman year, we decided to take a different approach, and my aunt enrolled me in Beacon.

My first semester at Beacon was a dream. I had been so use to harassment, that being in such a safe and bully-free environment seemed too good to be true. Each following semester was the same; safe and positive. Beacon allowed me to avoid the negativity and cruelty of other students, which is a nightmare that students at brick and mortar schools can't escape, and it allowed me to do school work around my schedule. I was able to work my job and, later on, care for my grandmother, and still go to school. I attended all four years of high school at beacon, surrounded by the most caring, open teachers and staff I have ever experienced in school.

It was because of the faculty and teachers that I graduated high school. Each teacher, each member of staff, extended a helping hand to ensure that I was going to graduate. I had never before been in an environment where I wasn't just a test score, just a letter on a page. I was a person, with dreams and goals, and everyone at Beacon made sure that I had the necessary tools and encouragement to reach those goals. Unlike other schools I had been to, my teachers were kind and supportive. I never experienced any negativity at Beacon; only kindness, encouragement, and help.

The other students, to my surprise, were just as caring and helpful. When I went to tutoring, I not only received help from teachers, but from other students as well. For the first time I was able to make friends in a school environment, and feel comfortable, knowing that I was around people who wouldn't torment me or intentionally hurt me. Before I attended Beacon, I didn't know that school could be such a welcoming, promising place. My time at Beacon shaped me into a more caring, better rounded person, and helped mend the damage that regular school had done. For the first time, I felt I could succeed.

I encourage every high school student to attend Beacon Academy. It will give you a far better experience, a far better foundation, a far better education than any brick and mortar or private school ever could. You will be safe, you will be cared for, and you will receive all the help and compassion that can be given to you. This truly is the best school, not only in all of Nevada, but in all of the West Coast.

JessicaAnn Savage
702.281.5023
www.sdam-frazier.com
Check me out on Facebook
Blog & Recent Work

March 31, 2013

State Public Charter School Authority,

My name is Yazmin Acosta. I am a student at Beacon Academy. I can definitely say you would be doing a HUGE mistake on wanting to close Beacon down. I love this school because teachers and Administrators here really do care about their students. They make sure we are on track with our school work.

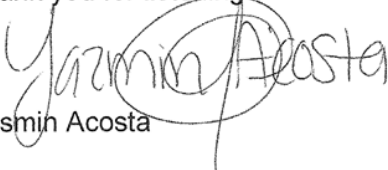
I am a single mother of an 11 month old. This did not make them turn from helping me. They called me and have provided support so I can work full time, raise my child, and get my diploma. Beacon has tutoring and a Parenting Club there, which is amazing. At a brick school, I cannot bring my child to school. They make sure to provide times for tutoring especially for parents. They teach classes on how to be a better mom, too.

I had an ugly experience in a public school due to several things like the teacher's not caring, classes being too big, and the students being mean to each other. I was getting into fights frequently and was not getting my work done. I hated going to school, it seemed like no one had your back. At Beacon that does not happen. Everyone is different but we all get along. No one judges you if you are not perfect. Everyone at Beacon is friendly. The kids want to learn and the teachers actually teach you. They do online sessions as well as ones in person, so if you need extra help you can get it.

I love Beacon please do not shut it down. They are my support to make sure I can be successful.

I support this school fully if any questions please don't hesitate to contact me @ (702) 475-0684.

Thank you for listening.


Yasmin Acosta

March 28, 2014

State Public Charter School Authority,

My name is Jade Primaky, but I go by my middle name Kendra which my school is very accepting and understanding of that. I am one of the many students that attend Beacon Academy of Nevada. I am here today to make you think twice about what you're doing not just to me but to my friends and their families. I became a Beacon Academy student a few years ago because I am one of those students who moved every 3-4 months to a new place because rent is always too high. I am not here to complain about my life and my past, but I am here to stand up for my school because the administrators and teachers have helped me in so many ways that I can never thank them enough.

I started Beacon Academy as a freshman. I thought high school was going to be so hard, come to find out I was right, at least for me. As a Beacon student, I stay up all night to make sure I am passing my classes. I email my teachers constantly to see what help I can get, and right away I always get a response. I attend every help session that my teachers offer for more assistance if you did not understand something in an assignment. I always wish that I had these kinds of opportunities in a public school because for instance, math is always my hardest subject. It is comforting to know that I can always get the math help I need while attending Beacon.

I never liked going to a traditional public school because I was always so tired and hurt of seeing people get bullied because of this girl saying something or this guy doing something. I never understood what people got out of fighting. Beacon gives me no drama and no fight. I love that every single tutor and teacher helps us with our assignments. However, in public schools, I only have one teacher to go to for that particular subject. Beacon provides my family with two grocery bags full of food to take home because they know that I can use it as well as other Beacon students and families. At Beacon it is truly a support system!

It is almost the end of the school year, and I went from having only 6 to ending this 2013-2014 school year with 12 ½ credits. This can maybe even add up to more. I missed a lot of school the first year I attended Beacon, and yet they gave me three tries to stay in their school because the first year, I was so focused on taking care of my great-grandma rather than spend more money and time that my family didn't have. I didn't pass and they gave me another chance. The second year I couldn't keep up my end because my grandmother was really sick and now has Alzheimer's, and Beacon gave me one last chance. I am so thankful because within these last 3 years I have moved at least 5 times from one side of town to the other. I would be moving schools every time, but now I was lucky to have found a school that moved with me.

I want you to know that I plan on graduating from Beacon Academy in 1 year. I plan on going to CSN and becoming a Vet Tech and helping animals. I know that if I stayed in a traditional public high school, I wouldn't be able to re-do my school years because it was either you passed or you didn't. I wanted to make sure that I passed my 9th grade because I was able to do the work not just because of the No Child Left Behind policy.

Last but not least, I want to close this letter, with saying that not only are my friends and their families losing something great as Beacon Academy, but also administrators, teachers, tutors, and staff that work there. I say that because all of them have put in so many hours to help not just me but my older sister to graduate. I thank them so much!

I urge you to listen to not just mine but OUR stories. We are not a statistic we are a fact of life. WE ARE BEACON and Beacon Academy is amazing. I would hate for it to close. Please consider our stories because for some of us this is our last chance of completing high school in a safe and inspiring environment. Thank you for your time to hear my story.

Sincerely,



Jade Kendra Primaky

March 31, 2014

Dear State Public Charter School Authority,

Beacon is a big part of my life. If it wasn't for Beacon, I would not be graduating this year. I chose to come to Beacon because I wasn't learning in any other school till I came to Beacon Academy. I had spent several years in private school and never took school serious until I came to Beacon. I have been at Beacon for three years and they've been the best years of my life. I hate that I have to graduate this year because I'm not leaving a school I'm leaving a family. The staff and people at Beacon who care about me are always there for me. State Public Charter School Board, I ask you to think, when you read this, "How many teachers stay after school when they're not getting paid to help their students with their work, until eight o'clock at night?" The teachers here offer to help all the students that need help. They give free therapy to all students to help them focus on their work. When I graduate this June, I will be ready to tackle the world, and I know I will be unstoppable when I go to college. I plan to study for a double major in Criminology and Psychology which will help me when I travel around the world training and fighting professionally.

I know that I can look back and be proud of my achievements because of Beacon motivating me to keep going in my academics. Beacon lets me have the flexible time to do my physical training for my second dream; Muay Thai fighting. Beacon is better than any traditional school because the teachers are more than willing to fight for their students.

I'm proud to be part of this school because of the friends I made and the teachers I had over the past three years of my life. The friends I made here are the best. I would not have made the right choices without the help and support of my Principal and teachers. Beacon has helped me realize that I can do the impossible and impress my dad. I achieve now because of Beacon.

This is very hard for me to write, I've started to cry a little bit because I want the world to know how Beacon not only has helped me earn an education, but they have helped me become a man. Beacon loves their kids. All the staff and especially the Principal, Mrs. Waters, truly care about ME. I cannot thank them enough for this. Please don't stop our school. This is home for us. We will always remember Beacon when we go into the world and become successful.

Sincerely,

Stephane Giron

Stephane Giron

March 28, 2014

To State Charter Board Association,

My name is Rodney Payne, and I am a sophomore at Beacon Academy of Nevada. My education did not truly begin until I became a student at Beacon. I have been bullied most of my life and hated school which kept me from it and always turned me off from education in general. Beacon fits the needs of most students because they too have been bullied and harassed. They find a place of comfort at Beacon where one can actually have the ability to get a great education, join clubs, and meet genuine friends. You feel like you are finally home with your school family.

Beacon provides a safe, happy, and healthy environment which I am so grateful for. There are many clubs to have fun in and many new people to meet. The teachers are excellent. They are always willing to help any student out whenever needed. The staff is also very polite, and if you have a problem, they too will help students out as much as they can. This school is what I would consider perfection since the teachers, staff, and most importantly the students at Beacon are optimistic and love to have fun.

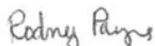
Throughout my life, I was always picked on because I was different. This made me very angry which left me thinking that I had no idea what to do for my education. Then, when I finally was about to enter high school, I decided to make a change and look for a different school environment. At the time the best option was to try out homeschooling, but my parents thought I would become antisocial and really just a hermit. I soon found out I was moving to Las Vegas, Nevada for the second time. I started searching and there was no hope insight. Then I met her, the person that would change my life, Ms. Diane Miner James or as the students call her Ms. M.J. She was very nice and sweet and told me about all the amazing classes, students, and activities that were waiting at an online charter high school named Beacon Academy of Nevada.

This was exciting to know I would meet people who have the same interests as me with one being Ms. M.J.'s clubs, Anime and Game Appreciation. These were waiting on the horizon for me, and I could not wait to have the opportunity of a lifetime. It was just waiting for me to grasp it and take me to the next level. This school has allowed me to be me with no inhibitors. The staff at Beacon provides more opportunities than any other school I have ever attended.

Beacon should continue to be open as a school because it gives students a new life and opportunities to enjoy their high school years without drama and worrying about bullies! It is a new chapter in most our lives that go to Beacon. This school is the excellence of execution when it comes to education. The educators are on point. The teachers and tutors that work in Beacon's offices are just amazing. Ms. M.J. and Ms. Krouskop are some of the nicest people I've met. I know that they are always there for me whenever I need help or have questions. This school has changed my life for the better! It's the reason why I'm happier now than I've been in a long time.

Beacon Academy is an exemplar of education today. There's no doubt in my mind that Beacon will continue and shall continue to be the best online charter high school in all of Nevada. For all of us students, Beacon is what we consider home because we know we will be taken care not only with our education, but also with support whenever we need it.

Sincerely,



Rodney Payne

5:48:04 AM 4/6/2014

March 31, 2014

State Charter School Authority,

Before I started attending Beacon Academy, I was constantly bullied and therefore it reflected in my grades by getting F's. This is because I could not concentrate on my homework because I was always thinking about the bullying. Now that I have attended Beacon Academy, I am pleased to announce that I am a straight A student and am no longer bullied.

Beacon Academy has helped by employing great teachers who care about their students and setting up great classes.

Finally Beacon has been a school that I enjoy attending because I feel that if I have questions, they answer, help and explain things so I understand.

In conclusion, Beacon Academy is important for me because I know that everyone at Beacon Academy wants me and every student to succeed in their classes and at life.

Sincerely,

Brandon Orozco

Brandon Orozco

March 29, 2014

Dear Nevada Charter Board,

My name is Jackson Plaisted. I am a student at Beacon Academy of Nevada. I am writing this message now to plead that you reconsider your decision to discontinue my school's charter. First, allow me to thank you for the opportunity to plead Beacon Academy's case.

My time at Beacon Academy has been, at the very least, inspirational. Let me first tell you my story so that you can understand and perhaps share my love for Beacon. Hopefully, after all you hear of Beacon, you'll change your view and keep it alive.

Making friends has always been hard for me. I am shy and nervous. Though I have made many friends now, I still find myself being nervous and shy from time to time. In my last school, Odyssey, I felt like there was hardly any focus on socializing. The P.E. program was cut before I entered into the school. In place of it, there was an optional park day, but that was also cut. Without that, there was nothing much in the vein of socialization. Later, after the lessons themselves began to fail me and my brother, we were pointed to Beacon by a friend. Our prompt move to Beacon Academy was the best thing that has happened for me in regards to education.

At Beacon, I have made many friends, most of whom I'll cherish for all my life to come. I have made memories, both good and bad, that will remain in my heart until the day I die. I am even the president of my own club, which is something I never thought I'd be confident enough to do. Beacon has gotten me to open up, make friends, and actually learn what they are teaching. The faculty has built me up and has never once given up on me. Yet, all of my work, all of my hopes, and all of my progress could be without a proper fruition.

By deciding to discontinue Beacon Academy's Charter, you have condemned me to lose my school on the last year I have to enjoy it. I plead that you let me have my ceremony. That you let me receive my diploma in front of my teachers, my peers, and my family, and to do so with the knowledge that another generation of students will be in my place the year to follow. The knowledge that I will return years from now, older and wiser, to recall the fun I had, the lessons I learned, and to recall the stories I made during my time there. Let this be one of those stories, in which I fought for my school and won. So I plead to you, let this be a story I remember at my high school reunion.

Sincerely,



Jackson A. Plaisted

1:17:59 PM 4/6/2014

Shannon <shannon.romero@banv.org>
To: Susan Waters <susan.waters@banv.org>

Sun, Mar 2, 2014 at 7:06 PM

Sent from my iPhone

Begin forwarded message:

From: Ingrid Cabulisan <ingrid.cabulisan@banv.org>
Date: March 2, 2014 at 7:00:08 PM PST
To: Shannon Romero <shannon.romero@banv.org>

I have been a part of the Beacon Academy family since 2012 and I can say that I made the best choice for my kids. Beacon Academy is a wonderful school to say the least. It has provided me and my family support and the flexibility that we need. Both my daughter and son (who attended last year) have received an abundance amount of help from Beacon Academy. Although, my son would fall off track at times when he attended, they would strive in assisting my son to pass his classes. They allow many resources in order for students to pass. Beacon Academy keeps their standards high when it comes to education. There is tutoring from 10-4pm for 4 days week and it is mostly one and one help. They are very considerate to each and every student and always ensure that the students are the center of their attention. I can drop off my kids to the office for tutoring know that they will be safe and all their school work will be complete. As a parent, I like being well informed with how my children are doing in school and Beacon Academy helps me with that. I receive e-mails regarding weekly grade reports, upcoming events, etc. to keep me in the loop. If I would ever have any questions or concerns, the administration would provide me with help as soon as they can. They are very accommodating.

Beacon Academy also offers many clubs to make online schooling feel more social. In fact, my daughter is actually President for one for the clubs at Beacon Academy. The club is called SkillsUSA. It's a club that promotes professionalism and real world "readiness." She was privileged as well as ecstatic to have been chosen to be President. Through this club she has been able to travel to Elko and Reno to attend leadership conferences and also State Conferences for competition. She has grown to be more outgoing and has gained great leader qualities from being in this club. I have also noticed that my daughter has become more time efficient and responsible ever since she has been a student at Beacon Academy. She has learned to better manage her time between going work, attending school, and everything in between. It is a bit tough for a teenager so I am glad Beacon Academy can help her.

If I were to recommend any high school, it would definitely be Beacon Academy! Everyone is friendly and very eager to have all their students passing. Thank you Beacon Academy.

SkillsUSA President (Beacon Academy Chapter)
Driver Education - Section 201
Economics - Section 202
English 4 B - Section 203
Hospitality and Tourism - Section 201

Phone: (702) 524-5041
Email: ingrid.cabulisan@banv.org

Community



5:42:44 AM 4/6/2014

UNLV GREENSPRING
College of
URBAN AFFAIRS

UNIVERSITY OF NEVADA, LAS VEGAS

March 31, 2014

Gary Waters MSW, Ed.S
LCSW, LMFT, LCADC, NCC
Licensed School Psychologist
Clinical Fellow | AAMFT
Social and Psychological Services
Center for Health and Learning | Beacon Academy of Nevada
7360 West Flamingo Road
Las Vegas, Nevada 89147

Dear Mr. Waters:

The University of Nevada – Las Vegas (UNLV) recognizes and understands the unique opportunities that Beacon Academy and the Center for Health and Learning provides to students in Clark County as well as the educational learning opportunities for field practicum students from UNLV, School of Social Work. The Center for Health and Learning offers high quality training and clinical experiences for graduate and post graduate students in clinical social work. The School of Social Work –Field Education students are supervised by Licensed Beacon Academy employees and provide hundreds of hours of free services to Beacon Academy students and students of Clark County School District (CCSD) and their families. The Beacon Academy and the Center for Health and Learning collaborates with UNLV School of Social Work – Field Education to provide an opportunity for students to integrate their learning into practice, engage with other social workers, and develop their professional identities.

Beacon Academy and the Center for Health not only provides services to students at Beacon Academy and their families but are also available to consult with CCSD counselors and school psychologists and other community based organizations to meet the needs of the residents of Clark County. Beacon Academy, through the Center for Health and Learning, offers unique and quality behavioral health services to at-risk students. They employ a Nevada licensed Clinical Services Coordinator to direct and facilitate the behavioral health needs of students. The Center for Health and Learning is also available to Clark County School District staff to consult about behavioral health issues surfaced within CCSD schools. They provide assessment and most therapeutic services to CCSD students without charge. The Center for Health and Learning can provide expert behavioral consultation and training to community based organizations that serve youth and their families which can help strengthen the mission of the community based organizations. They have developed several services and programs to address the unique health needs of adolescents and youth. The students may have unique health and behavioral care needs when not addressed or recognized, affect school performance achievement and/or completion of school. The Center for Health and Learning help address at-risk conditions that directly affect student performance and future educational choices and success.

For students enrolled at Beacon Academy, there are support programs on-site to meet the needs of the students; to include pregnant and parenting teens, difficult family circumstances, and

School of Social Work
Box 455032 • 4505 S. Maryland Parkway • Las Vegas, NV 89154-5032 • Tel: 702-895-3311 • Fax: 702-895-4079
www.socialwork.unlv.edu

5:43:24 AM 4/6/2014

financial needs requiring employment and major health and life threatening conditions. Beacon Academy's licensed healthcare staff provides extensive parent education, training, support, and life management skill training and wellness education concurrent with building academic skills. Beacon Academy and its Center for Health and Learning works not only with the student and their family but also works closely with primary care physicians to coordinate and integrate behavioral healthcare with primary medical care. This partnership strengthens a student's overall health and quality of life through health improvement and wellness.

UNLV supports Beacon Academy and the Center for Health. Their unique approach to student "wrap-around" services significantly contributes to student success and achievement.

Sincerely,

Marde Closson

Marde Closson, MSW
Assistant Director of Field Education
School of Social Work
University of Nevada Las Vegas
4505 S Maryland Parkway
Las Vegas, NV 89154
Phone: 702-895-5848
Email: marde.closson@unlv.edu

Nader Y. Abdelsayed, M.D.
Joy Reineck, C.N.M.

1815 East Lake Mead Blvd, Ste 215
North Las Vegas, NV 89030
Tel: (702) 818-1919
Fax: (702) 649-6414

3/29/14

To Whom It May Concern:


I am an Ob-Gyn physician in North Las Vegas. Every day I am confronted with the overwhelming problem of teenage pregnancy. Each year, my office examines approximately 75-100 pregnant girls 18 years old or younger. Most often, these girls are ill equipped to handle impending motherhood. Most lack the resources and adequate support required to continue education successfully.

It is my belief that the Beacon Academy is a unique and valuable program. Beacon provides valuable social services to assist young parents. It has a specific teen parenting program in which teen parents are encouraged to attend parenting skills classes with their babies. The school has a parenting club in which young parents can seek peer support. The Center for Health and Learning provides young parents with the opportunity to engage in individual, couples, and/or family therapy. The online structure provides much needed flexibility. Onsite tutoring provides academic support. These components of this school create a unique and supportive milieu, conducive for success.

I believe that closing this program would create an enormous deficit of support for our city's pregnant students and young parents. I would urge you to allow the Beacon Academy to continue to provide our youth with this greatly needed service.

I greatly appreciate the opportunity to express my thoughts and beliefs regarding this crucial issue.

Respectfully,



Nader Abdelsayed, MD, Board Certified Ob-Gyn

5:46:26 AM 4/6/2014



To Prepare Students for Success Beyond Graduation
CENTENNIAL HIGH SCHOOL

Trent M. Day, Principal

March 31, 2014

To Whom It May Concern:

I am writing to express my support of Beacon Academy and The Center for Health and Learning. Over the past year, myself and others at the 3 schools I work at have called upon The Center as a resource to provide services to parents of students in crisis. Not only has The Center been incredibly accommodating in seeing such students promptly, with a release signed by the parent, they have provided follow-up communication with the staff at the CCSD school that referred them. Such continuum of care is vital for the support of students experiencing social-emotional issues yet appears to be a rarity in today's day and age. The Center for Health and Learning has clearly acknowledged that they, too, see it as an essential element for the benefit of the student's success. Additionally, the services that they provide in terms of mental health support are not restricted by a price. Parents of students in crisis who are in a financial bind are not put on a waitlist that is often weeks to months long to see a mental health provider in our community that will see the uninsured or underinsured. The director of The Center has assured us that no one is turned away for not being able to pay.

Beacon and The Center for Health and Learning has reached out to my schools to make their services known (coming in person, not just sending mailings). They have been available for consult with myself, my coworkers and parents of students who are interested in their school. While they offer a unique educational environment with online schooling and having a mental health component available, we have recommended Beacon as an alternative to those parents who are looking for a different variation to comprehensive campuses for their children. Such a concept is needed and appreciated in our community.

Sincerely,

Lenise Dudman, Ed.S., NCSP

School Psychologist

Office (702) 799-3440 Fax (702) 799-3443

10200 CENTENNIAL PKWY • LAS VEGAS • NEVADA 89149

March 30, 2014

To Whom It May Concern:

I am writing this letter in support of the services provided by Beacon Academy. My personal experiences with Beacon Academy has been nothing but outstanding. I have worked with Mr. Gary Waters and his staff for over three years. I have personally worked with Gary for over five years. I supervise Mental Health and Marriage and Family Therapists from two major Universities, who reside in Las Vegas, Nevada. I supervise the gradate programs for National University and The University of Phoenix.

Beacon Academy used our Interns to support counseling services for the students and families of Beacon Academy. The graduate interns see a number of students and families throughout the school year. These interns are supervised by professionals who provide services at no costs to the students, families or the Academy.

The support from Beacon Academy has been nothing but outstanding. The Academy provides supervision, referrals, equipment and professional support for the children and families associated with the state chartered school.

This Academy is filling a void in the community by serving children and their families that would not otherwise be served. Many of these students have issues that prevent them from attending public schools. Some of these issues are behavioral, mental health, emotional, economic and poor living conditions. The Academy addresses these issues so that these children can get an education and become productive citizens in the community.

I hope to continue this relationship with Gary Waters and the Beacon Academy.. Should you need any more information please feel free to contact me at 702-726-1894, Edschroll@hotmail.com .

Sincerely,



Dr. Ed Schroll, Ed.D. Ed.D., LMSW, NCC
Faculty Supervisor for National University and
The University of Phoenix Past Associate
Director of Academic Affairs and Campus College
Chair.

John A. Nixon
MDiv, EdD, CPC, NCC, ACS
Clinical Mental Health Counseling

5455 S. Fort Apache Rd #108-104 · Las Vegas, NV 89148-6416 · 602-684-7564 · mx100@cox.net
Nevada Clinical Professional Counselor #CPO075

March 28, 2014

Mr. Gary Waters
Beacon Academy of Nevada
7360 W. Flamingo Rd.
Las Vegas, NV 89147

Dear Mr. Waters:

It is my pleasure to write this letter of support for the Center for Health and Learning as Beacon Academy seeks renewal from the Nevada State Public Charter School Authority. Your unique vision and implementation of behavioral health services offered as an integral component of Beacon Academy provides a critical piece for empowering students to succeed not just academically, but emotionally as well.

Being an online high school with on-ground support services, Beacon Academy draws the interest of families whose adolescents struggle in the traditional school setting for a variety of reasons, many of which relate to their own developmental adjustment and difficulties in family life. The traditional educational structures don't allow for mental health and family counseling services to be provided as an embedded service available in the educational program, and thus families are left to their insurance providers for such services, where there is easily a disconnect between the service providers and the schools. Further, you offer the opportunity for testing to be done for students who struggle academically who would not have those services available if their academic performance wasn't severe enough to mandate testing—something which often doesn't happen in the schools unless parents advocate for it.

At a time when tightening budgets strain school psychology services, I'm impressed with the fact that the Center for Health and Learning offers many of its services at no charge to any CCSD students and their families who desire it. Further, by virtue of the services provided, the Center creates opportunities for training of academic and State-licensed clinical interns to specialize in working with an adolescent population uniquely situated in an educational setting. It's my belief that yours is a model that should be emulated across the country.

All Best Regards,



Dorothy A. Paul
3 Crown Valley Dr.
Henderson, NV 89074

April 4, 2014

Gary Waters
Beacon Academy of Nevada
7360 W. Flamingo Rd.
Las Vegas, NV 89147

Dear Gary,

As an educator in the Clark County School District (CCSD) for the past 20 years, I am writing this letter to advocate for public schools to provide behavioral health services for their students. It is important for policy makers to keep the whole child in mind when making decisions about programs and services for students.

During my tenure with the school district, I also became a licensed Marriage and Family Therapist in 2001. When I work with students and their families I utilize both a clinical lens and an educational lens to identify the needs of the student(s) I am working with. Over the years it has become more and more apparent to me that the system of education, as it is presently practiced, does not adequately meet the needs of the children it serves.

School counseling has divided the services provided into three domains; Academic, College and Career Readiness, and Social/Emotional. Goals for each of these domains are laid out in the Districts Annual Guaranteed Level of Service standards for each level. The goals for the Social/Emotional domain range *decrease* progressively from elementary to high school from 3 to 1 goals, whereas the goals for the Academic and College and Career Readiness domains *increase* in number from 2 to 7 from elementary to high school. The social/emotional needs of students does not decline as they increase in age, they are simply not attended to or addressed as students moved through grades K-12. This fact can be attested to by the number of school wide Signs of Suicide (SOS) presentations that were conducted from 2012 through 2013 (at least 6 per year). The SOS presentations have now been incorporated into the high school Health Curriculum – to ensure every student receives this valuable training. Also as a result of these large scale SOS programs – I participated in a Cadre which developed a curriculum for Coping Skills at all levels, with the 5th, 7th, and 9th grade specifically targeted to receive guidance lessons on this topic as an AGLS goal.

CCSD has instituted a program called The Outlook Counselor Program (OCP) three times over the past 17 years, with the last edition of this program running from 2002 through 2008. The last edition of the OCP was designed to address the personal and social needs of high-risk students at five at-risk middle schools. The school district's safe and drug-free schools program (U.S. Department of Education, 2009) supplemented the district's guidance and counseling program with funding for five full-time OCP counselor positions. These OCP counselors provided specialized counseling services for target populations. The OCP counselors

in each school were charged with addressing a wide range of risk factors that included substance abuse and violence prevention, stress management, self-esteem, blended family adjustment, life skills, problem solving, listening, character education, grief management for death, divorce adjustment, bullying, appreciating individual differences, and cultural awareness and appreciation. In an effort to reach all students at the school, the OCP counselors conducted classroom-guidance lessons that focused on such topics as bullying, tolerance, substance-abuse awareness, and the development of positive character traits (e.g., respect, responsibility, perseverance, honesty, and caring). Students either referred themselves to the counselor or they were referred by a concerned adult such as their parent or guardian, teacher, or grade level counselor. Small-group sessions were held to address particular issues, such as grief management, divorce adjustment, and stress and anger management, as well as to assist in the development of interpersonal skills.

A retrospective study to determine the effectiveness of the Outlook Counseling Program was conducted for my applied dissertation as the culmination of my doctoral studies in Educational Leadership through Nova Southeastern University in 2012. Results of the analysis of the data revealed that the students in the treatment (OCP) schools *outperformed* the control schools in the area of 7th grade language and mathematics while there were significantly *fewer* disciplinary office disciplinary referrals in the OCP schools than the control schools.

I believe that the findings from my dissertation and current trends involving bullying, violence and suicide among public school students provide clear evidence that something more needs to be done to address the social/emotional needs of all students in public school. Embedding behavior health services in the school as a service available to all students is an ideal way to provide needed social/emotional support to students by trained mental health providers.

Sincerely,



Dorothy A. Paul, EdD, MFT, LASW
Clark High School
Senior Counselor M-Z
(702) 799-5800 ext. 4306

Mrs. Susan Waters
Principal
Beacon Academy
7360 W Flamingo Rd.
Las Vegas, NV 89147

March 31, 2014

Dear Mrs. Waters,

I am writing this letter in support of your school's charter status. I have lived and worked in Las Vegas for 11 years, and although I only very recently became a mother myself, I have dedicated my professional life to improving the lives of children and families in my community. My passion for ensuring the health, safety, and well-being of children and families in the state of Nevada has driven my career in applied research and evaluation. During my time here in Las Vegas we constantly hear about how we are at the top of every "bad" list of indicators and the bottom of every "good" list. I have seen that we as a community can do more and can do better for our children and young adults.

Beacon Academy, through its holistic approach to education, IS doing more for our children. Their broad array of services for students and families can allow those most at risk for negative outcomes to address their barriers to success and excel in school. Beacon Academy provides a place for students who don't have a place anywhere else and provides them the support they need to gain life skills along with academic skills. To close a school like this would be a huge disservice to our community and our children.

I hope that this letter and my support of Beacon Academy will help the board understand the benefit of continuing to allow this school to maintain its charter and continue the work that is changing the course of many children's lives for the better.

Sincerely,



Tara D. Phebus
Community Member and Advocate for Children and Families

Summary



Summary

Accuracy and transparency of the data related to school performance and the context of that data is essential in determining the school's future. It is important to insure that comparisons among schools are similar in structure or demographics, and take into consideration the special populations each school may serve. The data and context embedded within this document is respectfully submitted with the intention of providing balanced and complete information with which to make your decision.

The Beacon Academy Governing Body wishes to reiterate that the governing board members and the staff are not complacent in regard to the unsatisfactory performance indicators reflected in 2012-2013. Low performance is not acceptable. The scope of the work done to date to address those deficiencies has demonstrated a positive trend, based upon this year's current data. We are on track to exceed all previous year performance markers for 11th grade in both ELA and Math. We anticipate similar results in 10th grade, based upon the interventions that have been outlined within this document. Beacon Academy anticipates having additional data from the March 2014 HSPE to present as further evidence of the school's commitment and results demonstrated toward improvement at the scheduled April 25, 2014 meeting.

If we take into account the credit deficiencies and at-risk factors of the majority of our student population, the projected increases in performance measures become even more significant, as many of the students are behind academically when they initially enroll with Beacon. Beacon Academy continues to serve significantly underserved populations.

Beacon Governing Body and staff have been proactive in addressing academic deficiencies, and equally diligent in managing the fiscal and organizational responsibilities of the charter. We have outlined for you a plan that continues our focus on staying true to our mission "To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future," while at the same time emphasizes the importance of academic proficiency and continuous improvement.

The Beacon staff analyze and utilizes the data daily to identify and address areas needed for continuous improvement. We use the data to determine what is working and what needs improvement, and act upon the analysis of the data. It is essential when data is used to compare and evaluate schools that it is done so with validity and accuracy. We have included trend data that reflect the results of implemented plans and programs, which demonstrate a positive impact on student achievement.

Beacon operates a under a mission aligned to the needs of Nevada's most at-risk students and social conditions that impact learning and achievement. Beacon was chartered to serve at risk youth up to age 21 and to assist students in having an alternative process for achievement that considers their life circumstances and prior level of academic ability and performance. This is a factor that has been overlooked, and should be considered in its evaluation. It is Beacon Academy's sincere hope, and expectation, that the members of the SPCSA Board will give fair and equitable treatment and thoughtful consideration of the application for renewal under conversion to contract.