Amplus Academy

Amplus Board Meeting

Annual and Regular

Date and Time

Wednesday August 26, 2026 at 5:00 PM PDT

Location

8377 W. Patrick Ln
Las Vegas, LV 89113

The Governing Body of **AMPLUS ACADEMY** will conduct a board meeting open to the public on August 26, 2026 beginning at 5:00 p.m. at the following location: 8377 W Patrick Ln and Google Meet.
This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020.
This meeting may also include virtual attendees/participants.

Amplus Board Meeting
Wednesday, August 26 · 5:00 – 6:00pm
Time zone: America/Los_Angeles
Google Meet joining info
Video call link: https://meet.google.com/uap-haak-ith
Or dial: (US) +1 478-419-3282 PIN: 192 507 762#
More phone numbers: https://tel.meet/uap-haak-ith?pin=4762548681725

Please note the following:
Public comment will be limited to three minutes per person.

The Board reserves the right to take agenda items out of order and may combine two or more items. Items may also be removed or postponed by the board or combined for consideration.
The Board is pleased to make reasonable accommodations for any member of the public who has a disability and wishes to attend the meeting. If special arrangements for the meeting are necessary, please notify staff, in writing, at 8377 West Patrick Lane, Las Vegas, NV 89113; via email at mstjean@amplus.academy; or call 702-970-6800 x5022 in advance so arrangements can be made.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Roll Call of the Board		Melissa St. Jean	1 m
	B. Call the Meeting to Order		Nav Singh	
	C. Pledge of Allegiance		Nav Singh	1 m
II.	**Public Comment Opportunity #1**			**5:02 PM**
	(*No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken.) If attending remotely, please use the "raise hand" feature on Google Meet to be recognized by the board president.*			
	A. Public Comment #1	Discuss		5 m
III.	**Consent Agenda (for possible action)**			**5:07 PM**
	A. Consent Agenda	Vote		

1. GAPP 1000: Board Principles and Practices Manual; including code of ethics
2. ELL Policy and Plan
3. Amplus Generally Accepted Principles and Practices (GAPP) Section 4000

IV.	**Reading and approval of the minutes of the Board Meeting (For Discussion and possible action)**	**5:07 PM**

		Purpose	Presenter	Time
A.	Reading and approval of the minutes of the Board Meeting on July 15, 2026	Approve Minutes		5 m

V. Election of Directors — 5:12 PM

A.	Director nominations and election of board members 1. Nav Singh 2. Derrick Price 3. Melissa St. Jean 4. Ernie Elliott 5. Candy Farthing 6. Steve Torrance 7. Ruby Norland	Vote		5 m

VI. Election of Officers (Discussion and possible action) — 5:17 PM

A.	Nominations and election of Board President	Vote		5 m
B.	Nominations and election of Board Treasurer	Vote		5 m
C.	Nominations and election of Board Secretary	Vote		5 m

VII. Charter Facility Support Foundation — 5:32 PM

A.	Charter Facility Support Foundation Report 1. Sports Field Update	Discuss	Lee Iglody	5 m

VIII. Financial — 5:37 PM

A.	Financial Report from MAST Financial (Discussion) 1. Pre audited financial 2. 26/27 reporting updates	Discuss	Adam Holcomb	5 m

		Purpose	Presenter	Time
IX.	**Chief Executive Officer Report**			**5:42 PM**
A.	Chief Executive Officer School Report	Discuss	Rachelle Hulet	30 m

1. State of School Report for 25/26 School Year
    1. Academics
    2. Athletics
    3. IT
    4. Human Resources
    5. Operations

X.	**New Business (Discussion and possible action)**			**6:12 PM**
A.	To review, discuss and possibly approve the Amplus Board bylaws	Vote	Nav Singh	5 m
B.	To review, discuss and possibly approve the Restorative Discipline Plan	Vote	Rachelle Hulet	5 m
C.	To review, discuss and possibly approve the Student Search Plan	Vote	Sarah Barlow	
D.	To review, discuss and possibly approve the Monthly Recurring Payments for SY26-27	Vote	Rachelle Hulet	5 m
XI.	**Public Comment Opportunity #2**			**6:27 PM**

(*No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken.) If attending remotely, please use the "raise hand" feature on Google Meet to be recognized by the board president.*

A.	Public Comment #2	FYI	Nav Singh	
XII.	**Long Calendar (Discussion)**			**6:27 PM**
A.	Long Range Calendar Document	Discuss		5 m
XIII.	**Closing Items**			**6:32 PM**
A.	Adjourn Meeting	Discuss	Nav Singh	1 m

Coversheet

Consent Agenda

Section: III. Consent Agenda (for possible action)
Item: A. Consent Agenda
Purpose: Vote
Submitted by: Rachelle Hulet
Related Material: Amplus 2026-2027 EL Plan .pdf
Amplus Finance and Budget Section 4000-Updated 6.9.26.docx.pdf

BACKGROUND:

1. GAPP 1000: Board Principles and Practices Manual; including code of ethics: No changes have been made.
2. ELL Policy and Plan: Minor date and stakeholders changes
3. Amplus Generally Accepted Principles and Practices (GAPP) Section 4000: SPCSA asked us to make some minor changes. The SPCSA Monitoring team has reviewed our updated documents, and confirm that the revisions fully meet compliance requirements.

RECOMMENDATION:

To approve the consent agenda

English Learner Policy and Plan

- *AMPLUS ACADEMY*

AMPLUS ACADEMY

2026 - 2027

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1 About Amplus Academy

Amplus Academy operates as a free public charter school in Las Vegas, Nevada. Amplus Academy has two campuses on Patrick Lane on the southwest side of Las Vegas and serves students from all parts of the Las Vegas valley. The campus closest to Rainbow Boulevard serves approximately 650 students in Kindergarten through fifth grade. The campus closest to Durango Drive serves approximately 1800 students in Kindergarten through 12th grade

1.1 School Mission Statement

Amplus Academy operates as a free public charter school that welcomes and honors all. Our intent is that our students acquire knowledge and skills to become esteemed, distinguished, and productive citizens who preserve the pillars of a free and just society.

1.2 School Vision Statement

We will strive to ensure the academic, social/ emotional, and developmental needs of all learners with a data-driven focus that will afford· students opportunities in college and career readiness.

1.3 School Website and School Performance Plan

For additional information about Amplus Academy, please refer to the website at amplus.academy.

You may also wish to review the School Performance Plan: academics

2 Introduction

This manual serves as a reference for Amplus Academy regarding the topic of English Language Learners.

2.1 Purpose

The purpose of the EL Policy and Plan is to define procedures and specify program elements that provide English language acquisition for all English Learners at a level that ensures equal participation in all education programs. An effective policy, plan, and program, ensures the mastery of English literacy skills to meet all requirements for high school graduation.

2.2 Philosophy

Amplus Academy employs a classical education model incorporating best instructional strategies for student growth. Additionally, we use external testing (SBAC, ACT, CERT, MAP, PSAT, WIDA, EOC, ASVAB, CTE/AP exams) and teacher-collected data to assist in ensuring student success. Utilizing data to drive instructional practices allows for all our students to receive enrichment and intervention opportunities, as appropriate. This “student first” approach allows us to help students achieve their academic goals to elevate their learning. All curriculum will be directly connected to Nevada Academic Content Standards (NVACS) and daily objectives and assessments will be aligned to NVACS. As a K-12 school, we are ensuring that we meet the NVACS as well as scaffolding our curriculum to provide a successful growth model for students to build upon the standards in their grade level.

Charter schools can align their English Learner (EL) programs within the framework of their schools to ensure academic achievement of EL students at the highest levels. Through data analysis, best practices, and a variety of programs, each charter school is responsible for ensuring the success of its EL students.

2.3 Legal Requirements

All schools are required to have an English Learner (EL) Policy and Plan per Nevada Revised Statute (NRS) 388.407. SPCSA schools will comply with obligations under the Equal Educational Opportunities Act of 1974, 20 U.S.C.§ 1703(f) as well as Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq., and its implementing regulations at 34 C.F. R. part 100. Programs must be in compliance with NRS Chapter 385 and NRS Chapter 388 and the components that govern public schools. These programs and procedures must also be in compliance with Title III of the Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95. Additionally, this document provides instructions regarding compliance with Nevada Assembly Bill (AB) 195 from the 2021 legislative session that is known as the English Learner Bill of Rights.

2.4 Board Approval

2.4.1 Board Approval

Each SPCSA school is required to have the EL Policy and Plan approved by their school board.

This manual was approved on: 8/26/2026

2.4.2 Stakeholders

In addition to the board approval date, a list of names and roles of stakeholders who participated in the review process should be clearly noted in the EL Policy and Plan.

The following stakeholders participated in the review and approval process of this plan:

- Rachelle Hulet: Amplus Academy Chief Executive Officer
- Sarah Barlow: Amplus Academy Chief Academic Officer
- Stacie Gibson: Amplus Academy Administrative Director
- Sabrina Carrington: Amplus Academy Secondary Principal Durango Campus
- Jackie Jackson: Amplus Academy Elementary Principal Durango Campus
- Lisa Cates: Amplus Academy Elementary Principal Rainbow Campus
- Daniel Henry: Amplus Academy Secondary Assistant Principal
- Jamie Tanner: Amplus Academy Secondary Assistant Principal
- Rachel Bullard: Amplus Academy Secondary Assistant Principal
- Kaylie King: Amplus Academy Secondary Assistant Principal
- Meg Kennedy: Amplus Academy K-12 EL Coordinator
- Savanna Brister: Amplus Academy Elementary Instructional Coach, Durango Campus
- Marissa Torres: Amplus Academy Elementary Instructional Coach, Rainbow Campus
- Tami Caruso: Amplus Academy Secondary Instructional Coach

2.5 Description

This manual contains:

- Information regarding the EL Bill of Rights.
- Information regarding the identification of EL students.
- Information regarding the Assessment of EL students.
- Information regarding eliminating achievement gaps and ensuring equitable access through:
    - Data.
    - Leadership and staffing.
    - Research-based curriculum.
    - Professional development/professional learning

    - Other educational programs for ELs
- Information regarding EL students with disabilities.
- Information regarding required parent communication and participation.
- Student participation in other educational programs.
- Links to all resources identified in this manual.
- Forms and documents used in conjunction with the EL program at the school.

2.6 Desired outcomes

There are several desired outcomes that result from implementing a successful EL program within a school. It is desired that within our school:

- The EL Program is aligned with their goals and schoolwide plan to ensure equal access to the educational opportunities afforded to all students.
- All EL Students will attain proficiency and fluency in the English Language.
- All EL students will benefit from the educational programs available within their school.
- All EL students will achieve proficiency and mastery of content area curriculum.
- All EL students will graduate high school as college and career ready.
- All EL students will excel to high standards.
- The school will implement research-based, comprehensive, and aligned English language development curriculum for EL students.
- All teachers of EL students will utilize appropriate strategies for EL language instruction and participate in ongoing professional development to ensure quality instruction.
- The socio-emotional needs of EL students will be considered in schools in conjunction with language development and academic needs.
- The school will partner with parents and families through effective communication and a variety of opportunities for families to have input on topics relevant to their families.

2.7 Definitions and Acronyms

Throughout this manual you will encounter a variety of terms that are relevant to this process. Additionally, some items may be referred to using acronyms. Please review the following items to familiarize yourself with the terminology and acronyms used throughout this manual.

- English Language Acquisition and Development (ELAD) Endorsement: Teachers with the ELAD endorsement on their teacher license have extended knowledge of the theories of second language acquisition, contemporary issues related to the education of English language learners and emergent bilinguals, assessment of language learning, and methods for supporting the academic language development of linguistically diverse students. This endorsement is formerly known as the Teach English as a Second Language (TESL) endorsement.
- English Learner (EL) student: Refers to a student who has been determined to be an English Language Learner or Limited English Proficient (LEP) and is therefore entitled to receive services to overcome language barriers that impede his/her equal and meaningful participation in the school's instructional programs. English learner student-Speakers of other languages who are learning English; refers to learners who are identified as still in the process of acquiring English as an additional language. English Learner students may also be referred to as English Language Learners (ELLs) as this is the acronym used by WIDA for their assessment suite.
- English Language Proficiency: The level of competence at which an individual can use language for both basic communicative tasks and academic purposes.

- English Language Proficiency Assessment (ELPA): English Language Proficiency Assessment- umbrella term used by the Nevada Title III Office to identify the annual English language proficiency assessment given to English language learners. Currently the ELPA assessment in Nevada is the WIDA ACCESS.
- Every Student Succeeds Act (ESSA): is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Evidence Based Interventions (EBI): Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented.
- Exited ELL: Refers to a student who was formerly an ELL but subsequently met the criteria for exiting the ELL Program based on a valid and reliable assessment of the student's English proficiency in each of the four (4) domains of speaking, listening, reading, and writing. An exited ELL is entitled to receive monitoring of his/her academic progress to determine whether the student has and maintains a sufficient level of English proficiency to succeed in mainstream classes without language acquisition services.
- Home Language: Language spoken in the home by caregivers and siblings who reside in the child’s home; sometimes used as a synonym for primary language or native language.
- Home Language Survey (HLS): A screening tool used by schools upon student registration that determines languages that are spoken by the students.
- Individualized Education Program (IEP): A legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- Infinite Campus (IC): Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Limited English Proficient (LEP): A federal term for English language learners who receive services and are tested from Title III funds. This term is being replaced with the term English Learner (EL).
- Language Instruction Educational Program (LIEP): a legal requirement for districts with students who are in the process of learning English as an additional language. A LIEP must be identified for each student.
- Model of Instruction (MOI): The LIEP is based on choosing an appropriate Model of Instruction (MOI) for each student. A list of models that may be used in the state of Nevada from the NDE is found in the document titled Language Instruction Educational Program (LIEP) Models in Nevada. One model of instruction should be selected for each student and when entered in Infinite Campus, the appropriate code should be entered from the list.
- Multi-Tiered System of Support (MTSS): MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.
- Native language: Primary or first language spoken by an individual.
- Nevada Department of Education (NDE): The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS): The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Section 504 of the Rehabilitation Act of 1973: Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.
- Section 504 Plan: 504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.
- Smarter Balanced Assessment Consortium (SBAC) Assessment: Adopted by the Nevada Department of Education, to measure K-8 students' achievement of the Nevada Academic Core Standards (NVACS). The

assessment system includes a rigorous computer adaptive summative test for grades 3-8 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the NVACs give teachers and principals the tools to help students meet today's college- and career-ready standards.

- State Public Charter School Authority (SPCSA): The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Statewide Plan for the Improvement of Pupils (STIP): Nevada law requires the State Board of Education to develop a 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada, officially referred to as a "Statewide Plan for the Improvement of Pupils". We often abbreviate this to "STIP". The Board must submit this plan, or a revised plan, on or before March 31 of each year. The STIP is prepared for the State Board's consideration by the Nevada Department of Education (NDE) and reflects feedback and input gathered from school districts, education partners, and stakeholders across the State. (These requirements are outlined in Nevada Revised Statutes (NRS) 385.111-113).
- Title III: Language Instruction of Limited English Proficient Students and Immigrants (2002). Title III under ESSA consolidates 13 bilingual, immigrant, and Native American education programs formerly known as Title VII (1994). The focus of the title is on assisting school districts in teaching English to EL students and helping EL students meet state academic standards.
- US Department of Education (USED): The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.
- WIDA: Consortium joined by Nevada Department of Education that provides the state ELPA test, known as ACCESS, and provides extensive professional development on the comprehensive ELP standards that address the need for students to become fully proficient in both social and academic English.

3 The EL Bill of Rights

Assembly Bill (AB) 195 from the 2021 legislative session requires information sharing by charter schools. This bill is also referred to as the "English Learner Bill of Rights". The full text of this legal requirement may be viewed by clicking the link in section 2.2 Legal Requirements, or section 6 of this manual that provides a summary of all links. As a result of this bill, schools must:

1. Provide parents of English Learners with a copy of the "English Learner Pupil and Parent Rights" and post the document to the school website.
    a. This information should be provided in English and in the parent's primary language upon enrollment or identification as an English learner. For students who did not receive this documentation at the time of enrollment or identification as an English learner, provide this documentation as soon as possible. When posted to the website, it should be posted in as many languages as possible, and at minimum, all the languages provided by NDE. These documents may be downloaded from https://spcsa.instructure.com/courses/42/modules/items/537 in multiple languages.
2. Post information to the school's website regarding the use of Title III funds.
    a. Schools must post to the website (and update annually), Post to your school's website (and update annually), information related to the way the school has used funds received pursuant to Title III of the Every Student Succeeds Act (ESSA) of 2015. This information must be organized into categories of programs and services that the funds were used for, including the engagement of parents and families.
3. Include the following items in the school's EL Policy and Plan:
    a. Provisions for the identification of the primary language of each pupil enrolled in the school district at the beginning of each school year to assist in the identification of pupils who are English learners

   b. Provisions that ensure English learner students remain in a program for English learners until the pupil obtains language proficiency based on an appropriate assessment for pupils who are English learners, unless the parent or legal guardian of the pupil declines for the student to remain placed in a program for English learners.
4. A variety of data collection requirements are included as a part of the EL Bill of Rights. Schools must maintain accurate records in Infinite Campus at all times so that data is readily available when requested from SPCSA or NDE.

4 Identification of English Learner (EL) Students

All public schools are required to identify English Learner (EL) Students. Identification and Placement information can be found on the Nevada WIDA site in the "Nevada English Language Learner Identification and Placement Guidance Document" regarding identification and placement procedures.

4.1 Home Language Survey

Nevada requires a Home Language Survey (HLS) to be administered upon initial registration to all students [SBE3(a)(i), OCR & DOJ-Title VI 1964 and EEOA 1974, ESSA 3113(b)(2), NRS388.407(2)(a)].

The HLS may be issued online or by paper form. The results of the HLS should be recorded in Infinite Campus.

A template HLS is available at: https://spcsa.instructure.com/courses/42/modules/items/969

The HLS must include three basic questions to determine:

1. The native or first language of the child.
2. The language(s) spoken at home.
3. The language(s) used when speaking with peers.

If a language other than English is indicated for any of the questions on the HLS, the child must be screened to determine EL status.

At our school, the HLS is issued online. The K-12 EL Coordinator is responsible for entering the results of the HLS into the student records in Infinite Campus. All three languages should be entered for any student who has listed at least one language that is not English in any of the three fields. A student who requires screening should have "Pending" placed in Infinite Campus for their EL status by the K-12 EL Coordinator, until they have taken the screener.

4.2 Prior School Records

One component of screening is prior school records. If a student has indicated a language other than English on the HLS and records from a student's previous school indicate an EL designation, the student should continue as EL if the student did not exit EL status at their previous school. Students who are continuing as EL from a previous school should not take the screener, they should be designated as EL.

If a student has indicated a language other than English on the HLS but records indicate that the student has exited EL with proper test scores, the student should not take the screener. They should be designated as a former EL as it is required to monitor former EL students for four years after exiting EL status. Students who have been exited for more than 4 years do not need to be monitored.

4.3 Screening Assessment

Students who were identified as speaking a language other than English by the HLS, must take the K-12 WIDA Screener to determine if they should be designated as an EL student.

The screener will be administered at our school by the K-12 EL Coordinator.

4.4 Placement and Opt Out

Upon completion of the screening assessment, students should be designated as EL students according to the "Identification/Placement Criteria" found on the Nevada WIDA website, in the document called "Nevada English Language Learner Identification and Placement". Placement criteria is determined by NDE.

Upon completion of the screening assessment, the EL status in Infinite Campus should be updated from "Pending" to reflect the status of the student.

- If a student is eligible for services based on the screening assessment, the K-12 EL Coordinator will enter the student's EL Program status in Infinite Campus as EL and enter the "Identified Date".
- If a student is not eligible for services based on the screening assessment, the K-12 EL Coordinator will enter the student's EL Program status in Infinite Campus as "Not EL" and enter the "Identified Date".

All EL students are entitled to services. However, parents may choose to opt their children out of a school district's EL program or out of particular EL services within an EL program. Per the EL DCL Fact Sheet from the United States Department of Education (USED):

- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

At our school, if a parent chooses to opt out, the K-12 EL Coordinator will update the EL status in Infinite Campus to reflect that the parent has chosen to opt the student out of EL services.

4.5 Screening, Placement, and Exit, Records

Accurate records of screening, placement, and exit, for EL students must be maintained in Infinite Campus. NDE hosted several data workshops in May 2021 regarding best practices for data entry. It is highly recommended that schools view the recordings so that data is entered correctly, as these data workshops demonstrate how to enter all data that is required by NDE. A link to the recordings and the data workshop files are available using the links below.

- NDE EL Data Workshop Recordings
- NDE EL Data Workshop Zip Files

EL student records in Infinite Campus will be reviewed and updated on an ongoing basis. At our school, the K-12 EL Coordinator is responsible for checking and entering/updating the following records for EL students in Infinite Campus:

1. Birth Country (should be entered for all students at the school regardless of EL status)
2. Date entered US (should be entered for all students regardless of EL status if the birth country is not the US)
3. Date entered US School (should be entered for all students regardless of EL status if the birth country is not the US)

4. First Language, Home Language, Language with Friends (should be entered for any student who identified a language other than English on the HLS in any field. All three items should be entered on the for these students even if some of the languages are specified as English)
5. EL Program Status (Pending, EL, Not EL, Exited EL-Reg, Exited EL-Alt)
6. Identified date (entered after the initial date that the student is deemed eligible by WIDA screener scores)
7. Exit date (entered after the student has received a proficient score on WIDA or is able to exit by Alternate criteria)
8. Parent Notified (should be updated annually when annual notifications are sent)
9. Parent declined (if the parent declines services check the box and enter the date)
10. EL Assessments (Most recent scores should be entered)
11. EL Services (A model of instruction should be selected for each student as this information is required by NDE and USED for the LIEP. Only one should be selected per student, and the start date should be the date of enrollment for the current school year. Refer to the Language Instruction Educational Program (LIEP) Models in Nevada document for the appropriate coding of the program(s) used at your school.)

5 Assessment

Once students have been screened and they are designated as EL students, a variety of assessments should be used that provide for the periodic reassessment of English proficiency and applicable content assessments of each EL qualified student.

5.1 State Assessments

5.1.1 Placement/Screener Assessment

Nevada uses the WIDA Screener (for Grades K-12) to identify English language learners (ELLs).

5.1.2 English Language Proficiency Assessment (ELPA)

5.1.2.1 About the ELPA

The ELPA for the state of Nevada is the WIDA ACCESS for ELLs. This is the summative assessment. ACCESS for ELLs Online must be given to all EL students who are enrolled during the annual testing window, which typically lasts from early January through early March. The applicable assessment is administered annually to monitor students' progress in acquiring academic English. All ELs enrolled during the testing window must be assessed with the WIDA ACCESS 2.0., Kindergarten ACCESS, or Alternate ACCESS.

- Students in grades K-12 who have been identified as ELs take the WIDA ACCESS.
- Students with IEPs who take the WIDA ACCESS should be provided appropriate testing accommodations consistent with the accommodations listed in the IEP that have been determined by the IEP team. Information from WIDA regarding accommodations can be found in the following documents:
    - WIDA Accessibility and Accommodations Manual
    - ACCESS Online Accommodations Checklist
    - Kindergarten ACCESS Accommodations Checklist
    - Alternate ACCESS Accommodations Checklist
- The Alternate ACCESS for ELLs is designed to measure language proficiency of students with most significant cognitive disabilities per the students' Individual Education Plan (IEP). Students with Individualized Education Programs (IEPs) may take WIDA Alternate ACCESS per the decision of the student's IEP team. IEP teams should

follow their state's specific alternate assessment participation criteria. For additional guidance, view the Alternate ACCESS for ELLs Participation Criteria Decision Tree.

5.1.2.2 Administration and Scoring of the ELPA

The administration of the ELPA should be conducted per NDE Guidelines. The Testing Coordinator at each school is responsible for ensuring all procedures are followed per NDE adopted protocols. The ELPA is a high-stakes test requiring test security training and supervision by site administration, and it is required for irregularities to be reported per NDE guidelines. The WIDA The ACCESS for ELLs Checklist that is located on the Nevada WIDA site provides the guidelines that should be followed including:

- Procedures regarding how the test should be administered.
- Guidelines for what personnel should conduct each step of administration.
- Training courses that demonstrate how to administer the Online ACCESS, Alternate ACCESS for ELLs, Kindergarten ACCESS for ELLs.

The Kindergarten ACCESS and the WIDA Alternate ACCESS assessments are scored by the test administrator at the school. The Alternate ACCESS for ELLs: Administration and Scoring training course that is found on the ACCESS for ELLs Checklist includes important information about administering the Alternate ACCESS Field Test. All Alternate ACCESS Test administrators must complete the Alternate ACCESS For ELLs Administration and Scoring training course and pass the certification quiz. The Online ACCESS for grades 1 – 12 is scored by the testing company, DRC.

Upon receipt of the scores the school must:

- Enter results for all students in Infinite Campus
- Communicate with the student's parents/family members regarding test results.

At our school, WIDA scores are entered into Infinite Campus by the K-12 EL Coordinator. Notifications regarding test results are sent annually to parents/guardians electronically and via U.S. Mail by the K-12 EL Coordinator. The date of the notification is recorded in Infinite Campus by the K-12 EL Coordinator.

5.2 Local Assessments

In addition to state assessments, SPCSA schools conduct:

- Formal Interim assessments which are chosen at the school level which are relevant to the school's instructional programs.
- Informal assessments and evaluations which evaluate EL students Academic Language Acquisition Progress are chosen at the school level and are relevant to the school's instructional programs.
- Classroom assessments that are chosen at the school level and are relevant to the school's instructional programs.

Our school uses the following assessments:

- Formal Interim Assessments:
    - Elementary, grades K-6, Assessment Data:
        - Grades K-6, MAP testing
        - Grades 3-5 - SBAC testing
    - Secondary, grades 7-12, Assessment Data Pyramid - HERE
- Informal Interim Assessments:
    - Grades K-12 use IXL to evaluate EL students Academic Language Acquisition Progress.

- Grades K-12 Reveal formative and summative assessments
- Grades K-6 CKLA Amplify (English, Social Studies, & Science) formative and summative assessments

6 Equitable Access

Schools should design programs that eliminate achievement gaps and ensure equitable access to educational programs. The use of data, leadership and staffing, research-based curriculum, and professional development all are components of designing a program that provides equitable access. Additionally, schools should work to reduce any barriers that would prevent any student from fully participating in the school.

6.1 Use of Data

6.1.1 Placement

Data from the WIDA Screener is used for designating EL students as described in section 4.4 of this manual. Additionally, per the EL DCL Fact Sheet from the United States Department of Education (USED), School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

6.1.2 Exit

The criteria for a student to exit from an EL program is specified by NDE and has been updated for the 2023 – 2024 school year. Beginning in 2023 – 2024, students may qualify for exit by receiving a qualifying score on WIDA or through an alternate pathway. Students should be exited as EL students according to the "Exit Criteria" found on the Nevada WIDA website, in the document called "Nevada English Language Learner Identification and Placement" in the section of the document titled "Identification and Placement." When a student has met the criteria for exit, the exit date recorded in Infinite Campus should be the last day of student attendance for the school year in which the student received a qualifying score to exit. A notification letter should be sent to parents at the beginning of the following school year, that the student has been exited.

When a student qualifies for exit, the score and exit date will be entered into Infinite Campus by the K-12 EL Coordinator. The status will be updated in Infinite Campus to "Exited EL – REG" or "Exited EL – ALT" depending on whether the student exited by regular WIDA scores or by the alternate pathway by the K-12 EL Coordinator. The notification letter will be sent to parents by the K-12 EL Coordinator and the "Parent Notified" date in Infinite Campus will be updated to reflect the date that the parent was notified of exit at the beginning of the following school year.

6.1.3 Monitoring of Exited ELs

Exited ELs must be monitored per ESSA requirements and should be designated as Exited ELs in Infinite Campus. After 4 years monitoring is no longer required in Nevada. During the monitoring years, if the student is not making satisfactory academic progress on school level assessments including low scores on interim/benchmark assessments, D/F quarterly/semester grades, or other school assessments, then student needs should be assessed. If the results of the needs assessment show that the student is not making satisfactory progress because of a language barrier, the student should continue to receive EL services and a parent notification should be sent.

Monitoring process Amplus Academy will use to track ELs for 4 years after exit.

- The K-12 EL Coordinator will use Google Spreadsheets and Infinite Campus to collect data.

- The K-12 EL Coordinator will track and monitor Exited ELs.
- The K-12 EL Coordinator will use THESE resources and assessments if a student is not making satisfactory progress.
- The K-12 EL Coordinator will send the parent/guardian notification letter via the U.S. Mail and via email (found in Infinite Campus) if a student should continue to receive services.

6.1.4 Additional School Level Data

Our school collects and analyzes a variety of data. At our school, the following data will be analyzed to assist with determining the needs of students in our EL Program:

- Interim/Benchmark Assessment, Data from online programs
  - Grades K-6 Tier I curriculum: Reveal Math and Core Knowledge - Amplify Language Arts, Science, and Social Studies
  - Grade 7-12 Tier I curriculum: Reveal Math, Nevada Common Core Standards, Classical Education resources (novels, short stories, poetry, non-fiction, , Career and Technical Education (CTE) materials, Advanced Placement (AP) materials, and Dual Credit: Truckee Meadows Community College (TMCC) and College of Southern Nevada (CSN)
  - Grades K-12 utilize IXL
  - Grades K-12 utilize Infinite Campus for: Attendance Data, Behavior, MTSS

Our school will analyze data regarding our EL program using the following methods and procedures:

- Length of time in EL program: Documentation of entry and exit dates of EL program
- Annual English language proficiency tests: Documentation and year to year comparison of student WIDA ACCESS scores in all domains (listening, speaking, reading, writing)
- State standardized tests: Documentation and evaluation of EL student performance on state standardized achievement tests
- Grades: Documentation and evaluation of EL student grades in core classes
- Graduation rates: Documentation and evaluation of yearly graduation rates of ELs

6.2 Leadership and Staffing

To eliminate achievement gaps and ensure equitable access to students, leadership and staffing are responsible for the implementation of an effective program.

At our school, each of the following positions perform duties essential to the EL Program. The name of the position and description of the duties relevant to the EL program are stated below:

- The Chief Academic Officer oversees the Durango Campus Elementary Principal's supervision, the K-12 EL Program and K-12 EL Coordinator.
- Amplus Academy Durango Campus Elementary Principal: Supervises the progress and monitoring of the K-12 EL Program and the K-12 EL Coordinator.]
- Amplus Academy K-12 EL Coordinator: Oversees the K-12 EL Program.
- Amplus Academy K-12 Testing Coordinator: Assists the K-12 EL Coordinator during the WIDA ACCESS testing window.

6.3 Curriculum

Schools within SPCSA have the autonomy to select their own curriculum. Schools should select a research-based selection of curricula that considers the language development needs of ELs for both Tier I instruction and for supplementary materials.

At our school, we have selected the following curriculum for our EL students:

- EL Supplemental Grades K-5: Reading A-Z- Leveled texts (fiction, nonfiction, decodable, translated, close read, translated), Reading foundational skills (alphabet, phonological awareness, phonics, high frequency words), Comprehension (fluency, character analysis, author's purpose, cause & effect, classify, compare & contrast, fact & opinion, main idea & details, inferences, conclusions, problem & solution, sequencing), Vocabulary (affixes, nouns, verbs, adjectives, adverbs, compound words, tenses, contractions, idioms, science, math, health, physical education, social studies), Writing (process & response).
- Newcomer EL Supplemental Grades 6-12: Oxford Picture Dictionary Workbook- Listening, Speaking, Reading, & Writing developed through thematic vocabulary lessons. Translated languages English/ Farsi, Korean, Urdu, Chinese, Japanese, Thai, Brazilian/Portuguese, Haitian/Creole, Spanish, Arabic, French, Russian, Vietnamese.
- Grades K-6 Tier I curriculum: Reveal Math and Core Knowledge - Amplify Language Arts, Science, and Social Studies
- Grade 7-12 Tier I curriculum: Reveal Math, Nevada Common Core Standards, Classical Education resources (novels, short stories, poetry, non-fiction, , Career and Technical Education (CTE) materials, Advanced Placement (AP) materials, and Dual Credit: Truckee Meadows Community College (TMCC) and College of Southern Nevada (CSN)
- Grades K-12 utilize IXL

Schools should select Evidence Based Interventions (EBI). Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- Tier/Level 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.
- Tier/Level 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.
- Tier/Level 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- Tier/Level 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Our school has implemented the following Evidence Based Interventions in our EL program:

- Pre-teaching target vocabulary: Teaching key vocabulary before the lesson.
    - ESSA EBI Level: Tier 1
    - Citation: Lawrence, D. (2014). Pre-teaching vocabulary = better comprehension. Educating Young Children: Learning and Teaching in the Early Childhood Years, 20(1), 31–33. https://search.informit.org/doi/10.3316/informit.280026108674095

- Graphic organizers: Using graphic organizers to organize information and improve reading comprehension.
    - ESSA EBI Level: 2

    - Citation: Sam D, Praveen & Premalatha, Rajan. (2013). Using Graphic Organizers to Improve Reading Comprehension Skills for the Middle School ESL Students. English Language Teaching. 6. 155-170. 10.5539/elt.v6n2p155.
- Nonfiction text- Using nonfiction text to increase comprehension
    - ESSA EBI Level:2
    - Citation:Kuhn, Karen & Rausch, Casey & McCarty, Tiffany & Montgomery, Sarah & Rule, Audrey. (2017). Utilizing Nonfiction Texts to Enhance Reading Comprehension and Vocabulary in Primary Grades. Early Childhood Education Journal. 45. 10.1007/s10643-015-0763-9.
- Sentence frames- Using sentence frames to teach narrative writing
    - ESSA EBI Level:2
    - Citation:Jackson, Annmarie. (2003). Narrative Writing Instruction for Primary Grades: A Project in Using Writing Frames, Cue Words and Sentence Starters.

6.4 Professional Development

Goal 2 from the Nevada Statewide Plan for the Improvement of Pupils (STIP) is that "All students have effective educators." To meet Goal 2, NDE has identified the following strategies:

- Equity: Ensure effective educators in low-performing schools.
- Access to Quality: Provide quality professional learning.
- Success: Decrease licensed educational personnel vacancies.
- Inclusivity: Serve students in the Least Restrictive Environment.
- Community: Increase candidates in the educator pipeline.
- Transparency: Engage in effective communication.

Nevada's nine Standards for Professional Development are to be incorporated in the development, implementation, and evaluation of professional development trainings for educators employed by a school district or charter school. They should drive discussions and improvements focused on increasing educator effectiveness.

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create sup- port systems for professional learning.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increases educator effective- ness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its out- comes with educator performance and student curriculum standards.
- **Equity:** Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.

- **Cultural Competency:** Professional learning that increases educator effectiveness and results for all students facilitates educator's self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich educational experiences for all students.

Our school will address a variety of topics through professional development this year. These topics include:

- Essentials for Classroom English Language Learners. In this professional development training, teachers learned how to use EL "Can Dos", how to access student EL plans, tips for ELs in the classroom, different ways students can show understanding, ways to build background knowledge, ways for students to show what they already know, daily listening and speaking activities, different ways to teach vocabulary, general classroom supports for all, possible assignment accommodations, and possible assessment accommodations. Equity: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.
- Your Culture is Your Brand. In this professional development training, teachers learned ways to integrate EL students' home language, culture, and family involvement in the classroom. Cultural Competency: Professional learning that increases educator effectiveness and results for all students facilitates educator's self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich educational experiences for all students.

6.5 Other Educational Programs for ELs

According to the EL DCL Fact Sheet from the US Department of Education (USED), English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

EL students must be provided meaningful access to all curricular and extracurricular programs. Per the fact sheet:

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

At Amplus Academy school, assistant principals, counselors, and the K-12 EL Coordinator describe how your school will ensure that EL students have access to grade level curriculum so that they can meet promotion and graduation requirements.

ELs need access to grade-level, standards-based instruction. At Amplus Academy, all curriculum will be directly connected to Nevada Academic Content Standards (NVACS) and daily objectives and assessments will be aligned to NVACS. Nevada Academic Content Standards serve as expectations for what all students should know and be able to do by the end of each school year. The standards serve as a model for effective teaching and learning by informing educators what the foundational outcomes of a course of study should be. Setting high standards ensures all students will be college and career ready upon graduation from high school.

To ensure that all students have an equal opportunity to participate in programs such as those listed above,

- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework.

- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources).
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts.
- Ongoing assessment and feedback to guide learning

7 English Learners with Disabilities

According to the EL DCL Fact Sheet from USED there are also provisions for evaluating EL students for special education and providing dual services.

- EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.
- To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

All schools are responsible for providing adequate support to EL students with disabilities regarding language instruction and also provide any disability related accommodation.

USED has developed an English Learner Toolkit. Specifically, Chapter 6: Tools and Resources for Addressing English Learners with Disabilities (page 82) provides a variety of resources for EL students with disabilities. From Chapter 6, the following set of tools is intended to help schools, LEAs, and SEAs in appropriately identifying and serving ELs with disabilities. The tools give examples of how schools can refer, assess, and identify ELs who may have a disability; how to write an IEP and select accommodations for ELs with disabilities; and how to compare data about EL students with disabilities from LEA to LEA.

- Tool #1, Referral, Identification, Assessment, and Service Delivery to ELs with Disabilities, includes recommendations about ELs with disabilities from states with large or rapidly growing EL student populations.
- Tool #2, Considering the Influence of Language Differences and Disability on Learning Behaviors, offers a matrix of learning behaviors organized by skill area (e.g., listening, speaking, reading, etc.) and the varying roles that language difference or disability can play in those behaviors.
- Tool #3, Developing an IEP for an English Learner with a Disability, is a list of questions to consider for ELs during the IEP-writing process.
- Tool #4, How to Use Data from the Office for Civil Rights' Civil Rights Data Collection (CRDC), provides instructions about how to access EL data at the LEA level, including data about ELs with disabilities.
- Tool #5, Selecting Appropriate Accommodations for Students with Disabilities, offers a list of "dos" and "don'ts" related to choosing accommodations for students with disabilities.

In order to ensure proper services to EL students with disabilities, Amplus Academy must:

- Identify, locate, and evaluate ELs with disabilities in a timely manner.

- Consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- Provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- Must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- Must provide EL students with disabilities with both the language assistance, accommodations, and disability-related services they are entitled to under federal law.

8 Parent Communication and Participation

8.1 Ensuring Meaningful Communication with Limited English Proficient Parents

Per USED as documented on the EL DCL Fact Sheet:

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

Describe your school's procedures that ensure that parents are informed of programs, services and activities in a language they understand, and that all documents are provided to LEP parents in a language that they understand.

- Amplus Academy teachers can request to have any document professionally translated for LEP families by contacting the EL coordinator or any member of the administration staff.
- All translation requests for documents and translation services are at no charge for the LEP family.

8.2 Parent Notifications

All required notifications are listed below. Document templates for each item are provided within "Appendix B: Forms and Documents" at the end of this manual.

- EL Bill of Rights Documents
- Home Language Survey
    - Note: The home language survey is provided during student registration and all families must complete this item.
- Initial Notification of Placement
- Annual Notification of Continued Placement
- Exit Letter
- Opt Out Form (for parents who choose to opt out of services)
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)

8.3 Parent Participation

Describe your school's process for providing translation or interpretation services, when needed, for parent teacher conferences, IEP meetings, and disciplinary proceedings.

Amplus Academy uses *CommGap: International Language Services* for in-person and phone translation services. Teachers can request the services in advance or immediately by contacting the EL coordinator or any member of administration.

1-888-338-4438 (Phone Translation)

801-944-4049 (In-person)

orders@commgap.com

Describe the partnerships and events that are available at your school - Schools are also responsible for identifying parent, school, and community partnerships that may provide relevant services to EL students and LEP parents and to offer learning and leadership opportunities for LEP parents. The school is also expected to engage diverse families and communities at all events, and meetings and school events should be scheduled with interpreters present to facilitate LEP parent participation.

Meet and Greet: Before the new year begins, families are invited on campus, students will receive teacher assignments, and meet the teachers.

Open House: Classroom presentations for parents and guardians.

Archer Fest: A night of food, games, fun, dunk tanks, bounce houses, prizes, music, and more for all families and friends.

High School Sports Theme Nights: K-12 students and parents are invited to dress up and support The Archers during home games.

Culture Day: A day to celebrate all cultures by learning about different countries' languages, traditions, food, dance, and way of life. Students were encouraged to wear clothing from their culture.

Amplus Bullseye Bash: A family fun night featuring inflatable obstacle course, live DJ, dance party, secondary dodgeball tournament (admission & all activities are free). Food trucks will be available for food purchases.

Las Vegas Clark County Libraries Adult Learning Program offers free English classes designed for non-native English speakers who are seeking employment opportunities and wish to improve their English skills in listening, speaking, reading and writing.

9 References

The 2020 – 2021 EL Plan and Policy from the Carson City School District which was provided by NDE, and Desktop Monitoring documents from NDE which listed the desktop monitoring requirements were used as reference materials for determining the minimum compliance requirements that have been identified in this manual.

Additional reference materials have all been linked within the text of this manual, and will be listed in “Appendix A: Links” of this manual.

10 Appendix A: Links

A variety of links have been provided throughout this manual and are listed below:

- SPCSA Strategic Plan
    - https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf

- Nevada Revised Statute (NRS) 388.407
  - https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407
- Equal Educational Opportunities Act of 1974, 20 U.S.C.§ 1703(f)
  - https://www.law.cornell.edu/uscode/text/20/1703
- Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq
  - https://www.law.cornell.edu/uscode/text/42/2000d
- 34 C.F. R. part 100
  - https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1
- NRS Chapter 385
  - https://www.leg.state.nv.us/nrs/nrs-385.html
- NRS Chapter 388
  - https://www.leg.state.nv.us/nrs/nrs-388.html
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
  - https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf
- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
  - https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text
- Language Instruction Educational Program (LIEP) Models in Nevada
  - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Models_of_Instruction_NV.pdf
- EL Bill of Rights Documents
  - https://spcsa.instructure.com/courses/42/files/525?module_item_id=537
- Nevada WIDA site
  - https://wida.wisc.edu/memberships/consortium/nv
- Nevada English Language Learner Identification and Placement
  - https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf
- Template HLS
  - https://spcsa.instructure.com/courses/42/files/1077?module_item_id=969
- EL DCL Fact Sheet
  - https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf
- NDE EL Data Workshop Recordings
  - https://spcsa.instructure.com/courses/42/pages/recordings?module_item_id=552
- NDE EL Data Workshop Zip File
  - https://spcsa.instructure.com/courses/42/files/533?module_item_id=553
- WIDA Accessibility and Accommodations Manual
  - https://wida.wisc.edu/resources/accessibility-and-accommodations-manual
- ACCESS Online Accommodations Checklist
  - https://wida.wisc.edu/resources/access-online-accommodations-checklist
- Kindergarten ACCESS Accommodations Checklist
  - https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist
- Alternate ACCESS Accommodations Checklist
  - https://wida.wisc.edu/resources/alternate-access-accommodations-checklist
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
  - https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf
- ACCESS for ELLs Checklist
  - https://wida.wisc.edu/sites/default/files/checklists/NV-online-checklist.pdf

- Nevada Statewide Plan for the Improvement of Pupils (STIP)
  - https://doe.nv.gov/STIP/Nevada/
- Standards for Professional Development
  - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/NVStandardsforPD.pdf
- English Learner Toolkit
  - https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities (page 82)
  - https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

11 Appendix B: Forms and Documents

These are the minimum required forms. You can use the generic SPCSA forms that are linked if you wish to use them at your school, or if you choose to use your own forms at your school you can update the appendix to include copies or links to your own forms. If you have additional forms you may add them to the list.

- EL Bill of Rights Documents
  - https://spcsa.instructure.com/courses/42/modules/items/537
- Home Language Survey (HLS)
  - https://spcsa.instructure.com/courses/42/modules/items/969
- Initial Notification of Placement
  - https://spcsa.instructure.com/courses/42/modules/items/990
- Annual Notification of Continued Placement
  - https://spcsa.instructure.com/courses/42/modules/items/988
- Exit Letter
  - https://spcsa.instructure.com/courses/42/modules/items/989
- Opt Out Form (for parents who choose to opt out of services)
  - https://spcsa.instructure.com/courses/42/modules/items/991
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)
  - https://spcsa.instructure.com/courses/42/modules/items/992

Amplus Academy

Generally Accepted Principles and Practices
Section 4000: Finance and Budget



AMPLUS ACADEMY

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TITLE: Fiscal Management **POLICY NUMBER: 4001**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

Amplus Academy's financial policy segregates duties amongst the Financial Department. The purpose of this separation is twofold: 1) to ensure grant funds are expended accurately and in a timely manner, and 2) to eliminate the risk of error, reverted funds and potential fraud.
All duties are segregated in the following manner:

- **Receiving & Inventory Specialist -** The Receiving & Inventory Specialist ensures all shipping and receiving documents are submitted to the Finance & Accounts Payable Specialist for invoice payment, documenting, and filing. The Receiving & Inventory Specialist is responsible for asset management tracking within Incident iQ. Any assets purchased with grant funds are noted in Asset Tiger for accurate tracking. If needed, the IT Director can assist with technological needs.
- **Finance & Accounts Payable Specialist –** Under supervision of the Finance Manager, the Finance & Accounts Payable Specialist is responsible for vendor records, payments, and the inquiry. The Finance & Accounts Payable Specialist enters new vendors into the SAGE Intacct system and verifies insurance coverage, proper licensing, and vendor packet completion (inclusive of W9). This specialist also answers vendor inquiries and processes all vendor payments. Additionally, the Finance & Accounts Payable Specialist is responsible for entering invoices and ensuring invoices are coded correctly, as per the State of Nevada Chart of Accounts. *Note*: this specialist does not have access to check stock. Check stock is held in the safe with the Finance Manager and released for printing upon the approval of the CEO.
- **Purchasing Coordinator:** The Purchasing Coordinator is responsible for initiating purchases related to a particular approved grant, following grant-specific terms and conditions. This position also assists in the procurement of supplies requested by staff and approved by those with the corresponding approval limit per the Purchasing Authority Matrix.
- **Grant Writer:** The Grant Writer writes narratives for grant applications and amendments and searches for new applicable grants. This position works closely with the Grant Manager and Amplus administration to monitor the wants and needs of Amplus Academy.
- **Grant Manager**: The Grant Manager is responsible for preparing subaward applications, preparing budgets, understanding the terms and conditions of grants, processing and preparing reimbursement requests, submitting reimbursement requests that are for allowable costs only, submitting reimbursements that are within the period of availability, overseeing needs assessments, overseeing program activities, tracing expenditures, overseeing grant management data documentation, and any other relevant tasks related to grant management. Grants are tracked by the Grant Manager on a grant spreadsheet and reviewed daily to ensure all expenditures are aligned with the allowable costs and expended during the period of availability. The Grant Manager also updates the grant management workbook on a weekly basis to ensure grant submissions and reimbursements are documented, up to date, and match the needs of the specific grant.
- **General Accountant:** The General Accountant ensures all information related to grant expenditures is recorded in the financial management system and reconciled against all grant income.
- **Signers –** The authorized bank signers will review and approve payment requests in Sage Intacct once the Finance Manager has completed the approval process. Once approved in Sage Intacct, payments can be processed by the Finance & Accounts Payable Specialist with respective check signer signatures.
- **Finance Manager –** The Finance Manager reviews and approves all purchase requests, ensuring proper coding and entry. The Finance Manager reviews all payment requests entered by the Finance & Accounts Payable Specialist prior to check processing, safeguards the check stock, and performs bank reconciliations under the supervision of the Chief Financial Officer.

Additionally, it is the responsibility of both the CEO and Chief Financial Officer to ensure Amplus's fiscal management methods are up to date and modeled after best business practices. Ultimately, Amplus Academy's Governing Board is responsible for allocation of funds and fiscal oversight as a whole.

TITLE: Fiscal Budget **POLICY NUMBER 4002**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Budgets will be prepared within the format, content, and time lines defined by Nevada Revised Statutes and must be adopted by the Governing Board annually. Budget reports will be provided to the Governing Board at their regularly scheduled monthly meeting and will be made available to the public upon request. The Governing Board, CEO, and Chief Financial Officer will review the budget and discuss relevant issues monthly.

The budget will be revised to reflect necessary changes in spending and sources. Transfers will not result in an increase in overall expenditures. If Amplus receives additional funds, the budget may be augmented pursuant to Nevada Revised Statutes.

TITLE: Budget Preparation **POLICY NUMBER 4003**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Both budget preparations (including filing and notice) and public hearings will be in accordance with NRS 354. The Governing Board may prepare additional financial information and hold additional meetings and/or public hearings other than those identified in the statute in order to disseminate to and solicit information from the general public.

TITLE: Budget Transfers **POLICY NUMBER: 4004**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

A budget transfer is a transaction that does not result in an increase or decrease in appropriations. Pursuant to NRS 354.598005, budget appropriations may be transferred between functions, funds or contingency accounts by the person designated to administer the budget. Budget transfers will be noted as part of the budget preparation process and the board will be notified of such transfers between funds.

TITLE: Resources **POLICY NUMBER: 4005**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Each year, budget resources (i.e. funds from federal, state, local, or other resources) will be estimated conservatively to avoid overstatement. During legislative years, the per pupil basic support amount for the prior year will be used to calculate the total basic support unless the State of Nevada provides updated information.

If the Cash Management Plan demonstrates that a budgeted resource is significantly different from the actual receipts, differences will be disclosed to the Governing Board and corrective measures implemented if necessary (i.e. budget augmentation or budget reduction).

TITLE: Cash Receipts **POLICY NUMBER: 4006**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/26/26**

Cash can be received through electronic transfer, written check, or currency/coin. The duties of handling cash receipts will be segregated as follows:

- The person who has custody of assets will neither record nor authorize transactions.
- The person who authorizes transactions will not record transactions.
- The Office Secretary receives checks and/or currency received by mail and delivers them to the Finance Manager for deposit preparation.
- The School Banker receives checks and/or currency in-person. These funds are verified by the Finance Specialist and delivered to the Finance Manager for deposit preparation and recording.
- The Finance Manager promptly confirms transfer of funds, prepares deposits, records and stores all deposits in a safe.

Deposits will be made within 14 business days of receipt via the Finance Manager personally overseeing delivery to City National Bank.

TITLE: Student Activity Accounts **POLICY NUMBER: 4007**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Amplus Academy may conduct fundraising efforts for student activities. The money generated by these efforts is deposited into the operating checking account administered by the school.

The following procedures will be segregated amongst employees.

- Authorization-CEO
- Maintaining custody of assets-Banker
- Recording of transaction-Finance Manager
- Review- CFO

A detailed supervisory review of related activities is required as a compensating control activity if these functions cannot be separated.

All disbursements related to these school activity accounts will be made by check or credit card with proper authorization and follow normal purchasing and payable procedures. Accounting for each activity is recorded in the school accounting software through the use of separate dimensions to ensure accurate tracking of revenues and expenditures.

Review of revenue and expenditure coding is completed on a monthly basis by the CEO/ Finance Manager and the student activity group Supervisor/Athletic Director to determine the availability of remaining funds for the activity.

It is the responsibility of the student activity Group Supervisor/Athletic Director to direct expenditures in accordance with the purpose of the fund-raising activity. The CEO is responsible for overseeing transaction maintenance, authorization and recording, and implementing sufficient internal controls to reduce risk of error, irregularities, fraud, and/or embezzlement. In accordance with NRS 205.130, issuance of a check or checks without funds or with intent to defraud will not be tolerated, and may be punishable by imprisonment or fine. Student activity accounts are subject to audit.

Because each student activity group owns the funds it has earned, it is not permissible to transfer funds from one group to another unless authorized by the CEO.

TITLE: Petty Cash **POLICY NUMBER: 4008**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Amplus Academy's petty cash account will be set at an amount determined by the CEO and Chief Financial Officer, and maintained by the Financial Manager. Amplus may maintain a petty cash fund as part of their activity fund.

All disbursements from the petty cash account will be made with prior approval from the CEO. The CEO may approve withdrawals for emergency purchases or per diem advanced under special circumstances for travel claims.

A written record or purchase order documenting all petty cash transactions will be kept on file by the Finance Manager. Accounting software may be used for recording transactions. If funds are advanced for a purchase, a copy of the receipt must be obtained before the petty cash fund can be reimbursed. Monthly bank reconciliations will be maintained and completed before the end of the month following the month of activity. Reconciliations must be completed by the Finance Manager, then reviewed and approved by the CFO.

TITLE: Grant Applications **POLICY NUMBER: 4009**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

It is the responsibility of the School Principal, the CEO, and CFO to ensure each grant fits within the financial framework and stated goals of Amplus Academy.

Individuals can apply for grants on behalf of the School District only if authorized by the School Principal and the CEO. The School Principal together with the Grant Writer and the Grant & Compliance Coordinator review all grant applications prior to submission to the granting agency.

All grant applications must be forwarded to the School Principal, the CEO, and the CFO to be logged and tracked on a form prescribed by the CEO. A separate grant file shall be kept by the School Principal, the Finance Manager, and the Receiving & Inventory Specialist for each grant application for tracking purposes

The Finance Officer is responsible for filing final reports with the appropriate agencies. Late reports must be disclosed to the Board with an indication as to why the report was filed late.

TITLE: Grant Budgeting **POLICY NUMBER: 4010**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

Before budgeting for a specific grant, applicable employees will conduct a needs assessment to determine the needs for a particular grant. Once a needs assessment has been completed, a budget and program will be developed to align with the terms and conditions of the particular grant.

All grant funds must adhere to the following guidelines:

1. Be necessary, prudent and reasonable for the federal award
2. Be allocable within the standards and limitations of the particular federal award
3. Be consistent with all policies and procedures for both federally supported and non-federally supported activities guidelines
4. Be in compliance with Amplus Academy's Generally Accepted Accounting Principles (GAAP), where applicable
5. Be incurred during the period of performance of the particular federal award

All grant purchases must be ordered and recorded within 30 days of the fiscal year end. If the purchases are not ordered within this time, permission must be granted by the CEO. All late purchases will be disclosed to the Governing Board. Grants that require matching funds or create ongoing expenditures must not have an adverse or deleterious effect upon the funds from which the money will be obtained.

The Grant Manager will ensure, should any federal awards be supplanting the otherwise standard-funded costs, that the grant is exclusively used for supplementation of the requested program, not supplantation. The Grant Manager will work with the CEO, CFO, and Finance Manager to identify and apply unique cost strings in compliance with the Nevada Chart of Accounts to ensure federal awards are within the permissions and bounds of the grant's permissions.

TITLE: Limitations of Administration & Distribution of Federal Grants (Federal General Procurement Conflict of Interest) **POLICY NUMBER: 4011**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

No Amplus Academy employee and/or administrator may participate in administrative decisions regarding a federal grant if any of the following conflicts are met:

1. Pursuant to 2 CFR § 200.318(c), no employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he/she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent; any member of his/her immediate family; his/her partner; or an organization which employs or is about to employ any of the parties indicated herein has an interest (financial or otherwise) or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.
2. There is an organizational conflict of interest - meaning because of relationships with a parent company, affiliate, or subsidiary organization, Amplus Academy is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization.

TITLE: Federal Grant Allowable Costs **POLICY NUMBER: 4012**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Amplus Academy will practice the following cost principles:
1. Comply with federal requirements regarding allowability of costs within federally funded programs.
2. Establish written procedures for determining the allowability of costs in accordance with both the terms & conditions of the federal award and 2 Code of Federal Regulations (CFR) Subpart E—Cost Principles

The application of these cost principles is based on the fundamental premises that:
1. Amplus Academy will apply sound management practices to ensure the efficient and effective administration of the federal awards.
2. Amplus Academy's administration of federal funds will be in compliance with all underlying agreements, program objectives, and terms and conditions of each federal award.
3. Amplus Academy will exercise consistent treatment of direct and indirect funds, defined as the following:
    a. Direct costs: costs either identified specifically within a particular final cost objective (such as a federal award or other internally or externally funded activity) or directly assigned to such activities relatively easily with a high degree of accuracy. 2 C.F.R. §200.413(a)
    b. Indirect costs: costs incurred for a common or joint purpose benefitting more than one cost objective.

   Where wide variations exist in the treatment of a given cost item by Amplus, the reasonableness and equity of such treatments should be fully considered. Amplus Academy will not typically plan for the reimbursement of indirect costs.
4. Amplus Academy's accounting practices must be consistent with the cost principles of Subpart E, support the accumulation of costs as required by the principles, and must provide adequate documentation to support costs charged to the federal award. The application of these cost principles should require no significant changes in the internal accounting policies and practices of Amplus Academy.
5. Amplus Academy may not earn or keep any profit resulting from federal financial assistance unless explicitly authorized by the terms and conditions of the federal award.

Amplus Academy's Grant Manager, Purchasing Coordinator, and CEO are responsible for ensuring that all grant expenditures:
1. Comply with Amplus Academy's cost principles
2. Remain within market prices of comparable products
3. Are consistent with policies and procedures that apply to both federal and non-federally funded activities
4. Are in accordance with Amplus Academy's GAAP
5. Do not unnecessary increase the cost of the federal award
6. Do not include a cost to meet, cost sharing, or matching requirements of any other federally financed program
7. Are adequately documented

The Grant Manager will frequently meet with both the CFO and the CEO to ensure all funds and activities align with the terms and conditions of the federal award. Weekly budget meetings will include progress monitoring of both grant expenditures and program implementation, based on data in the Grant Management Workbook. When determining how Amplus Academy will spend its grant funds, the CEO, Purchasing Coordinator, and Grant Manager will review the proposed cost to determine whether it is an allowable use of funds before obligating and spending those funds. All expenditures must be aligned with approved budgeted items. If any expenditure varies from the state-approved budget or the federal grant application, Amplus will apply to the state federal agency for approval.

TITLE: Tracking Grant Spending **POLICY NUMBER: 4013**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

All information related to grant expenditures is recorded in both Amplus Academy's financial management system and grant management workbook. Amplus Academy uses the financial management system Sage Intacct. Within this system, Amplus utilizes "grant" dimensions; each grant has its own dimension to protect against commingling of grant funds. This practice allows Amplus to generate an individual income statement for each grant.

Amplus Academy segregates duties for tracking grant expenditures as follows:

- The Purchasing Coordinator initiates the purchase of property, equipment, supplies, and services pertaining to approved grant funds, ensuring that all purchases are in compliance with the terms and conditions of the grant. All purchases are completed following the Procedures & General Purchasing Policy. (See the Purchasing Authority Matrix for spending limits.)
- The Receiving & Inventory Specialist receives purchased items and provides back up documentation to the Finance & Accounts Payable Specialist and the Grant Manager.
- The Finance & Accounts Payable Specialist pays invoices, and files invoices and supporting documentation in the financial management system.
- The Grant Manager uses grant purchase documentation to submit reimbursement requests. All backup documentation used for reimbursement requests is then stored in the grant management workbook and Google Drive. The Grant Manager maintains the grant management workbook - including tracking all grant expenditures, reimbursement requests, purchases, and checks received. The Grant manager updates the grant management workbook weekly to ensure grant funds are used properly and in a timely manner. Every Tuesday, the Grant Manager submits a "Grant Update" to the Finance Department and the CEO.
- The Finance Manager and CFO ensure all information related to grant expenditures is properly coded and accounted for, recorded in the financial management system and reconciled against all grant income.
- The CEO creates, implements, and revises purchasing procedures to maximize employee efficiency and deter/detect any error, fraud, waste, and abuse in the purchasing process. All such procedures must satisfy the Governing Board's external financial auditor and comply with all applicable accounting standards, statutes and administrative codes.

The Finance Manager will update financial records to include budget tags associated with each grant, provide backup documentation to the Grant Manager, and notify the Grant Manager when checks are received.

The Grant Manager, the Finance Manager, and the CFO will meet periodically to compare actual versus budgeted grant monies. The Grant Manager will update the CEO and CFO periodically to ensure all funds will be exhausted.

TITLE: Internal Annual Federal Grant Performance Evaluation Procedures **POLICY NUMBER: 4014**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

This policy establishes the documented internal control procedures for conducting annual performance evaluations of all federal grants. The purpose is to ensure compliance with federal regulations (2 CFR §200.301, §200.303, and §200.329) and to promote effective, transparent, and accountable grant management. It applies to all personnel involved in federal grant administration, including Grant Manager, CFO, and Executive Leadership, to ensure that program activities and expenditures are directly linked to the achievement of grant goals.

To ensure the integrity of each evaluation, the policy mandates a formal procedure. It begins with annual planning and data collection, where Grant Managers gather quantitative and qualitative performance data, and CFO provide financial reports. This data is then analyzed to compare accomplishments against grant objectives, with any significant variances explained. A draft report is prepared and undergoes a strict review process by a supervisor—separate from the daily grant manager—using a checklist to verify accuracy before submission. If the evaluation reveals underperformance, a Corrective Action Plan (CAP) must be developed and monitored to ensure compliance. This policy will be reviewed and updated annually.

TITLE: Federal Funds - Time & Effort **POLICY NUMBER: 4015**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Amplus Academy's employees, paid in full or part with federal funds, are required to keep time and effort documentation in compliance with the granted federal award's period of performance.

Time and effort is documented in one of the two reports.

1. Semi-annual certification reports are required when an employee works on a single cost objective. Salary and benefits paid to a semi-annual employee must be supported by certified documentation that the employee worked solely on one program or cost objective for the period covered by the certification. This certification is prepared semiannually: once in January for the months of July-December of the previous year and once in June for the months of January-June of the current year. The certification is then signed by both the employee and employee's administrative supervisor. The Grant Manager then scans, tracks and files (electronic and hard copy) the signed certification.

2. Personnel Activity Reports (PAR) are required when an employee works on multiple cost objectives. A PAR must be completed if an employee's work covers any of the following: more than one federal award, both a federal and non-federal award, both an indirect and direct cost activity, two or more indirect cost activities using different allocations bases, an allowable activity and a direct/ indirect cost activity.
   A PAR must-
   i. Reflect an after-the-fact distribution of the actual activity of the employee
   ii. Account for the total activity for which each employee is compensated.
   iii. Be prepared *at least monthly* and coincide with one or more pay periods.
   iv. Be signed by the employee.
   v. Be submitted by the end of the month following the pay period.
   vi. Be reviewed and signed by a supervisor.
   vii. Be scanned, tracked and filed (electronic and hard copy) by the Grant Manager.

The Grant Manager and Program Director will inform employees which certification to complete and how to do so properly. The Grant Manager will verify time and effort records accurately reflect employee work, with careful consideration of multiple cost objectives.

Record Retention will comply with 2 CFR. 334 and 34 CFR 81.31, which currently have a 5-year statute of limitations. Records are stored in the protected Amplus Academy Google Drive under Grant Management. This drive is only accessible to authorized users to maintain integrity. All records will be stored for no less than six years. Amplus prioritizes confidentiality and will only share these records with relevant staff.

Amplus Academy expects all employees to exercise prudent time management, provide services judiciously, and report all time and effort promptly and accurately with required documentation.

TITLE: Purchasing & Procurement **POLICY NUMBER: 4016**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

Amplus Academy's purchasing program serves the interests of the school and its educational program. This is accomplished by purchasing the necessary supplies, equipment, services, and assets necessary to meet minimum educational standards and maintain the school's goals. Amplus' Governing Board has full purchasing power. However, that purchasing authority is extended to the CEO (or other designee) when a detailed, itemized list is approved during the annual budget meeting. All purchasing procedures will comply with both Governing Board policy and applicable laws and regulations.

The CEO and Chief Financial Officer are responsible for developing and administering the purchasing program of Amplus Academy. Other purchasing duties are segregated as follows:

- The Grant Manager and Purchasing Coordinator will initiate the purchase of property, equipment, supplies, and services pertaining to grant funds. Both employees will ensure purchases are in line with the grant's terms and conditions.
- The Purchasing Coordinator will analyze costs/prices of goods and services to ensure all purchases are reasonable and allowable within the grounds of any purchase request submitted prior.
- The Purchasing Coordinator and Finance & Accounts Payable Specialist will include procurement related verifications with all Purchase Request and Invoice Payment uploads into the Sage Intacct system, as well as maintaining a physical record that will follow Amplus Academy's Retention Schedule.
- The Finance Manager will verify and reconcile all procurement related verifications via the Sage Intacct approval system set in place, as well as overseeing the monthly Credit Card Reconciliation.The Purchasing Coordinator and the Receiving Specialist will complete purchases and provide back up documentation to the Accounts Payable Specialist to provide for reimbursement requests. (See the Purchasing Authority Matrix for spending limits.)
- The Inventory Specialist and Receiving Specialist, as well as the I.T. department, will ensure that all items to be purchased as assets will be input into the Incident iQ Inventory Management System with proper labelling per 2 CFR §200.313(d)(1)(as per the Federal Perpetual Inventory Report). The asset should include a
  - Description of inventory
  - Serial number
  - Acquisition/Date of purchase
  - Federal funding source
  - Assisted Listing Number (ALN)
  - Federal Award Identification Number (FAIN)
  - Unit Cost, Who Holds Title
  - Percent of Federal Participation
  - Location/Room Number
  - Use and Condition
  - Disposition Information for lost/stolen/damaged equipment.
- The Executive Director and the CFO will create, implement, and revise purchasing procedures to both maximize employee efficiency and deter/detect error, fraud, waste, and abuse in the purchasing process. All purchasing procedures must satisfy the Governing Board's external auditor and comply with all applicable accounting standards, statutes and administrative code.

Prior to conducting business with any vendor, Amplus will obtain a W-9 form, insurance and proof of licensure. Additionally, the Purchasing Manager

will ensure the preferred vendor is on sam.gov's "Approved Vendor List" and check for suspension and debarment (2 CFR 200.214).

The Grant Manager will ensure that reimbursement requests are sent to either the SPCSA or NDE and update the Grant Management Workbook to include which agency the grant is submitted to. The Grant Manager will also be responsible for understanding each grant's Period of Performance, attend all applicable grant training, and maintain updated information at all times. The Budget Coordinator will prepare backup documentation related to the grant and submit it to the Grant Manager in a timely manner to ensure that the Grant manager has sufficient time to prepare an accurate reimbursement request. Grant Manager will prepare reimbursement request documentation and reconcile with the backup documentation to ensure that the reimbursement request is accurate before submitting on or before the reimbursement due date.

TITLE: Purchasing Authority Matrix **POLICY NUMBER: 4017**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

Amplus Academy's administrators and support services supervisory personnel have discretion and authority to purchase goods and services for their designated areas of responsibility, within both the financial framework established by the Board of Trustees and the Purchasing Authority Matrix approved by the CEO. The CEO must review and approve all purchases greater than the following:

- $1,500 for Assistant Principals
- $10,000 for Principals, Directors, the Finance Manager, and Executive Staff

CEO approval ensures large purchases comply with budget constraints as well as local, state and federal rules, laws and regulations. Purchase orders that do not meet these requirements will not be authorized.

TITLE: Segregation of Duties Related to Grants **POLICY NUMBER: 4018**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

Refer to Policy Number 4001 - "Fiscal Management" (pg. 3) to see the segregation of dues related to grants amongst members of Amplus Academy's finance department.
In addition, the Program Manager is responsible for the following duties (including but not limited to): managing activities and tasks on a day to day basis, producing data documentation for reports, conducting program assessments, reporting outcomes, and other relevant tasks related to grant management.

TITLE: Unauthorized Purchases **POLICY NUMBER: 4019**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Employees who make unauthorized purchases are personally liable for the purchase and are subject to disciplinary actions. Unauthorized purchases are purchases that have not been previously approved by the CEO or Supervisory Personnel, based on the purchasing matrix.

Any employee who willfully and knowingly violates any purchasing Amplus policies and/or state, federal or local laws, rules and regulations will be subject to disciplinary actions.

TITLE: Regulatory Provisions **POLICY NUMBER: 4020**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

All purchases shall be made in accordance with all applicable statutes, regulations and policies, including:

- NRS Chapter 332 – "Local Government Purchasing Act"
- NRS Chapter 338 – "Public Works Projects"
- NRS Chapter 339 – "Contractors Bonds on Public Works"
- Federal Debarment List
- Any resolutions, policies or regulations as properly authorized by the Board of Trustees

TITLE: Credit Card Usage **POLICY NUMBER: 4021**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Amplus maintains a corporate credit card account, which includes district credit cards assigned at the beginning of each school year to district employees approved by the Governing Board and the CEO. The use of corporate credit cards are not to be used to circumvent the purchasing and procurement system. The use of credit cards is only necessary when paying for services and supplies that are time sensitive or necessitate a credit card payment.

The Finance Manager, with oversight from the CFO and the CEO, controls the distribution of the corporate credit cards at the beginning of each school year. Each individual card holder signs an Amplus Academy Credit Card Acknowledgement Form that holds the user accountable for the

amounts and the type of supplies and services charged to the credit card. In addition, the form states the user is responsible for retrieving backup documentation for each transaction charged on a credit card and submitting this documentation to the Finance Manager.

District employees authorized to use a corporate credit card must adhere to the Purchasing Authority Matrix and policies established by the Board of Trustees and CEO. The CEO must review and approve all purchases greater than the allowable amount, per the Purchasing Authority Matrix, to ensure purchases comply with budget constraints and local, state and federal rules, laws and regulations. Purchase orders that do not meet these requirements will not be authorized.

The Finance Manager is responsible for providing each individual credit card holder with their respective credit card monthly statement. The credit card holders will compile their respective credit card statements with matching receipts and return the complete packet to the Finance Manager before the end of each month.

Monthly credit card reconciliations are completed by the Finance Manager, then reviewed and approved by the CFO. The misuse of district credit cards shall be punishable by termination and/or law depending upon the severity of the misuse and/or the violation.

TITLE: Employee Reimbursements **POLICY NUMBER: 4022**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

It is considered each employee's responsibility to adhere to policy when expending money on behalf of Amplus Academy. Employees are expected to:

- Exercise good judgment with respect to expenses.
- Spend the company's money as carefully and judiciously as they would their own.
- Report all expenses and advances promptly and accurately with required receipts & documentation.

All grant-related travel will be approved by a corresponding supervisor within the Purchasing Authorization Matrix after staff fill out the SPCSA Travel Reimbursement Request Form. The Grant Manager will then submit this form with all other grant reimbursement requests.

Allowable reimbursable expenses are as follows:

- **Air Travel:** All employees traveling on behalf of Amplus Academy will purchase the most economical fares offered. Travel reservations should be made as far in advance as possible to take advantage of lower fares. All travel should be flown by coach; business and first-class travel is not allowed unless it is at the employee's expense. If there is a layover involved in the travel, Amplus does not assume responsibility or liability for any employee actions or activities occasioned by the layover. Employees will be required to submit all company paid airfare receipts incurred while traveling, including bundle purchase tickets for other employees for the same trip. The receipts should show all travel details, including locations, dates of travel and cost of tickets.
- **Car Rental:** Unless a travel agency is provided, employees will book car rentals on their own. Multiple sources should be consulted to find the lowest possible price before a reservation is made. Car size it to be based on the number of people traveling, as follows:
    - 1-2 travelers = compact vehicle
    - 3 travelers = intermediate vehicle
    - 4-5 travelers = full-size vehicle

  Car insurance or any upgrades should not be purchased from the rental agency and will not be reimbursed. Car rentals are generally the most expensive mode of transportation and should only be used when the nature of the trip is such that the use of local transportation (i.e. taxis or personal car) is not practical or would be more expensive.
- **Personal Auto:** Automobiles personally owned by an employee and authorized for business use will be compensated when driven for such purpose, and will be reimbursed per the State of Nevada Department of Business & Industry rate guidelines. Mileage should be fully documented, including date, starting location, ending location, persons visited, the business purpose, and the business miles. The starting and ending location should be an Amplus Academy campus or the location at which the employee works.
- **Taxi/Uber/Lyft**: Taxi/Uber/Lyft should only be used when other reasonable and less expensive forms of transportation are not readily available. When traveling overnight, living accommodations should, to a practical extent, be selected to eliminate or minimize the need to use taxis or other local transportation. When taxis/Uber/Lyft are used, cars should be shared to the maximum extent possible by employees traveling together on Amplus Academy business. A receipt for the fare charged must be obtained by the rented driver.
- **Hotels:** If a travel agency is provided, it may be used to book a hotel with the lowest possible fare. If there is no travel agency, employees will book the best available rate. Upon arrival at the hotel, the employee(s) will verify the rate shown on the itinerary is the rate received. Hotel stays will be paid to the employee(s) per diem based on the GSA rate for the city they are traveling to.
- **Meals:** The employee will select restaurants reasonably priced for the locality and consistent with normal living standards. Meals will be paid per diem, based on the GSA rate for that area. Business related meals for employees must be detailed and describe the following: date, amount, restaurant, items ordered, business explanation, and names of individuals fed. A receipt is required for all meal expenses, regardless of the amount. Wine and alcoholic beverages are **NOT** allowable. Entertaining other employees, unless for approved business purposes, is not an allowable expense.
- **Tips and Gratuities:** The payment of tips and gratuities should be limited to those situations and services where such payments are normal practice. The percentage of any gratuity should not exceed that which is reasonable and customary for the particular service. The range of 10-20% is considered applicable to most forms of personal service, including restaurant service. Any gratuity percentage over 20% will not be allowed.

- **Instruction/Classroom Supplies:** Classroom and curriculum supplies are to be requested through the Purchasing Department. If supplies are purchased for a specific grant, they are to be purchased by the employee and submitted with receipts and a report listing the grant to the employee's administrative supervisor.
- **Receipts (Proof of Payment):** Amplus Academy requests that original receipts be attached for any and all company expenditures. The receipts must be provided no later than 30 days after the purchase or service. If the receipts are not provided within these guidelines, reimbursements will be declined.
- **Approval**: All expense reimbursements must be approved by the employee's administrative supervisor and verified by the Finance Department to ensure all proper documentation is included. Expense reports must be submitted to the Accounts Payable Department (payables@amplus.academy) within thirty (30) days of purchase.

TITLE: Bid Requirements **POLICY NUMBER: 4023**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

For purposes of this policy, a "bid" refers to the formal process of soliciting estimates from vendors, based on a specified set of criteria. Amplus Academy may seek less formal estimates through phone calls, catalogs, sales literature, requests for written estimates or quotes, or more formal means if necessary. This process applies to both formal and informal procurement methods.

Unless otherwise excluded by NRS 332.115, Amplus Academy or its authorized representative will adhere to the following criteria with respect to bid requirements:

- Purchases from $0 - $5,000
  - No bid requirements
  - Amplus Academy's authorized representatives must seek to purchase item(s) through the most economical means.
- Purchases from $5,001 +
  - Amplus Academy must seek at least three competitive quotes, but is not required to hire professional services to develop bid criteria and advertise.
  - Depending on the nature of the purchase, Amplus Academy may place ads in the local media to solicit responses.
  - Amplus Academy may seek consultants to help prepare bid specifications if deemed necessary by the Chief Financial Officer or required by the Board of Trustees.
  - Amplus Academy must keep all competitive quotes received. Amplus will follow bid requirements pursuant to NRS 332.039 and other provisions of NRS 332 that apply.

This policy does not prohibit Amplus Academy or its authorized representatives from advertising for and/or requesting bids, regardless of the estimated annual amount required to perform the contract. Dividing the total purchase price among several purchase orders to avoid the requirements of this policy and NRS 332 will not be allowed. Any proposal for leasing must have prior board approval. All bid advertisements must be reviewed and approved by the CEO and Chief Financial Officer prior to placement. All bids involving facilities, transportation, and maintenance must also be reviewed and approved by the Director of Facilities and Transportation prior to placement.

All contractors will be verified by the Finance & Accounts Payable Specialist to ensure the vendor is valid, active, and meet the requirements of Amplus Academy's Vendor Application. Should the contractor not meet these requirements, the Finance Specialist will notify the Finance Manager, who will further correspond with the CEO and CFO for a future course of action.

TITLE: Online Bidding **POLICY NUMBER: 4024**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Amplus Academy will follow the provisions established in NRS 332.047 with respect to on-line bidding. The CEO or Director of Operations may use on-line bidding to receive bids submitted in response to a request for bids, but shall not use on-line bidding as the exclusive means of receiving bids.

TITLE: Exceptions to Requirements for Competitive Bidding **POLICY NUMBER: 4025**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Contracts that, by their nature, are not adapted to award via competitive bidding may not be subject to competitive bidding requirements. Amplus Academy will follow the provisions in NRS 332.112 through NRS 332.148 governing these exceptions. This includes, but is not limited, to the following categories which may be further defined by NRS:

1. Items contracted from a sole source
2. Professional services
3. Additions to, repairs, and maintenance of equipment which may be more efficiently added to, repaired or maintained by a certain person
4. Equipment which, because of personnel training or a replacement parts inventory maintained by the local government, is compatible with existing equipment
5. Perishable goods
6. Insurance
7. Hardware, associated peripheral equipment, and devices for computers

8. Software for computers
9. Books, library materials and subscriptions
10. Supplies, materials or equipment available pursuant to a vendor agreement with the General Services Administration or another governmental agency located within or outside this State
11. Items for resale through a retail outlet operated in this State by a local government or the State of Nevada
12. Goods or services purchased from organizations or agencies whose primary purpose is the training and employment of persons with disabilities
13. Design, equipment and services associated with, systems of communication
14. Emergency contracts as defined by NRS 332.112
15. Supplies, materials, equipment or services available pursuant to an agreement with a vendor that has entered into an agreement with the General Services Administration or another federal governmental agency located within or outside this State;

TITLE: Emergency Contracts **POLICY NUMBER: 4026**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Competitive bidding is not required for emergency contracts per Nevada Revised Statutes (NRS 332). Unless otherwise specified by the NRS, an emergency is a result of a disaster such as, but not limited to, fire, flood, hurricane, riot, power outage, or disease.

The CEO has authority to approve emergency purchase orders when deemed necessary for the continued operation of Amplus Academy. A purchase order must have a clear statement explaining why the purchase is considered an emergency and must be reported to the Board at the next public meeting.

TITLE: Award of Bids **POLICY NUMBER: 4027**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Awarding bids will be done in accordance with Nevada Revised Statutes (NRS 332.065).

TITLE: Rejection of Bids **POLICY NUMBER: 4028**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Any or all bids received in response to a request for bids may be rejected by Amplus Academy if it is determined that any bidder is not responsive or responsible, or the quality of the services, supplies, materials, equipment or labor offered does not conform to requirements or serve public interest.

TITLE: Local Bids **POLICY NUMBER: 4029**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

When a local merchant's quotes for materials or services are competitive with out-of-area businesses, the board will purchase from the established local merchant within the district, provided the local merchant is properly licensed through the state of Nevada.

TITLE: Equipment - Inventory & Disposal **POLICY NUMBER: 4030**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

Responsibility for updating grant inventory records is segregated as follows:

- The IT Department is responsible for updating the Asset Management spreadsheet and coding all IT-related supplies and equipment to a specific grant. The record should state where the IT item(s) are stored. They will also utilize Incident iQ to keep a live record of the assigned location for all relevant assets, including those procured via funds from a Federal Award.
- The Grant Manager will maintain records of items purchased with grant funds and ensure that all equipment is maintained in accordance with 2 CFR 200.213 and 2 CFR 200.214. The Grant Manager will ensure that proper coding is tagged to grant-purchased supplies and equipment. All records of purchased supplies and equipment will be inventoried in the financial management system, grant management spreadsheet, and inventory ledger.
- Any assets purchased with grant funding will be retained per 2 CFR §200.334 - §200.338.The Inventory Specialist will complete an inventory audit annually.

A control system will be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft will be investigated. Adequate maintenance procedures will be developed to keep the property in good condition. If the grantee or subgrantee is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

All staff will abide by the policies and procedures preserving the quality of grant-purchased supplies and equipment, including signing an agreement before use. Training will precede any equipment use to ensure that staff can properly use and maintain equipment. Locks and other protective

equipment will be utilized to prevent theft of equipment purchased with grant funds.

When equipment purchased via federal award is no longer needed for the original project or other federal-grant-supported activity, Amplus Academy will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions. Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of $10,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency. If the item has a current FMV of more than $10,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds.

TITLE: Checks Issued **POLICY NUMBER: 4031**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

Any transaction or disbursement that is not issued via currency (cash) or via an Electronic Funds Transfer (EFT)/Automatic Clearing of House (ACH) should only be issued via check.

Accounts payable checks will be prepared on a weekly basis by the Finance & Accounts Payable Specialist. The Chief Financial Officer is responsible for transaction maintenance, authorization, and recording within the following guidelines:

- The individual with custody of assets will not record transactions.
- The individual with custody of assets will not authorize transactions.
- The individual who authorizes transactions will not record transactions.
- The individual responsible for reconciling checking accounts must not be an authorized signer on the account nor issue the checks.
- The CEO, Director of Operations, and School Principal are the only signatures that may be affixed to the accounts payable checks for authorization.
- The Finance Manager may have authorization to obtain information on the accounts and issue stop payment orders.
- Check registers must be reviewed and approved by the CEO for anything less than $5,000, and either the Director of Operations or School Principal for items greater than $5,000. Check approvals are done electronically via Sage Intacct software by the check signers.
- Upon receipts of merchandise, a copy of the Purchase Order is to be returned to the business office before payment is released. Partial payments may be made if the purchase order issuer indicates the items that have been received and marked as okay for partial payment. In accordance with NRS 205.130, issuance of a check or checks without funds or with intent to defraud will not be tolerated and may be punishable by imprisonment or fine.

TITLE: Payroll **POLICY NUMBER: 4032**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

The CEO, CFO and HR Director will develop and implement payroll procedures that conform to all legal requirements. The CEO is authorized to verify payroll and issue pay on his/her signature, along with that of the HR Director.

The HR department maintains wage schedules for all positions. Employees will be paid in accordance with the appropriate wage/salary schedule. This is outlined annually in the Position & Compensation Agreement (PCA), which is signed by both the employee and the supervisor. Payroll will be paid twice a month and in accordance with a specific schedule, determined annually. When the regular pay day falls on a holiday or weekend, pay will be issued on the last preceding work day. Transmittals will be submitted to the CEO for review/approval following the payroll.

All salaries, supplements, and compensation for extra duties will be paid through the payroll system as an additional stipend. Extracurricular or coaching positions will be paid at the end of the particular season or completion of the extracurricular event. Compensation records reflecting an accurate history of wages and related benefits will be kept for each district employee.

If an emergency prevents regular pay distribution, pay will be distributed as soon as possible.

TITLE: Payroll Deductions **POLICY NUMBER: 4033**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Amplus Academy will provide payroll deduction services for employees. The HR Director or his/her designee has authority to approve voluntary payroll deductions. A payroll deduction form must be completed and authorized by the employee before the payroll deduction(s) can commence.

An employee may terminate a payroll deduction by providing 30 days written notice. This written notice is to be signed by the employee, given to the payroll clerk, and placed in the employee's personnel file.

New payroll deduction programs must be reviewed and approved by the CEO. Organizations, companies, or individuals desiring to implement a new payroll deduction plan must submit their desired plan to the CEO for advance approval.

Deductions are to be withheld in equal installments, with the number of installments being determined by the number of pay periods.

TITLE: Hiring Procedures **POLICY NUMBER: 4034**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

When a position becomes available, a budget authorization form must be completed by the site administrator, approved by the supervisor, and forwarded to the HR Office. The HR office will then review the form, check for accuracy, and determine if the position is budgeted.

If the position is budgeted, the recommendation will be forwarded to the CEO for approval. After authorization, the site administrator may continue with hiring protocols pursuant to Administrative Regulation 2120.

If the position is not budgeted, the CEO will require the site administrator to prepare a justification for the position with sources (if any) to be forwarded to the HR and Finance Departments. The justification must also be forwarded to the CEO for approval. After authorization of the unbudgeted position, the site administrator may continue with the hiring protocol pursuant to Administrative Regulation 2120.

The CEO has final authority and approval for the selection of individuals for budgeted positions.

The Governing Board will annually approve Amplus Academy's general budget, including all budgeted positions.

The HR Office will maintain an employee master list by classification (e.g., certificated, classified, administration). This list will be updated monthly to reflect changes.

TITLE: Workplace Environment **POLICY NUMBER: 4035**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/27/2026**

Amplus Academy has processes in place to create a work environment that promotes physical and emotional health and welfare, more detailed by Amplus Academy's Generally Accepted Principles and Practices - Section 5000: Personnel.

Section 1 of this document lists Amplus Academy's General Employment Policies, including:

- Equal Employment Opportunity (EEO) and Non-Discrimination: Amplus Academy is committed to a policy of equal employment opportunity for all employees and applicants. The Academy will not discriminate against any employee or applicant for employment based on race, religion, color, sex, gender identity or expression, sexual orientation, national origin, age, disability, genetic information, veteran status, or any other characteristic protected by federal, state (Nevada Revised Statutes - NRS), or local law. All employment decisions shall be based on merit, qualifications, and the needs of the school.
- Anti-Harassment and Retaliation: The Academy maintains a strict zero-tolerance policy regarding harassment, including sexual harassment, bullying, and abusive conduct in the workplace. Prohibited conduct includes verbal, physical, or visual harassment based on any protected characteristic. A detailed definition of prohibited conduct and the formal procedures for reporting, investigating, and resolving complaints, as well as the policy prohibiting retaliation, are contained within the 2025-2026 Amplus Academy Employee Handbook.
- Hiring and Recruitment: Refer to Section 4000, Policy Number 4034
- Employment Status and Classification: The Academy classifies employees based on license status (licensed/support staff) and federal Fair Labor Standards Act (FLSA) status (exempt/non-exempt). Amplus Academy operates under the doctrine of employment-at-will, as permitted by Nevada law, meaning either the employee or the Academy may terminate the relationship at any time, with or without cause or notice, subject to any contractual obligations or legal restrictions.
- Compensation and Payroll: Refer to Section 4000, Policy Number 4032 and 4033

Section 2 of this document details the code of conduct and expectations of performance, including the following:

- Code of Conduct and Ethics: All employees shall maintain the highest standards of professional conduct and ethics, avoiding any real or perceived conflict of interest, particularly concerning students, parents, and school operations (NRS 386.509). Employees are required to maintain the confidentiality of all sensitive information, including student educational records (FERPA), student health information (PHI, if applicable), and personnel matters.
- Licensure and Certifications: Licensed employees are individually responsible for ensuring they possess and continuously maintain all current and necessary Nevada teaching and professional licenses and certifications, as required by NRS 391.042 and the SPCSA. Failure to maintain required licensure may result in suspension or termination.
- Performance Evaluation and Professional Development: All staff members shall participate in regular performance evaluations designed to ensure high-quality educational and operational services. Employees are required to participate in mandatory compliance training (e.g., bloodborne pathogens, safe and respectful learning environment training) as determined by the Academy and state law.
- Disciplinary Action and Separation of Employment: The Board delegates to the administration the authority to manage employee conduct through a system of progressive discipline. Disciplinary actions, up to and including immediate termination, will be based on the severity of

the infraction. Procedures for due process, voluntary resignation, involuntary termination, and the return of school property are fully detailed in the 2025-2026 Amplus Academy Employee Handbook.

Section 4 of this document (Workplace Safety and Environment) details staff members' personal obligations to safety, including:

- Drug and Alcohol-free Workplace: Amplus Academy is a drug and alcohol-free workplace. The use, possession, sale, or distribution of illegal drugs or alcohol on Academy property, or impairment while on duty, is strictly prohibited and constitutes grounds for immediate disciplinary action, including termination.
- Workplace Safety and Health: The Academy is committed to providing a safe working and learning environment in compliance with OSHA standards. Employees must report all workplace injuries immediately to their supervisor and follow the established Worker's Compensation procedures. All staff must be familiar with their roles in the Emergency Operations Plan (NRS 388.243).
- Weapons Prohibition: Except for authorized law enforcement or school security personnel, the possession of firearms or other dangerous weapons is strictly prohibited on all Academy property or at school-sponsored activities.

Section 5 (Operational and Technology Use) makes mention of the expectation of Amplus Academy's resources, including but not limited to:

- Use of School Property and Resources: School facilities, equipment, vehicles, and supplies are provided for school business use. Employees are expected to be good stewards of these resources, ensuring security and proper use at all times.
- Technology and Internet Acceptable Use: Employees must use school technology, including computers, email, and internet access, in a manner consistent with professional standards and the Academy's educational mission. Employees should maintain a professional online presence and must adhere to social media policies regarding interaction with students and discussion of school-related topics. Employees should have no expectation of privacy regarding their use of school-provided technology. The full Technology and Acceptable Use Policy is detailed in the 2025-2026 Amplus Academy Employee Handbook.

Section 6 is the final section of this document and details other legal compliance in place by Amplus Academy to create and maintain a work environment up to compliance and professional standards:

- Americans with Disabilities Act (ADA) and Reasonable Accommodation: The Academy will engage in a timely, good-faith interactive process to determine and provide reasonable accommodations for qualified employees with disabilities, provided the accommodation does not create an undue hardship on the Academy's operations.
- Reporting Child Abuse or Neglect (Mandatory Reporting): All Amplus Academy personnel are mandatory reporters under Nevada law (NRS Chapter 432B) and are required to report suspected child abuse or neglect to the appropriate civil authorities immediately. Failure to comply with mandatory reporting requirements is grounds for disciplinary action and may result in criminal penalties. Specific reporting procedures are detailed in the 2025-2026 Amplus Academy Employee Handbook.
- Whistleblower Protection: Amplus Academy is committed to ethical and lawful operations. Employees who report, in good faith, suspected unlawful activities, financial impropriety, or significant mismanagement of the Academy's resources are protected from retaliation by this policy.

After being onboarded, all employees will go through a mandatory workplace training module administered digitally by the HR department of Amplus Academy. Staff will complete these modules to help understand best practices for professionalism and courtesy within the workplace.

TITLE: School Insurance & Bonds **POLICY NUMBER: 4035**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

The CEO serves as the Agent of Record and will recommend all insurance and bonds. Additionally, the CEO is responsible for informing the Governing Board of all insurance and bonds. The CEO will review all policies and bonds with the CFO prior to endorsement or presenting to the Board of Directors.

The Governing Board and Agent of Record will review the Amplus insurance program at least once per year.

TITLE: Fraud **POLICY NUMBER: 4037**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Amplus administration is responsible for the detection and prevention of fraud, defalcation, misappropriations, embezzlement and other fiscal wrongdoings. Fraud is defined as the intentional, false representation or concealment of a fact or information in order to secure unfair or unlawful gain. The terms "defalcation," "misappropriation," and "other fiscal wrongdoings" refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to Amplus Academy
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies or other assets
- Impropriety in the handling or reporting of money or financial transactions
- Profiteering as a result of insider knowledge of Amplus Academy's activities

- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value ($50 or more) from contractors vendors or other persons providing services or materials to the Amplus
- Destruction, removal, and/or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related inappropriate conduct
- Unauthorized fundraising

Administration and staff are responsible for creating a positive workplace environment, with a culture of honesty and ethical behavior, to help Amplus Academy protect its assets, operations, and reputation.

Amplus Academy's fraud policy facilitates and develops internal controls that aid in detecting and preventing fraud and embezzlement. This policy applies to any fraud, or suspected fraud, involving employees, individuals, board members, consultants, vendors, contractors and other outside entities.

TITLE: Reporting Fraud **POLICY NUMBER: 4038**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

If an individual witnesses or suspects fraud, he/she should contact their immediate supervisor. If the supervisor does not have the authority to investigate, the supervisor will contact the CEO. The CEO will contact the legal council and may contact the Board Chairperson. After contacting the proper authorities and determining a proper course of action, an investigation shall ensue. In the event the CEO is suspected, the supervisor will immediately notify the Chief Financial Officer and Board Chairperson.

The CEO or employee supervisor must complete a written report of the witnessed or suspected fraud and must keep a written journal of the steps leading up to and including the investigation and the results of the investigation. If the investigation proves that fraud exists, the matter will be referred to legal counsel and the proper authorities to pursue legal challenges and charges.

Employees may anonymously report suspected fraud, waste, or abuse at any time using the contracted fraud hotline. Hot line information is posted on the staff portal as well as in the staff break rooms. Only the Board Chairperson will receive hotline notifications and reports.

Any investigative activity will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship to Amplus Academy and its employees, officers, agents and/or board members.

Any individual(s) that witnesses or suspects fraud but does not report it may be an accessory to fraud and investigated and/or prosecuted in the same manner as the individual(s) that committed the fraud.

TITLE: Investigation Responsibilities **POLICY NUMBER: 4039**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

The CEO has primary responsibility for the investigation of all suspected fraudulent acts, as defined in policy. If the investigation substantiates the fraud, the CEO will issue reports to the legal counsel and the Board of Trustees. Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for further action will be made in conjunction with legal counsel and the Board of Trustees.

Any employee who suspects dishonest or fraudulent activity will not attempt to personally conduct an investigation or interview/interrogation.

TITLE: Confidentiality Relating to the Investigation of Fraudulent Activities **POLICY NUMBER: 4040**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

Amplus Academy will treat all information confidentially. The identity of any employee reporting fraud will be kept in the strictest of confidence. Investigation results will not be discussed with anyone other than those who have legitimate need to know. Any breach of confidentiality will be subject to disciplinary action and may include termination of employment.

Amplus administration will implement internal controls to educate staff and reduce the risk of fraud, misappropriations, embezzlement and other inappropriate conduct. Training will be held on an annual basis with administrators, administrative assistants, and other personnel involved with the handling of assets. Fraud and fraud policy will be explained to each employee as part of employee orientation or processing.

TITLE: Confidentiality and Due Diligence Relating to Documents, Assets, and Sensitive Information **POLICY NUMBER: 4041**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/26/26**

Amplus Academy treats all possible personal identifying information to be confidential, and sufficient safeguards will be kept in place to monitor and maintain the security of such information as well as other sensitive information also determined to be held in confidence. All staff will undergo

cybersecurity training administered by the IT Director to maintain sufficient best practices regarding sensitive and confidential information. The IT Director will also operate and maintain software security systems that provide remote access to staff technology to monitor and prevent information breaches.

All purchases and procurement will include a reason for request to ensure proper use of materials, supplies, and assets. This applies for both state-funded purchases as well as grant assets and equipment. All purchases will include the reason for request when filed digitally within the Sage Intacct system and within physical records.

All records that may include sensitive or confidential information will be stored in a digital secure location as well as a limited-access physical location under which specific and applicable retention policies are set in place to properly retain and secure such materials. Digital locations may include a Google Drive exclusive to administration or one of multiple software systems used with the HR, finance, and I.T. departments. Physical locations may include the Finance Manager's safe or a records room with limited access only accessible to those with director-level approval. Only those with director-level approval or those approved by one with director-level approval may enter the records room should entry not be part of regular job responsibilities.

Records shall follow a retention schedule within a spreadsheet managed by those with access to the records room. Any assets purchased with grant funding will be retained per 2 CFR §200.334 - §200.338. All accompanying records will follow the schedule required by their primary document. These accompanying records may include verification processes, approvals, and documents adjacent, and should be digitally stored in PDF format. Should a record be stored that does not have a clear retention schedule, that such record will be kept for the length of the longest standard schedule of related departmental documents (i.e. Finance, Academic, and HR departmental records). Disposal of records will be managed by individual departments.

TITLE: Cash Management **POLICY NUMBER: 4042**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

The purpose of Amplus Academy's cash management procedures is twofold: 1) to identify, plan, and prioritize sources and uses of cash, and 2) to minimize the risk of non-payment and insufficient funds. In addition, these procedures will help Amplus Academy spend within provided resources in the event that the resources are different from the amounts budgeted.

Because annual budgets are based on estimates of resources to be received, continued monitoring of these resources ensures Amplus Academy is able to meet budgeted expenditures. By systematically monitoring cash receipts, the risk of spending beyond the school's means is reduced. Accordingly, Amplus Academy's cash management system will include annual estimates of resources, monthly estimates of resources, and a comparison of monthly estimates with actual receipts. Any material differences between actual and estimated receipts will be analyzed and explained, and subsequent budget estimates changed as necessary. The impact of these material differences must be communicated to the CEO. In addition, detailed cash balances will be updated daily and a summary report of cash balances will be provided to the Board on a monthly basis via the monthly financial statements.

With respect to federal awards/programs, the school will typically operate under a reimbursement basis. For any grant where federal funds are advanced, federal regulation § 200.305 provides that payment methods must minimize the time elapsing between the transfer of funds from the United States Treasury, or the pass-through entity, and the disbursement by the non- Federal entity - whether the payment is made by electronic funds transfer or issuance, or redemption of checks, warrants, or payment by other means. *See also §200.302 Financial management paragraph (b)(6)*. Except as noted elsewhere in this part, federal agencies must require recipients to use only the Office of Management and Budget (OMB) approved standard government wide information collection requests to request payment.

TITLE: Monthly Bank Reconciliation **POLICY NUMBER: 4043**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

At the end of each month, the cash and debt service accounts will be reconciled to the monthly bank and investment statements. Reconciliations will be maintained in a file with the monthly statements.

TITLE: Capital Improvements **POLICY NUMBER: 4044**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 2/27/24**

On or before January 19th, a five-year capital improvement plan is due to the SPCSA. The capital improvement plan must include a list of estimated available resources for each year and a list of projects to be completed, with estimates for each project. The project costs must not exceed the estimated resources.

The Governing Board must review and approve and/or receive the capital projects report before submission. Because capital improvement costs are based on estimates, it may be necessary to revise the capital improvement plan to compensate for the actual costs. If the capital improvement plan is revised, the revision must be reviewed and approved by the Governing Board.

TITLE: Audit Requirement **POLICY NUMBER: 4045**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/26/2026**

Amplus Academy will conduct an audit, if necessary, when obtaining funds from federal grants. This policy applies to all employees of Amplus Academy.

Audit Requirements

1. **Process for Annual Single Audits:** The Grant Manager and Finance Department will determine the need for an annual single audit (when federal grant expenditures exceed $1,000,000). If a single audit is necessary, the Managing Director, with help of the Finance Department, will initiate the single audit. Reports will be provided to the SPCSA and other relevant stakeholders by the Finance Department and Managing Director.
2. **Resolving Audit Findings:** If there are Audit findings at the conclusion of the single audit, the Managing Director and Finance Department will:
    i. Prepare a summary schedule of previous audit findings
    ii. Provide requested documents with applicable stakeholders (e.g. auditors, SPCSA management) within an appropriate and reasonable timeline.
    iii. Prepare a Corrective Action Plan for the current year audit findings, including reference numbers that the auditor finds. The Corrective Action Plan must address each audit finding including the name of the person responsible, corrective action, and anticipated completion date. The report must be submitted within 30 calendar days of the completed audit

3. Audit Preparation

The engaged audit firm will generally send a preliminary request list, prior to the scheduled audit date, to the Academy to allow the CFO and Finance team to gather all applicable request documentation for the audit. This request list includes, but is not limited to, balance sheet reconciliations and supporting documentation, payroll reconciliations and supporting documentation, payables information, copies of the grant workbook, and workpapers tying out to specific revenue and expenditure accounts, etc… All of this documentation is gathered and saved in preparation for the scheduled audit, and uploaded to the auditor portal a week prior to fieldwork starting on site at the Academy. The CFO reviews all documents prior to being submitted to the audit portal.
The audit firm is engaged on an annual basis, and approved by the Board of Directors at a regularly scheduled board meeting. If a change in audit firm is required, the school will go through the RFP process to engage a new auditor.

4. Financial Statement Preparation

Timing

1. Monthly - by the 15th of the following month
2. Quarterly - by the end of the month following the end of the Quarter
3. Annual - by the date of the regularly scheduled annual financial audit

Preparation

1. Monthly transactions are posted to the general ledger. These transactions include, but are not limited to, monthly payroll entries, cash receipts, accounts receivable, appropriate amortization entries, monthly depreciation, appropriate accruals, credit card transactions, reclassification entries, etc..
2. Balance sheet accounts are reconciled as of the end of the month with supporting documentation saved in the drive.

Review & Adjust

1. A review of the monthly postings and reconciliations are done by the CFO to ensure accuracy. Any necessary adjustments are communicated to the finance team to make the changes.

Finalize

1. The appropriate reports are pulled from the accounting system and compiled for presentation at the regularly scheduled monthly board meeting when applicable.

TITLE: Fringe Benefits **POLICY NUMBER: 4046**
SECTION: Finance & Budget **LAST REVIEWED/REVISED: 5/26/2026**

Amplus Academy will provide all mandatory fringe benefits to all staff members in accordance with 2 CFR §200.430 (Compensation - Fringe Benefits). All benefits policies will be monitored by the HR department to ensure benefits costs are reasonable, necessary, allowable, consistently applied, and properly documented. The types of benefits included in this policy will be categorized as a group benefit or an individual benefit. Group benefits include Paid Time Off, Education Reimbursement, Workers' Compensation, State Unemployment Insurance, and Employer-Only contribution into an NVPERS account. Individual benefits include Long-Term Disability, Life Insurance, and the Employee-Employer Split contribution into an NVPERS account.

Coversheet

Reading and approval of the minutes of the Board Meeting on July 15, 2026

Section: IV. Reading and approval of the minutes of the Board Meeting (For Discussion and possible action)
Item: A. Reading and approval of the minutes of the Board Meeting on July 15, 2026
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Amplus Board Meeting on July 15, 2026

APPROVED

Amplus Academy

Minutes

Amplus Board Meeting

Date and Time
Wednesday July 15, 2026 at 5:00 PM

Location
8377 W. Patrick Ln.
Las Vegas, NV 89113

OR

https://meet.google.com/pra-imje-ihz

The Governing Body of **AMPLUS ACADEMY** will conduct a board meeting open to the public on July 15, 2026 beginning at 5:00 p.m. at the following location: 8377 W Patrick Ln and Google Meet.
This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020.
This meeting may also include virtual attendees/participants.

Amplus Academy Board Meeting
Time zone: America/Los_Angeles
Google Meet joining info
Video call link: https://meet.google.com/pra-imje-ihz
Or dial: (US) +1 224-662-0481 PIN: 552 420 669#
More phone numbers: https://tel.meet/pra-imje-ihz?pin=4617888811605

Amplus Academy Amplus Board Meeting Minutes Wednesday July 15, 2026 at 5:00 PM

Please note the following:
Public comment will be limited to three minutes per person.
The Board reserves the right to take agenda items out of order and may combine two or more items. Items may also be removed or postponed by the board or combined for consideration.
The Board is pleased to make reasonable accommodations for any member of the public who has a disability and wishes to attend the meeting. If special arrangements for the meeting are necessary, please notify staff, in writing, at 8377 West Patrick Lane, Las Vegas, NV 89113; via email at mstjean@amplus.academy; or call 702-970-6800 x5022 in advance so arrangements can be made.

Directors Present
D. Price (remote), E. Elliott (remote), M. St. Jean (remote), R. Norland (remote)

Directors Absent
C. Farthing, N. Singh, S. Torrance

Guests Present
B. Batista (remote), Lee Igoldy (remote), R. Hulet (remote)

I. Opening Items

A. Roll Call of the Board

B. Call the Meeting to Order

M. St. Jean called a meeting of the board of directors of Amplus Academy to order on Wednesday Jul 15, 2026 at 5:01 PM.

C. Pledge of Allegiance

II. Public Comment Opportunity #1

A. Public Comment #1

Secretary St. Jean announced the opportunity for public comment however none were given.

III. Reading and approval of the minutes of the Board Meeting (For Discussion and possible action)

A. Reading and approval of the minutes of the Board Meeting on May 27, 2026

M. St. Jean made a motion to approve the minutes from Amplus Board Meeting on 05-27-26.
E. Elliott seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Reading and approval of the minutes of the Special Board Meeting on July 2, 2026

M. St. Jean made a motion to approve the minutes from Amplus Special Board Meeting on 07-02-26.
R. Norland seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Charter Facility Support Foundation

A. Charter Facility Support Foundation Report

Expansion Project & Budget Update
Administrative Design Review: Submissions are complete and received by the county. Permits remain pending subject to the vacation of Sobb.
Budget Adjustments: The initial budget was estimated just over $6 million. To comply with mandatory prevailing wage regulations, the total budget increased by approximately $1.5 million, bringing the total to around $8 million.
Funding Strategy: The additional cost will be covered by utilizing cash reserves so that the overall financing amount remains unchanged. This ensures compliance with existing and new financing covenants.
Sobb Vacation Details
Ground Lease Amendment: Incorporates the vacated portion of Sobb into the existing Durango Campus ground lease. The amendment does not alter the current lease terms or payment amounts; it simply converts the area from a public county road into a private road within the lease.
Utility Installation & Maintenance Agreement: Requires the installation of a drainage channel on the southeast corner of the 5-acre property to record the vacation.
Land Access: Grants temporary access to adjacent UNLV property to construct the inflow and outflow areas. Once construction is finished, access rights expire, and the land must be restored to its original condition.

Treasurer Price: Will the cash-on-hand balance remain above the required threshold after funding the budget increase?
CEO Hulet: Yes. Although cash reserves will temporarily dip right around closing, projections show the reserve building back up over the coming years while maintaining required minimum thresholds.

V. Chief Executive Officer Report

A. Chief Executive Officer School Report

Campus Upgrades & Maintenance

Rainbow Campus: Fresh paint applied in all hallways, classrooms, stairwells, and offices. The multi-purpose room ceiling was removed during the summer to upgrade the fire alarm system. Carpets and hard surfaces were deep-cleaned.
Durango Campus: Standard summer upkeep completed, including interior door and window modifications for office/classroom layout needs. The gym was repainted with navy blue standard accents on the lower third of the walls to complement the blue bleachers. Installation of new thermostats is underway and expected to finish in the coming weeks.
Signage: New, larger, illuminated Amplus Academy signs are scheduled for installation at both campuses before the start of the school year.
Playground Art: Fun-run funds were used to add new outdoor playground artwork at both campuses.
Technology & Staffing
Hardware Distribution: All 225 ordered staff laptops have arrived and are being prepared by IT for early August deployment. Additionally, 1,200 elementary Chromebooks were received; these will remain in elementary classrooms, allowing older units to rotate up to secondary students.
E-Rate Network Grant: Awaiting final approval for a complete network upgrade at the Rainbow Campus. Process delays resulted from federal-level administrative changes, but completion is targeted for an upcoming school break.
Staffing Status: All school-wide positions for the upcoming year are fully filled, with the exception of athletic coaches.

Member Norland expressed appreciation for the playground art updates and asked if current high school or middle school students were involved in creating it.
CEO Hulet said the playground art was contracted out to the same professional artist who previously created the 2022 senior gift mural (Archer mural) at the Durango campus. However, using student artists for future projects is a welcome idea.
Member Elliott extended kudos to Rachelle and the team for reaching full staffing capacity prior to the start of the school year.
CEO Hulet thanked the board, noting the peace of mind it provides going into the new year.

VI. New Business (Discussion and possible action)

A. To review, discuss and possibly approve the First Amendment to Lease Agreement.

M. St. Jean made a motion to to approve approve the First Amendment to Lease Agreement.
D. Price seconded the motion.
The board **VOTED** unanimously to approve the motion.
No discussion or questions made.

B. To review, discuss and possibly approve the Utilities Installation, Access and Maintenance Agreement

M. St. Jean made a motion to approve the Utilities Installation, Access and Maintenance Agreement.
E. Elliott seconded the motion.
The board **VOTED** unanimously to approve the motion.
Treasure Price: Does UNLV know and agree that they are responsible for maintaining the drainage channel on their property?
CEO Hulet: Yes. This responsibility was previously a source of delay, but UNLV has agreed that as the landowner, they are responsible for maintaining the inflow and outflow areas on their land.

C. Review, discuss and possibly approve 26-27 Parent Student Handbook

M. St. Jean made a motion to to approve the 26-27 Parent Student handbook.
D. Price seconded the motion.
The board **VOTED** unanimously to approve the motion.
All modifications were redlined in the provided draft PDF. Updates focused on formatting adjustments, reordering sections, and combining overlapping topics to create a more streamlined document.

Member Norland asked how do students respond to the test retake policy—specifically only being allowed to retake summative assessments if they score below 69.9%? Is there pushback from students who score a 70% but want to retake it to achieve an A and demonstrate higher mastery?
CAO Barlow responded, Yes, there have been instances of that. The push to review the retake policy arose because the previous guidelines were overly broad, leading to approximately 17 different procedures among elementary teachers alone. The administration held a robust discussion with team leads to establish clear, consistent guidelines across classrooms.

**Meeting was interrupted and everyone was kicked off. Resumed recording at 5:20pm

Member Norland: Is the retake policy the same for a first grader versus a high school junior?
CAO Barlow: No, expectations progressively grow with students starting around fourth grade. Retake procedures require written reflections so students identify errors rather than simply attempting endlessly for a higher grade.

Secretary St. Jean: Does this policy apply to Special Education (SPED) students?
CAO Barlow: The guidelines provide baseline uniformity across general education, but individual accommodations under an IEP or 504 plan supersede standard handbook procedures. Teachers maintain autonomy to support specific student needs.

D. To review, discuss, and possibly approve 26-27 Annual Test Security Plan

M. St. Jean made a motion to approve 26-27 Annual Test Security Plan.
E. Elliott seconded the motion.
The board **VOTED** unanimously to approve the motion.
Secretary St. Jean: Were there any specific updates or additions to this year's test security plan?
CAO Barlow: Yes. Beyond standard state-guided updates, the plan was updated to explicitly address procedures and guidelines around artificial intelligence in testing.

E. To review, discuss and possibly approve the Restorative Discipline Plan

Moved to next board meeting

VII. Board Comments (Discussion)

A. Board feedback on the National Charter School Conference

Treasure Price: Wanted us to look at a company called Report Well.

Secretary St. Jean: Impressed with statistics highlighted at the conference regarding parents unaware that their children are performing below grade level. Ideas were floated on improving parent engagement and possibly forming a parent engagement committee.

VIII. Public Comment Opportunity #2

A. Public Comment #2

Secretary St. Jean announced the opportunity for public comment however none were given.

IX. Long Calendar (Discussion)

A. Long Range Calendar Document

The board agreed to combine the August 26 Annual Meeting and Regular Meeting into a single, streamlined session to cover director nominations, elections, bylaw reviews, and essential business efficiently.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:52 PM.

Respectfully Submitted,

M. St. Jean

Documents used during the meeting

- CFSF Sports Field - Prevailing Wage Budget - As submitted to Owner - 5-13-26.pdf
- First Amendment to Lease - Amplus (with exhibit).pdf
- Utility Installation and Maintenance Agreement (with Exhibits) (1).pdf
- Memo CFSF and Amplus 7_15_26.pdf
- 7_15_2026 Amplus Board Report (Rachelle).pdf
- First Amendment to Lease - Amplus (with exhibit).pdf
- Utility Installation and Maintenance Agreement (with Exhibits).pdf
- DRAFT PSH 26-27.pdf
- 26-27 Amplus Academy District Test Security Plan.pdf
- Board Meeting Long Range CalendarJuly.pdf

Coversheet

Financial Report from MAST Financial (Discussion)

Section: VIII. Financial
Item: A. Financial Report from MAST Financial (Discussion)
Purpose: Discuss
Submitted by:
Related Material: Amplus August 2026 Financial Board Report.pdf

MAST

FINANCIAL GROUP

AMPLUS ACADEMY

AUGUST FINANCIAL BOARD REPORTS

JUNE & JULY FINANCIALS

adam@mastfinancialgroup.com

MASTFINANCIALGROUP.COM

(616) 916-9802

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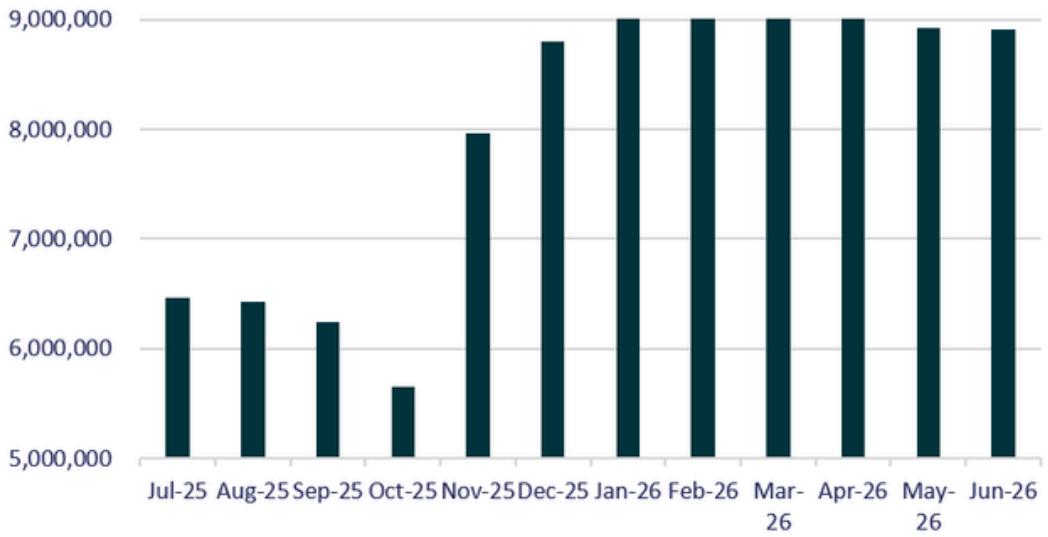
FINANCIAL DASHBOARD

FUNCTION LEVEL BUDGET INFO — JUNE-26

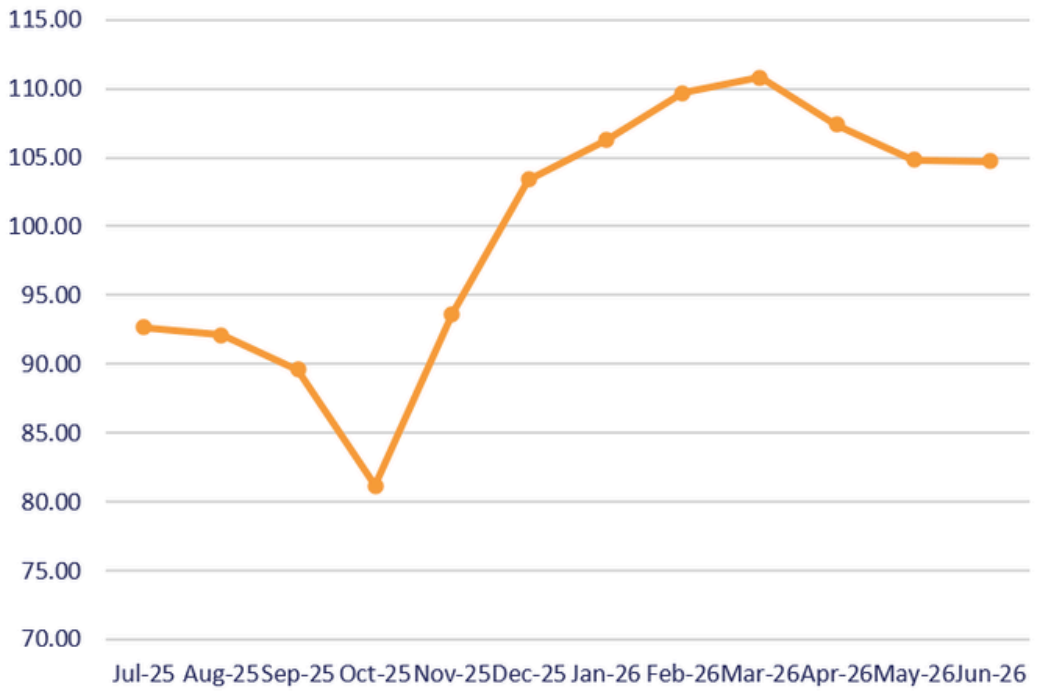
	YTD	Current Budget	Budget Balance	% of Budget
Revenue				
1000 Local Sources	1,279,378	1,026,000	(253,378)	124.70%
3000 State Sources	26,460,683	26,400,926	(59,757)	100.23%
4000 Federal Sources	302,586	200,921	(101,665)	150.60%
6000 Fund Transfers In	1,329,467	1,191,727	(137,740)	111.56%
6300 ERC Credit	2,371,602	2,371,602	-	0.00%
Other Income - Earned Interest	435,001	275,000	(160,001)	158.18%
Total Revenue	**32,178,718**	**31,466,176**	**(712,542)**	**102.26%**
Expenses				
1000 Instruction	12,660,327	13,141,612	481,285	96.34%
2100 Student Support	1,284,306	1,412,795	128,489	90.91%
2200 Instruction Support	1,060,115	1,147,685	87,570	92.37%
2300 General Admin Support	996,429	854,135	(142,294)	116.66%
2400 School Administration	2,846,540	2,671,692	(174,848)	106.54%
2500 Central Services	1,752,556	2,184,553	431,997	80.22%
2600 Operations/Maintenance	2,004,163	2,374,746	370,583	84.39%
2700 Student Transportation	599,014	1,085,227	486,213	55.20%
4700 Building Improvement	18,000	1,446,768	1,428,768	1.24%
5000 Debt Related Expense	2,370,465	3,079,845	709,380	76.97%
6000 ERC Fee	474,320	474,320	(0)	100.00%
6000 Fund Transfers Out	1,329,467	1,191,727	(137,740)	111.56%
Other Expenses - Depreciation	2,370,767	-	-	0.00%
Total Expense	**29,766,469**	**31,065,105**	**3,669,404**	**95.82%**
	2,412,249	401,071		

FINANCIAL DASHBOARD

MONTHLY CASH BALANCE



DAYS CASH ON HAND



FINANCIAL NARRATIVE

JUNE 2026 FINANCIALS:

BALANCE SHEET

- Total Cash Balance of $16,487,816 with an unrestricted operating balance of $8,913,009.
- Accounts Receivable Balance of $164,324 for grant draws.
- Prepaid Expense balance of $348,883.
- Accounts Payable balance of $737,593.
- Payroll Accrual of $1,667,448 for June payroll paid in July & August.
- Accrued Bond Interest of $1,169,923 for interest payments paid in July 2026.

BUDGET VS ACTUAL

- Revenue Recognition
  - Local Revenues: $33,681 related to Food/Spirit Store, Athletics/Clubs, Building Rental, Donations, Erate Credits, & Class Fees
  - State Revenues: $2,048,095 related to PCFP, ELL, FRL, Local Special Ed, CTE, State Transportation, & GATE.
  - Federal Revenues: $17,506 for IDEA B.
  - Earned Interest: $107,500.
- Total recognized expenses are around $3.55mm for the month of June, with approximately $2.7mm of that being payroll related to pay out accrued payroll.
- All remaining expenses were related to normal operating costs of the school including supplies, purchased staffing services, utilities, debt related expenses (~$200k), and depreciation (~$200k).

OTHER NOTES

- We are currently at 102% of budgeted revenues and 96% of budgeted expenses through 6/30/26.

FINANCIAL DASHBOARD

FUNCTION LEVEL BUDGET INFO

JULY-26

	YTD	Current Budget	Budget Balance	% of Budget
Revenue				
1000 Local Sources	54,596	965,000	910,404	5.66%
3000 State Sources	2,183,204	27,856,292	25,673,088	7.84%
4000 Federal Sources	-	240,199	240,199	0.00%
6000 Fund Transfers In	-	5,140,529	5,140,529	0.00%
Other Income - Earned Interest	20,738	425,000	404,262	4.88%
Total Revenue	**2,258,538**	**34,627,020**	**32,368,482**	**6.52%**
Expenses				
1000 Instruction	121,883	13,934,864	13,812,981	0.87%
2100 Student Support	4,997	1,336,042	1,331,045	0.37%
2200 Instruction Support	43,226	1,267,826	1,224,600	3.41%
2300 General Admin Support	80,284	865,038	784,754	9.28%
2400 School Administration	74,767	2,806,767	2,732,000	2.66%
2500 Central Services	179,418	1,889,202	1,709,784	9.50%
2600 Operations/Maintenance	262,725	1,881,031	1,618,306	13.97%
2700 Student Transportation	81,732	1,121,195	1,039,463	7.29%
4700 Building Improvement	126,432	18,000	(108,432)	702.40%
5000 Debt Related Expense	489,085	3,882,473	3,393,388	12.60%
6000 Fund Transfers Out	-	5,140,529	5,140,529	0.00%
Total Expense	**1,464,550**	**34,142,967**	**32,678,417**	**4.29%**
	793,988	484,053		

Powered by BoardOnTrack

FINANCIAL NARRATIVE

JULY 2026 FINANCIALS:

BALANCE SHEET

- Total Cash Balance of $12,530,644 with an unrestricted operating balance of $8,433,112.
- Accounts Receivable Balance of $8,444 for grant draws.
- Prepaid Expense balance of $330,515.
- Accounts Payable balance of $718,911.
- Payroll Accrual of $518,319 for remaining contract balances paid out in August..
- Accrued Bond Interest of $192,689 for interest payments paid in July 2027.

BUDGET VS ACTUAL

- Revenue Recognition
  - Local Revenues: $54,596 related to Athletics/Clubs, Donations, & Class Fees
  - State Revenues: $2,183,204 related to PCFP, ELL, FRL, Local Special Ed, State Special Ed, & GATE.
  - Federal Revenues: $0.
  - Earned Interest: $20,738.
- Total recognized expenses are around $1.46mm for the month of July, with approximately $103,000 of that being payroll related for 12 month staff.
- All remaining expenses were related to normal operating costs of the school including supplies, purchased staffing services, utilities, debt & lease related expenses (~$489k), and FFE (~$187k).

OTHER NOTES

- There is minimal payroll activity in July because a large majority of the teaching staff payments are related to the 25-26 year, and accrued there.
- There are a few payroll accounts with negative balances as a result of backing off the payroll accruals against the actuals. These will be adjusted next month.

FINANCIAL NARRATIVE

- Accounting Changes
  - In 26-27, we will transition to accounting on a monthly basis from the full accrual version of accounting, to the modified accrual version of accounting to better match the budget vs actuals with how we are required to budget.
  - With this version, the long term debt principal and fixed assets will be reported on a monthly basis as “expenses” as opposed to being tracked on the balance sheet.
  - Once the audit is completed, we will convert the balance sheet to the modified accrual version to match our ending fund balance from the audit, as opposed to our change in net assets as it has been on the full accrual version.
  - The balance sheet will look much shorter than in years past, as we will not account for fixed assets, accumulated depreciation, long term debt, net pension liability, or long-term capital assets like is what is required on the full accrual method.
  - This change is a strong suggestion from the SPCSA for all charters under their umbrella to allow for more accurate budget tracking. This is how most charter school reporting is done, and what we are accustomed to. We find that it is cleaner and easier to understand for school boards.

UNAUDITED JUNE & JULY FINANCIAL STATEMENTS

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 06/30/2026

	Current Year Balance
Assets	
Current Assets	
Cash and Cash Equivalents	
CNB Operating	8,913,009.34
CNB CFSF	441,732.44
Petty Cash	1,500.00
2017AB 2019AB Rev	1,376.15
2017 AB Interest	628,956.25
2017AB Principal	357,500.00
2017AB Reserve	2,096,896.67
2017AB R&R Fund	321,000.00
2019AB Interest	345,979.15
2019AB Principal	256,666.63
2019AB Reserve	1,139,817.83
Lease Block	1,983,381.91
Total Cash and Cash Equivalents	**16,487,816.37**
Accounts Receivable, Net	
Accounts Receivable	
Accounts Receivable	164,323.84
Total Accounts Receivable	**164,323.84**
Total Accounts Receivable, Net	**164,323.84**
Other Current Assets	
Prepaid Expenses	**348,883.47**
Total Other Current Assets	**348,883.47**
Total Current Assets	**17,001,023.68**
Long-term Assets	
Property & Equipment	
Leasehold Improvements	2,533,465.01
Furniture & Fixtures	1,521,914.83
Operating Equipment	350,105.48
Computer Hardware	1,604,756.86
Building	43,627,402.35
Vehicles	2,143,688.35
Construction in Progress	1,569,301.23
Accumulated Depreciation - Building	(6,076,288.12)
Accumulated Depreciation - LHI	(961,262.32)
Accumulated Depreciation - Vehicles	(344,848.00)
Accumulated Depreciation - Furniture	(823,883.11)
Accumulated Depreciation - Computer Equipment	(1,171,777.97)
Accumulated Depreciation - Operating Equipment	(320,807.74)
Total Property & Equipment	**43,651,766.85**
Other Long-term Assets	
Deposits and Prepayments	**37,784.11**
Other Assets	
Deferred Outflows	11,515,849.00
Right of Use Lease Asset - Copiers	48,381.09
Right of Use Lease Asset - Portables	304,108.34
Total Other Assets	**11,868,338.43**
Total Other Long-term Assets	**11,906,122.54**
Total Long-term Assets	**55,557,889.39**
Total Assets	**72,558,913.07**

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 06/30/2026

	Current Year Balance
Liabilities and Net Assets	
Liabilities	
Short-term Liabilities	
Accounts Payable	
Accounts Payable	737,593.06
CNB Credit Card Payable	12,368.09
Total Accounts Payable	**749,961.15**
Accrued Liabilities	
Accrued Bond Interest	1,169,922.50
Payroll & Benefits Accrual	1,667,448.17
Compensated Absences	212,402.40
Total Accrued Liabilities	**3,049,773.07**
Other Short-term Liabilities	
Capital Lease Obligation	
Copier Lease Liability - Current	22,056.51
Portable Lease Liability - Current	78,302.51
Rainbow Lease - Current	280,000.00
Durango Lease - Current	390,000.00
Total Capital Lease Obligation	**770,359.02**
Total Other Short-term Liabilities	**770,359.02**
Total Short-term Liabilities	**4,570,093.24**
Long Term Liabilities	
Other Long-term Liabilities	
Capital Leases	
Capital Lease - Durango	28,205,000.00
Capital Lease - Rainbow	16,565,000.00
Copier Lease Liability - LT	46,541.97
Portable Lease Liability - LT	119,699.61
Total Capital Leases	**44,936,241.58**
Other Liabilities	
Deferred Inflows	2,080,781.00
Net Pension Liability	21,061,669.00
Premium on Bonds 2017AB	547,799.68
Premium on Bonds 2019AB	1,030,453.79
Total Other Liabilities	**24,720,703.47**
Total Other Long-term Liabilities	**69,656,945.05**
Total Long Term Liabilities	**69,656,945.05**
Total Liabilities	**74,227,038.29**
Net Assets	
Unrestricted	
Net Assets	
Unrestricted Net Assets	(4,080,374.59)
Total Net Assets	**(4,080,374.59)**
Change In Net Assets	**2,412,249.37**
Total Unrestricted	**(1,668,125.22)**
Total Net Assets	**(1,668,125.22)**
Total Liabilities and Net Assets	**72,558,913.07**

Amplus Academy
Statement of Activities - Actual vs Budget
As of June 30, 2026

	Month Ending 06/30/2026	Fiscal Year to Date 06/30/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
0000 Revenue					
1750 Food/Spirit Store Revenue	2,570.00	98,744.45	100,000.00	1,255.55	99 %
1790 Afterschool Clubs/Activities Income	9,100.91	557,766.23	350,000.00	(207,766.23)	159 %
1900 Other Revenue from Local Source	8,621.00	169,930.19	30,000.00	(139,930.19)	566 %
1910 Building Rental	1,896.00	45,151.00	45,000.00	(151.00)	100 %
1920 Donations and Contributions	3,183.34	205,893.74	175,000.00	(30,893.74)	118 %
1990 Class Fees	3,264.50	201,892.86	215,000.00	13,107.14	94 %
1511 Earned Interest	107,499.86	435,001.32	275,000.00	(160,001.32)	158 %
6300 ERC	0.00	2,371,601.69	2,371,602.00	0.31	100 %
3110 PCFP Adjusted Base	1,911,440.15	22,898,205.46	22,855,597.00	(42,608.46)	100 %
3112 PCFP FRL	3,083.75	30,273.00	29,661.00	(612.00)	102 %
3115 PCFP Local Special Ed	34,997.00	419,964.00	419,964.00	0.00	100 %
3200 CTE	0.00	26,992.54	24,327.00	(2,665.54)	111 %
3210 State Transportation	32,534.50	1,137,565.00	1,137,565.00	0.00	100 %
3254 PCFP ELL	52,612.25	631,347.00	631,347.00	0.00	100 %
3256 PCFP GATE	4,943.50	66,054.00	66,666.00	612.00	99 %
3270 Special Ed (State)	0.00	612,798.92	612,799.00	0.08	100 %
3280 AB398 Staff Raises	0.00	622,999.50	623,000.00	0.50	100 %
Literacy Int. and Tutoring Grant	8,484.00	14,484.00	0.00	(14,484.00)	0 %
4501 IDEA B	17,505.84	225,304.45	157,741.00	(67,563.45)	143 %
4502 Title I	0.00	19,551.33	16,082.00	(3,469.33)	122 %
4503 Title II	0.00	40,853.24	27,098.00	(13,755.24)	151 %
4513 Title III	0.00	1,934.00	0.00	(1,934.00)	0 %
4703 Erate	5,044.75	13,821.24	111,000.00	97,178.76	12 %
4515 McKinney-Vento	0.00	1,122.19	0.00	(1,122.19)	0 %
5200 Transfer from General Fund	1,329,466.58	1,329,466.58	1,191,727.00	(137,739.58)	112 %
Total 0000 Revenue	**3,536,247.93**	**32,178,717.93**	**31,466,176.00**	**(712,541.93)**	**102 %**
1000 Instruction					
320 Professional Educational Services	36,883.04	429,643.08	400,667.00	(28,976.08)	107 %
565 Tuition to Post Secondary Schools	0.00	187,832.00	200,000.00	12,168.00	94 %
610 General Supplies	15,894.15	251,203.75	340,250.00	89,046.25	74 %
640 Books and Periodicals	0.00	24,272.49	100,000.00	75,727.51	24 %
641 Textbooks	0.00	20,012.58	40,000.00	19,987.42	50 %
650 Supplies - IT	0.00	36,987.00	5,000.00	(31,987.00)	740 %
651 Software Supplies	1,456.44	48,602.23	75,000.00	26,397.77	65 %
653 Web Based IT	15,751.88	301,643.85	205,000.00	(96,643.85)	147 %
734 Technology Related Hardware	0.00	0.00	175,000.00	175,000.00	0 %

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	Month Ending 06/30/2026	Fiscal Year to Date 06/30/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
810 Dues and Fees	0.00	28,700.53	55,000.00	26,299.47	52 %
111 Salaries Paid to Teachers	1,123,534.23	7,117,359.72	7,365,627.00	248,267.28	97 %
112 Salaries Paid to IA's	204,835.28	1,266,383.73	1,299,916.00	33,532.27	97 %
113 Salaries Paid to Subs	0.00	215,314.75	208,007.00	(7,307.75)	104 %
211 Group Ins for Teachers	106,639.37	432,289.26	550,000.00	117,710.74	79 %
212 Group Ins for IA's	27,856.32	136,180.52	209,000.00	72,819.48	65 %
221 SS for Teachers	0.00	51.35	0.00	(51.35)	0 %
222 SS for IA's	0.00	8.54	0.00	(8.54)	0 %
223 SS for Subs	0.00	10,602.48	11,815.00	1,212.52	90 %
231 PERS for Teachers	450,240.54	1,635,402.09	1,397,850.00	(237,552.09)	117 %
232 PERS for IA's	70,093.75	285,651.48	261,655.00	(23,996.48)	109 %
241 Medicare for Teachers	14,977.21	106,294.89	96,991.00	(9,303.89)	110 %
242 Medicare for IA's	2,739.26	17,680.76	19,108.00	1,427.24	93 %
243 Medicare for Subs	0.00	4,548.95	2,763.00	(1,785.95)	165 %
261 Unem for Teachers	12,097.53	75,442.22	100,335.00	24,892.78	75 %
262 Unem for IA's	2,923.00	20,200.11	19,767.00	(433.11)	102 %
263 Unem for Subs	0.00	3,119.78	2,859.00	(260.78)	109 %
271 WC for Teachers	4,150.04	4,150.04	0.00	(4,150.04)	0 %
272 WC for IA's	749.07	749.07	0.00	(749.07)	0 %
Total 1000 Instruction	2,090,821.11	12,660,327.25	13,141,610.00	481,282.75	96 %
2100-Support Services - Student					
2110 Attendance and Social Work Services					
116 Salaries Paid to Other Licensed Staff	12,411.46	76,994.80	76,000.00	(994.80)	101 %
216 Group Ins for Other Licensed Staff	1,155.40	5,220.59	5,500.00	279.41	95 %
236 PERS for Other Licensed Staff	3,933.35	14,361.88	14,630.00	268.12	98 %
246 Medicare for Other Licensed Staff	181.31	1,106.56	1,102.00	(4.56)	100 %
266 Unem for Other Licensed Staff	133.50	625.18	1,140.00	514.82	55 %
276 WC for Other Licensed Staff	50.34	50.34	0.00	(50.34)	0 %
2120 Guidance Services					
320 Professional Educational Services	8,088.97	97,078.83	103,017.00	5,938.17	94 %
116 Salaries Paid to Other Licensed Staff	45,337.16	265,004.67	319,305.00	54,300.33	83 %
216 Group Ins for Other Licensed Staff	3,954.18	15,710.77	22,000.00	6,289.23	71 %
226 SS for Other Licensed Staff	29.68	51.69	0.00	(51.69)	0 %
236 PERS for Other Licensed Staff	21,031.21	97,182.54	61,466.00	(35,716.54)	158 %
246 Medicare for Other Licensed Staff	614.84	3,626.43	4,630.00	1,003.57	78 %
266 Unem for Other Licensed Staff	672.59	2,554.02	4,790.00	2,235.98	53 %
276 WC for Other Licensed Staff	176.83	176.83	0.00	(176.83)	0 %

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	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
2130 Health Services					
320 Professional Educational Services	0.00	5,007.74	20,000.00	14,992.26	25 %
610 General Supplies	0.00	1,622.95	3,500.00	1,877.05	46 %
116 Salaries Paid to Other Licensed Staff	10,509.40	63,842.74	64,000.00	157.26	100 %
117 Salaries Paid to Other Classified / Support Staff	8,171.01	69,257.91	75,768.00	6,510.09	91 %
216 Group Ins for Other Licensed Staff	1,247.19	5,172.74	5,500.00	327.26	94 %
217 Group Ins for Other Classified	1,162.57	5,756.00	11,000.00	5,244.00	52 %
236 PERS for Other Licensed Staff	3,049.71	12,334.49	12,320.00	(14.49)	100 %
237 PERS for Other Classified	2,972.40	19,228.49	14,585.00	(4,643.49)	132 %
246 Medicare for Other Licensed Staff	144.84	870.06	928.00	57.94	94 %
247 Medicare for Other Classified	114.46	992.32	1,099.00	106.68	90 %
266 Unem for Other Licensed Staff	160.00	660.53	960.00	299.47	69 %
267 Unem for Other Classified	119.87	1,120.97	1,137.00	16.03	99 %
276 WC for Other Licensed Staff	42.39	42.39	0.00	(42.39)	0 %
277 WC for Other Classified	25.98	25.98	0.00	(25.98)	0 %
2140 Psychological Services					
340 Other Professional Services	7,380.00	51,300.00	70,000.00	18,700.00	73 %
2150 Speech Pathology and Audiology					
320 Professional Educational Services	0.00	14,534.48	5,000.00	(9,534.48)	291 %
116 Salaries Paid to Other Licensed Staff	14,875.00	89,717.63	100,000.00	10,282.37	90 %
216 Group Ins for Other Licensed Staff	1,132.98	4,966.40	5,500.00	533.60	90 %
236 PERS for Other Licensed Staff	4,295.16	17,234.26	19,250.00	2,015.74	90 %
246 Medicare for Other Licensed Staff	213.32	1,287.71	1,450.00	162.29	89 %
266 Unem for Other Licensed Staff	41.90	1,227.36	1,500.00	272.64	82 %
276 WC for Other Licensed Staff	59.13	59.13	0.00	(59.13)	0 %
2160 OT					
320 Professional Educational Services	0.00	0.00	1,000.00	1,000.00	0 %
116 Salaries Paid to Other Licensed Staff	0.00	20,074.18	34,693.00	14,618.82	58 %
226 SS for Other Licensed Staff	0.00	1,244.59	2,151.00	906.41	58 %
246 Medicare for Other Licensed Staff	0.00	291.08	503.00	211.92	58 %
266 Unem for Other Licensed Staff	0.00	328.80	520.00	191.20	63 %
2190 Other Support Services					
320 Professional Educational Services	0.00	4,280.97	20,000.00	15,719.03	21 %
340 Other Professional Services	0.00	0.00	1,500.00	1,500.00	0 %
610 General Supplies	0.00	27,969.17	40,000.00	12,030.83	70 %
810 Dues and Fees	0.00	312.50	2,000.00	1,687.50	16 %
112 Salaries Paid to IA's	2,307.13	2,307.13	0.00	(2,307.13)	0 %

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	Month Ending 06/30/2026	Fiscal Year to Date 06/30/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
117 Salaries Paid to Other Classified / Support Staff	29,752.82	203,670.10	213,872.00	10,201.90	95 %
217 Group Ins for Other Classified	4,599.45	21,549.17	22,000.00	450.83	98 %
232 PERS for IA's	444.12	444.12	0.00	(444.12)	0 %
237 PERS for Other Classified	11,001.70	49,852.55	41,170.00	(8,682.55)	121 %
247 Medicare for Other Classified	402.31	3,354.71	3,101.00	(253.71)	108 %
267 Unem for Other Classified	424.84	2,514.02	3,208.00	693.98	78 %
277 WC for Other Classified	105.32	105.32	0.00	(105.32)	0 %
Total 2100-Support Services - Student	202,525.82	1,284,305.82	1,412,795.00	128,489.18	91 %
2200 Support Services-Instruction					
2210 Improvement of Instruction					
610 General Supplies	0.00	26.95	4,000.00	3,973.05	1 %
116 Salaries Paid to Other Licensed Staff	87,598.06	579,923.54	664,361.00	84,437.46	87 %
117 Salaries Paid to Other Classified / Support Staff	17,535.11	98,574.71	96,048.00	(2,526.71)	103 %
216 Group Ins for Other Licensed Staff	6,004.93	31,055.87	44,000.00	12,944.13	71 %
217 Group Ins for Other Classified	1,281.16	5,105.86	11,000.00	5,894.14	46 %
236 PERS for Other Licensed Staff	26,280.83	124,899.77	127,890.00	2,990.23	98 %
237 PERS for Other Classified	4,916.26	18,851.84	18,489.00	(362.84)	102 %
246 Medicare for Other Licensed Staff	1,245.72	8,227.25	9,633.00	1,405.75	85 %
247 Medicare for Other Classified	222.31	1,349.30	1,393.00	43.70	97 %
266 Unem for Other Licensed Staff	502.29	4,261.79	9,965.00	5,703.21	43 %
267 Unem for Other Classified	240.14	1,352.61	1,441.00	88.39	94 %
276 WC for Other Licensed Staff	330.18	330.18	0.00	(330.18)	0 %
277 WC for Other Classified	63.66	63.66	0.00	(63.66)	0 %
2212 Instruction and Curriculum Development					
610 General Supplies	2,332.75	2,332.75	0.00	(2,332.75)	0 %
2213 Instructional Staff Training					
330 Purchased Professional Services	663.09	103,793.17	95,000.00	(8,793.17)	109 %
580 Travel & Lodging	6,123.76	18,600.33	10,000.00	(8,600.33)	186 %
610 General Supplies	245.00	245.00	1,000.00	755.00	25 %
626 Gasoline	0.00	28.36	0.00	(28.36)	0 %
810 Dues and Fees	2,651.00	2,651.00	0.00	(2,651.00)	0 %
251 Tuition for Teachers	8,270.34	39,603.87	25,000.00	(14,603.87)	158 %
252 Tuition for IA's	1,520.00	10,123.00	20,000.00	9,877.00	51 %
253 Tuition for Subs	0.00	0.00	2,500.00	2,500.00	0 %
254 Tuition for Licensed Admin	0.00	450.00	0.00	(450.00)	0 %
256 Tuition for Other Licensed Staff	2,000.00	5,500.00	3,465.00	(2,035.00)	159 %
257 Tuition for Other Classified	1,152.20	2,764.00	2,500.00	(264.00)	111 %

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	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
Total 2200 Support Services-Instruction	171,178.79	1,060,114.81	1,147,685.00	87,570.19	92 %
2300 Support Services-General Administration					
2310 Board of Education					
330 Purchased Professional Services	0.00	12,309.00	10,000.00	(2,309.00)	123 %
2317 Other Board of Education Services					
310 Official/Admin Services	0.00	3,520.00	7,500.00	3,980.00	47 %
580 Travel & Lodging	0.00	596.33	597.00	0.67	100 %
610 General Supplies	0.00	1,111.45	2,000.00	888.55	56 %
2318 Legal Services					
340 Other Professional Services	33,439.00	107,922.45	50,000.00	(57,922.45)	216 %
2319 Other Support Services - General Adminis					
330 Purchased Professional Services	0.00	0.00	5,000.00	5,000.00	0 %
580 Travel & Lodging	5,470.65	7,811.76	7,000.00	(811.76)	112 %
591 SPCSA Sponshorship Fee	23,893.00	284,233.74	285,695.00	1,461.26	99 %
810 Dues and Fees	0.00	14,643.28	15,000.00	356.72	98 %
2320 Executive Administration					
115 Salaries Paid to Non-licensed Administration	24,374.64	254,457.76	289,000.00	34,542.24	88 %
215 Group Ins for Non-licensed Admin	1,876.92	11,590.45	8,500.00	(3,090.45)	136 %
235 PERS for Non-licensed Admin	8,718.59	48,800.17	46,714.00	(2,086.17)	104 %
245 Medicare for Non-licensed Admin	290.22	3,487.55	3,504.00	16.45	100 %
265 Unem for Non-licensed Admin	0.00	655.50	3,625.00	2,969.50	18 %
275 WC for Non-licensed Admin	55.43	55.43	0.00	(55.43)	0 %
2321 Office of the Superintendent					
340 Other Professional Services	0.00	0.00	5,000.00	5,000.00	0 %
2322 Community Relations					
310 Official/Admin Services	0.00	2,445.00	10,000.00	7,555.00	24 %
610 General Supplies	5,941.41	69,809.52	50,000.00	(19,809.52)	140 %
810 Dues and Fees	0.00	80,081.83	5,000.00	(75,081.83)	1,602 %
2329 Staff Appreciation					
610 General Supplies	1,697.79	92,897.33	50,000.00	(42,897.33)	186 %
Total 2300 Support Services-General Administration	105,757.65	996,428.55	854,135.00	(142,293.55)	117 %
2400 Support Services-School Administration					
2410 Office of the Principal					
320 Professional Educational Services	0.00	39,551.90	45,428.00	5,876.10	87 %
610 General Supplies	928.82	7,568.84	10,000.00	2,431.16	76 %
114 Salaries Paid to Licensed Administration	107,862.46	822,185.19	911,008.00	88,822.81	90 %
115 Salaries Paid to Non-licensed Administration	8,097.70	158,432.61	97,172.00	(61,260.61)	163 %

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	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
117 Salaries Paid to Other Classified / Support Staff	61,591.61	523,627.83	587,476.00	63,848.17	89 %
214 Group Ins for Licensed Admin	7,080.33	38,866.77	38,500.00	(366.77)	101 %
215 Group Ins for Non-licensed Admin	1,253.36	6,056.58	5,500.00	(556.58)	110 %
217 Group Ins for Other Classified	8,101.36	41,361.06	60,500.00	19,138.94	68 %
227 SS for Other Classified	6.84	438.62	1,113.00	674.38	39 %
234 PERS for Licensed Admin	38,213.28	177,944.28	164,965.00	(12,979.28)	108 %
235 PERS for Non-licensed Admin	3,117.60	37,615.96	18,706.00	(18,909.96)	201 %
237 PERS for Other Classified	21,361.96	112,098.63	99,229.00	(12,869.63)	113 %
244 Medicare for Licensed Admin	1,417.54	11,544.68	12,426.00	881.32	93 %
245 Medicare for Non-licensed Admin	115.40	2,253.52	1,409.00	(844.52)	160 %
247 Medicare for Other Classified	772.76	7,196.63	7,735.00	538.37	93 %
264 Unem for Licensed Admin	108.87	6,420.58	12,854.00	6,433.42	50 %
265 Unem for Non-licensed Admin	0.00	655.50	1,458.00	802.50	45 %
267 Unem for Other Classified	829.67	7,293.16	8,001.00	707.84	91 %
274 WC for Licensed Admin	330.64	330.64	0.00	(330.64)	0 %
275 WC for Non-licensed Admin	21.46	21.46	0.00	(21.46)	0 %
277 WC for Other Classified	200.28	200.28	0.00	(200.28)	0 %
2490 Afterschool Clubs/Activities					
340 Other Professional Services	0.00	19,219.48	30,000.00	10,780.52	64 %
360 Other Specialized Services	0.00	0.00	7,500.00	7,500.00	0 %
580 Travel & Lodging	121.00	3,043.47	5,000.00	1,956.53	61 %
610 General Supplies	20,805.93	417,315.10	300,000.00	(117,315.10)	139 %
810 Dues and Fees	5,046.00	213,484.72	100,000.00	(113,484.72)	213 %
113 Salaries Paid to Subs	0.00	927.50	0.00	(927.50)	0 %
117 Salaries Paid to Other Classified / Support Staff	9,186.68	149,997.42	110,240.00	(39,757.42)	136 %
217 Group Ins for Other Classified	841.69	7,183.31	11,000.00	3,816.69	65 %
223 SS for Subs	0.00	57.51	0.00	(57.51)	0 %
227 SS for Other Classified	0.00	1,284.17	0.00	(1,284.17)	0 %
237 PERS for Other Classified	3,657.20	28,491.18	21,221.00	(7,270.18)	134 %
243 Medicare for Subs	0.00	13.45	0.00	(13.45)	0 %
247 Medicare for Other Classified	128.30	2,110.46	1,598.00	(512.46)	132 %
263 Unem for Subs	0.00	13.91	0.00	(13.91)	0 %
267 Unem for Other Classified	137.80	1,708.83	1,653.00	(55.83)	103 %
277 WC for Other Classified	24.34	24.34	0.00	(24.34)	0 %
Total 2400 Support Services-School Administration	301,360.88	2,846,539.57	2,671,692.00	(174,847.57)	107 %
2500 Central Services					
2510 Fiscal Services					

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310 Official/Admin Services	2,044.12	67,344.65	50,000.00	(17,344.65)	135 %
330 Purchased Professional Services	0.00	0.00	2,500.00	2,500.00	0 %
340 Other Professional Services	56,795.41	454,377.07	457,077.00	2,699.93	99 %
351 Paycom HR Expense	2,526.84	65,734.15	78,000.00	12,265.85	84 %
443 Copier Lease/Maintenance	1,854.04	21,920.40	100,000.00	78,079.60	22 %
531 Postage	51.80	2,368.26	3,000.00	631.74	79 %
580 Travel & Lodging	0.00	0.00	2,500.00	2,500.00	0 %
610 General Supplies	94.79	10,128.10	14,000.00	3,871.90	72 %
612 Supplies and Equipmen	1,937.28	29,667.81	50,000.00	20,332.19	59 %
651 Software Supplies	0.00	36,229.25	45,000.00	8,770.75	81 %
733 FF&E	0.00	0.00	77,430.00	77,430.00	0 %
810 Dues and Fees	1,892.74	25,083.71	25,000.00	(83.71)	100 %
2520 Purchasing, Warehousing, and Distribution					
340 Other Professional Services	5,923.84	70,847.62	65,728.00	(5,119.62)	108 %
2560 Public Information Services					
345 Marketing Services	0.00	40,466.67	73,238.00	32,771.33	55 %
540 Advertising	0.00	3,148.15	10,000.00	6,851.85	31 %
117 Salaries Paid to Other Classified / Support Staff	7,126.25	70,258.68	104,946.00	34,687.32	67 %
217 Group Ins for Other Classified	1,661.20	8,648.88	16,500.00	7,851.12	52 %
227 SS for Other Classified	0.00	358.76	0.00	(358.76)	0 %
237 PERS for Other Classified	2,349.81	12,407.32	20,202.00	7,794.68	61 %
247 Medicare for Other Classified	93.90	969.33	1,523.00	553.67	64 %
267 Unem for Other Classified	105.05	1,127.09	1,574.00	446.91	72 %
277 WC for Other Classified	32.65	32.65	0.00	(32.65)	0 %
2570 Personnel Services					
340 Other Professional Services	6,177.51	73,988.42	70,269.00	(3,719.42)	105 %
115 Salaries Paid to Non-licensed Administration	9,617.79	96,795.60	110,672.00	13,876.40	87 %
117 Salaries Paid to Other Classified / Support Staff	1,440.76	22,790.67	25,500.00	2,709.33	89 %
215 Group Ins for Non-licensed Admin	810.23	4,002.00	5,500.00	1,498.00	73 %
227 SS for Other Classified	89.32	1,413.02	1,581.00	167.98	89 %
235 PERS for Non-licensed Admin	5,286.84	34,326.94	21,304.00	(13,022.94)	161 %
245 Medicare for Non-licensed Admin	108.76	1,344.49	1,605.00	260.51	84 %
247 Medicare for Other Classified	20.89	330.46	370.00	39.54	89 %
265 Unem for Non-licensed Admin	0.00	655.50	1,660.00	1,004.50	39 %
267 Unem for Other Classified	21.61	376.74	383.00	6.26	98 %
275 WC for Non-licensed Admin	20.37	20.37	0.00	(20.37)	0 %
277 WC for Other Classified	4.16	4.16	0.00	(4.16)	0 %

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2572 Recruitment and Placement					
340 Other Professional Services	576.00	6,755.00	7,500.00	745.00	90 %
2575 Health Services					
340 Other Professional Services	134.64	1,156.81	2,000.00	843.19	58 %
2580 Administrative Technology Services					
430 Repairs and Maintenance Services	0.00	1,517.99	0.00	(1,517.99)	0 %
432 Tech Repairs and Maintenance	0.00	16,564.74	7,500.00	(9,064.74)	221 %
530 Communication Services	0.00	8,700.00	3,700.00	(5,000.00)	235 %
650 Supplies - IT	3,844.04	55,437.78	55,000.00	(437.78)	101 %
651 Software Supplies	4,102.83	115,430.88	95,000.00	(20,430.88)	122 %
115 Salaries Paid to Non-licensed Administration	11,642.16	107,591.28	104,672.00	(2,919.28)	103 %
117 Salaries Paid to Other Classified / Support Staff	15,842.92	192,471.84	193,440.00	968.16	99 %
215 Group Ins for Non-licensed Admin	677.73	5,270.89	5,500.00	229.11	96 %
217 Group Ins for Other Classified	2,751.78	18,546.69	22,000.00	3,453.31	84 %
235 PERS for Non-licensed Admin	3,920.23	20,634.96	20,149.00	(485.96)	102 %
237 PERS for Other Classified	5,799.20	36,498.55	37,237.00	738.45	98 %
245 Medicare for Non-licensed Admin	125.94	1,511.98	1,518.00	6.02	100 %
247 Medicare for Other Classified	224.79	2,742.29	2,805.00	62.71	98 %
265 Unem for Non-licensed Admin	0.00	655.50	1,570.00	914.50	42 %
267 Unem for Other Classified	236.94	2,741.55	2,902.00	160.45	94 %
275 WC for Non-licensed Admin	23.11	23.11	0.00	(23.11)	0 %
277 WC for Other Classified	43.25	43.25	0.00	(43.25)	0 %
2586 Hardware Maintenance/Support					
610 General Supplies	0.00	0.00	185,000.00	185,000.00	0 %
2590 Other Support Svcs-Central Svc					
117 Salaries Paid to Other Classified / Support Staff	1,000.00	1,000.00	0.00	(1,000.00)	0 %
227 SS for Other Classified	62.00	62.00	0.00	(62.00)	0 %
247 Medicare for Other Classified	14.51	14.51	0.00	(14.51)	0 %
267 Unem for Other Classified	15.00	15.00	0.00	(15.00)	0 %
277 WC for Other Classified	2.39	2.39	0.00	(2.39)	0 %
Total 2500 Central Services	159,127.42	1,752,555.91	2,184,555.00	431,999.09	80 %
2600 Operation/Maintenance of Plant					
2610 Operation of Buildings					
340 Other Professional Services	8,755.78	105,621.50	111,538.00	5,916.50	95 %
411 Water and Sewer Services	13,105.00	180,038.07	176,706.00	(3,332.07)	102 %
421 Garbage/Disposal	460.00	36,794.44	51,000.00	14,205.56	72 %
430 Repairs and Maintenance Services	0.00	107.29	0.00	(107.29)	0 %

Amplus Academy
Statement of Activities - Actual vs Budget
As of June 30, 2026

	Month Ending 06/30/2026	Fiscal Year to Date 06/30/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
431 Building Maintenence	13,533.73	221,423.50	135,000.00	(86,423.50)	164 %
441 Renting Land and Buildings	0.00	0.00	10,000.00	10,000.00	0 %
442 Rental of Equipment and Vehicles	1,145.44	20,787.72	17,500.00	(3,287.72)	119 %
444 Portable Rentals	0.00	5,404.59	360,000.00	354,595.41	2 %
450 Construction Services	0.00	34,096.62	100,000.00	65,903.38	34 %
490 Other Purchased Property Services	694.00	5,316.00	7,500.00	2,184.00	71 %
520 Workers Comp Insurance	0.00	38,506.00	40,000.00	1,494.00	96 %
521 Property & Liability Insurance	0.00	144,368.15	145,000.00	631.85	100 %
522 Vehicle Insurance	10,573.52	125,441.00	104,500.00	(20,941.00)	120 %
523 Student Accident and Crime Insurance	0.00	9,486.56	22,000.00	12,513.44	43 %
533 Telephone - Land Line phone services	0.00	2,227.81	3,500.00	1,272.19	64 %
535 Internet	5,906.48	36,217.88	33,000.00	(3,217.88)	110 %
610 General Supplies	12,801.20	160,495.32	140,000.00	(20,495.32)	115 %
612 Supplies and Equipmen	657.66	657.66	0.00	(657.66)	0 %
621 Natural Gas	52.52	1,732.66	5,000.00	3,267.34	35 %
622 Electricity	29,835.26	151,691.73	160,000.00	8,308.27	95 %
810 Dues and Fees	0.00	3,471.55	4,000.00	528.45	87 %
117 Salaries Paid to Other Classified / Support Staff	33,180.04	413,292.21	377,310.00	(35,982.21)	110 %
217 Group Ins for Other Classified	4,166.31	25,835.42	38,500.00	12,664.58	67 %
237 PERS for Other Classified	11,718.79	68,448.20	68,669.00	220.80	100 %
247 Medicare for Other Classified	434.42	5,671.52	5,172.00	(499.52)	110 %
267 Unem for Other Classified	473.62	4,860.44	5,351.00	490.56	91 %
277 WC for Other Classified	396.06	396.06	0.00	(396.06)	0 %
2620 Maintenance of Buildings					
422 Janitorial/Custodian Services	10,675.68	107,641.65	100,000.00	(7,641.65)	108 %
431 Building Maintenence	0.00	2,500.00	0.00	(2,500.00)	0 %
2630 Care & Upkeep of Grounds					
420 Landscaping Services	950.00	12,190.00	15,000.00	2,810.00	81 %
2650 Vehicle Operation/Maintenance					
430 Repairs and Maintenance Services	472.79	2,148.43	7,500.00	5,351.57	29 %
626 Gasoline	143.70	1,992.16	1,000.00	(992.16)	199 %
2660 Security					
350 Technical Services	0.00	31,346.27	75,000.00	43,653.73	42 %
2670 Safety					
430 Repairs and Maintenance Services	618.36	43,954.85	55,000.00	11,045.15	80 %
Total 2600 Operation/Maintenance of Plant	160,750.36	2,004,163.26	2,374,746.00	370,582.74	84 %
2700 Student Transportation					

Amplus Academy
Statement of Activities - Actual vs Budget
As of June 30, 2026

	Month Ending 06/30/2026	Fiscal Year to Date 06/30/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
2710 Vehicle Operation					
519 Student Transportation	0.00	506,312.07	540,000.00	33,687.93	94 %
732 Vehicles	0.00	0.00	510,227.00	510,227.00	0 %
2790 Other Student Transportation					
519 Student Transportation	0.00	89,725.00	30,000.00	(59,725.00)	299 %
610 General Supplies	0.00	2,976.54	5,000.00	2,023.46	60 %
Total 2700 Student Transportation	0.00	599,013.61	1,085,227.00	486,213.39	55 %
4000 Facilities Acq & Construction					
4000 Facilities Acq & Construction					
791 Depreciation - Bldg	115,684.75	1,388,217.00	0.00	(1,388,217.00)	0 %
792 Depreciation - Computer HW	19,317.16	231,809.00	0.00	(231,809.00)	0 %
793 Depreciation - FFE	20,961.87	242,802.00	0.00	(242,802.00)	0 %
794 Depreciation - LI	16,765.30	185,617.00	0.00	(185,617.00)	0 %
796 Depreciation - Operating Equip	3,569.77	45,694.00	0.00	(45,694.00)	0 %
797 Lease Amortization	1,643.23	22,668.71	0.00	(22,668.71)	0 %
798 Depreciation - Vehicles	18,120.86	203,275.00	0.00	(203,275.00)	0 %
799 Lease Amortization - Portables	12,671.18	50,684.72	0.00	(50,684.72)	0 %
4500 Bldg Acquisition/Construction					
720 Capital Improvements	0.00	0.00	1,428,768.00	1,428,768.00	0 %
4700 Building Improvements					
340 Other Professional Services	7,500.00	18,000.00	18,000.00	0.00	100 %
Total 4000 Facilities Acq & Construction	216,234.12	2,388,767.43	1,446,768.00	(941,999.43)	165 %
5000 Debt Service					
5000 Debt Service					
890 Misc Expense	0.00	26,132.00	36,000.00	9,868.00	73 %
5001 Debt Service - Rainbow					
832 Interest	48,193.93	809,348.07	1,110,350.00	301,001.93	73 %
5002 Debt Service - Durango					
832 Interest	87,743.73	1,471,447.49	1,899,495.00	428,047.51	77 %
5003 Debt Service - Copier					
832 Interest	2,521.84	33,236.05	34,000.00	763.95	98 %
5004 Debt Service - Portables					
832 Interest	7,313.36	30,301.83	0.00	(30,301.83)	0 %
Total 5004 Debt Service - Portables	7,313.36	30,301.83	0.00	(30,301.83)	0 %
Total 5000 Debt Service	145,772.86	2,370,465.44	3,079,845.00	709,379.56	77 %
6000 Miscellaneous					
6000 Miscellaneous					

Amplus Academy
Statement of Activities - Actual vs Budget
As of June 30, 2026

	Month Ending 06/30/2026	Fiscal Year to Date 06/30/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
950 Special Items	0.00	474,320.33	474,320.00	(0.33)	100 %
6200 Fund transfers					
910 Transfers to Other Funds	1,329,466.58	1,329,466.58	1,191,727.00	(137,739.58)	112 %
Total 6000 Miscellaneous	1,329,466.58	1,803,786.91	1,666,047.00	(137,739.91)	108 %
Total All Expense Functions	**4,882,995.59**	**29,766,468.56**	**31,065,105.00**	**1,298,636.44**	**96 %**
All Functions	**1,346,747.66**	**(2,412,249.37)**	**(401,071.00)**	**2,011,178.37**	**601 %**

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 07/31/2026

	Current Year Balance
Assets	
Current Assets	
Cash and Cash Equivalents	
CNB Operating	8,433,112.00
CNB CFSF	450,943.41
Petty Cash	1,500.00
2017AB 2019AB Rev	157,868.30
2017AB Reserve	2,047,100.00
2017AB R&R Fund	327,000.00
2019AB Reserve	1,112,750.00
Lease Block	370.25
Total Cash and Cash Equivalents	**12,530,643.96**
Accounts Receivable, Net	
Accounts Receivable	
Accounts Receivable	8,444.01
PCFP Receivable	1,892,682.42
ELL Receivable	53,004.42
FRL Receivable	2,490.08
GATE Receivable	5,596.92
State Sped Receivable	170,475.05
Local Sped Receivable	34,997.00
Total Accounts Receivable	**2,167,689.90**
Total Accounts Receivable, Net	**2,167,689.90**
Other Current Assets	
Prepaid Expenses	**330,515.65**
Total Other Current Assets	**330,515.65**
Total Current Assets	**15,028,849.51**
Long-term Assets	
Property & Equipment	
Leasehold Improvements	2,533,465.01
Furniture & Fixtures	1,521,914.83
Operating Equipment	350,105.48
Computer Hardware	1,604,756.86
Building	43,627,402.35
Vehicles	2,143,688.35
Construction in Progress	1,569,301.23
Accumulated Depreciation - Building	(6,076,288.12)
Accumulated Depreciation - LHI	(961,262.32)
Accumulated Depreciation - Vehicles	(344,848.00)
Accumulated Depreciation - Furniture	(823,883.11)
Accumulated Depreciation - Computer Equipment	(1,171,777.97)
Accumulated Depreciation - Operating Equipment	(320,807.74)
Total Property & Equipment	**43,651,766.85**
Other Long-term Assets	
Deposits and Prepayments	**37,784.11**
Other Assets	
Deferred Outflows	11,515,849.00
Right of Use Lease Asset - Copiers	48,381.09
Right of Use Lease Asset - Portables	304,108.34
Total Other Assets	**11,868,338.43**
Total Other Long-term Assets	**11,906,122.54**

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 07/31/2026

	Current Year Balance
Total Long-term Assets	**55,557,889.39**
Total Assets	**70,586,738.90**
Liabilities and Net Assets	
Liabilities	
Short-term Liabilities	
Accounts Payable	
Accounts Payable	718,911.11
Total Accounts Payable	**718,911.11**
Accrued Liabilities	
Accrued Bond Interest	192,688.75
Payroll & Benefits Accrual	518,319.73
Compensated Absences	212,402.40
Total Accrued Liabilities	**923,410.88**
Other Short-term Liabilities	
Capital Lease Obligation	
Copier Lease Liability - Current	22,056.51
Portable Lease Liability - Current	78,302.51
Total Capital Lease Obligation	**100,359.02**
Total Other Short-term Liabilities	**100,359.02**
Total Short-term Liabilities	**1,742,681.01**
Long Term Liabilities	
Other Long-term Liabilities	
Capital Leases	
Capital Lease - Durango	28,242,083.33
Capital Lease - Rainbow	16,589,166.67
Copier Lease Liability - LT	46,541.97
Portable Lease Liability - LT	119,699.61
Total Capital Leases	**44,997,491.58**
Other Liabilities	
Deferred Inflows	2,080,781.00
Net Pension Liability	21,061,669.00
Premium on Bonds 2017AB	547,799.68
Premium on Bonds 2019AB	1,030,453.79
Total Other Liabilities	**24,720,703.47**
Total Other Long-term Liabilities	**69,718,195.05**
Total Long Term Liabilities	**69,718,195.05**
Total Liabilities	**71,460,876.06**
Net Assets	
Unrestricted	
Net Assets	
Unrestricted Net Assets	(1,668,125.22)
Total Net Assets	**(1,668,125.22)**
Change In Net Assets	**793,988.06**
Total Unrestricted	**(874,137.16)**
Total Net Assets	**(874,137.16)**
Total Liabilities and Net Assets	**70,586,738.90**

Amplus Academy
Statement of Activities - Actual vs Budget
As of July 31, 2026

	Month Ending 07/31/2026	Fiscal Year to Date 07/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
0000 Revenue					
1750 Food/Spirit Store Revenue	0.00	0.00	100,000.00	100,000.00	0 %
1790 Afterschool Clubs/Activities Income	51,944.50	51,944.50	400,000.00	348,055.50	13 %
1900 Other Revenue from Local Source	815.00	815.00	30,000.00	29,185.00	3 %
1910 Building Rental	0.00	0.00	45,000.00	45,000.00	0 %
1920 Donations and Contributions	281.33	281.33	175,000.00	174,718.67	0 %
1990 Class Fees	1,555.00	1,555.00	215,000.00	213,445.00	1 %
1511 Earned Interest	20,738.13	20,738.13	425,000.00	404,261.87	5 %
3110 PCFP Adjusted Base	1,916,640.40	1,916,640.40	23,909,164.00	21,992,523.60	8 %
3112 PCFP FRL	2,490.08	2,490.08	29,661.00	27,170.92	8 %
3115 PCFP Local Special Ed	34,997.00	34,997.00	419,964.00	384,967.00	8 %
3200 CTE	0.00	0.00	25,730.00	25,730.00	0 %
3210 State Transportation	0.00	0.00	1,168,349.00	1,168,349.00	0 %
3254 PCFP ELL	53,004.42	53,004.42	631,347.00	578,342.58	8 %
3256 PCFP GATE	5,596.92	5,596.92	66,666.00	61,069.08	8 %
3270 Special Ed (State)	170,475.05	170,475.05	612,799.00	442,323.95	28 %
3280 AB398 Staff Raises	0.00	0.00	623,485.00	623,485.00	0 %
Literacy Int. and Tutoring Grant	0.00	0.00	369,127.00	369,127.00	0 %
4501 IDEA B	0.00	0.00	205,060.00	205,060.00	0 %
4503 Title II	0.00	0.00	33,739.15	33,739.15	0 %
4515 McKinney-Vento	0.00	0.00	1,400.07	1,400.07	0 %
5200 Transfer from General Fund	0.00	0.00	5,140,529.00	5,140,529.00	0 %
Total 0000 Revenue	**2,258,537.83**	**2,258,537.83**	**34,627,020.22**	**32,368,482.39**	**7 %**
1000 Instruction					
320 Professional Educational Services	20,163.40	20,163.40	429,236.00	409,072.60	5 %
565 Tuition to Post Secondary Schools	0.00	0.00	300,000.00	300,000.00	0 %
610 General Supplies	30,357.76	30,357.76	340,250.00	309,892.24	9 %
640 Books and Periodicals	21,986.33	21,986.33	58,000.00	36,013.67	38 %
641 Textbooks	0.00	0.00	145,000.00	145,000.00	0 %
650 Supplies - IT	0.00	0.00	5,000.00	5,000.00	0 %
651 Software Supplies	18,646.44	18,646.44	60,000.00	41,353.56	31 %
653 Web Based IT	15,040.18	15,040.18	275,000.00	259,959.82	5 %
733 FF&E	22,747.00	22,747.00	500,000.00	477,253.00	5 %
810 Dues and Fees	0.00	0.00	15,000.00	15,000.00	0 %
111 Salaries Paid to Teachers	0.00	0.00	7,546,553.00	7,546,553.00	0 %
112 Salaries Paid to IA's	0.00	0.00	1,385,944.00	1,385,944.00	0 %
113 Salaries Paid to Subs	160.00	160.00	150,000.00	149,840.00	0 %
211 Group Ins for Teachers	(3,956.48)	(3,956.48)	550,500.00	554,456.48	(1) %

Amplus Academy
Statement of Activities - Actual vs Budget
As of July 31, 2026

	Month Ending 07/31/2026	Fiscal Year to Date 07/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
212 Group Ins for IA's	(12.34)	(12.34)	209,000.00	209,012.34	(0) %
223 SS for Subs	9.92	9.92	9,300.00	9,290.08	0 %
231 PERS for Teachers	(50.00)	(50.00)	1,437,626.00	1,437,676.00	(0) %
232 PERS for IA's	50.00	50.00	267,699.00	267,649.00	0 %
241 Medicare for Teachers	0.00	0.00	101,515.00	101,515.00	0 %
242 Medicare for IA's	0.00	0.00	19,563.00	19,563.00	0 %
243 Medicare for Subs	2.32	2.32	2,175.00	2,172.68	0 %
261 Unem for Teachers	0.00	0.00	105,015.00	105,015.00	0 %
262 Unem for IA's	0.00	0.00	20,238.00	20,238.00	0 %
263 Unem for Subs	2.40	2.40	2,250.00	2,247.60	0 %
271 WC for Teachers	(2,766.07)	(2,766.07)	0.00	2,766.07	0 %
272 WC for IA's	(499.38)	(499.38)	0.00	499.38	0 %
Total 1000 Instruction	121,881.48	121,881.48	13,934,864.00	13,812,982.52	1 %
2100-Support Services - Student					
2110 Attendance and Social Work Services					
116 Salaries Paid to Other Licensed Staff	0.00	0.00	95,000.00	95,000.00	0 %
216 Group Ins for Other Licensed Staff	6.81	6.81	5,500.00	5,493.19	0 %
236 PERS for Other Licensed Staff	0.00	0.00	18,288.00	18,288.00	0 %
246 Medicare for Other Licensed Staff	0.00	0.00	1,378.00	1,378.00	0 %
266 Unem for Other Licensed Staff	0.00	0.00	1,425.00	1,425.00	0 %
276 WC for Other Licensed Staff	(33.56)	(33.56)	0.00	33.56	0 %
2120 Guidance Services					
320 Professional Educational Services	4,022.42	4,022.42	103,726.00	99,703.58	4 %
116 Salaries Paid to Other Licensed Staff	0.00	0.00	397,305.00	397,305.00	0 %
216 Group Ins for Other Licensed Staff	21.47	21.47	27,500.00	27,478.53	0 %
236 PERS for Other Licensed Staff	0.00	0.00	76,481.00	76,481.00	0 %
246 Medicare for Other Licensed Staff	0.00	0.00	5,761.00	5,761.00	0 %
266 Unem for Other Licensed Staff	0.00	0.00	5,960.00	5,960.00	0 %
276 WC for Other Licensed Staff	(118.05)	(118.05)	0.00	118.05	0 %
2130 Health Services					
320 Professional Educational Services	0.00	0.00	20,000.00	20,000.00	0 %
610 General Supplies	0.00	0.00	3,500.00	3,500.00	0 %
116 Salaries Paid to Other Licensed Staff	0.00	0.00	66,500.00	66,500.00	0 %
117 Salaries Paid to Other Classified / Support Staff	0.00	0.00	77,248.00	77,248.00	0 %
216 Group Ins for Other Licensed Staff	5.83	5.83	5,500.00	5,494.17	0 %
217 Group Ins for Other Classified	48.32	48.32	11,000.00	10,951.68	0 %
236 PERS for Other Licensed Staff	0.00	0.00	12,801.00	12,801.00	0 %
237 PERS for Other Classified	0.00	0.00	14,870.00	14,870.00	0 %

Amplus Academy
Statement of Activities - Actual vs Budget
As of July 31, 2026

	Month Ending 07/31/2026	Fiscal Year to Date 07/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
246 Medicare for Other Licensed Staff	0.00	0.00	964.00	964.00	0 %
247 Medicare for Other Classified	0.00	0.00	1,120.00	1,120.00	0 %
266 Unem for Other Licensed Staff	0.00	0.00	998.00	998.00	0 %
267 Unem for Other Classified	0.00	0.00	1,159.00	1,159.00	0 %
276 WC for Other Licensed Staff	(28.26)	(28.26)	0.00	28.26	0 %
277 WC for Other Classified	(18.14)	(18.14)	0.00	18.14	0 %
2150 Speech Pathology and Audiology					
320 Professional Educational Services	0.00	0.00	5,000.00	5,000.00	0 %
116 Salaries Paid to Other Licensed Staff	0.00	0.00	89,750.00	89,750.00	0 %
216 Group Ins for Other Licensed Staff	4.30	4.30	5,500.00	5,495.70	0 %
236 PERS for Other Licensed Staff	0.00	0.00	17,277.00	17,277.00	0 %
246 Medicare for Other Licensed Staff	0.00	0.00	1,301.00	1,301.00	0 %
266 Unem for Other Licensed Staff	0.00	0.00	1,346.00	1,346.00	0 %
276 WC for Other Licensed Staff	(39.42)	(39.42)	0.00	39.42	0 %
2160 OT					
320 Professional Educational Services	0.00	0.00	1,000.00	1,000.00	0 %
116 Salaries Paid to Other Licensed Staff	0.00	0.00	20,000.00	20,000.00	0 %
226 SS for Other Licensed Staff	0.00	0.00	1,240.00	1,240.00	0 %
246 Medicare for Other Licensed Staff	0.00	0.00	290.00	290.00	0 %
266 Unem for Other Licensed Staff	0.00	0.00	300.00	300.00	0 %
2190 Other Support Services					
320 Professional Educational Services	0.00	0.00	20,000.00	20,000.00	0 %
340 Other Professional Services	0.00	0.00	1,500.00	1,500.00	0 %
610 General Supplies	1,180.00	1,180.00	40,000.00	38,820.00	3 %
810 Dues and Fees	0.00	0.00	2,000.00	2,000.00	0 %
117 Salaries Paid to Other Classified / Support Staff	0.00	0.00	134,659.00	134,659.00	0 %
217 Group Ins for Other Classified	16.32	16.32	11,000.00	10,983.68	0 %
237 PERS for Other Classified	0.00	0.00	25,922.00	25,922.00	0 %
247 Medicare for Other Classified	0.00	0.00	1,953.00	1,953.00	0 %
267 Unem for Other Classified	0.00	0.00	2,020.00	2,020.00	0 %
277 WC for Other Classified	(70.76)	(70.76)	0.00	70.76	0 %
Total 2100-Support Services - Student	4,997.28	4,997.28	1,336,042.00	1,331,044.72	0 %
2200 Support Services-Instruction					
2210 Improvement of Instruction					
610 General Supplies	376.91	376.91	4,000.00	3,623.09	9 %
116 Salaries Paid to Other Licensed Staff	0.00	0.00	761,010.00	761,010.00	0 %
117 Salaries Paid to Other Classified / Support Staff	0.00	0.00	96,047.00	96,047.00	0 %
216 Group Ins for Other Licensed Staff	59.50	59.50	49,500.00	49,440.50	0 %

Amplus Academy
Statement of Activities - Actual vs Budget
As of July 31, 2026

	Month Ending 07/31/2026	Fiscal Year to Date 07/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
217 Group Ins for Other Classified	(34.98)	(34.98)	11,000.00	11,034.98	(0) %
236 PERS for Other Licensed Staff	0.00	0.00	146,495.00	146,495.00	0 %
237 PERS for Other Classified	0.00	0.00	18,489.00	18,489.00	0 %
246 Medicare for Other Licensed Staff	0.00	0.00	11,035.00	11,035.00	0 %
247 Medicare for Other Classified	0.00	0.00	1,393.00	1,393.00	0 %
266 Unem for Other Licensed Staff	0.00	0.00	11,416.00	11,416.00	0 %
267 Unem for Other Classified	0.00	0.00	1,441.00	1,441.00	0 %
276 WC for Other Licensed Staff	(220.12)	(220.12)	0.00	220.12	0 %
277 WC for Other Classified	(42.44)	(42.44)	0.00	42.44	0 %
2213 Instructional Staff Training					
330 Purchased Professional Services	37,032.70	37,032.70	95,000.00	57,967.30	39 %
580 Travel & Lodging	6,054.43	6,054.43	10,000.00	3,945.57	61 %
610 General Supplies	0.00	0.00	1,000.00	1,000.00	0 %
251 Tuition for Teachers	0.00	0.00	21,535.00	21,535.00	0 %
252 Tuition for IA's	0.00	0.00	20,000.00	20,000.00	0 %
253 Tuition for Subs	0.00	0.00	2,500.00	2,500.00	0 %
256 Tuition for Other Licensed Staff	0.00	0.00	3,465.00	3,465.00	0 %
257 Tuition for Other Classified	0.00	0.00	2,500.00	2,500.00	0 %
Total 2200 Support Services-Instruction	43,226.00	43,226.00	1,267,826.00	1,224,600.00	3 %
2300 Support Services-General Administration					
2310 Board of Education					
330 Purchased Professional Services	11,040.00	11,040.00	5,000.00	(6,040.00)	221 %
2317 Other Board of Education Services					
310 Official/Admin Services	400.00	400.00	7,500.00	7,100.00	5 %
610 General Supplies	0.00	0.00	2,000.00	2,000.00	0 %
2318 Legal Services					
340 Other Professional Services	0.00	0.00	50,000.00	50,000.00	0 %
2319 Other Support Services - General Adminis					
330 Purchased Professional Services	0.00	0.00	5,000.00	5,000.00	0 %
580 Travel & Lodging	0.00	0.00	7,000.00	7,000.00	0 %
591 SPCSA Sponshorship Fee	23,957.98	23,957.98	298,865.00	274,907.02	8 %
810 Dues and Fees	28,500.00	28,500.00	15,000.00	(13,500.00)	190 %
2320 Executive Administration					
115 Salaries Paid to Non-licensed Administration	11,083.33	11,083.33	304,000.00	292,916.67	4 %
215 Group Ins for Non-licensed Admin	474.83	474.83	5,500.00	5,025.17	9 %
235 PERS for Non-licensed Admin	2,133.54	2,133.54	51,205.00	49,071.46	4 %
245 Medicare for Non-licensed Admin	154.17	154.17	4,408.00	4,253.83	3 %
265 Unem for Non-licensed Admin	0.00	0.00	4,560.00	4,560.00	0 %

Amplus Academy
Statement of Activities - Actual vs Budget
As of July 31, 2026

	Month Ending 07/31/2026	Fiscal Year to Date 07/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
275 WC for Non-licensed Admin	(55.43)	(55.43)	0.00	55.43	0 %
2322 Community Relations					
610 General Supplies	224.00	224.00	50,000.00	49,776.00	0 %
810 Dues and Fees	0.00	0.00	5,000.00	5,000.00	0 %
2329 Staff Appreciation					
610 General Supplies	2,371.82	2,371.82	50,000.00	47,628.18	5 %
Total 2300 Support Services-General Administration	80,284.24	80,284.24	865,038.00	784,753.76	9 %
2400 Support Services-School Administration					
2410 Office of the Principal					
320 Professional Educational Services	87.91	87.91	45,864.00	45,776.09	0 %
610 General Supplies	246.79	246.79	10,000.00	9,753.21	2 %
114 Salaries Paid to Licensed Administration	26,444.66	26,444.66	972,130.00	945,685.34	3 %
115 Salaries Paid to Non-licensed Administration	4,111.34	4,111.34	98,672.00	94,560.66	4 %
117 Salaries Paid to Other Classified / Support Staff	7,931.70	7,931.70	557,213.00	549,281.30	1 %
214 Group Ins for Licensed Admin	1,141.36	1,141.36	44,000.00	42,858.64	3 %
215 Group Ins for Non-licensed Admin	220.14	220.14	5,500.00	5,279.86	4 %
217 Group Ins for Other Classified	1,440.52	1,440.52	60,500.00	59,059.48	2 %
227 SS for Other Classified	0.00	0.00	1,135.00	1,135.00	0 %
234 PERS for Licensed Admin	6,330.19	6,330.19	187,135.00	180,804.81	3 %
235 PERS for Non-licensed Admin	791.43	791.43	18,994.00	18,202.57	4 %
237 PERS for Other Classified	1,893.49	1,893.49	103,739.00	101,845.51	2 %
244 Medicare for Licensed Admin	374.77	374.77	14,096.00	13,721.23	3 %
245 Medicare for Non-licensed Admin	58.60	58.60	1,431.00	1,372.40	4 %
247 Medicare for Other Classified	112.33	112.33	8,080.00	7,967.67	1 %
264 Unem for Licensed Admin	0.00	0.00	14,582.00	14,582.00	0 %
265 Unem for Non-licensed Admin	0.00	0.00	1,480.00	1,480.00	0 %
267 Unem for Other Classified	107.29	107.29	8,358.00	8,250.71	1 %
274 WC for Licensed Admin	(265.60)	(265.60)	0.00	265.60	0 %
275 WC for Non-licensed Admin	(21.46)	(21.46)	0.00	21.46	0 %
277 WC for Other Classified	(146.79)	(146.79)	0.00	146.79	0 %
2490 Afterschool Clubs/Activities					
340 Other Professional Services	0.00	0.00	30,000.00	30,000.00	0 %
360 Other Specialized Services	0.00	0.00	7,500.00	7,500.00	0 %
580 Travel & Lodging	516.00	516.00	5,000.00	4,484.00	10 %
610 General Supplies	11,392.40	11,392.40	300,000.00	288,607.60	4 %
810 Dues and Fees	7,722.87	7,722.87	100,000.00	92,277.13	8 %
117 Salaries Paid to Other Classified / Support Staff	3,333.32	3,333.32	170,000.00	166,666.68	2 %
217 Group Ins for Other Classified	230.58	230.58	5,500.00	5,269.42	4 %

Amplus Academy
Statement of Activities - Actual vs Budget
As of July 31, 2026

	Month Ending 07/31/2026	Fiscal Year to Date 07/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
237 PERS for Other Classified	641.66	641.66	30,400.00	29,758.34	2 %
247 Medicare for Other Classified	45.88	45.88	2,683.00	2,637.12	2 %
267 Unem for Other Classified	50.00	50.00	2,775.00	2,725.00	2 %
277 WC for Other Classified	(24.34)	(24.34)	0.00	24.34	0 %
Total 2400 Support Services-School Administration	74,767.04	74,767.04	2,806,767.00	2,731,999.96	3 %
2500 Central Services					
2510 Fiscal Services					
310 Official/Admin Services	4,999.87	4,999.87	50,000.00	45,000.13	10 %
330 Purchased Professional Services	0.00	0.00	5,000.00	5,000.00	0 %
340 Other Professional Services	9,282.40	9,282.40	527,848.00	518,565.60	2 %
351 Paycom HR Expense	4,388.87	4,388.87	78,000.00	73,611.13	6 %
443 Copier Lease/Maintenance	4,493.79	4,493.79	75,000.00	70,506.21	6 %
531 Postage	38.28	38.28	3,000.00	2,961.72	1 %
580 Travel & Lodging	0.00	0.00	2,500.00	2,500.00	0 %
610 General Supplies	0.00	0.00	14,000.00	14,000.00	0 %
612 Supplies and Equipmen	0.00	0.00	30,000.00	30,000.00	0 %
651 Software Supplies	9,126.25	9,126.25	45,000.00	35,873.75	20 %
810 Dues and Fees	1,163.92	1,163.92	25,000.00	23,836.08	5 %
2520 Purchasing, Warehousing, and Distribution					
340 Other Professional Services	3,008.67	3,008.67	0.00	(3,008.67)	0 %
2560 Public Information Services					
345 Marketing Services	0.00	0.00	74,439.00	74,439.00	0 %
540 Advertising	13,995.00	13,995.00	10,000.00	(3,995.00)	140 %
117 Salaries Paid to Other Classified / Support Staff	0.00	0.00	105,554.00	105,554.00	0 %
217 Group Ins for Other Classified	484.35	484.35	16,500.00	16,015.65	3 %
237 PERS for Other Classified	0.00	0.00	20,319.00	20,319.00	0 %
247 Medicare for Other Classified	0.00	0.00	1,531.00	1,531.00	0 %
267 Unem for Other Classified	0.00	0.00	1,583.00	1,583.00	0 %
277 WC for Other Classified	(19.80)	(19.80)	0.00	19.80	0 %
2570 Personnel Services					
340 Other Professional Services	3,185.92	3,185.92	71,404.00	68,218.08	4 %
115 Salaries Paid to Non-licensed Administration	3,895.97	3,895.97	109,000.00	105,104.03	4 %
117 Salaries Paid to Other Classified / Support Staff	565.50	565.50	25,500.00	24,934.50	2 %
215 Group Ins for Non-licensed Admin	224.47	224.47	5,500.00	5,275.53	4 %
227 SS for Other Classified	35.07	35.07	1,580.00	1,544.93	2 %
235 PERS for Non-licensed Admin	1,431.77	1,431.77	20,983.00	19,551.23	7 %
245 Medicare for Non-licensed Admin	55.13	55.13	1,580.00	1,524.87	3 %
247 Medicare for Other Classified	8.20	8.20	370.00	361.80	2 %

Amplus Academy
Statement of Activities - Actual vs Budget
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	Month Ending 07/31/2026	Fiscal Year to Date 07/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
265 Unem for Non-licensed Admin	0.00	0.00	1,635.00	1,635.00	0 %
267 Unem for Other Classified	8.48	8.48	383.00	374.52	2 %
275 WC for Non-licensed Admin	(20.37)	(20.37)	0.00	20.37	0 %
277 WC for Other Classified	(4.16)	(4.16)	0.00	4.16	0 %
2572 Recruitment and Placement					
340 Other Professional Services	640.00	640.00	7,500.00	6,860.00	9 %
2575 Health Services					
340 Other Professional Services	1.50	1.50	2,000.00	1,998.50	0 %
2580 Administrative Technology Services					
432 Tech Repairs and Maintenance	0.00	0.00	7,500.00	7,500.00	0 %
530 Communication Services	3,700.00	3,700.00	6,700.00	3,000.00	55 %
650 Supplies - IT	2,605.10	2,605.10	55,000.00	52,394.90	5 %
651 Software Supplies	95,203.94	95,203.94	95,000.00	(203.94)	100 %
115 Salaries Paid to Non-licensed Administration	4,423.83	4,423.83	103,000.00	98,576.17	4 %
117 Salaries Paid to Other Classified / Support Staff	8,231.08	8,231.08	195,520.00	187,288.92	4 %
215 Group Ins for Non-licensed Admin	225.76	225.76	5,500.00	5,274.24	4 %
217 Group Ins for Other Classified	821.39	821.39	22,000.00	21,178.61	4 %
235 PERS for Non-licensed Admin	851.59	851.59	19,828.00	18,976.41	4 %
237 PERS for Other Classified	1,584.49	1,584.49	37,638.00	36,053.51	4 %
245 Medicare for Non-licensed Admin	63.88	63.88	1,494.00	1,430.12	4 %
247 Medicare for Other Classified	117.23	117.23	2,835.00	2,717.77	4 %
265 Unem for Non-licensed Admin	0.00	0.00	1,545.00	1,545.00	0 %
267 Unem for Other Classified	123.46	123.46	2,933.00	2,809.54	4 %
275 WC for Non-licensed Admin	(23.11)	(23.11)	0.00	23.11	0 %
277 WC for Other Classified	(43.25)	(43.25)	0.00	43.25	0 %
2590 Other Support Svcs-Central Svc					
117 Salaries Paid to Other Classified / Support Staff	500.00	500.00	0.00	(500.00)	0 %
227 SS for Other Classified	31.00	31.00	0.00	(31.00)	0 %
247 Medicare for Other Classified	7.25	7.25	0.00	(7.25)	0 %
267 Unem for Other Classified	7.50	7.50	0.00	(7.50)	0 %
277 WC for Other Classified	(2.39)	(2.39)	0.00	2.39	0 %
Total 2500 Central Services	179,417.83	179,417.83	1,889,202.00	1,709,784.17	9 %
2600 Operation/Maintenance of Plant					
2610 Operation of Buildings					
340 Other Professional Services	4,378.14	4,378.14	113,175.00	108,796.86	4 %
411 Water and Sewer Services	6,347.75	6,347.75	125,000.00	118,652.25	5 %
421 Garbage/Disposal	9,980.41	9,980.41	51,000.00	41,019.59	20 %
431 Building Maintenence	39,770.87	39,770.87	150,000.00	110,229.13	27 %

Amplus Academy
Statement of Activities - Actual vs Budget
As of July 31, 2026

	Month Ending 07/31/2026	Fiscal Year to Date 07/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
441 Renting Land and Buildings	0.00	0.00	10,000.00	10,000.00	0 %
442 Rental of Equipment and Vehicles	3,479.32	3,479.32	17,500.00	14,020.68	20 %
450 Construction Services	19,810.68	19,810.68	35,000.00	15,189.32	57 %
490 Other Purchased Property Services	480.00	480.00	7,500.00	7,020.00	6 %
520 Workers Comp Insurance	39,562.00	39,562.00	40,000.00	438.00	99 %
521 Property & Liability Insurance	12,975.00	12,975.00	145,000.00	132,025.00	9 %
522 Vehicle Insurance	0.00	0.00	104,500.00	104,500.00	0 %
523 Student Accident and Crime Insurance	9,462.93	9,462.93	22,000.00	12,537.07	43 %
533 Telephone - Land Line phone services	0.00	0.00	3,500.00	3,500.00	0 %
535 Internet	735.68	735.68	33,000.00	32,264.32	2 %
610 General Supplies	15,981.76	15,981.76	100,000.00	84,018.24	16 %
621 Natural Gas	77.73	77.73	5,000.00	4,922.27	2 %
622 Electricity	0.00	0.00	160,000.00	160,000.00	0 %
733 FF&E	38,000.00	38,000.00	0.00	(38,000.00)	0 %
810 Dues and Fees	0.00	0.00	4,000.00	4,000.00	0 %
117 Salaries Paid to Other Classified / Support Staff	15,162.63	15,162.63	381,920.00	366,757.37	4 %
217 Group Ins for Other Classified	1,100.95	1,100.95	38,500.00	37,399.05	3 %
237 PERS for Other Classified	2,915.85	2,915.85	69,670.00	66,754.15	4 %
247 Medicare for Other Classified	208.15	208.15	5,537.00	5,328.85	4 %
267 Unem for Other Classified	227.45	227.45	5,729.00	5,501.55	4 %
277 WC for Other Classified	(396.06)	(396.06)	0.00	396.06	0 %
2620 Maintenance of Buildings					
422 Janitorial/Custodian Services	11,528.97	11,528.97	100,000.00	88,471.03	12 %
2630 Care & Upkeep of Grounds					
420 Landscaping Services	950.00	950.00	15,000.00	14,050.00	6 %
2650 Vehicle Operation/Maintenance					
430 Repairs and Maintenance Services	497.00	497.00	7,500.00	7,003.00	7 %
626 Gasoline	0.00	0.00	1,000.00	1,000.00	0 %
2660 Security					
350 Technical Services	29,019.45	29,019.45	75,000.00	45,980.55	39 %
2670 Safety					
430 Repairs and Maintenance Services	468.75	468.75	55,000.00	54,531.25	1 %
Total 2600 Operation/Maintenance of Plant	262,725.41	262,725.41	1,881,031.00	1,618,305.59	14 %
2700 Student Transportation					
2710 Vehicle Operation					
519 Student Transportation	69,788.68	69,788.68	540,000.00	470,211.32	13 %
732 Vehicles	0.00	0.00	546,195.00	546,195.00	0 %
810 Dues and Fees	11,943.75	11,943.75	0.00	(11,943.75)	0 %

Amplus Academy
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As of July 31, 2026

	Month Ending 07/31/2026	Fiscal Year to Date 07/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
2790 Other Student Transportation					
519 Student Transportation	0.00	0.00	30,000.00	30,000.00	0 %
610 General Supplies	0.00	0.00	5,000.00	5,000.00	0 %
Total 2700 Student Transportation	81,732.43	81,732.43	1,121,195.00	1,039,462.57	7 %
4000 Facilities Acq & Construction					
4500 Bldg Acquisition/Construction					
720 Buildings	126,432.71	126,432.71	0.00	(126,432.71)	0 %
4700 Building Improvements					
340 Other Professional Services	0.00	0.00	18,000.00	18,000.00	0 %
Total 4000 Facilities Acq & Construction	126,432.71	126,432.71	18,000.00	(108,432.71)	702 %
5000 Debt Service					
5000 Debt Service					
890 Misc Expense	0.00	0.00	63,000.00	63,000.00	0 %
5001 Debt Service - Rainbow					
831 Redemption of Principal	24,166.67	24,166.67	280,000.00	255,833.33	9 %
832 Interest	68,262.50	68,262.50	853,155.00	784,892.50	8 %
5002 Debt Service - Durango					
831 Redemption of Principal	37,083.33	37,083.33	390,000.00	352,916.67	10 %
832 Interest	124,426.25	124,426.25	1,924,110.00	1,799,683.75	6 %
5004 Debt Service - Portables					
799 Lease Amortization - Portables	12,460.00	12,460.00	149,520.00	137,060.00	8 %
Total 5004 Debt Service - Portables	12,460.00	12,460.00	149,520.00	137,060.00	8 %
5005 Debt Service - Computers					
797 Lease Amortization	222,686.60	222,686.60	222,688.00	1.40	100 %
Total 5005 Debt Service - Computers	222,686.60	222,686.60	222,688.00	1.40	100 %
Total 5000 Debt Service	489,085.35	489,085.35	3,882,473.00	3,393,387.65	13 %
6000 Miscellaneous					
6200 Fund transfers					
910 Transfers to Other Funds	0.00	0.00	5,140,529.00	5,140,529.00	0 %
Total 6000 Miscellaneous	0.00	0.00	5,140,529.00	5,140,529.00	0 %
Total All Expense Functions	**1,464,549.77**	**1,464,549.77**	**34,142,967.00**	**32,678,417.23**	**4 %**
All Functions	**(793,988.06)**	**(793,988.06)**	**(484,053.22)**	**309,934.84**	**164 %**

Coversheet

Chief Executive Officer School Report

Section: IX. Chief Executive Officer Report
Item: A. Chief Executive Officer School Report
Purpose: Discuss
Submitted by:
Related Material: Board Copy State of the School Report 2025-2026.pdf

CEO
2025-2026 School Year State of the School Report
(link to acronym list)

Academic Update: Data Review

The 25-26 school year began our academic season with the preservice opportunities to benefit all of our staff. The instructional leadership continued early start sessions for newly hired staff, and then the professional development stage was set for staff to focus on engaged and differentiated instruction in the classroom per the priorities of our school performance plans. Mathematics was the school performance focus, and the review of curriculum, programs, technology supports, connected Professional Learning Communities, and differentiated instruction were all presented; Leader in Me program (sponsored and in-part scholarship-ed for our school through Franklin Covey) provided the elementary staff a refresher course on our character development foundational practices. All staff were provided legal training with our in-house council. higher level view of the power to be an individual leader. These areas of focus continued throughout the year with targeted support for neuro-divergent students, Science of Reading training for elementary teachers, and continued focus on community engagement to student data.

This year the academic shift to three principals provided many opportunities to align and collaborate with school leadership. Ensuring that all students and families have similar experiences at the different campuses/schools has always been a priority, but putting into practice those goals with three school principals was a particular focus this year. Maintaining consistency with character development, Science of Reading, and STEM initiatives for the K-12 schools was supported by Principals Carrington, Jackson, and Cates. 20 staff members completed the two year course to be LETRS trained, and initiated training our own administrator in Science of Reading (SOR)training. By year's end, we also certified an administrator in Crisis Prevention Interventions to provide ongoing support to our staff for the future success of our staff. Once again, our ELA scores reflected the benefits of SOR practices. For our special programs, the GATE program is filled to capacity, and we continue to exit a high percentage of ELL students; 26% (an increase of 3% from the year previous between both campuses) from the program of 172 students. The Archer Academy Study Center maintains, for the third year, a constant showing of students who seek additional tutoring assistance on their own with peer tutors who focus on all areas of study. The AASC focused on supporting ACT results, specifically, and the composite scores for Amplus Academy students were markedly higher than other public schools averages in Nevada. All staff completed mandatory online awareness training to keep our informational technology systems safe and secure.

A massive endeavor this year was the completion of our national accreditation through Cognia. Administrative teams reviewed data and analyzed the systems, performance, and areas of improvement for the Amplus Academy system. The review was rated EFFECTIVE for engaging in practices that provide evidence of expected effectiveness that is reflected in the standards; Amplus Academy's system scored a 300, above the network average.

Rachelle Hulet, CEO

Community engagement events that support the academic performance of our students concentrated on data sharing and reporting of student growth and progress. Additionally, there were band performances, art shows, our first literacy night, maturation night, and learning experiences on field trips for every grade level (and two field trips for elementary kids). Celebrations for students' achievements for character, leadership, and academic performance were recognized each month at Archer of the Month.

Strategic Plan Priorities 2025-2026
K–12 Differentiated and Engaged Instruction, Targeted Math Improvements, and Reduction in Chronic Absenteeism

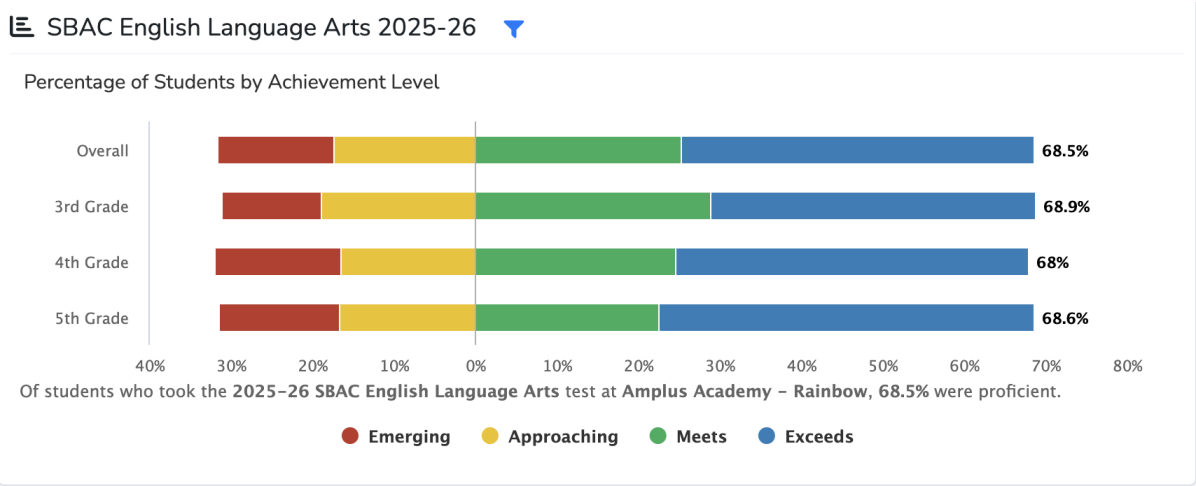
Amplus Academy's 2025–2026 academic plan prioritizes elevating classroom instruction and steering student achievement through two central initiatives: K–12 Differentiated and Engaged Instruction, and Targeted Math Growth. In working with teachers to create flexible learning pathways, improve interactions with students, incorporate multi-modal learning, and utilizing instructional coaching, we were able to note specific growth in certain classes. In our analysis, there are areas of strength and opportunities for growth for teachers to leverage formative assessment data to scaffold lessons, ensuring high-achieving students are challenged while providing immediate support for those needing extra reinforcement. Mini PD and instructional coaching continues to focus on transition from passive lectures to active, project-based environments featuring collaborative problem-solving, hands-on learning, and integrated instructional technology for all ages. Staff are expected to plan lessons that incorporate visual, auditory, and kinesthetic modalities to accommodate varied learning styles, English language learners, and exceptional education students across the K–12 continuum. To rebuild foundational math competencies and accelerate problem-solving skills, the school executed a structured, outcome-driven mathematics initiative. While we expected to see the same strong results as the previous ELA focus, math is notoriously challenging. The use of IXL for diagnostic and small group interventions is stronger in elementary than in secondary; although, the frequent benchmark assessments pinpoint specific standards gaps, allowing teachers to deliver targeted, small-group math instruction daily. Our curriculum incorporates both procedural fluency and real-world conceptual understanding, helping students apply mathematical logic to complex scenarios, but the staff competence and confidence is an area of improvement. With the data presented to school staff by the end of the year, the direction of Math, Literacy, and STEM instruction will be a primary focus for the foreseeable future.

District initiatives and tracking reduced chronic absenteeism rates across all four schools; training for staff and improved communication to families about attendance policies and procedures improved the attendance. High school will remain an area of focus moving forward, but all other schools are below 10% for all students designation for chronic absenteeism.

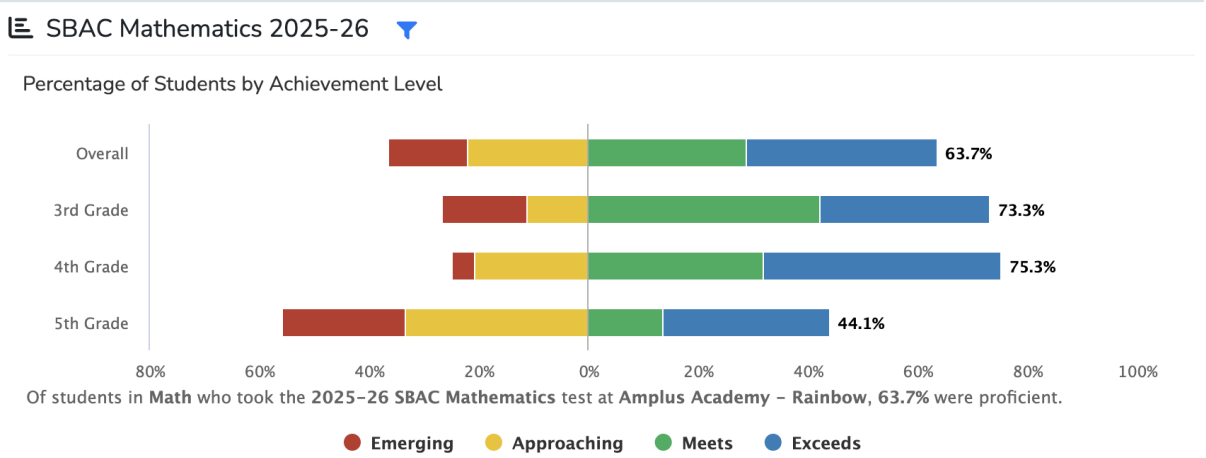
Rachelle Hulet, CEO

RAINBOW ELEMENTARY 3-5 grades:

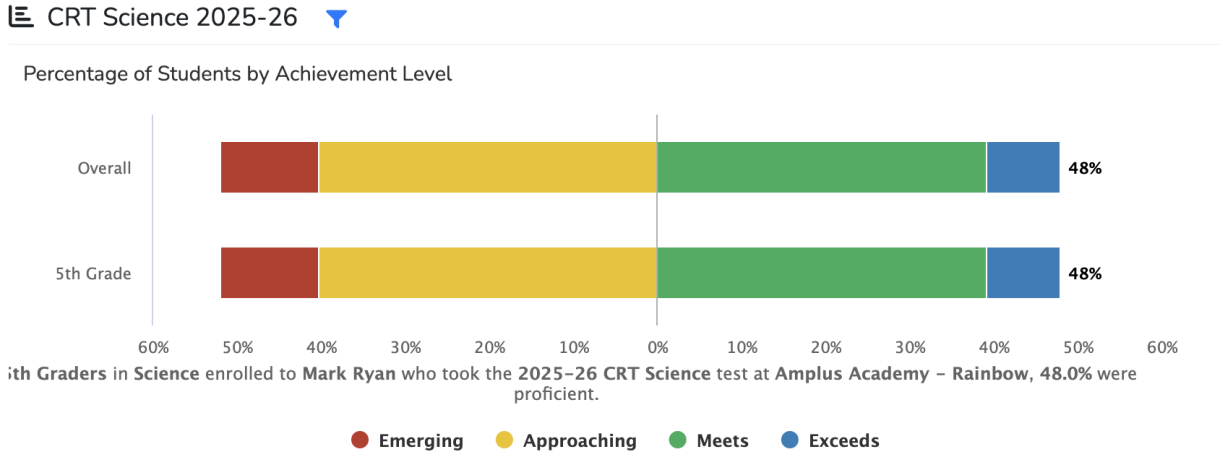
Rainbow Campus ELA Proficiency:



Rainbow Campus Math Proficiency:

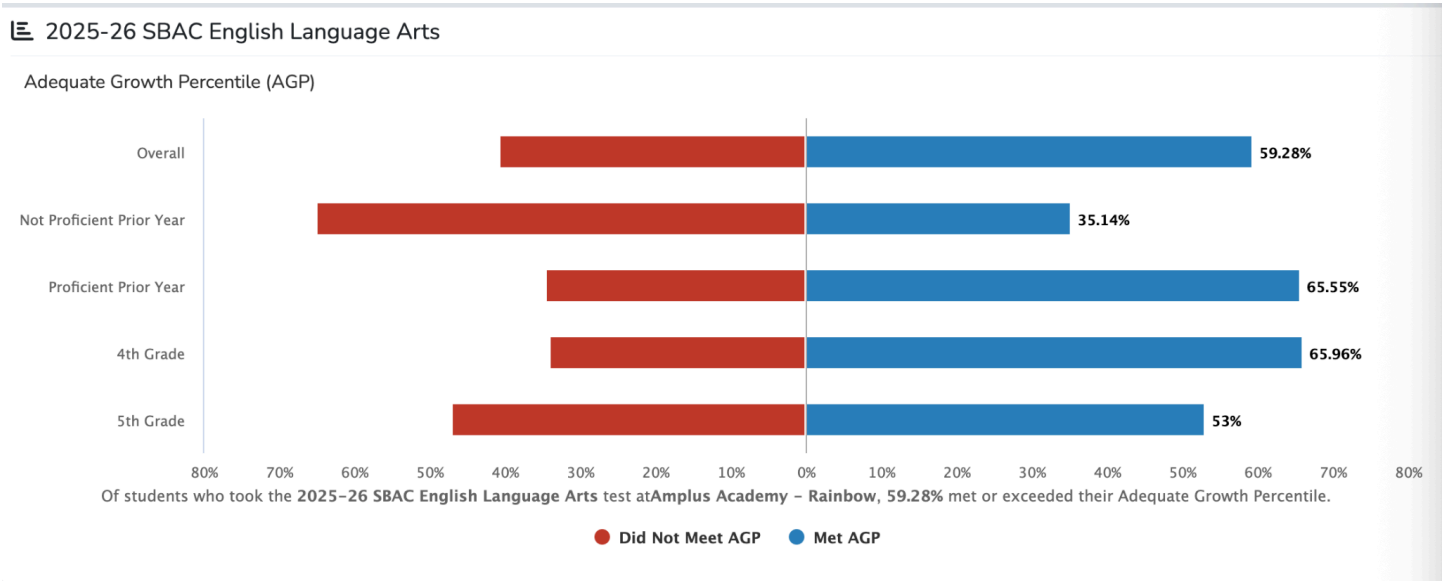


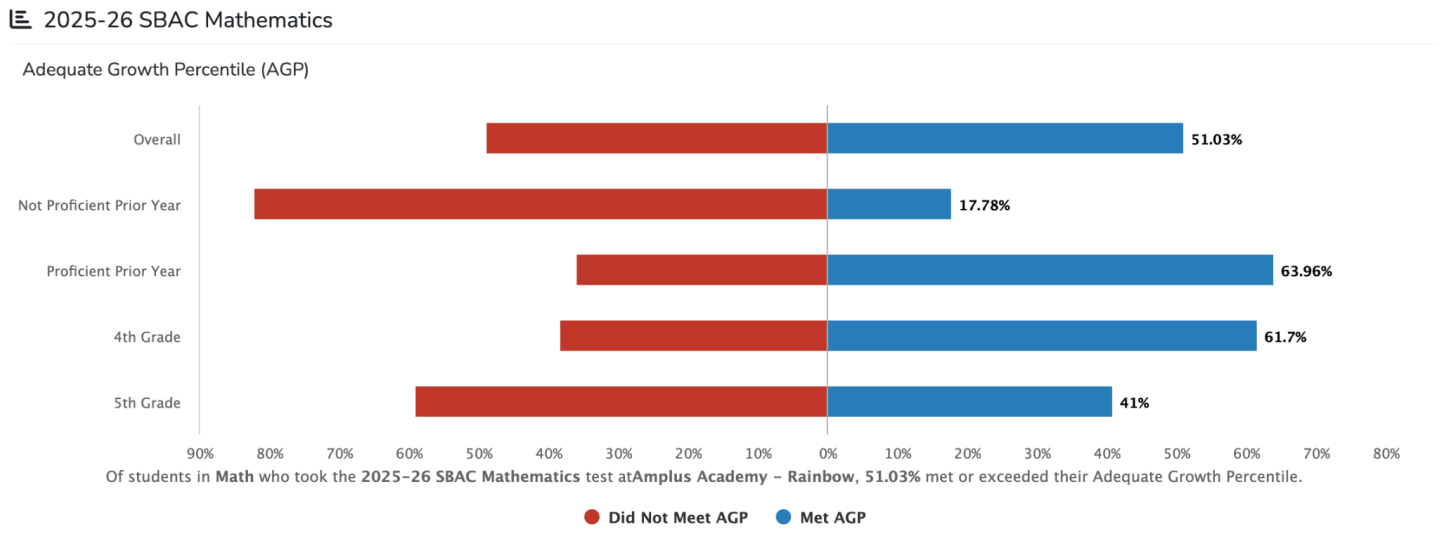
Rainbow Campus Science Proficiency:z



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Summary of Rainbow Campus Growth:



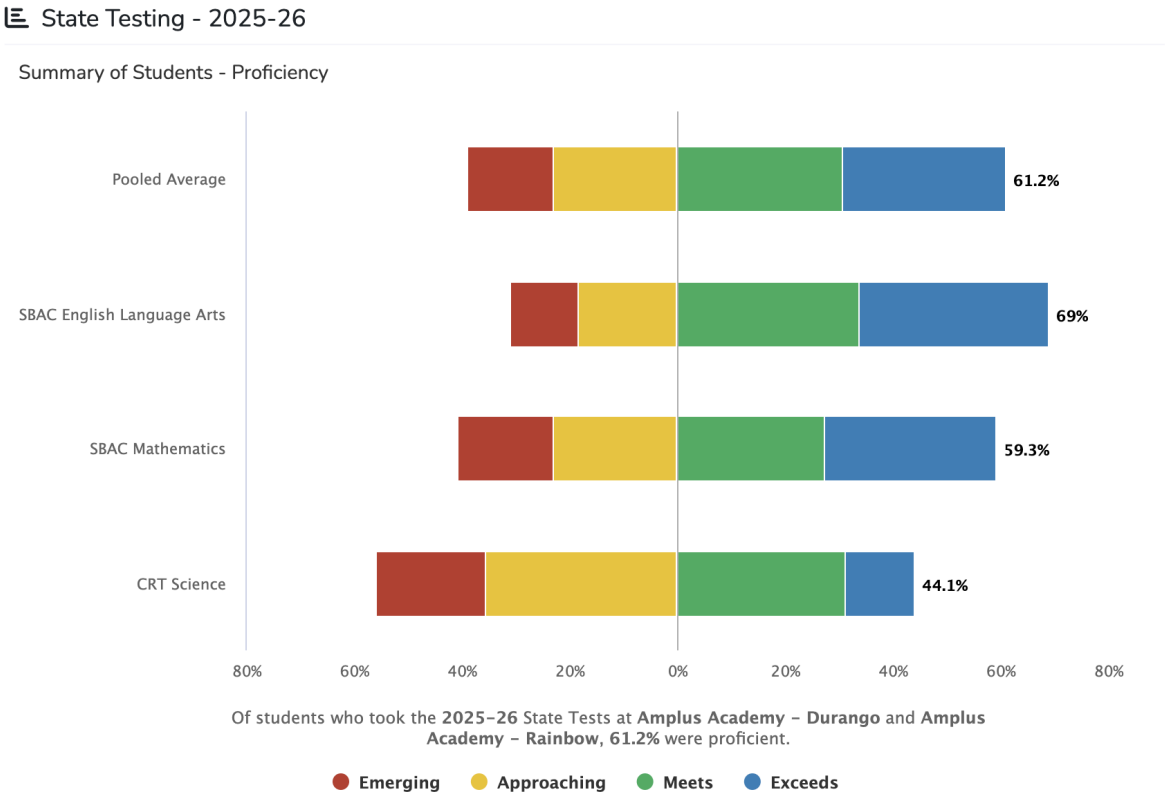


Historical Scores for 3-5 Rainbow:

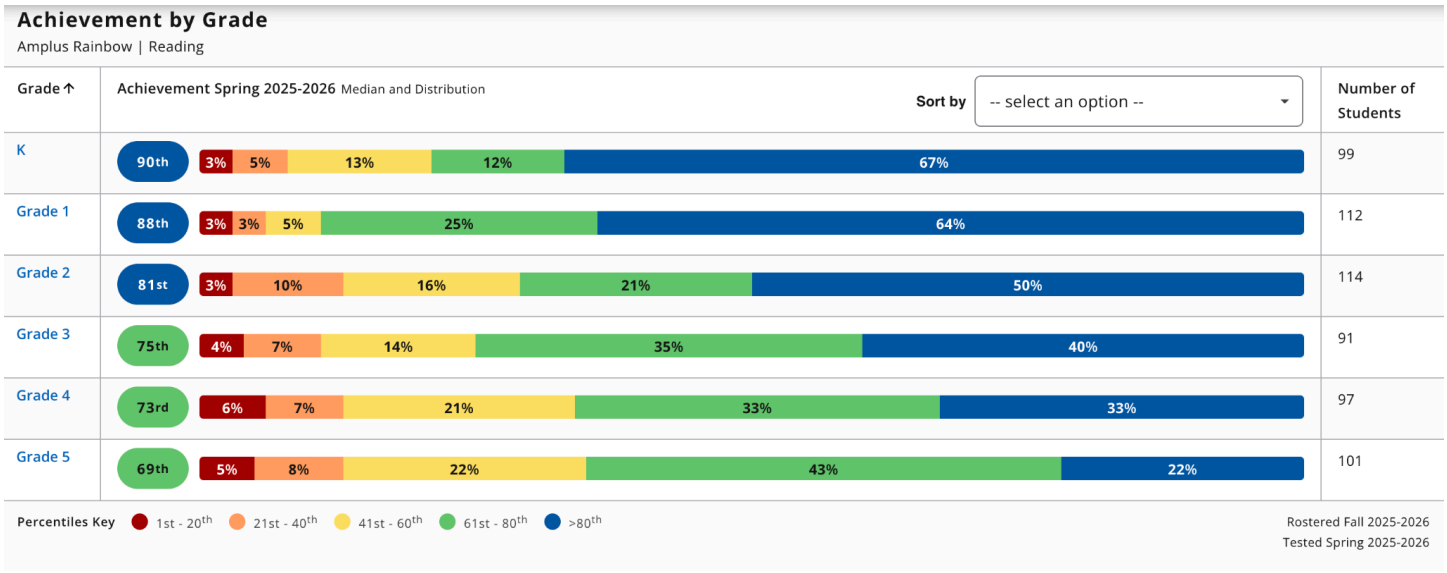
Year	Campus	ELA % Proficient	Math % Proficient
2025-2026	Rainbow	68.5%	63.7%
2024–2025	Rainbow	73.9%	71.1%
2023–2024	Rainbow	66.3%	66.3%
2022–2023	Rainbow	61.7%	64.9%
2021–2022	Rainbow	66.6%	58.1%
2020–2021	Rainbow	58.4%	52.2%

Rachelle Hulet, CEO

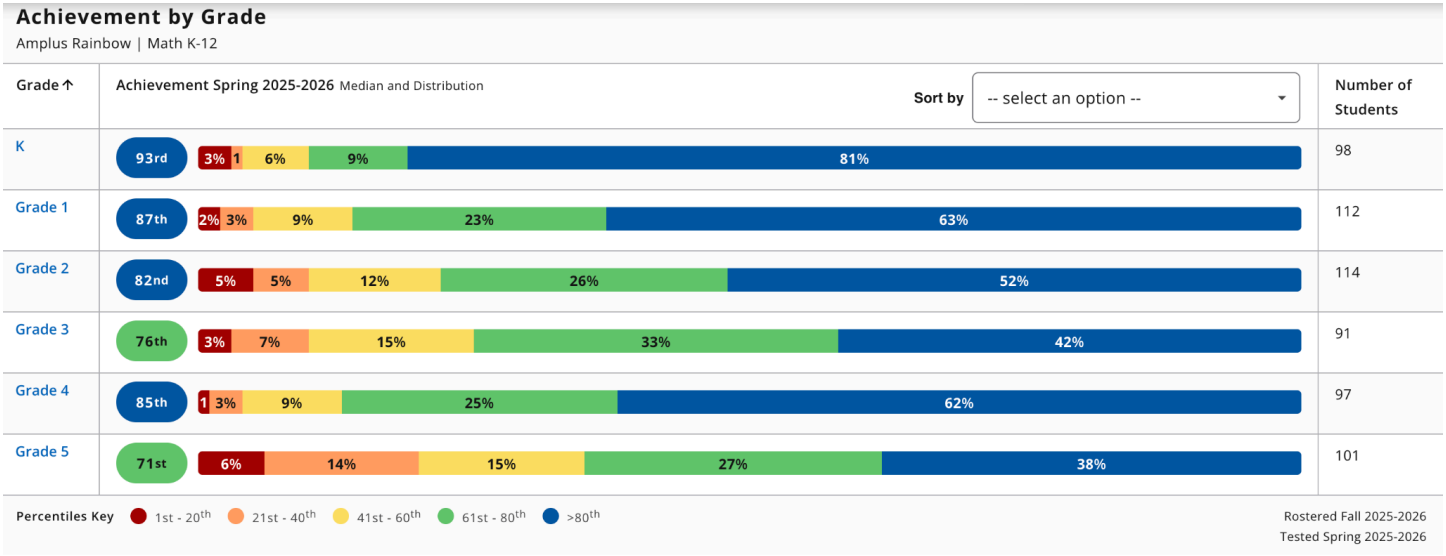
Rainbow Campus, all school SBAC analysis:



Rainbow MAP Growth:



Rachelle Hulet, CEO

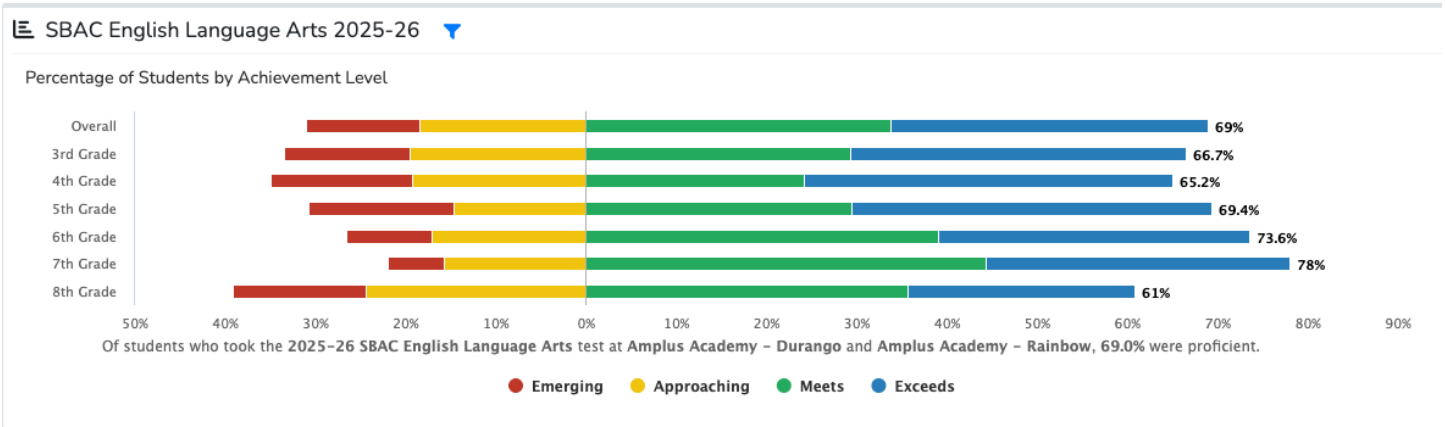


Overall Rainbow review:

The strengths of our Rainbow campus are focused on our incredibly low chronic absenteeism rate (4.4%) and the incredibly high exit rate for our EL students (70.2%). Read by Grade 3 percentages is at 68.1%. The decline in school proficiency, after such high scores in 2024-2025, evidences that the greatest impact to the school performance centers on the growth rate for students. The MAP results indicate that the strength of the younger grades (K-3) will matriculate into the tested classes for 4th and 5th grade, so the focus to remediate those top grades remains a priority until those younger students move up. Median Growth Percentiles and previously non-proficient students are the focus on targeted improvements moving forward, specifically in Math. If a student is previously non-proficient in math, the average is only 20% of students will get caught up. Rainbow has improved to a 5% loss rate per year in 25-26, but we strive to improve that percentage of proficient students to reduce only by 2-3% each year.

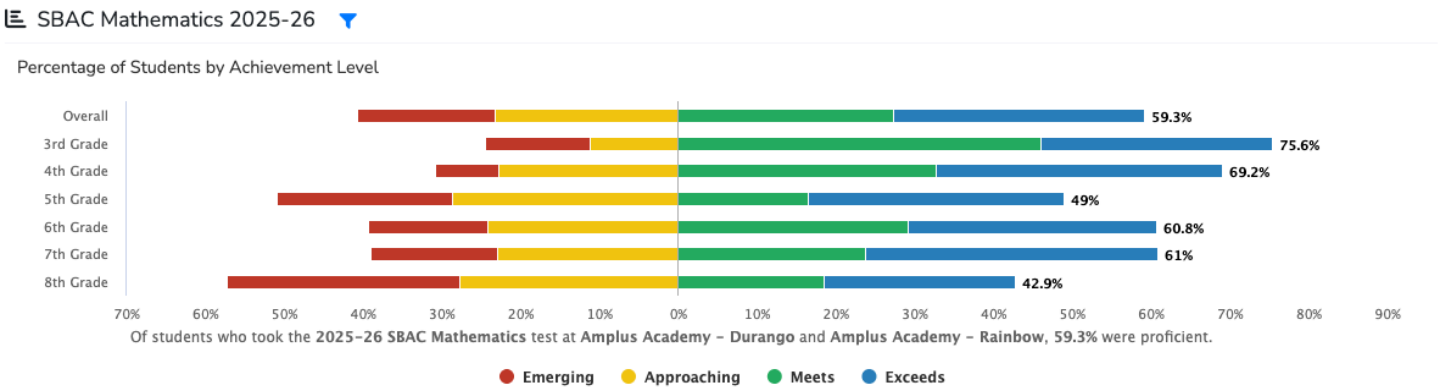
DURANGO ELEMENTARY/MIDDLE 3-8 grades:

Durango Campus ELA Proficiency:

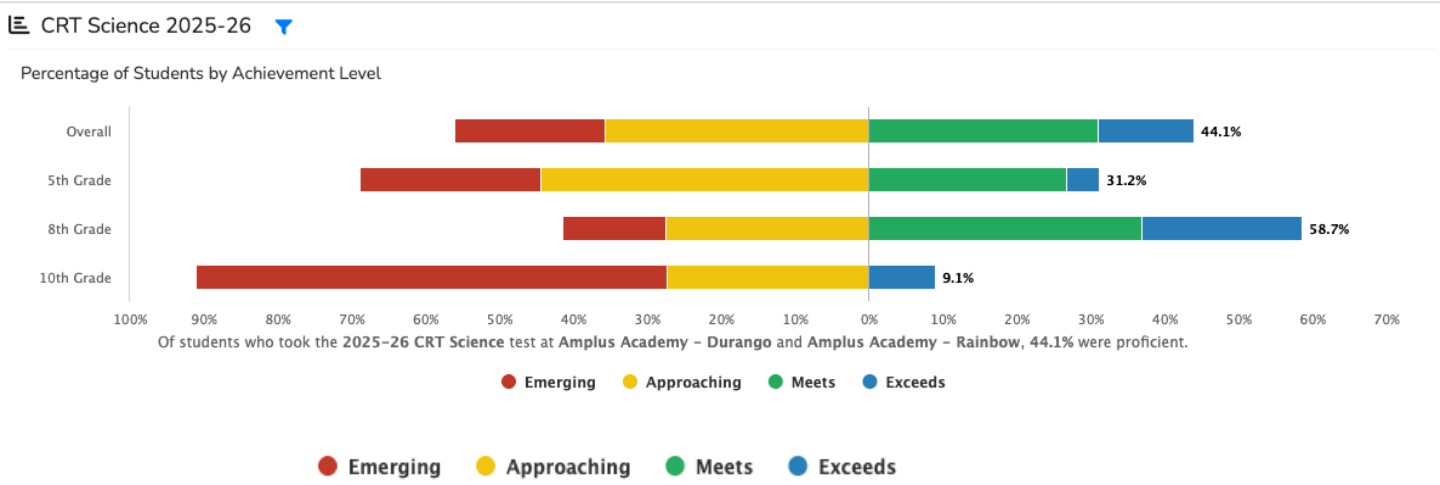


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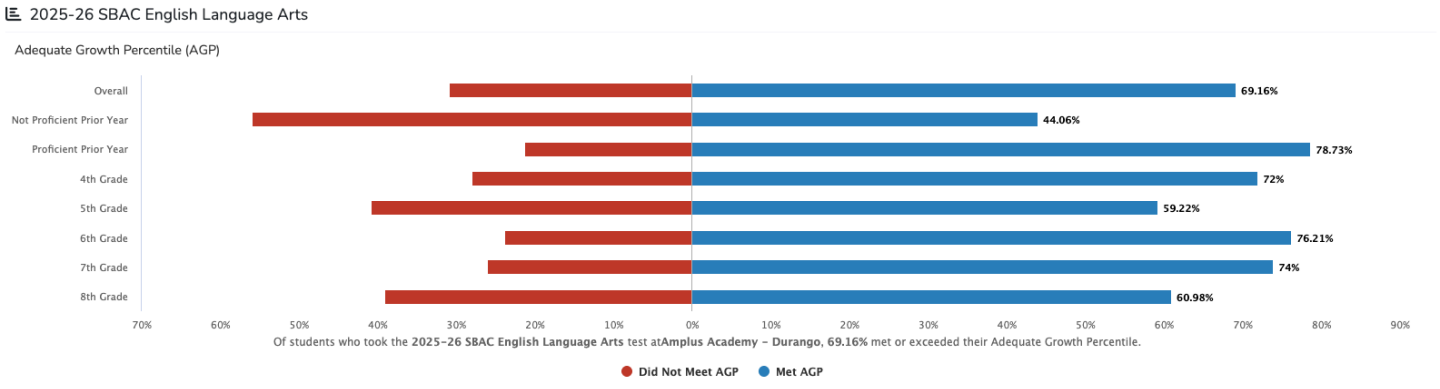
Durango Campus Math Proficiency:



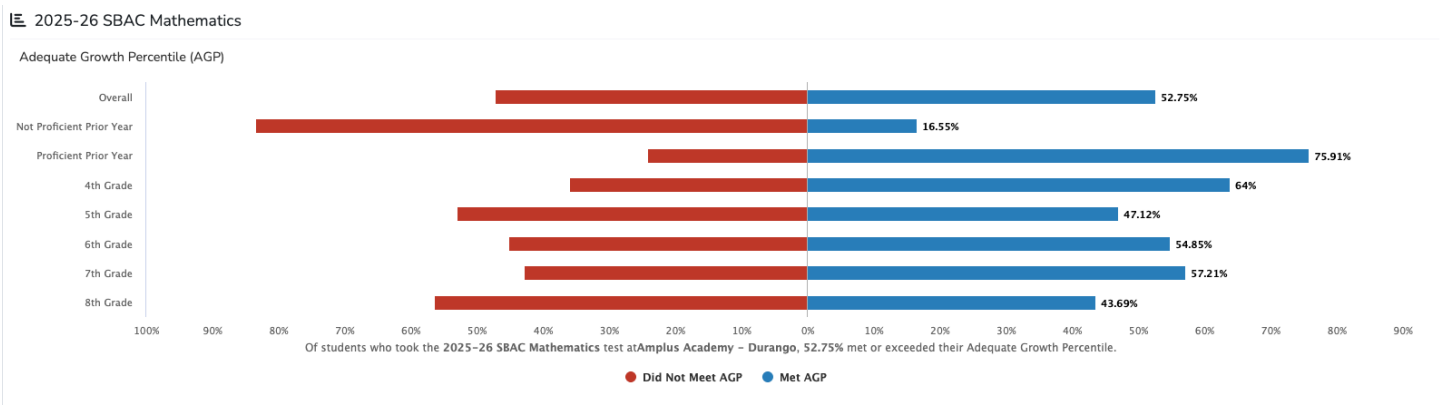
Durango Campus, Science Proficiency - 5th/8th/9-10th grades:



Summary of Durango Campus Growth



Rachelle Hulet, CEO



Historical Scores for Durango Elementary:

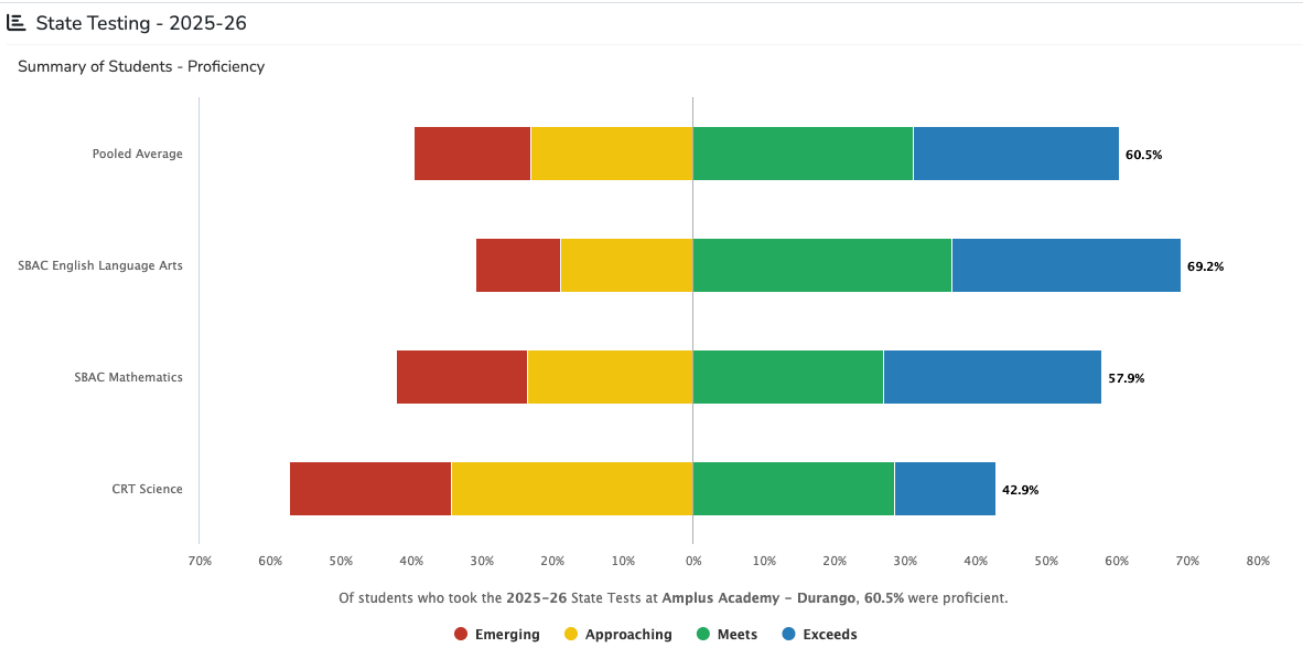
Year	Campus	ELA % Proficient	Math % Proficient
2025-2026	Durango	69.0%	56.7%
2024–2025	Durango	66.2%	63.8%
2023–2024	Durango	63.7%	61.6%
2022–2023	Durango	63.2%	62.1%
2021–2022	Durango	64.2%	60.5%
2020–2021	Durango	57.9%	44.5%

Historical Scores for Durango Middle:

Year	Campus	ELA % Proficient	Math % Proficient
2025-2026	Durango	70.8%	54.9%
2024–2025	Durango	73.9%	51.4%
2023–2024	Durango	61.8%	48.4%
2022–2023	Durango	61%	42%
2021–2022	Durango	66.3%	44.8%

Rachelle Hulet, CEO

Durango ELEMENTARY/MIDDLE, all school SBAC analysis:



Durango MAP K-8 Growth:

School Profile

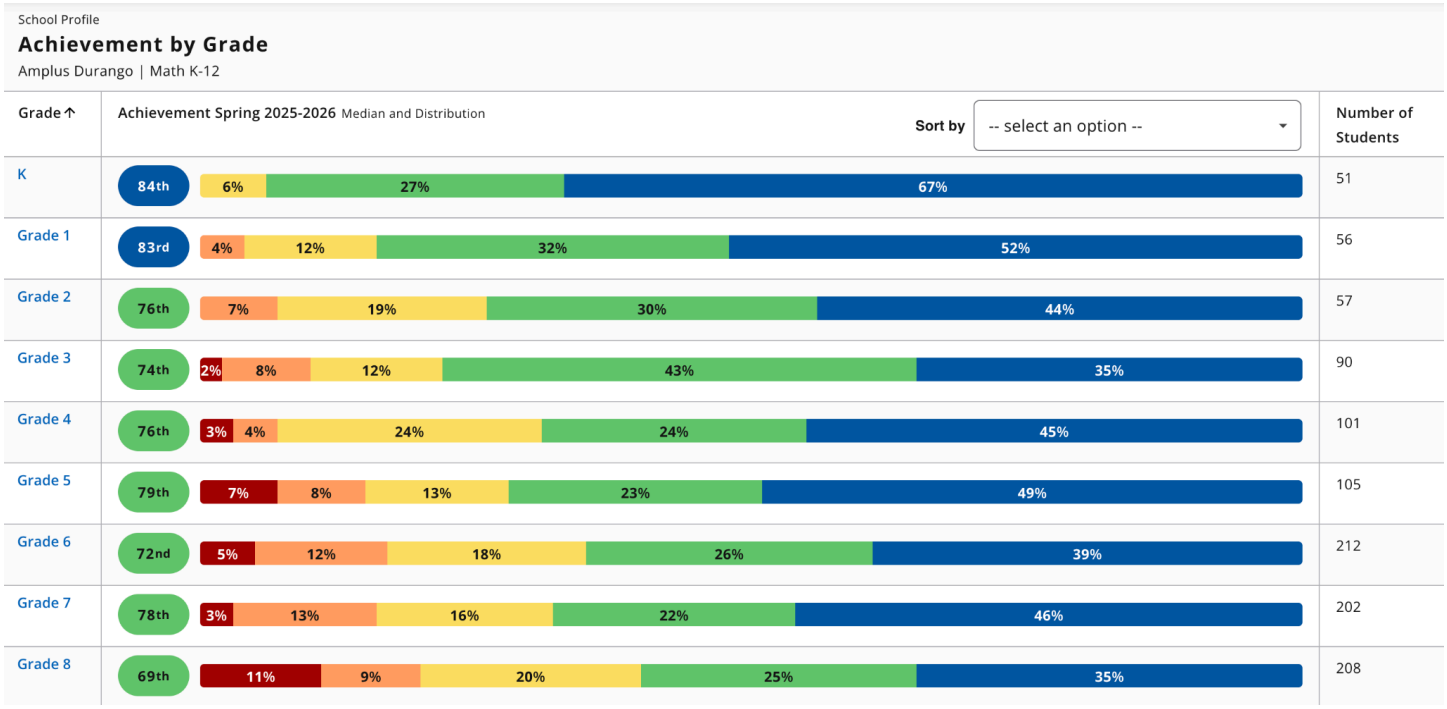
Achievement by Grade

Amplus Durango | Reading

Grade	Achievement Spring 2025-2026 Median and Distribution	Number of Students
K	78th — 2% 6% 16% 27% 49%	51
Grade 1	81st — 2% 5% 13% 30% 50%	56
Grade 2	76th — 2% 12% 12% 33% 41%	57
Grade 3	73rd — 7% 8% 16% 35% 34%	90
Grade 4	71st — 6% 9% 18% 28% 39%	101
Grade 5	71st — 6% 8% 19% 31% 36%	104
Grade 6	74th — 4% 7% 17% 34% 38%	211
Grade 7	76th — 3% 9% 16% 31% 41%	204
Grade 8	70th — 5% 13% 21% 26% 35%	208

Sort by -- select an option --

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Overall Durango Elementary Review:

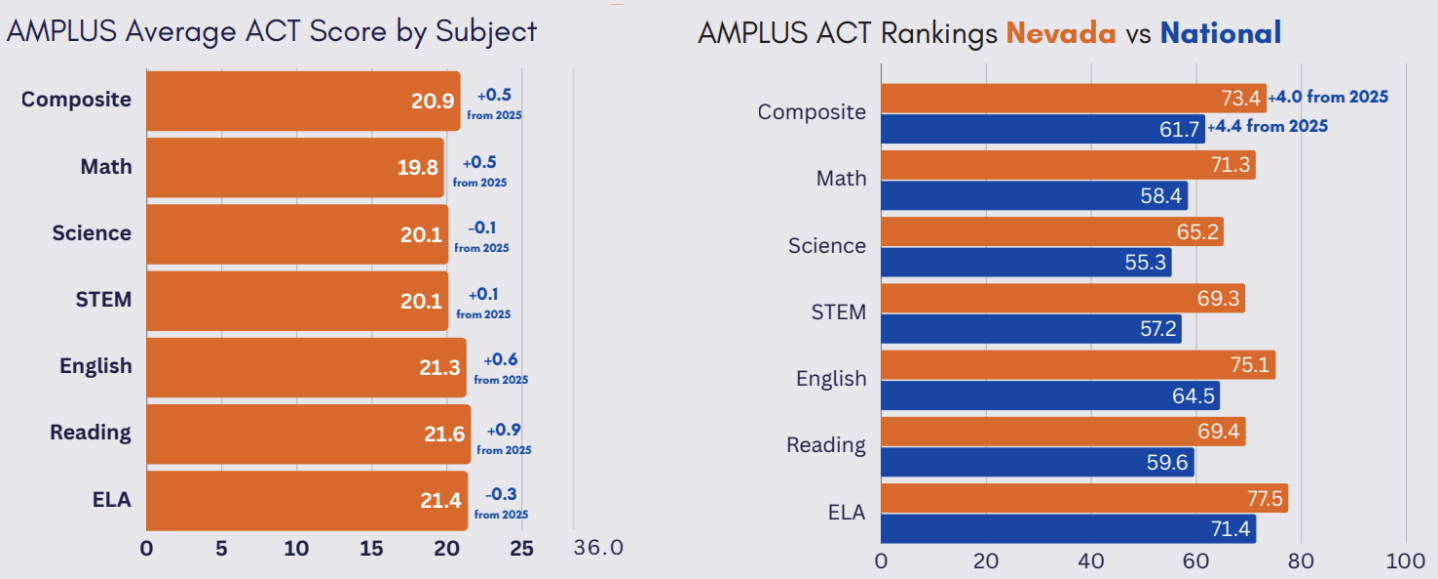
The strengths of our Durango campus are focused on the fantastic growth scores, specifically in ELA for all grades. For students previously not proficient, Durango elementary teachers were able to bring to grade level for half of our students identified as below proficiency. Another mark of success is the low chronic absenteeism (5.6%) indicating that students enjoy being at school and that they look forward to being in classes. Opportunities for improvement center on Math planning, specifically, that will target pacing, thorough checks for understanding, and an alignment to applications in a students' life that brings concepts to life. MAP growth evidences that Tier I instruction is consistent, but there are opportunities for more differentiated opportunities to push high flyers up and to better remediate, especially in Math.

Overall Durango Middle Review:

In middle school, Durango students are showing great strength in their ELA proficiency and growth, on average. With a pooled proficiency of 61.9% in all subjects, Science in 8th grade is a standout amongst all the tested science levels for all schools. Middle school attribute the strengths of their SBAC results to the effective Professional Learning Communities and recognize the strength in results comes with committed staff members.

Rachelle Hulet, CEO

DURANGO HIGH SCHOOL
ACT Data - 11th grade





College and Career Ready (CCR) Proficiency Summary
Amplus Academy continues to demonstrate strong performance across key CCR indicators. The results below reflect the school's commitment to providing diverse, rigorous, and accessible pathways to post-secondary readiness.

CTE:
Career and Technical Education (CTE) continues to be a powerful lever for equity in College and Career Readiness (CCR) at Amplus Academy. These programs offer hands-on, skills-based learning that connects directly to post-secondary opportunities, making CCR more accessible for students who may benefit from alternative pathways beyond traditional AP or Dual Credit coursework. CTE not only equips students with industry-relevant skills but also fosters confidence and career exploration, helping to close opportunity gaps and ensure that all students are prepared for life after high school.

Rachelle Hulet, CEO

335 students participated in our five CTE programs. Students who completed the program as “finishers” of their two years, who passed their content and workplace readiness tests, and who maintained a 2.5 GPA in the CTE classes for the two years increased by 17% success from last year to 78.8%. 71 out of the 90 second year students across all programs are considered career ready based on the state criteria.

AP:
Advanced Placement (AP) exams also showed solid outcomes, with students taking a total of 429 AP tests; at a 70% pass rate (earning a score of 3 or higher), Amplus Academy students performed, on average, 66% better than fellow Nevada students and 73% better than the global averages for our combined tests.

Dual Credit:
The greatest success of all the Accelerated Institute of Amplus programs is our Dual Credit program. Our program grew by 116 students this year after the success of the 123 students in the 25-26 cohort of Jumpstart and Dual Credit classes. The 123 students completed over 2000 credits between fall and spring with a 97.15% pass rate. 53% of our seniors who started the dual credit program finished with an Associates degree (9 out of 17 seniors).

Additional Information:
- ➔ The HS student council was awarded the National Gold Council of Excellence award.
- ➔ Our 7-12 students completed over 14,000 hours of community service through Ingenium classes.
- ➔ Band/Orchestra/Middle School Social Studies/DECA/EMT/Choir/Cheer/Dance students competed at the state and national levels.
- ➔ We had 79% of 11th grade students complete the ACT with top level 4 scores (24-36 range) increasing by 9% from the previous year
- ➔ 51% of 11th grade students were designated as PLATINUM and GOLD finishers of this test (10% increase from 2024-2025 results).
- ➔ Our graduation rate for 25-26 currently sits at 100% with 155 graduates.

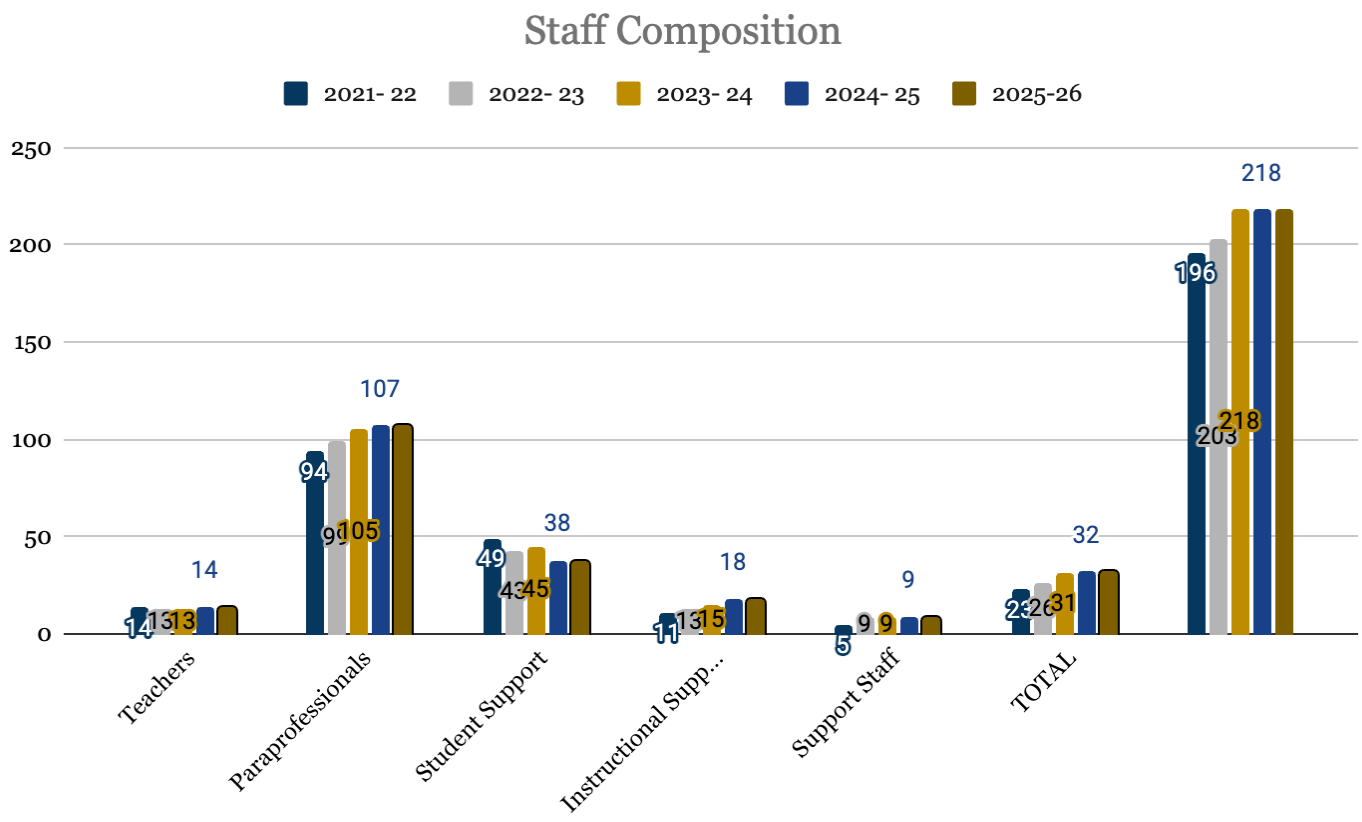
Rachelle Hulet, CEO

Human Resources: Personnel Updates

Staff Composition 2025- 2026

Amplus Academy has a total of 14 administrators, 107 teachers, 38 paraprofessionals or teaching assistants, 18 student support staff, 9 instructional support staff, and 32 support staff totaling 218 full-time or part-time staff members. We also have 49 substitute teachers and substitute paraprofessionals as well as 17 external athletic coaches totaling 298 total full-time, part-time and on-call staff members.

We have steadily increased our number of total staff members each year since the 2021-22 school year to meet the growing student enrollment numbers. We have maintained the same full-time and part-time staffing level as the 2024-25 school year, while adding additional coaches for the 2025-26 school year. See detailed employee count by department below.



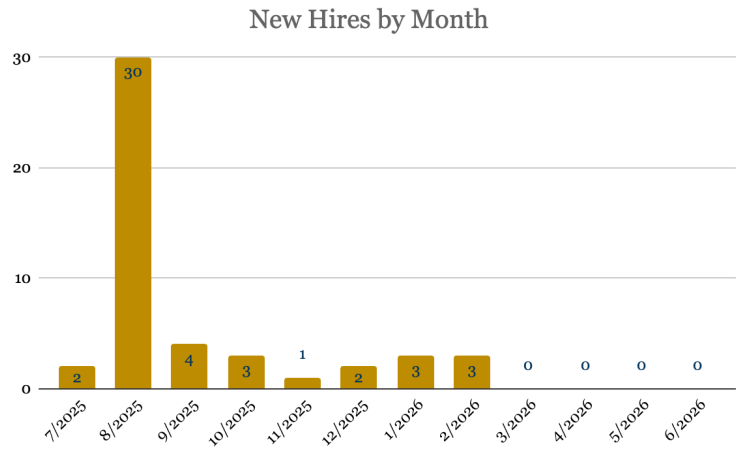
Hiring and Recruitment

Amplus Academy has recruited, hired and onboarded a total of 48 full or part-time staff members, 66 on-call substitutes, athletic coaches or other temporary positions, and 5 regular volunteers and service providers including student teachers, volunteer coaches, contracted service providers and interns. This totals 119 people who went through the onboarding process. Amplus Academy HR staff complete an extensive onboarding process, which includes background checks, training and the review and acknowledgment of the Amplus Academy Employee Handbook to ensure all staff and volunteers working with our students have had the proper training.

Rachelle Hulet, CEO

The breakdown for the 48 full or part-time staff hired during the 2025- 2026 school year are as follows:

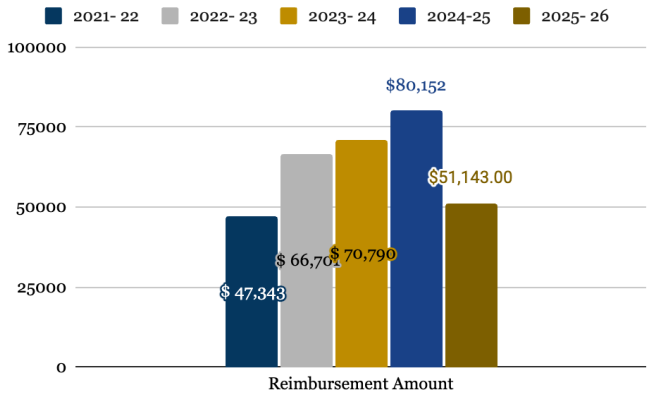
- 26 Teachers
  - 6 Elementary Teachers
  - 4 ESS Teachers
  - 16 Secondary Teachers
- 14 Paraprofessionals and SPTAs
- 3 Student Support Staff
  - Speech Language Pathologist
  - 2 Student Support Monitor
- 5 Support Staff
  - 2 Assistant Principals
  - Business Specialist
  - Front Desk/ Receptionist



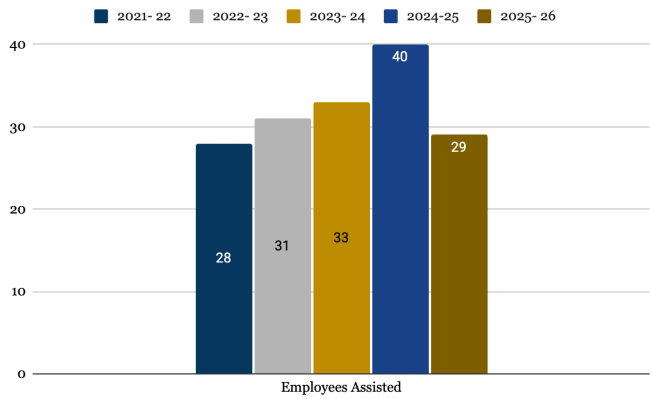
Education Reimbursement, Promotions and Career Growth

Offering education reimbursement to employees began in the 2021- 2022 school year and has continued each school year since the program began. The education reimbursement limits are based on a sliding scale to allow those who earn less to be eligible for a greater amount of education reimbursement.

In the 2025- 2026 school year, Amplus paid $51,143 in education reimbursement to 29 staff members. This is lower than previous school years, which makes sense as employees receive advanced degrees and continue to stay at Amplus there would be less utilization of the program. In addition, Master's degree program reimbursement now require a commitment to work at Amplus for a set length of time after graduation in order to be eligible for reimbursement.



Rachelle Hulet, CEO



For the 29 staff members who received education reimbursement assistance, below are the programs in which they are currently enrolled or completed during the 2025-26 school year.

- ➔ ARL Program- Seven (7) total employees currently enrolled
- ➔ Bachelor's Program- Six (6) total employees complete Bachelor's coursework [1 completed their bachelor's program and 5 are currently enrolled]
- ➔ Master's Program- 11 total employees completed Master's coursework [5 completed their Master's and 6 are currently enrolled]
- ➔ Professional Development- 5 total employees completed
- ➔

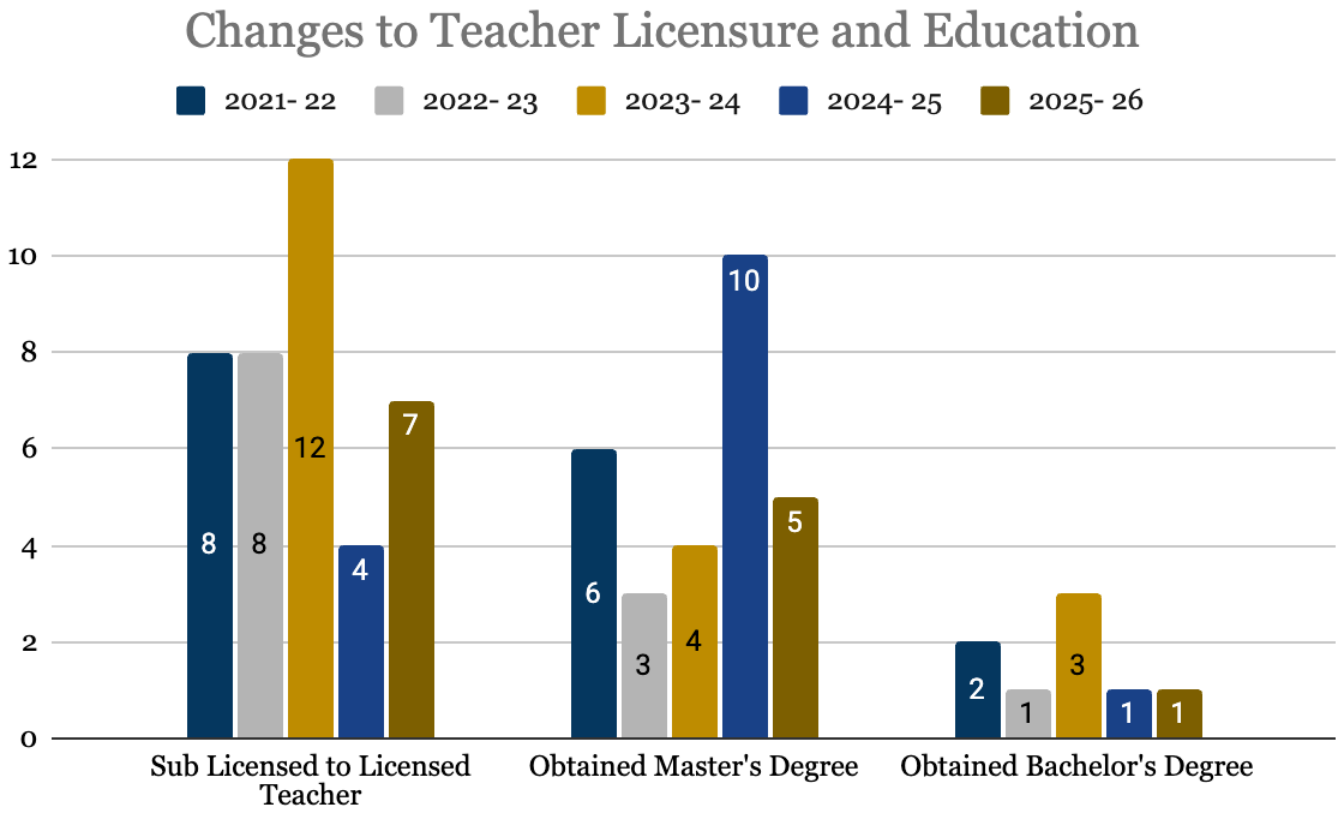
A major focus of our education reimbursement program is to create a route to teacher licensure for our existing staff; specifically elementary paraprofessionals, special education teaching assistants and other support staff. Support staff can gain valuable classroom experience and learn from on the job training provided by our existing teaching staff. The partnership of our veteran teachers mentoring paraprofessionals and other staff interested in teaching is incredibly valuable for the continued success of the education field. Moving forward when considering applicants for support positions, hiring preference will be given to staff who are committed to advancing to teaching or other licensed positions.

We are proud to report:

- ➔ Seven (7) of our teachers went from being substitute licensed to being fully licensed in their subject area.
- ➔ Five (5) staff members earned their master's degrees.
- ➔ One (1) staff member earned their bachelor's degree.

We have multiple staff members currently in school to pursue their baccalaureate or master's degree in various fields. Below is the historical data for the past 5 school years.

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Teacher Licensure

While we are incredibly proud of those who have taken advantage of the professional growth opportunities, we realize there is still work to be done. We currently have **87%** of our teaching staff with a **full teaching license** (93 of 107 teachers). This has increased from 80% (84 of 105 teachers excluding 2 long term substitutes) in the 2024- 2025 school year. While teaching on a substitute license or without a license in certain subject areas is allowable per the NRS, we recognize the importance of having highly qualified staff members in all of our teaching positions.

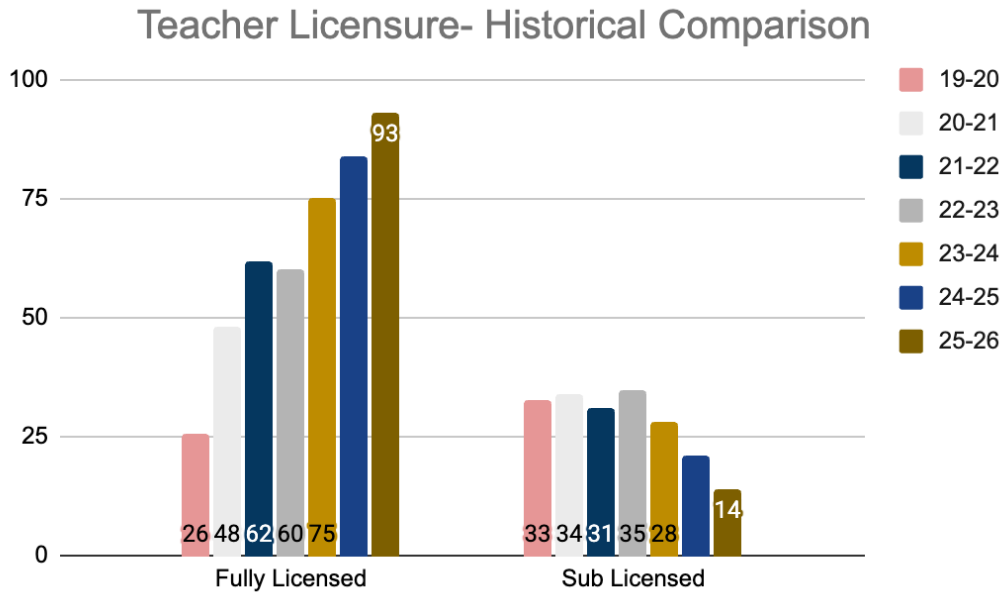
Of the 14 non- highly qualified staff currently employed at Amplus:

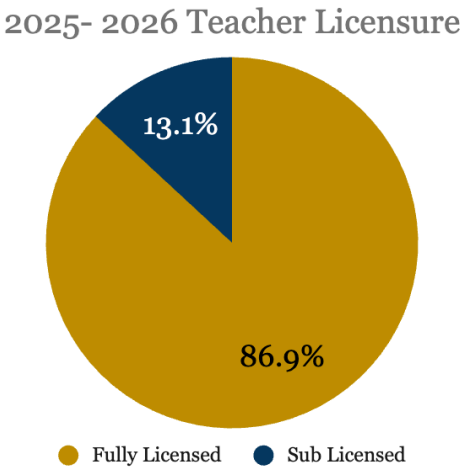
- ➔ We have eight (8) staff members who are pursuing their licensure using an Alternate Route to Licensure (ARL) program. This allows those with a bachelor's or master's degree in another field to become certified as a teacher.
- ➔ We have three (3) staff members currently in school pursuing their bachelor's degree or master's degree through a traditional college or university. Many are completing their student teaching requirements while employed.
- ➔ We also have one (1) staff members who have bachelor's or master's in education but are in the process of completing their necessary testing or student teaching as required by the Department of Education.
- ➔ We have three (3) staff members who have completed all Department of Education licensure requirements and have their full teaching license in pending status. We anticipate this will be completed in the next few weeks.

Rachelle Hulet, CEO

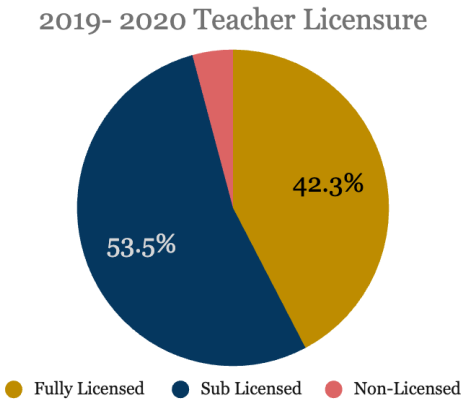
Teacher licensure remains a priority for Amplus Administration. Prior to the Amplus Academy change in leadership in 2020, only 42% of teachers were fully licensed. We continue to have a goal of all core content teachers being fully licensed in their subject area by the 2027-28 school year.

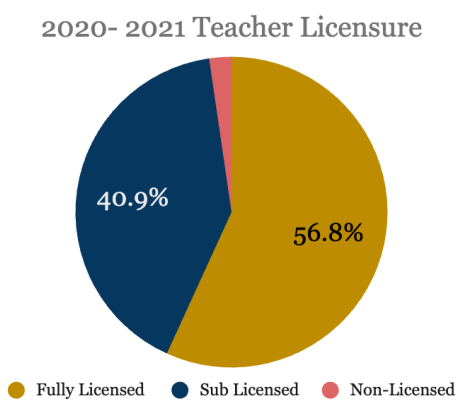
A major incentive that has contributed to this increase in licensure has been both education reimbursement and a significant increase in salary for fully licensed teachers. For the 2023- 2024 school year, our salary scale had an increase from the Bachelor's with a Sub License to the Bachelor's with a Teaching License scale of $17,000. Combined with education reimbursement, there is a strong financial incentive for our teachers to be fully licensed.

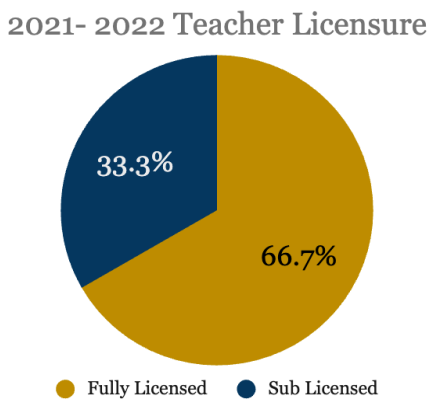


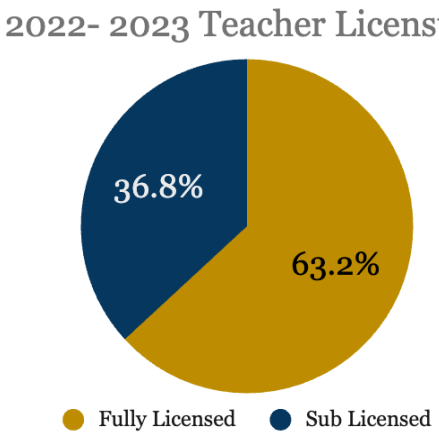


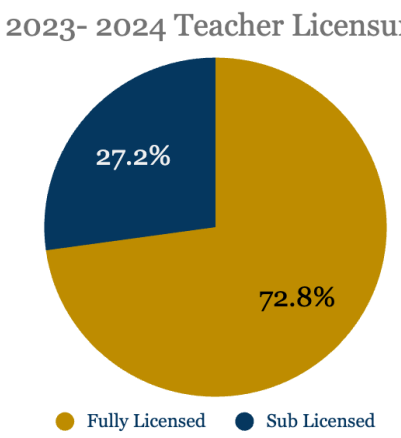
Rachelle Hulet, CEO

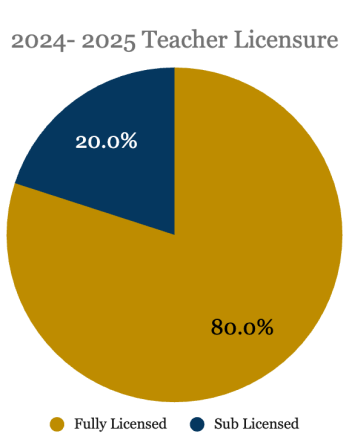








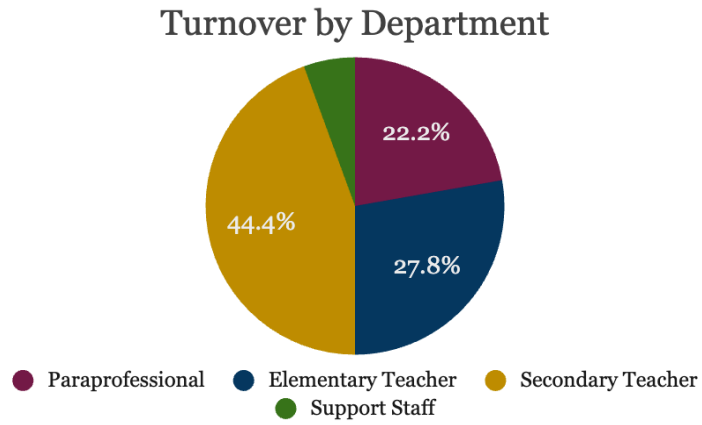


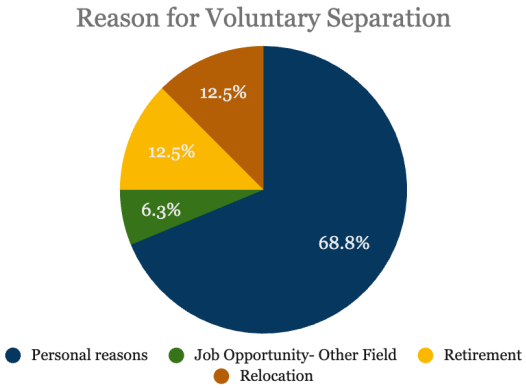


Rachelle Hulet, CEO

Resignations and Terminations- All Staff
Amplus Academy said goodbye to 18 staff members over the course of the school year. Of the 19 staff members, 13 of the resignations were voluntary. The breakdown of the departments are listed below:

- Paraprofessional- 4
- Elementary Teacher- 5
- Secondary Teacher- 8
- Student Support- 1





Employees have moved on for a variety of reasons throughout the year. The most common reason for employees to resign their position from Amplus is due to personal or family reasons.

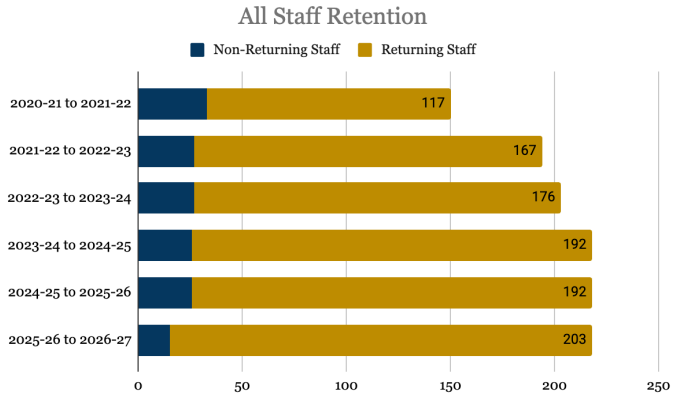
The full list of reasons for employee separation are listed below.

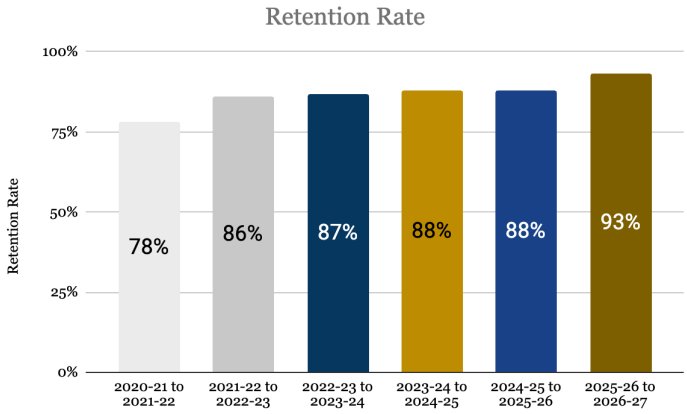
- Involuntary Terminations- 2
- Personal reasons- 11
- Job Opportunity- 1
- Relocation- 2
- Retirement- 2

Year to Year Retention
An important analysis that we do annually is look at the year to year retention rate as a whole staff. Coming out of the COVID hybrid learning year and Amplus Academy transition, the staff retention rate for the 2020-21 to 2021-22 school year saw the lowest amount of retention from year to year with 78.0%. We have implemented various practices to encourage retention. This ranges from more specific interview questions that assess cultural fit to ensure alignment between applicants and the school's mission and values, a peer mentoring program for all new to Amplus staff, increased training throughout the school year and a mid-year stay interview with Chief Academic Officer Sarah Barlow to discuss any concerns to allow administration to make changes during the school year.

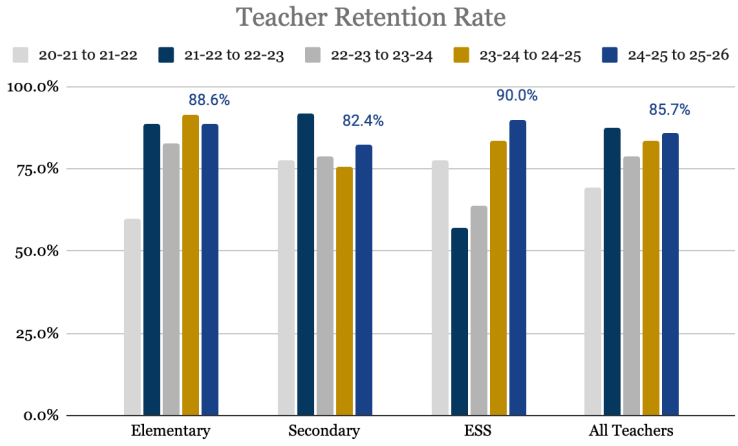
Rachelle Hulet, CEO

We are proud to report that we have increased our retention to 93.1% this year. This is an increase in the 88.1% retention rate we had the previous two school years. The full all staff retention charts are listed below.





In addition to analyzing all staff retention rates, we analyze our teacher retention rates. We break this down by department into Elementary, Secondary and Special Education (ESS) as well comparing voluntary resignations compared to involuntary non-renewal of contracts.



Similar to the trends we saw with our all staff retention rate, our 2020-21 to 2021-22 retention was our lowest year for retention for all terminations. There was a larger amount of non-renewals or mutual agreement terminations from 2020-21 to 2021-22, primarily from the philosophical differences as we transitioned to Amplus Academy. Our retention rates significantly improved for the 2021-22 to 2022-23 school year and have remained consistent the past 3 years. Many of the retention strategies outlined above have impacted the improvement in retention rates.

	Teacher Retention Rate - Voluntary Resignations Only						**Teacher Retention Rate - All Terminations, Resignations and Non-Renewals**					
	20-21 to 21-22	**21-22 to 22-23**	**22-23 to 23-24**	**23-24 to 24-25**	**24-25 to 25-26**	**25-26 to 65-27**	**20-21 to 21-22**	**21-22 to 22-23**	**22-23 to 23-24**	**23-24 to 24-25**	**24-25 to 25-26**	**25-26 to 26-27**
Elementary	73.0%	90.7%	88.4%	91.3%	90.7%	93.5%	60.0%	88.6%	82.6%	91.3%	88.6%	93.5%
Secondary	86.1%	91.9%	81.1%	75.6%	85.7%	95.8%	77.5%	91.9%	79.0%	75.6%	82.4%	97.9%
ESS	100.0%	66.7%	63.6%	90.9%	90.0%	76.9%	77.8%	57.1%	63.6%	83.3%	90.0%	76.9%
All Teachers	**84.0%**	**89.8%**	**83.2%**	**84.6%**	**88.5%**	**92.5%**	**69.2%**	**87.5%**	**79.0%**	**83.5%**	**85.7%**	**93.5%**

Rachelle Hulet, CEO

We recognize that special education is one area that we would like to see an increase in our retention. The need for highly qualified special education teachers is something that is seen both locally and nationally. We will continue to offer education reimbursement for current paraprofessionals with a path toward licensure.

Amplus continues to recognize our 10 year employees with an award, recognition at our Archer of the Year assembly and a $2,000 loyalty bonus to thank them for their service to our school community. In the 2025-26 school year, we had 7 staff members reach this milestone. 19 of the 22 staff members who have been with Amplus at least 10 years remain with Amplus as we start the 2026-27 school year.

Compensation and Benefits
Amplus Academy recognizes that in a competitive job market, we must continue to offer adequate compensation and benefits to recruit and retain quality employees. We are constantly reevaluating and assessing the needs of our staff.

As CCSD has raised their salary scale significantly since the 2022-23 school year, we continue to recognize the need to adjust our scale similarly. We have raised our Master's degree scale to be an average of $8,000 higher than our Bachelor's degree salary scale. This is in line with our goal to have all of our teachers highly qualified in their field by providing a greater financial incentive to become fully licensed and highly qualified.

As CCSD had a hiring freeze for the 2027-27 school year, we recognize that we were able to keeDespite this financial incentive, we are continuing to lose licensed teachers to CCSD. We only have 1 teacher resign to accept a position with CCSD. This is a decrease from the 7 teachers who resigned their positions with Amplus for the 2025-2026 school year went to CCSD. We are currently 10% lower on our Bachelor's Degree scale and 30% for our Master's Degree scale.

The focus of the AB398 funds have been focused on licensed teacher salary increases to help close this gap. We recognize that we will continue to need to raise our salary scale, as funding allows, in order to remain competitive. For the inaugural year of AB398 funding, we created a salary adjustment scale that took into account our teacher's education and licensure. The approved methodology strategically applied targeted, one-time salary adjustments to teaching and specific support staff to address critical retention needs and improve competitiveness against the local school district (CCSD) and other charter schools. The allocated funds were disbursed to eligible staff in two installments—one mid-contract year and one at the end of the contract year.

	Employee Count	Salary Adjustments	PERS Contributions
Paraprofessional	38	$ 33,396.82	$ 7,465.04
Teacher	110	$ 470,547.96	$ 112,129.42
TOTAL	148	$ 503,944.78	$ 119,594.46

Rachelle Hulet, CEO

	Salary Adjustment	PERS Contribution
Teacher w/ Sub Lic	$ 36,564.26	$ 8,132.80
Bachelor's w/ Teaching Lic	$ 120,481.81	$ 29,137.14
Master's w/ Teaching Lic	$ 313,501.89	$ 74,859.48
SSP/ SPTA	$ 33,396.82	$ 7,465.04
TOTAL	$ 503,944.78	$ 119,594.46

In addition to the base salary, we paid out various additional forms of stipends and compensation to our staff. Below are the various stipends that were paid in the 2024- 2025 school year.

2025- 2026 Stipends	
Academic Stipend	$136,501
Activity/ Club Advisor	$14,474
Athletic Coaches	$98,925
Extra Duty Assignment(s)	$15,072
Facility Rental	$21,124
PTO Buyback	$32,255
10 year Staff Loyalty Bonus	$14,000
Teacher Mentor/ Leadership	$46,934
Teacher Prep Sell	$11,996
TOTAL	**$391,281**

For the 2025-26 school year, we were able to negotiate a blended 5% premium increase on our health insurance plans this year. We are proud to offer one of our four health plans that cost $0 out of pocket for our staff members who elect Employee Only coverage. We continue to offer a range of affordable options for employees who require family coverage.

As an employer, we also contribute toward our employee's dental plans and offer employer paid long-term disability and life insurance for all full-time employees. As a state of Nevada PERS employer, we also contribute 19.25% of the employee's salary to their state pension for all eligible PERS members. We also offer voluntary insurance plans such as vision, short-term disability, voluntary life insurance, and ancillary plans such as critical illness, voluntary accident, cancer assist and medical bridge plans.

Conclusion

Amplus Academy recognizes that our staff are instrumental in carrying out the mission and vision of our school to the students, parents and other community members. By analyzing various HR analytics such as

employee turnover and retention, we can address problems or issues that are causing employees to leave in hopes of retaining excellent staff. By focusing on the promotion and career growth opportunities of existing staff, our goal is to keep turnover low while positively contributing to the growth of our employees. The focus on continued growth for all members of our Amplus community, from teachers to students to support staff, is critical in carrying out the mission of being Smarter, Kinder and Better each day.

Rachelle Hulet, CEO

IT Updates

Below are items that have improved:

Improved - Rainbow Campus network backbone was upgraded from 1GB to 10GB. We are expecting to be deploying new firewall, switches and wireless access points this Fall with the help of e-rate grant.

Improved - Durango Gym audio, 12 of the speakers were rebuilt with new drivers to replace blown out speakers.

Improved - Additional digital signage installed at Durango lobby & Rainbow lobby.

Below are items that are new:

New - 8 Portable classrooms were equipped with the same technology stack as regular classrooms, complete with extended PA functionality, emergency SafeAlert notifications, projectors and wireless access points.

New - Durango Gym received a new LED display to replace outdated projectors.

New - Durango Gym wireless microphones for special events and streaming to YouTube.

New - Audio and video extensions were installed to help students set up and run streaming for special events from the coaching office area.

Rachelle Hulet, CEO

Operations Updates

Below are items that have improved:

Improved - Interior of the Rainbow Campus was completely repainted over the summer months. Several rooms and hallways of the Durango Campus were also repainted.

Improved - Playground upgrades were added to both the Rainbow and Durango campuses. Fun games and activities were painted on the concrete areas. Basketball hoops were also added at both campus playgrounds.

Below are items that are new:

New - A new six foot security fence was installed around the Rainbow Campus. This fence secures the school and also provides security to store our buses and support vehicles.

New - A security trailer/tower has been installed to provide added security of the exterior of the Rainbow Campus with focus on storing the buses and support vehicles.

New - An early grading permit was secured and grading began on the five acres in preparation for the new sports field and buildings. Construction will continue through the 26-27 school year.

Rachelle Hulet, CEO

Athletic Updates

High School: In 2025-26, Amplus Academy celebrated our third academic year of high school athletics as full members in the NIAA 4A division, while Women's basketball realigned to 3A. Our Men's Cross Country Team were Academic State Champions for 4A, and our Women's Flag Football Team were the runner's up for 4A. Amplus Academy celebrated our first ever state champion. Ashley Galvis competed in and won the 4A Track and Field Triple Jump contest; she also placed 3rd in state for the long jump. Ashley is a dynamic athlete who also competed on the Women's Volleyball and Flag Football teams. She was recognized by the Las Vegas Raiders as a featured female athlete in 25-26.

196 High School students were rostered for the 25-26 school year on our school teams; 27% of all 9th-12th grade students played at least one sport. 6 students were tri-season athletes.

173 Middle School students were rostered for the 25-26 school year on our teams; 27% of all 6th-8th grade students played at least one sport. 6 students were tri-season athletes.

191 Elementary students were rostered for the 25-26 school year on our teams; 17.5% of all K-5th grade students played at least one sport. 11 students were tri-season athletes.

We are proud of the work that the athletes, coaches, and families have invested in our teams and programs. The community culture and positive reputation of our teams

Fall Season: In the fall, our Women's Cross Country team finished 4th in Regionals and then took 5th at state for Cross Country. Our top finisher in Men's placed 21st and in Women's placed 16th. Women's volleyball "B" team won the Freshman Firehawks Invitational tournament against CCSD and charter schools; Varsity took runner up in the copper bracket of the Las Vegas Invitational. Madison Bruschke was voted 2nd team All Conference.

Winter Season: The winter season saw our women's flag football tied their best season record for wins in their league; 5 student athletes were voted for All Conference honors. They improved their finish to 6th place in their league. 3A Women's basketball provided travel experiences, growth, and development for our very young team. Their unity is an inspiration in the athletics program. Men' s basketball welcomed a new coaching staff and won the Beaver Dam Christmas Tournament. In high school bowling, the Men's Bowling team sent Jacob Bernal to the state championships, and they welcomed a new head coach for the season.

Spring Season: In the spring, Men's volleyball celebrated a strong season where Blake Taylor got voted 1st team All Conference, ranked 3rd in kills for the conference. Max Ganley was voted for 2nd team All Conference and led the conferences in Aces. We had two top 3 finishers in the triple jump for Track and Field. Ashley Galvis, Kelsey Harris, and Nicole Krstanovic (from Girls) and Tristan Martinez (from Boys) all qualified for state Track and Field after strong regional finishes.

Rachelle Hulet, CEO

Middle/Elementary School: Our elementary and middle school athletics saw growth and success during the 25-26 school year as well.

Fall Season: Fiona Lewis finished Top 5 (3rd place) for Middle School Cross Country and Carter Murray finished in the Top 10 for Elementary Cross Country. 7 Boys and 4 Girls made it to the NCSAA championships. Amplus Academy represented with 12 teams between elementary and middle flag and volleyball teams who were all competitive teams in NCSAA and Amplus Academy hosted 2 rec teams for development. The Boys 4-5 CoEd Flag Team were Runner's Up for the season. 6-7 Middle School Silver Volleyball Team made it to the playoffs, as did the 4-5 Elementary Gold Volleyball Team. All teams boast great growth and development.

Winter Season: Winter was a season of wins! The basketball teams finished with the 6-7 JV Boys taking home the championship; 4-5 Gold Boys Basketball won their 3-peat'd as champions, and 4-5 Girl's Basketball won the championship and proudly brought home a banner after settling for runner's up the year before. The Elementary Bowling Team came in 3rd place overall with NCSAA's championships; Eleanor Shaffer got 2nd and Karis Romero got 3rd in the individual competition. The top Middle School Bowling team finished 5th for the season.

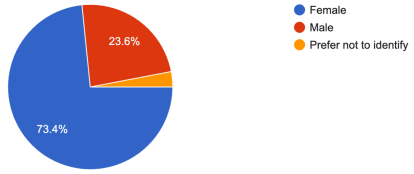
Spring Season: In the spring, one of our soccer teams, the 4-5 Elementary Gold Team won the NCSAA championships for a second year in a row. Our three teams were strong representatives in the competitive league and we developed two rec teams. For Men's volleyball, we had our first elementary volleyball team compete, and our Middle School Gold volleyball team made it to playoffs. Our Track and Field teams doubled in size with 49 athletes competing; Rocklin Werner repeated his first place win in the 100-meter dash (4-5th grade), and Zachary Cox finished 6th in the 100-meter dash (6th grade). Addie Wilder placed 6th in the 400-meter race and 7th in the 800-meter race (4-5th grade). Maxwell Mikell placed 5th in the 200-meter race (6-7th grade). Aliyah Jackson (6-7th grade) finished 6th, Ella Olagonju finished 12th (4-5th grade), and Landon Gough (8th grade) finished 13th in shot put - our best yet finish for the NCSAA league in throws. Maggie Hall was the champion for the long jump (4-5th grade).

Rachelle Hulet, CEO

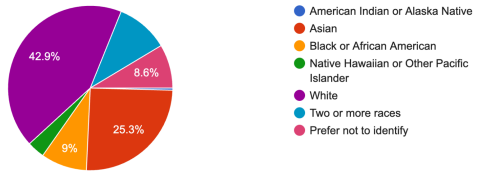
25-26 Amplus Parent Survey

233 results (338 students) = 13% of students

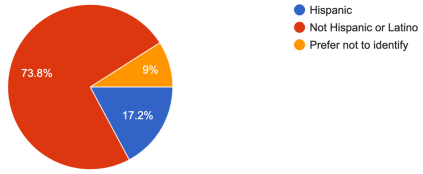
Gender
233 responses



Race
233 responses

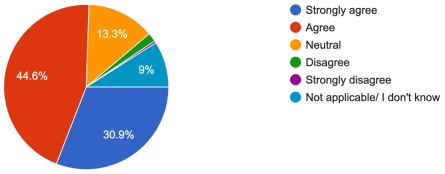


Ethnicity
233 responses

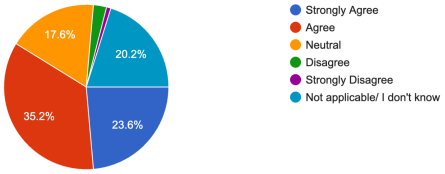


Governance and Leadership

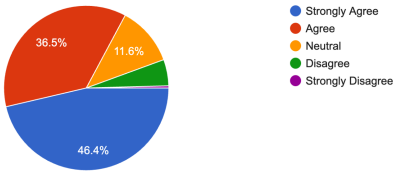
Our school's governing body operates responsibly and functions effectively
233 responses



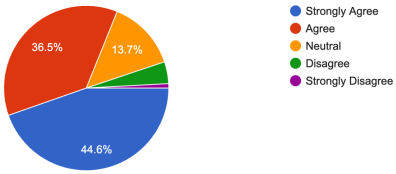
Our school's governing body does not interfere with the operation or leadership of our school
233 responses



Our school has high expectations for students in all classes
233 responses



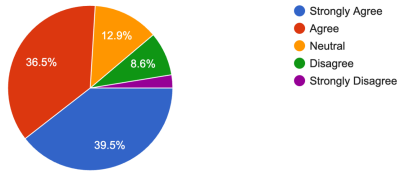
Our school shares responsibility for student learning with its staff, parents, families, students, and other community members.
233 responses



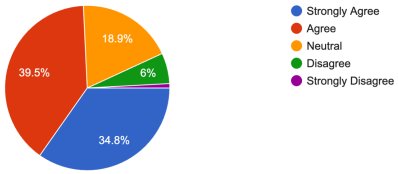
25-26 Amplus Parent Survey

233 results (338 students) = 13% of students

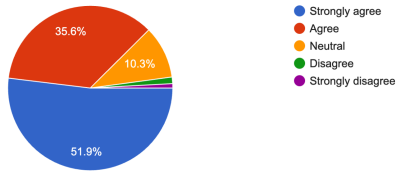
Our school communicates effectively about the school's goals and activities
233 responses



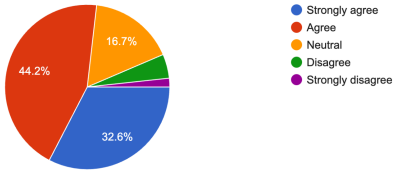
Our school provides excellent support services (e.g. counseling, and/or career planning).
233 responses



Our school provides opportunities for staff, parents, families, students, and other community members to be involved in the school
233 responses

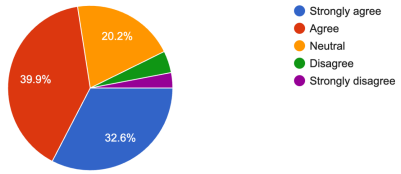


Our school provides opportunities for students to participate in activities that interest them.
233 responses

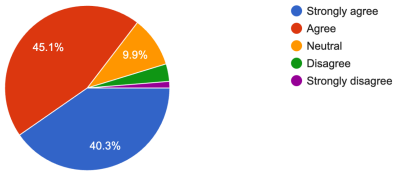


Resources and Support Systems

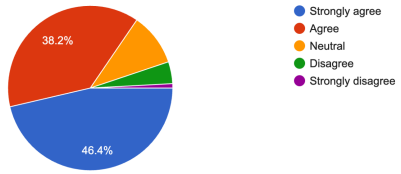
Our school provides qualified staff members to support student learning.
233 responses



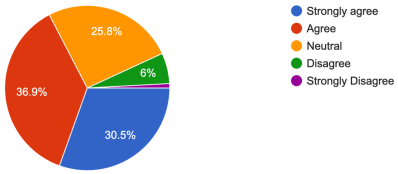
Our school ensures that the facilities support student learning
233 responses



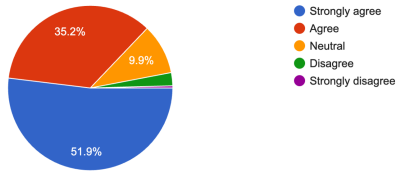
Our school provides an adequate supply of learning resources that are current and in good condition.
233 responses



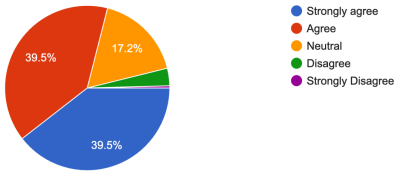
Our school ensures the effective use of financial resources.
233 responses



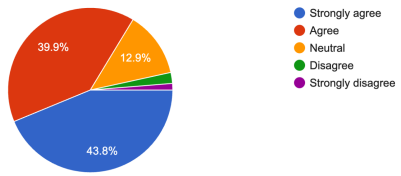
Our school provides a safe learning environment.
233 responses



Our school ensures that instructional time is protected and interruptions are minimized.
233 responses



Our school provides students with access to a variety of information resources to support their learning.
233 responses

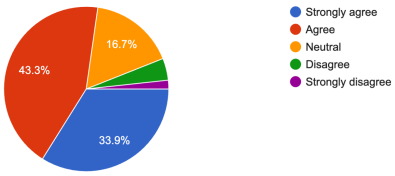


25-26 Amplus Parent Survey

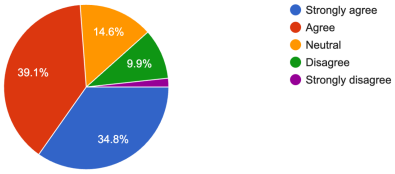
233 results (338 students) = 13% of students

Family Engagement and Support

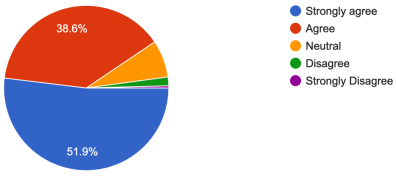
Our school prioritizes our family's need to support my child.
233 responses



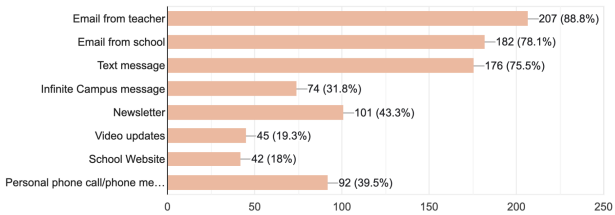
Our school reaches out to engage me in my child's learning.
233 responses



I regularly receive messages from the school.
233 responses

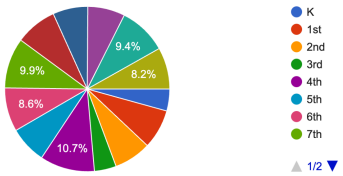


What method do you prefer for the best communication? Check all that apply
233 responses

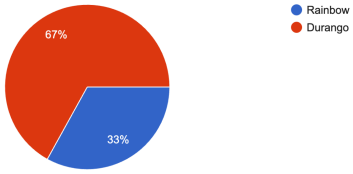


Student #1 Info

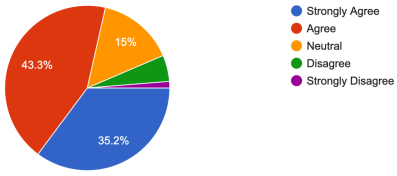
(1st Child) My child is in _____ grade.
233 responses



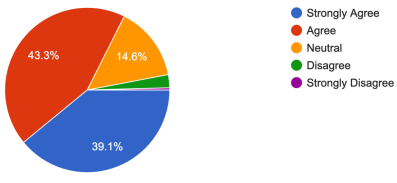
(1st Child) My child attends _____ campus
233 responses



My child's teacher(s) provide an equitable curriculum that meets his/her learning needs
233 responses



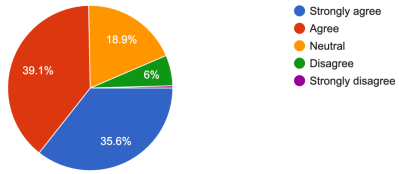
My child's teacher(s) give work that challenges my child
233 responses



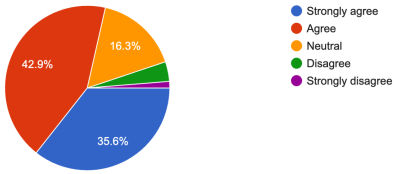
25-26 Amplus Parent Survey

233 results (338 students) = 13% of students

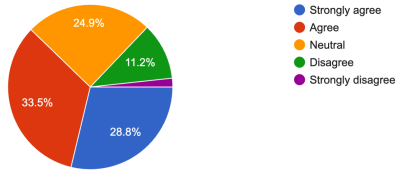
My child's teacher(s) use a variety of teaching strategies and learning activities
233 responses



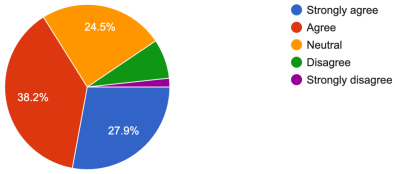
My child is given multiple assessments to measure his/her understanding of what was taught.
233 responses



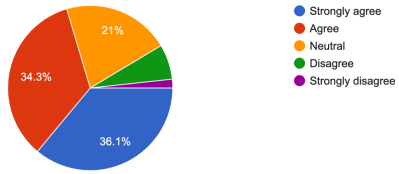
My child's teacher(s) meet his/her learning needs by individualizing instruction
233 responses



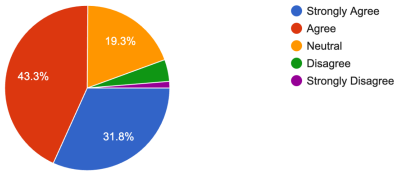
My child sees a relationship between what is being taught and his/her everyday life.
233 responses



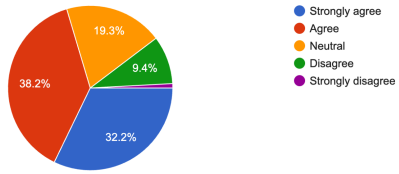
My child's teacher(s) work as a team to help my child learn
233 responses



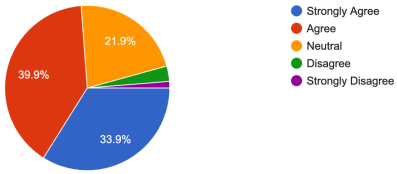
My child has at least one adult advocate in the school.
233 responses



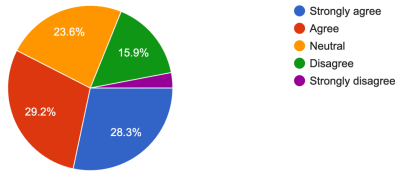
My child's teacher(s) help me to understand my child's progress
233 responses



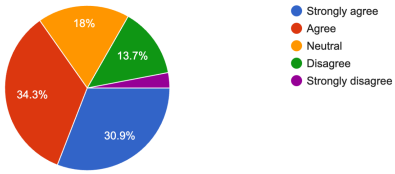
My child has access to support services based on his/her identified needs
233 responses



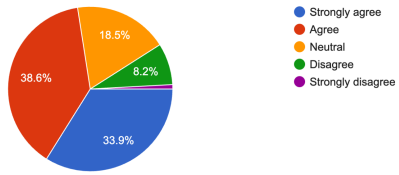
My child's teacher(s) keep me informed regularly of how my child is being graded
233 responses



My child's teacher(s) reach out to engage me in my child's learning.
233 responses



My child's teacher(s) reports on my child's progress in easy to understand language.
233 responses



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What is **one** suggestion you would like to offer to improve our school?
Shade in the pickup line!!!!!!!
Provide lunch
Sports
Early drop off
Have better resource teachers that communicate and stick to the IEP plan
Don't have students miss class time for lost name tags. Also instead of having teachers direct traffic the should spend this time helping students who need extra help. It's crazy to have teachers directing traffic
Show more support towards student athletes
More outdoor play time, my child informed me that they barely get to move their bodies.
Maybe more modern electives such as technology and STEM, arts and media.
I hope teachers would regularly take pictures of activities of the kids
Stop asking returning parents to sit through the orientation. There should be a new student/parent orientation and a returning parent/student orientation to move things along quicker
Have same schedule for example 9-2 all days same
The class that my child is having trouble in, and not connecting with the teacher, I would rather meet face to face with said teacher instead of a middle man.
Lunch offered at school.
There should be some type of parent–teacher–principal conference when a child is struggling academically. This year, we experienced a lot of miscommunication. Our child would tell us one thing, while the teacher would tell us something completely different. Meanwhile, his grades continued to decline, even though we studied with him every day at home and did everything we could to help him succeed. By the end of the school year, we learned that our family was not the only one experiencing these issues in our class. It seemed that the teacher struggled to find an approach that worked for many of the students and did not provide enough support to help them improve. Overall, this school year was extremely difficult for our family. .
For high school students, I would like to see individualized plans to help my child improve in areas that do not show strengths.
Safety for kids
don't know
I would suggest that kids not be sent home if there is a dress code infraction. I think that policy is ridiculous. Life happens and as long as the child is not having a repeated dress code infraction don't take time away from their learning.
Bus monitoring or big brother/ big sister pairing to watch the younger kids on the bus and be advocates for no bullying.
An after-school program at the school, even if it's run by another organization like Boys & Girls Club, would be great.
Staff to stop yelling and screaming at the children during lunch and in the hallways.
Less tests and more creativity. Better specials
Better pay for teachers and substitutes so they do not leave

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Bring back video updates! More constant communication for upcoming events this last year felt like they were last minute reminders or information. Cleanliness of the childrens restrooms during the day my children constantly state how disgusting the restrooms are and no one looks at them during the day

Use funds from fundraisers for more overall school needs instead of more fundraisers.

To provide more time in class to complete the work - less homework

Less strict dress code consequences or less strict dress code

School Library

I recommend adding more age-appropriate activities for younger children, such as arts and crafts, STEM, music, and sports. Expanding the SafeKey program with additional capacity and engaging activities would also be a great benefit for students and working families.

More free dress days

Club availability for elementary at Durango campus

To track student's academic progress, I hope school let parents know the full details results of MAP test.

Give a homework

Maybe just the website needs work it lags.

Uniforms are expensive. If you can't lower the cost then atleast stop being so picky about the pants. If I buy slacks without pockets why does that matter? If I buy slacks without belt loops WHO CARES?? Especially when the cardigan covers both. They aren't jeans or yoga pants.. leave it alone.

More sports activities please

Parental intervention should be prioritized for students who demonstrate repeated behavioral issues and are consistently placed on wall timeouts. From my observations of student interactions, wall timeouts often appear to be the final step in the cycle of repeated behavior corrections, with limited long-term improvement. Involving parents earlier may help create more consistency, accountability, and support in addressing these behaviors effectively.

More Neurodivergence awareness/education for students students

Timing of communication

More creative outlets and sports

After school program to help parents with 9-5 work days

More communication on teacher behalf if child is not doing well in a subject

Allow them to fill their water when needed. Also, bathroom break situation is a nightmare. They don't give them enough time in between classes and then they are punished if they ask to go during class. All because one or two bad apples messed up the bathroom one day. Let's punish all of the children! Makes zero sense.

Communication with the Parents more often than relying on the students to get the information first.

More proactive interventions and resources for kids that fall in the middle for support

It allows for an appropriate extension of the children's lunchtime.

The school seems to have changed quite a bit in the last couple years or since the original leaders left. My kid says there is no discipline in classes. Kids are talking over the teachers and it's very distracting. Bullying is an issue, I know it's hard for the school to recognize this but for a long time, we were proud to go to the school because parents were engaged which meant the kids were generally better behaved. Very disappointing to see the school turn into what appears to be just another public school in the worst school system in the country.

Grades, missing assignments, and assignment due dates are not always clear based on the website and what my child is hearing in class. There were times during computer-based testing that my child was unable to go back and change her answer or the test advanced with a selection my child didn't choose.

Hold parents responsible for following procedures & rules during dropoff & pickup

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Not sure at the moment

I have more suggestions: Be more parents inclusive in a child learning, Be consistent in rules and regulations.

I understand the importance of rules and creating a system for students to thrive and learn how to work together, however, I feel that there are certain aspects that are too strict and the punishments for some minor infractions (such as forgetting a name tag) are too extreme for the particular rule. I have no problem having my kids follow the dress code, but to deny them the chance to go to class and gain an education because their name tag fell off on their way to school feels like you're missing the mark and the crime does not fit the punishment.

Teacher grading is slow and incomplete. It's very difficult to track missing assignments/grades across multiple platforms. It's confusing for the students/parents and adds more work for the teachers.

Be honest about fees. The school supplies fee added to everyone's account I feel was a dishonest way of handling that situation. I'd have no problem if $25 is required for school supplies and not just in an honor system. That is still cheaper than buying supplies. But to be presented as a fee and not to be honest about it being optional is where trust was lost. We were then told it would fall off and up until summer it remained on my account until I asked about it. Times are tough for people and to push out a fee and hope people will pay it thinking they have to is not ok. Someone may put themselves in a position that could have been avoided. And if the fee is upfront people can plan for that. This whole issue is not about the money. It's about honesty and transparency.

Onsite kitchen for lunches. Also send the Jason's Deli/CFA link for ordering. I rarely got the link to order for my child

Tesfaye Ejeta

More training on how to assist in google classroom or cross reference what is reflected in infinite website.

Carpool, children need to be seated and belted in properly. Some kids are unable to belt themselves. Not rushed off property by the teachers/admin. That's a violation with the police. Even though not all parents take the time to do so. I've been yelled at for not moving along fast enough.

More teachers contact and not letting them just fail. Also, no subs for an entire semester. This hurts their learning and lesson plans.

Amplus should maintain an environment where all children are treated fairly and receive equal attention and opportunities, regardless of race or skin color.

The survey ended before you even asked for details. Not sure if you're really interested in our feedback if you don't give us an opportunity to explain some answers.

Communication is poor for a couple reasons. First, don't send me a text message to tell me that I have an email to read. If it's important send a text if it's a newsletter just send the email. Second too often we get notifications for meetings like pac or other things either the morning of or the night before. I'm sure you have these planned far in advance, the communication needs to be sent in advance as well.
When the kids were younger, the school is all about creating good citizens and treating people well. I'm not sure why that was discarded, but it definitely shows in how the kids are treating the teachers and each other. This school was supposed to be different than other schools.
Also, it's disheartening that the first class of kids in this school will never see the athletic field that was promised when the school was first built.

Have more technology to children with autism, give them more learning opportunity like music, art, technology skills.

nothing

More notice of upcoming programming and a wider range of after school clubs for all ages

More parking

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I think keeping kids out of class for uniform infractions, especially very young ones, when it's infrequent is too strict.

Work with parents to allow them to put students in higher level classes. The process is too long and by the time they get moved to a higher level classes they are behind and get a lower grade the first term but end up getting an A the rest of the year.

I'm very satisfied as is.

I honestly don't have an answer. I'm just so impressed.

Teachers need to give students more attention when they have a low grade point average. Explain the material to them after class and organize them into small groups to improve their grades.

More extra curricular for K-2

Shorter hours.

A few days to catch up on projects or long term work

comprehensive sexuality education

The sports try outs ,not need to apply for the ones there in alraedy and becouse they want or like to continúe ....

Please advise the children at every class how to sit down in front of PC and ensure that they have right height for PC, has adequate light for PC work, and maintaining the distance from the screen while working on PC. My child is healthy being but complained the eyes pain and headaches after school, required ophthalmologist visit and advised to have a reading glasses. I understand that PC related activity is inevitable nowadays but also have to have balance to maintain the health.

Spend more time on a subject then just 1 day so my child can understand better and not be rushed.

More extracurricular activities

Start hiring more qualified teachers with experience. Have coaching available for the teachers to become better teachers.

4 full days/week with 3 day weekends vs current schedule

Class size is a bit big 30 kids for one teacher and aid is a bit much. I felt like my child got lost a bit last year. Or not enough time to finish her work.

Communication

Some teachers don't grade work in enough time to make up assignments if needed.

I would like to see an app where we can communicate more efficiently between teacher and parent.

The students they don't have a book for every subject to read at home .This is the worst strategy for the school .All students must get a book to read at any time in a better woy than the computer.

When our other kids are old enough to start school at Amplus, we would like have the same teachers as their older brother

I would love more communication regarding my student in secondary. He is a well-behaved quiet kid but it would be nice to know that he's seen and valued outside of the wonderful Mrs. Witherell who DID regularly engage.

Figure out a way to stop people from making left hand turns into the parking lot during pick up and drop off.

Safe key would be great(after school options).

More notice on activities that will be during the day as we need to plan with jobs to take time off.

Ms. Jenkins and Ms. Wibon were really tough and unprofessional. Ms. Polish, Mr. Lee, Mr. Patterson, Ms. Cordova and Mr. Fogle are all amazing. I suggest some more training for struggling teachers. I would also suggest/request better sports facilities with a field.

As administrators, develop better relationships and follow up with students who ask for your help or assistance with school related events, activities, or issues.

More sports for boys

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My son attended this past year as a 6th grader, Liam Troxler & I am pulling him from this school. This year my son's grades have dropped and he failed many classes through out this school year. While this happened never once did any teacher ever reach out to me regarding his grades not once. This to me is very unexceptionable, this school doesn't care about the kids and their grades nor do the teachers. A counselor reached out with about 2-3 weeks left of school. This school is more focused and quick to get in contact with a parent for anything negative. Student forgets a name badge/ponder pouch - call home immediately, while failing 5 classes no type of contact from a teacher at all. My student missed his field trip because of a misunderstanding & was blamed for something that he didn't do because of your the staff you have working here. And when this was brought up the response I got was "there will be other field trips next year" As a charter school I am very disappointed and would never recommend this school to anyone. There's no reason as a teacher with a student failing your classes you don't reach out to a parent and attempt to offer help to the student instead nothing at all. Do better as a school and staff.

More clubs like Choir, Sports, Theatre etc

Baseball program

I don't have any suggestions at the moment

Better communication between staff members regarding activities during school hours.

Thank you for all you do for our community and kids!!

Better outdoor sports/rec facilities, parking

I'd like teachers to email me directly, not expect me to get into 3 different apps plus my students email to find information.

Better communication between teachers and parents

More books- good, fun, classic children's books. Library story time to get kids excited about reading. Ability to check out books. More of a focus on kindness and compassion amongst students. Less Bite Night texts, ability to opt out of these texts. More planning, set the schedule a year in advance and stick to it. More advanced communication about classroom events that parents are invited to, preferable 3 months + notice. Advance notice about projects. A syllabus given to parents at the beginning of the school year with projects, due dates, field trips, class room events, etc.

Better foreign language support for parents

On-site food options: Establishing a cafeteria or grab-and-go food service for daily lunches. Lots of middle and high schoolers do not come to school with lunch. Maybe if there were more options it would help.

I wish technology was used less in class.

Communication is good, but sometimes late and doesn't provide much lead time.

Incorporate discussions/education on bullying, such as insulting comments even if they aren't all the time

Cafeteria

Cafeteria with kitchen to serve hot lunch

I would like to see more activity

Quicker drop off and pick up

Let kids be kids. Meaning lunch time should be time for talking, many times at lunch staff was a little too harsh for kids talking (not even being disrespectful). They spend most of the day in class being quiet and deserve lunch time to be a little louder and longer to talk. And unfortunately lots of voices will make it loud but kids need it to take a break from their learning time. And give more time for recess for elementary, like an afternoon recess. I feel 3 recesses is good for kids in elementary to help get wiggles and energy out.

Continue to expand sports options

Parent access to learning materials tonsullirt child at home

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Stop yelling at the kids at every corner like they are in prison- the lunch room, hallways, bus drivers and bus loading areas, pickup lines. The students are smart, and the staff, even the auxiliary staff, should treat them how they would want to be treated. I have witnessed many episodes of this personally where the situation should have been handled differently. The words chosen and especially the TONE, is critical when speaking to another person, regardless of age. Unfortunately, those staff members taint the many amazing ones at Amplus.

Teachers need to put grades in IC in a timely manner to allow the student and parent evaluate how the student is performing. When grades are all placed near the end of the quarter there is no chance for finding opportunities to improve understanding and improve the grade in the class. Retaking assignments/assessments has been proven to enhance learning and understanding of shortcomings, but some teachers do not provide any such opportunity. Some teachers do not provide the feedback to students and/or parents which places the student at a large disadvantage to understanding what areas are not adequately learned. This leads to a snowball effect as not understanding simple principles can hinder the learning of new ones.

More afterschool activities or clubs

better communication between parents and teachers

Don't allow people to make left turns while dropping off in the mourning. You cant do it on pickups why is it allowed at drop off it's dangerous and cant believe nobody been hit yet that I've seen but it's been close.

offering a wider variety of Fun Run prizes that appeal to students

Additional tutoring support for students who need it.

Before and after school care would be I credibly helpful to us single working parents.

I love that Amplus is very multi cultural but I feel like there is too much of an emphasis on it. I was really disappointed that there wasn't a single performance in the assembly that was represented by "white" kids. I feel like multicultural events have become "people of color" events. My child has complained multiple times to me over the past couple of years about not feeling that she is viewed as important as other students from different cultures. She has seen many students of color from different cultural backgrounds not get in trouble for talking inappropriately or being disrespectful. I have told her to tell the teacher and she has but then the teacher just dismisses it. This has happened with multiple teachers on different occasions. She doesn't even try to report it anymore. She just knows that certain kids won't get in trouble and to her she feels it's because they their skin is a certain color. We love Amplus and I'm not sure what the exact way is to improve with this, but I wanted to share the trend that we have noticed and has become really frustrating to us.

Amplus needs a baseball team

More competition like chess and math

Please prioritize learning over punishment for minor offenses like missing name tags.

.

More organized information. A lot of times key info is missing.

"I would suggest giving older students a bit more freedom and independence. Clear rules are important, but allowing students to take more responsibility for themselves can help prepare them for adulthood while creating a more positive school experience."

Please do not discriminate treat everyone equal, you will be great 👍

Recess for middle school, healthier lunch options, and more electives.

I would like school lunches to be offered.

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Secondary students are expected to communicate with the teacher to advocate for themselves but when the student reaches out often times there is no response or the response is not helpful for the student to fix the problem. There should be a follow up rule to all student emails within 24 hours so that the student can complete assignments that they are having trouble with. Students are not comfortable asking for help sometimes because of comments made to them and it makes it hard for that student to be successful.
Lunch options
On time updating of grades or response to the childs e-mail requests.
better communication when children are getting D and F's in school , why are the uniforms a big money monopoly with the uniform store there should be more options since is a requirement
Better recognition of student athletes. Improve athletics program
I think the school should have a lunch program and make it possible for the high schoolers to have more time to eat.
reducing the amount of homework for students taking AP classes. Balancing multiple advanced courses can be overwhelming, and too much homework may cause unnecessary stress and even make students lose interest in some subjects.
Fewer half days to help students stay engaged in learning.
Smaller class size
Longer school days
Longer recess
Don't make announcements on Tuesday and have a hard deadline on Friday at 5pm. Give us the weekend to catch up from the week and life to adequately complete the task that was dropped on us from the ether.
Communication is lacking—often last minute or inaccurate.

I've noticed teachers at Amplus, have a hard time teaching kids as individuals and sending emails about progress or improvement necessary. Theres a lack of communication. Emails about events need to be sent out at a timely manner to give parents more time to plan and execute properly. I also believe the kids need more socialization and allowing them to have a little more fun being kids than constantly trying to quiet them.
Curb bullying at the classroom level - it doesn't always require a committee
Have a safe key program
Better Communication-Appreciate Secondary kids more the staff only recognizes and praises the same kids over and over again as well as the bad kids get more attention. We need some equality amongst all secondary kids.
Too many teachers are woefully unprepared for the curriculum/classes they teach. This is our third and final child at Amplus and there have been more teacher related issues than I can count. Allowing unruly and disruptive students to remain in class, non-interactive teaching methods using iPads exclusively, and falling behind of promptly and accurately grading assignments and tests have been consistent issues with all three of our children.
Invest into a new building. It is far too congested at Durango to the point of it being a fire concern. Also, allow students to remove uniforms in car line and purchase the shade for students.
I love Amplus, I have no suggestions at this time.
hoped that the school would send private messages and emails to parents in time.
better parking
The time in which communication comes out. So many times we get told about things last minute or communication is unclear.
I'm satisfied for everything.
We hope the school can offer more after-school enrichment programs and family activities.

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Make sure ALL links on website, especially sports, are updated with correct info asap. There's currently 1 tab for track that still has an old director's info.

Improvement in communication between teachers of a grade

Attention for each and every student activities

Allow personal chromebooks to be used at school if family's can provide. To minimize school cost and redistribute funds to other priorities.

more field trips, more pp

One suggestion would be providing a better outdoor space for CSN students to wait if they are not permitted inside the school. Some CSN students have transportation challenges and waiting hours outside in unfavorable weather feels like something that could be improved upon.

Continue to build the school sports programs with strong fundamental coaching. Provide better communication for school clubs offerings.

In my opinion every thing is good.

College preparedness programs could use more attention.

At the moment, I don't have any specific suggestions. I'm satisfied with how everything is going.

School start early 7-7:30

use the white bus to offer transportation at end of school between campus's for sports

Overall the communication is good, I sometimes find that it is lacking fine detail such as exact times or when proposed changes are due to take place. I have a high school student who does not always relay infortmation correctly.

More communication

to build a better teacher-student relationship, to find individual approaches to each student according to their needs for easies assimilation of the material

One suggestion I would like to offer to improve our school is to strengthen communication between teachers, parents, and individual students. Providing more consistent updates on student progress, classroom expectations, and upcoming assignments would help families better support learning at home. Encouraging regular two-way communication would also help address concerns early, celebrate student successes, and build a stronger partnership that benefits every student.

Better funding for Para's

when a kid is consistently getting below 70% in a class there needs to be more help given to the student

Pay more attention to AP classes. We pay for these classes and the tests are important for college admissions. Teachers need to be well versed and teach and prep for the test. Make sure you put qualified replacements in place, not rotating subs, if someone quits. It's not fair to the students. Some AP teachers don't prepare the students adequately for the end of year tests and students have to do a lot of prep on their own outside of class if they want to do well. Also, teachers do not update Infinite Campus in a timely manner. Waiting until the end of the quarter or semester to input a ton of grades that dramatically change a student's grade then does not allow for time to do anything about it and it blindsides the student and parents.

Provide more kid's club at k-5th grade

Please please please work harder to provide better quality teachers and support staff that are motivated to stay! Education has gone way down over time and every year we lose too many good teachers or get stuck with unqualified people that weren't vetted as they should have been. What can you do to actually keep the good ones? Also we live in Las Vegas and it's hot so let's lose the HOT sweater vests and provide more practical uniforms.

Waiting shed

Less homework for kindergartners

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Do not share other childrens progress on ixl. That makes ixl and learning competitive and has no place in early childhood education.
More sports
Amplus is lacking a variety of sports and after-school programs.
Ensure that we are in the appropriate level division in sports. Maybe even a charter school division.
Ensure Smaller Class Sizes. Bring New and advanced technologies.
More curricular activities
not sure. I like the communication with the teachers and system right now
Administration seems to micromanage. Let whoever is in charge in what department to run it
Try to limit Teacher turnaround especially in AP classes.
Have a better cafeteria
Better support for advanced learners in elementary
More time for each curriculum
There needs to be more after school help with Math! I pay for all 3 kids to be tutored. Also need a HOT LUNCH program - it’s ridiculous that there is still no lunch program or assistance. Kids deserve more time at lunch, they need a break!
Better communication from teachers and admin
Teachers to communicate with parents regarding students progress throughout the year instead of the last week of final quarter. Also, to grade assignments in a timely manner so parents can see in real time how their kids are performing
Offer more advanced and segmented learning opportunities. Understand the balacof budgets. However, if the school can offer additional advanced classes to fill the gaps, that would be great.

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233 results (338 students) = 13% of students

For safety reasons, the portables aka “cottages” should be reserved for middle and high school students only, not elementary students. I am concerned about this decision and disagree with how it was presented by Mrs. Hulet to parents as if it were an “exciting” situation at Meet + Greet. My student has told me the doors are never locked from the outside. Any random stranger can hop the fence at any time if they really wanted to and walk inside the classroom. That’s frightening to think about.

I recommend discontinuing “Data Night.” While we understand the school wants to improve test scores and increase support from the district, parents do not need a long meeting to discuss scores. Test scores could simply be emailed to families. Please bring back Open House, as parents value learning about their children’s well-being and areas where they may need support. Parent-teacher conferences often feel rushed, and more time should be provided for meaningful discussion. Amplus makes it seem like parents are ONLY invited to campus if they volunteer to help, the school doesn’t feel very welcoming.

Students should not be punished for talking during lunch. Lunchtime is meant for socializing and releasing energy. Having half of lunch as quiet time is unnecessary. Mrs Simi constantly shows she is impatient with students, most kids don’t enjoy her being around or in charge of lunch.

Morning drop-off should return to 7:15 a.m., as the 7:25 a.m. time slot is too crowded. By 7:40 it’s impossible to not be late.

I would love for holidays year round to be recognized and celebrated at school. I’ve heard from many CCSD families that their schools celebrate holidays, and the students have so much fun. It would be wonderful for our students to have the same experience. I understand that there are different religions and cultures but we are also in the U.S. so we should celebrate holidays that schools recognize nationwide.

Mrs. Medsker does not consistently respond to emails regarding grades, nor does she enter grades on a routine schedule, despite multiple attempts to contact her. Teachers, regardless if they are a coach in sports should respond to parents in a timely manner.

I am concerned about Mrs. Eidukot’s teaching at Amplus. Since she replaced Ms. Victorino, my student’s grades have declined and so have the class. Her approach seems to rely primarily on having students read the book and answer questions, without providing direct instruction or support. As a result, my student is not effectively learning the material. My student also had Mrs. Eidukot in 1st grade, and experienced the same issues, which required catching up in 2nd grade. She also left in the middle of a school year, leaving that class with an unqualified SSP to take over for her. Based on this pattern, I feel that Mrs. Eidukot may be better suited for a role such as SSP rather than a classroom teacher. Twice now I’ve had a terrible experience with her as my child’s teacher.

COMMUNICATION. I get 400 emails when you want money, but nothing reminding me that my child can't bring a backpack during finals week (for example). I don't do Raising Cane's lunches, yet I get a weekly email about that, but you can't send a weekly email with any sort of reminders in it. Also, the newsletter is too repetitious. It looks nice, but is not a super effective way to make parents search through for information relating to their actual child and find the new information put in it each week. I see that you try to put the updates at the top, but it's still not super clear and easy to miss things.

More teacher parent communication

Give the kids time to be kids. I know it’s not always feasible but I noticed I many many occasions that they couldn’t even talk during lunch. That’s their break! Especially for the littler ones they need time to move and talk.

Playground

Na

25-26 Amplus Parent Survey

233 results (338 students) = 13% of students

I would like to express my concern over how this past year's boys 4th-5th grade soccer season was handled. After watching nearly all practices and attending nearly every game, one suggestion I could give, which would highly improve the program, would be to replace coach Andow. It would be my suggestion that next season's coach would better lift the students up, give them sound coaching strategies/advice, and have them develop a love for the game.

Coversheet

To review, discuss and possibly approve the Amplus Board bylaws

Section: X. New Business (Discussion and possible action)
Item: A. To review, discuss and possibly approve the Amplus Board bylaws
Purpose: Vote
Submitted by: Nav Singh
Related Material: Current Amplus - Bylaws - v3 07-24-25 signed.pdf

BACKGROUND:

The SPCSA strongly recommends that boards review their current bylaws with their legal counsel **prior to submission** to ensure compliance and alignment with the board's mission and actions, including but not limited to:

- Location (should not read "to be determined");
- Citations of NRS 388A as applicable, not NRS 386;
- Duties;
- Membership and Qualifications (minimum of **five** members, not three, NRS 388A.320);
- Appointments, Removals, Resignations, and Vacancies (how they are managed);
- Director/Officer (re)appointments and terms/term limits;
- Open Meeting Law compliance;
- Annual meeting, Committees, and Quorum;
- Amendments, Indemnification, Dissolution; and
- Other language adhering to applicable statutes and regulations for charter schools.

AMPLUS ACADEMY

BYLAWS OF
NEVADA CHARTER ACADEMIES
d/b/a AMPLUS ACADEMY - LAS VEGAS

as amended by the Board on:
April 17, 2025
and approved by the SPCSA on:
_____, 2025

ARTICLE I
NAME & LEGAL STATUS

1.1. Name. The name of the nonprofit corporation is Nevada Charter Academies (the "*Corporation*"), and the name of the charter school operated and governed by the Corporation is Amplus Academy (the "*School*").

1.2. Legal Status; Definitions. The School is a charter school formed pursuant to Nevada Revised Statutes ("*NRS*") Chapter 388A, as amended from time to time. The School is authorized by the State Public Charter School Authority of Nevada (the "*SPCSA*") pursuant to a Charter School Contract entered into between the Corporation and the SPCSA (the "*Charter Contract*"). The Corporation is organized under the Nevada Nonprofit Corporations Act, as amended from time to time. The Governing Board of the School is also the Board of Directors of the Corporation (hereafter referred to as the "*Board*") which shall direct and oversee the School.

1.3 Locations. The principal office of the Corporation shall be as determined by the Board from time to time. The School campuses shall be as set forth in the Charter Contract from time to time. The Board will file all necessary notifications regarding a change in the location of the School with the SPCSA and the Department of Education of the State of Nevada (the "*NDE*") as required by law.

ARTICLE II
PURPOSE

2.1. Purpose. The Corporation and School exist so that eligible Nevadan students in Kindergarten through Twelfth grades have the opportunity to attend a free, high quality, public school of choice whose programs and services are aligned with the School's current Charter Contract.

2.2. Authority. The School may engage in all activities that may be lawfully carried out by a charter school under Nevada law, and all other applicable federal laws and regulations.

2.3. Non-Discrimination. In all of its dealings, neither the Corporation nor its duly authorized agents shall discriminate against any individual or group for reasons of race, gender, religion, ethnicity, disability, sexual orientation, gender identity or expression, or any other category protected by state or federal law (a "*Protected Classification*").

The School will not engage in any policy or practice that could deprive any individual of a right or privilege because of their Protected Classification. The School shall be open to all students in the State of Nevada on a space available basis and shall not discriminate in its admission policies or practices on the basis of their Protected Classification. The School shall conduct all of its activities in accordance with all Laws relating to anti-discrimination and Laws applicable to the operations of the School.

ARTICLE III
MEMBERS

3.1. No Members. The Corporation shall have no members. Any action which would otherwise by law require approval by members shall require only approval of the Board. All rights shall vest in the Board.

ARTICLE IV
DIRECTORS & OFFICERS

4.1. Definition. The Directors and Officers of the Corporation shall collectively constitute the Board of the School.

4.2. Powers and Duties. The business, affairs, and property of the Corporation shall be directed and overseen by the Board which shall employ a chief executive officer (the "*CEO*"), who shall serve as the Board's single point of delegation for the entirety of school operations, financial management, and programs. The CEO shall serve at the Board's pleasure and shall be accountable to it as a collective. The Board of Directors shall delegate to the CEO sufficient authority as it deems prudent for the management of the school, but reserves to itself final authority for decisions concerning any of the following:

a. To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, subject to Board approval, for the management and control of the School and its affairs, and of its employees, and agents;

b. 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 or mission;

c. To authorize and enter into agreements and contracts with individuals, groups of individuals, legal entities (e.g., corporations), or governments for any lawful purpose;

d. To approve the annual budget which shall be monitored and adjusted as necessary throughout the year;

e. To submit a final budget to the state pursuant to statute and regulation;

f. To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;

g. 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 approved by the NDE and 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;

h. To ensure that the school accomplishes the student outcomes set forth in its charter and that it meets the standards set forth in the SPCSA's Charter School Performance Framework;

i. To ensure that the school's money and assets are reasonably safeguarded against fraud, waste, and abuse and that school's financial records are managed according to Generally Accepted Accounting Principles and any other applicable standards and that the School meets the financial performance standards set forth the the SPCSA's Charter School Performance Framework;

j. To set a proper tone at that top regarding ethical conduct in all matters concerning the Corporation and the School;

k. To evaluate the performance of the CEO at intervals of its own choosing;

l. To ensure that the school is accountable to the public and transparent in its dealings; and

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m. To ensure that all laws related to charter School operations are upheld.

4.3. Composition of the Board.

(a) *Composition*. The Board shall be composed of an odd number of individuals, either five or seven as the Board sees fit from time to time. Each individual shall meet one or more of the requirements specified below in paragraph 4.3(a), and each of whom shall ordinarily be elected at the Annual Meeting of the Board. Each Board member shall serve a one-year term except as provided below in this Section.

(b) *Applicable Law*. The Board's composition shall satisfy applicable laws and regulations, such as those set forth in NRS 388A.320 or its successor statute from time to time.

(c) *Conflicts of Interest*. Subject to the provisions of the Nevada Code of Ethical Standards codified at NRS 281A.400 *et seq.* or NRS 82.226, a Director shall be considered to have a conflict of interest if (a) such Director has an existing or potential financial or other interest which impairs or might reasonably appear to impair such Director's independent, unbiased judgment in the discharge of his or her responsibilities to the Corporation, or (b) such Director is aware that a member of his or her family (which for purposes of this paragraph shall be a spouse, parents, siblings, children and any other relative if the latter resides in the same household as the Director), or any organization in which such Director (or member of his or her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interests. All Directors shall disclose in writing to the Board any possible conflict of interest at the earliest practical time.

A Director shall recuse himself or herself at any time from involvement in any decision or advocacy (but not necessarily the discussion, generally) in which the director believes he or she has or may have a conflict of interest, when recusal is required by NRS 281A.420(3) and (4)(a). Generally, the test in those statutes is whether the "independence of judgment of a reasonable person in the public officer's situation would be materially affected" by the financial interest. That is an objective test, based on what a reasonable person would do. No Director shall vote on any matter under consideration at a Board or committee meeting, in which such Director has a conflict of interest. Upon his/her self-recusal, the necessary quorum to act upon the matter, and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the member abstaining were not a member of the Board, Committee, or Subcommittee.

The minutes of such meetings shall reflect that a disclosure was made, the due diligence conducted by the Board (including comparison studies, as necessary), the Directors voting on the matter, and that the Director having the conflict of interest recused him/herself from participation in discussions and voting on the matter. Any Director who is uncertain whether a conflict of interest may exist in any matter may request the Board or applicable Board committee to resolve the question by majority vote.

(d) *Compensation and reimbursement*. The Board shall, during each calendar quarter, hold at least one regularly scheduled public meeting in the county in which the School is located. Upon an affirmative vote of a majority of the membership of the Board, each member is entitled to receive a stipend for attendance, as fixed by Law and the Board, not to exceed payment for more than one meeting per month. All Board members are required to obtain approval of the Board via majority vote in advance of engaging in travel or incurring other reimbursable expenses on behalf of the school. All such reimbursement must also comply with the School's published rate schedules, policies, and procedures. The Board shall not withhold reasonable reimbursement for expenses incurred by a member of the Board for the purpose of further governance education, including annual state and national charter school conventions and seminars.

4.4 Election, Tenure, and Removal of Directors

(a) *Election of Directors*. The Directors will be elected by a majority vote of those Directors then in office at the Annual Meeting, on a date to be determined by the Board, notwithstanding the Board's authority to fill a vacancy for an unexpired term at any time. Any person may submit the name of a prospective director to the Board by nomination, including for him/herself, provided that the individual so nominated has indicated his or her willingness to serve by submitting a letter of interest and a résumé setting forth his or her education and employment experience. The Board may not discriminate against potential directors on the basis of Protected Classification. The Board shall endeavor to recruit members who represent the diversity of the community the school serves. The identification of new members is a responsibility primarily of existing members.

(b) *Notification*. The School shall notify the SPCSA within ten business days of the selection of a new director or of any change to the members of the Board and must provide the SPCSA with a new director's affidavit in accordance with NRS Section 388A.320(3). Additionally, within five business days after the initial directors are selected or any other director is elected, the Board shall submit to the Department of Education: (i) the name and address of each director; (ii) the resume of each director; (iii) the state of residence of each director; (iv) if a member serves as teacher on the Board, a photocopy of the teaching license; and (v) an affidavit as set forth in clause (iii) of Section 4.2.

(c) *Training*. All directors shall be provided general training with respect to their duties as a director, compliance with applicable Laws relating to the operations of a Charter School and other matters. Newly elected directors shall be given an orientation by the Board, prior to such directors attending their first meeting of the Board, if practicable.

4.5 Removal of Directors. Any director may be removed for cause by a majority vote of the disinterested directors then in office. No director will be removed from office unless (i) the notice of the meeting at which removal is to be considered states such purpose and (ii) the director whose removal is sought has a reasonable opportunity to be heard at such meeting. For the purposes of this Section 4.5, a director is disinterested if he/she is not the subject of the removal vote. Moreover, the requirement herein is a majority of all disinterested directors on the Board, not just a majority of disinterested directors present at a meeting having a quorum.

4.6 Resignation of Directors. Any director may resign by delivering his or her written resignation to the Board President or Board Secretary at any time. Such resignation will be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof will be automatic and noted in the minutes of the next board meeting without further action by the board. Any director may also resign by verbally conveying his or her decision to do so at a meeting. The Secretary of the Board will send such written confirmation promptly to the Board and its CEO. Following any such verbal resignation shall also notify the Department of Education and State Public Charter School Authority.

4.7 Vacancies on the Board. Any vacancy on the Board created by a resignation, removal, death or other incapacity of a director will be filled by majority vote of the directors remaining in office. A new director so elected will hold office only for the unexpired term created by the vacancy but will be eligible for a subsequent full-term appointment.

4.8 Number and Qualification of Officers. The Board, at its Annual Meeting, shall elect a Board President (the "*President*"), a Board Treasurer (the "*Treasurer*"), and a Board Secretary (the "*Secretary*") and such other officers as the Board of Directors from time to time deem to be necessary (collectively, the "*Officers*").

4.9 Election, Tenure, and Removal of Officers. Officers will be elected for a term of one year at the Annual Meeting of the Board unless a shorter period will have been specified by the terms of his or her election or appointment, or until such officer dies, resigns or is removed.

(a) *President*. The President is responsible for leading the Board in its oversight of the School. The President will generally preside over meetings of the Board as the chair, although from time to time, meetings may be chaired by another board member in the President's absence or in matters involving a conflict of interest as determined by the Board. The President is not the CEO of the School, nor does he or she possess the board's authority to unilaterally direct school affairs or to direct the CEO or his or her staff. When authorized by the Board, the President may sign, execute and acknowledge, in the name of the School all certificates, contracts or other instruments, authorized by the Board, except in cases where the signing and execution thereof shall be expressly delegated by the Board or to some other officer of the Board or the CEO. The President will have such other duties and powers as designated by the Board.

(b) *Treasurer*. The Treasurer is responsible for assisting the Board in the oversight of the School's financial management and periodically verifying school compliance with internal controls, however, the Treasurer does not possess the board's authority to unilaterally direct the CEO, finance director (a/k/a CFO), or any other staff or to make management determinations regarding budgeting, spending, and accounting. The Treasurer will have such other duties and powers as designated by the Board.

(c) *Secretary*. The Secretary is responsible for preserving the integrity of the board's documents to include its meeting agendas and minutes, board correspondence, and various other corporate documents. The Secretary may prepare the agenda and take the minutes and prepare them for distribution, but has the option of delegating these tasks (and other clerical functions) to school support staff as coordinated by the CEO. Though clerical functions may be thus delegated, the Secretary shall retain responsibility for the preparation and distribution of the minutes of the meetings of the Board in accordance with NRS Chapter 241 (the "*Open Meetings Law*") and other applicable Laws. Additionally, the Secretary shall create and maintain a systematic oversight calendar (the "*SOC*") on the board's behalf. The SOC shall contain all recurring oversight responsibilities of the board and be used to inform the board's agendas. The Secretary shall perform such other duties as may from time to time be assigned to him or her by the Board.

4.10 Resignation of Officers. Any Officer may resign by delivering his or her written resignation to the President or Secretary at any time. Such resignation will be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof will be automatic and noted in the minutes of the next board meeting without further action by the board. Any Officer may also resign by verbally conveying his or her decision to do so at a meeting. The Secretary of the Board will send such written confirmation promptly to the State Public Charter Auditory. following any such verbal resignation.

4.11 Removal of Officers. Any Officer may be removed for cause by a two-thirds majority vote of the board members then in office. No officer will be removed from office unless the notice of the meeting at which removal is to be considered states such purpose and a reasonable opportunity to be heard at such meeting is given to the officer whose removal is sought.

4.12 Officer Vacancies. Any Officer vacancy may be filled by majority vote of the directors then in office for the unexpired portion of the term created by the vacating Officer.

ARTICLE V
BOARD MEETINGS

5.1 Board meetings and quorums. With a few exceptions permissible by statute, the presence of a majority of board members then in office in one physical or online location can constitute a quorum, though not all quorums are lawful. Therefore, school business may only be discussed among a majority of board members at a properly noticed board meeting at which a quorum is present and the meeting has been duly called to order by the person chairing the meeting, usually the Board President. Meetings of

the Board shall be subject to the requirements of the Open Meetings Law and the requirements in paragraphs (a) through (f).

(a) *Regular Meetings*. The Board shall establish a regular day and place for regular meetings that shall occur at least once a calendar quarter, and such regularly scheduled meetings shall be held at least once a calendar quarter in the county in which the School is located. Notice of a meeting must be provided in accordance with the Open Meetings Law. Notice of the time and place of every regular or special meeting shall be given to each director by email, facsimile transmission, first-class mail, personal delivery, or other successful means at least three business days before the date fixed for the meeting and to all those individuals who request notice of meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting.

(b) *Annual Meetings*. The Board will hold an annual meeting each year on a date and at a location determined by the Board, typically at the last meeting of the fiscal year. An Annual Meeting is a regular meeting under Section 5(a) in all respects (e.g., Open Meeting Law compliance), but shall also satisfy the dual purposes (i) of electing directors and officers and (ii) considering the renewal of the CEO's contract. Written notice stating the place, day and hour of each meeting shall be given to each director as set forth in Section 5(a). Notice of the meeting must also be provided in accordance with the Open Meetings Law.

(c) *Special meetings.* Special Meetings of the Board may be called at any time by the President or by a majority of the Board (communicating solely for this purpose), although the President need not necessarily attend or chair such meetings. Special meetings are usually called to deliberate and act on one or two matters that cannot wait for board action until the next regular meeting.

(d) *Closed Meetings*. Only for purposes prescribed by NRS Chapter 241, and in a manner consistent with the statute, the Board may hold (i) a meeting that is closed to the public or (ii) a non-meeting, when it deems it necessary.

(e) *Agenda*. The Secretary (who is authorized by the Board to utilize staff assistance as coordinated by the CEO) will be responsible for ensuring that the meeting agenda is prepared in accordance with NRS Chapter 241 and for distribution of the agenda to all directors, along with other relevant meeting information, by at least 9:00 a.m. (Pacific Standard Time) of the third business day prior to each meeting. In addition to previously requested agenda items, any director may place additional items on the agenda by providing, via facsimile, email, or regular mail the requested agenda items, setting forth the appropriate place on the agenda format (as set forth below in this Section). Such requests must be received at least 24 hours prior to the posting deadline pursuant to the Open Meetings Law. Subject to the President's general and reasonable discretion on the efficient organization and running of the meeting, the Board will utilize the following standard order of business for its regular meetings:

(i) establishment of a quorum through a roll call and call to order;

(ii) public comment;

(iii) approval of the consent agenda containing items likely requiring no substantive discussion (e.g., the reading and approval of the minutes of previous meetings);

(iv) board committee reports (standing committees first, followed by ad hoc committees),

(v) the CEO's report,

(vi) financial report (which shall consist of, at a minimum, an income statement and a balance sheet for the most recent month-ending activity),

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(vii) unfinished business;

(viii) new business;

(ix) board micro-training (optional)

(x) final public comment; and

(xi) adjournment.

(f) *Public Comment*. Time shall be allocated at each meeting of the Board and the meetings of board committees for public comment in manners prescribed by NRS Chapter 241. After each speaker is requested to identify himself or herself by name, address and affiliations, public comments shall be permitted but shall be limited in duration as established by the Board. Individual board members, other than the meeting Chairperson (ordinarily the President), shall not respond to public comments during the meeting or answer questions that may be posed to them by the commenter. The meeting Chairperson will thank the individual(s) for their comments and state that the board will take the comments under advisement.

(g) *Minutes*. Minutes of each meeting of the Board of Directors and each Committee shall be taken and shall be approved by the Board of Directors and each Committee and posted at the Facility and at any other location as required under the Open Meeting Law. The minutes of each meeting shall be approved at the next regular meeting of the Board of Directors or the Committee, as the case may be, and shall be revised as necessary. Additionally, not later than 30 business days after each meeting of the Board of Directors or a Committee, the Board of Directors shall submit to the Department of Education and to the SPCSA a copy of the minutes of such meeting and shall submit such written statements to the Department of Education and to the SPCSA as required under NAC 388A.525.

(h) *Attendance*. A director who is absent for more than three consecutive Board meetings will potentially be subject to removal by a mere majority vote of disinterested Directors (instead of a two-thirds vote).

(i) *Proxy Voting*. Voting by proxy is prohibited.

(j) *Quorum*. A majority of the directors then in office will constitute a quorum for the transaction of business at any meeting of the Board of Directors. At any meeting of the Board of Directors at which a quorum is present, a majority of those directors present may decide any matter, unless a different vote is specified by law or by these Bylaws.

(k) *Audio recording*. Each meeting shall be audio recorded and these records shall be available to the Board of Education, SPCSA and interested members of the public.

ARTICLE VI
EXECUTIVE COMMITTEE

6.1 Executive committee. To preserve the distinctions between governance and management, and because the existence of an executive committee often results in the infringement of the principle that the board should act collectively and only speak with one voice (i.e., through its majority votes), the Board will not utilize an executive committee.

ARTICLE VII
BOARD COMMITTEES

7.1 Board committees. The Board makes a distinction between committees it establishes, owns, and controls, versus committees established, owned, and controlled by the CEO. The Board will only establish committees to assist it with its work, that is, it will not establish any committee intended to

assist with the CEO's work, although the CEO may be invited or expected to participate in one or more committees owned and controlled by the Board. The CEO's involvement does not change the ownership or control of the committee from belonging to the board. And though board members may be invited by the CEO from time to time to participate in committees established, owned, and controlled by the CEO, a board member's presence or membership on a committee owned by the CEO does not change the ownership or control of the committee from belonging to the CEO. The Board at its discretion may establish, own and control board standing committees and board temporary committees.

7.2 Board standing committees. The Board utilizes the following standing committees to assist it in its oversight of the School. As such, neither these committees nor their members individually have the authority to direct the CEO or other school employees with the exception of acquiring information necessary to do the work of the committee, nor shall any committee participate in the management of the school.

(a) *Financial Oversight Committee*. This committee will be chaired by the Board Treasurer. The financial oversight committee's purpose is to assist the board in its oversight of the school's financial management, including reasonable verification that all adopted financial controls are being followed by the School. The financial oversight committee will convene periodically as it determines to perform the following tasks:

(i) Review the monthly income statement and balance sheet in advance of board meetings;

(ii) Periodically review actual transactions in source documents such as bank and credit card statements to detect irregularities;

(iii) On an annual basis, log onto the US Treasury's website to verify on behalf of the Board that the School's payroll taxes have been properly deposited;

(iv) Monitor financial performance metrics as determined by the Board in addition to those metrics contained in the SPCSA's financial performance framework (see Section 4.2(i));

(v) Routinely monitor the School's compliance with financial controls policy and procedures;

(vi) Ensure, on behalf of the Board, that prior to any employee or Board member being granted access to material amounts school funds, has undergone a successful criminal background check;

(vii) Take the lead in evaluating the qualifications of, and recommending, an external auditor to the Board;

(viii) Monitor the school's fraud reporting hotline for allegations of financial fraud;

(ix) In coordination with the School's legal counsel, investigate allegations of fraud involving members of senior management or Board members;

(x) Forward allegations of fraud to senior management for investigation and disposition when such allegations are not the School's senior management or Board members;

(xi) Annually confirm, on behalf of the Board, that financial institutions being used and School accounts that exist therein are only those approved by the Board; and

(xii) Other duties as may be assigned by the Board.

The committee chair will report the committee's work and findings at every regular board meeting at the appropriate place on the agenda. See Article 5.1(f)(iv).

(b) *Governance Committee*. The governance committee's purpose is to assist the board in managing itself and its work in accordance with statute and best practices. The governance committee will convene periodically as it determines to perform the following tasks:

(i) Discuss, interview, and otherwise consider individuals for possible board election;

(ii) Coordinate the processing of board candidate résumés, signing of initial director and officer code of conduct agreement, a disclosure statement, fingerprinting, and background checks with the CEO;

(iii) Orient all new members of the board prior to their first board meeting where they sit as a board member. At a minimum, the orientation will include copies or links to the following source documents: the board's current bylaws, the board's code of conduct for officers and directors, the school's current charter, the most recent external audit, the board's systematic oversight calendar, contact information for all other board board members, and the school's attorney, current certificate of insurance, and any other charter school board training resource selected by the committee;

(iv) Annually create a schedule for ongoing board development that includes micro-training topics to be included as part of regular meetings or other times set aside by the board for its development;

(v) Maintain documentation of board member attendance at any related professional development conference or seminar or other event (both internal and external);

(vi) Annually facilitate a board assessment of its own performance;

(vii) Facilitate annual review and signing of officer and director code of conduct agreement; and

(viii) Other duties as may be assigned by the Board.

The committee chair will report the committee's work and findings as they occur at regular board meetings at the appropriate place on the agenda. See Article 5.1(f)(iv).

(c) *Risk management oversight committee*. This committee will be chaired by a board member that is not an officer. The risk management oversight committee's purpose is to assist the board in its oversight of the School's risk management. The risk management oversight committee will convene periodically as it determines to perform the following tasks:

(i) Annually review and evaluate the CEO's annual risk management assessment (including fraud risk management assessment) for sufficiency, and report its evaluation of the assessment's sufficiency to the Board;

(ii) Meet at least once per school year with the school's liability insurance provider prior to the School's insurance policy renewal date to discuss and assess adequacy of the School's coverages, especially coverage for Director and Officers, and report the information to the Board within a period that allows the Board to make changes to the policy should it so decide;

(iii) Ensure that all board members receive a copy of the certificate of insurance within 30 days of its renewal;

(iv) Review any correspondence from the SPCSA that is directed to the Board and coordinate the Board's response with the Board President within 10 business days of the SPCSA's correspondence;

(v) Review any correspondence from the SPCSA or other regulatory agency that pertains to any deficiency in the School and monitor the CEO's response and remediation of such deficiencies, as well as reporting of such monitoring when it occurs to the Board;

(vi) Consult with the school's legal counsel on behalf of the Board as needed to ascertain any legal requirements as they pertain to the Board's oversight of the School's risk management; and

(vii) Other duties as may be assigned by the Board.

The committee chair will report the committee's work and findings as they occur at regular board meetings at the appropriate place on the agenda. See Article 5.1(f)(iv).

ARTICLE VIII
PARLIAMENTARY AUTHORITY

8.1 Parliamentary authority. Subject to the President's general and reasonable discretion on the efficient organization and running of the meeting, the rules contained in Robert's Rules of Order Newly Revised (RONR) in its current edition shall govern the Board in all cases to which they are applicable and which they are not inconsistent with these bylaws, the Open Meetings Law, and any special rules of order the Board may adopt.

ARTICLE IX
AMENDMENT OF BYLAWS

9.1 Amendment of bylaws. These bylaws may be amended at any regular meeting of the Board by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting. Any amendment must be submitted to the SPCSA (and if the current charter so stipulates, be approved by it prior to becoming effective).

9.2 Amendment of Articles of Incorporation. The Articles of Incorporation may be amended only after proposal by the Board and approval of a vote or written consent of at least a majority of the members of the Board in accordance with the requirements of Section 82.356 of the NRS, or any future corresponding provision of Chapter 82 of the NRS.

9.3 Inconsistencies. In the event of any inconsistency between NRS, on the one hand, and NAC, the Charter Contract or these Bylaws, on the other hand, the NRS will control. In the event of any inconsistency between NAC, on the one hand, and the Charter Contract or these Bylaws, on the other hand, the NAC will control. In the event of any inconsistency between the Charter Contract, on the one hand, and these Bylaws, on the other hand, these Bylaws will control.

9.4 Construction. The captions of the sections of these Bylaws are for convenience and reference only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of these Bylaws. Any pronouns or references used herein shall be deemed to include the masculine, feminine or neuter genders as appropriate. Any expression in the singular or the plural shall, if appropriate in the context, include both the singular and the plural.

ARTICLE X
INDEMNIFICATION

10.1 Policy. It is the policy and intention of the School to provide its (and its subsidiaries' and affiliates') directors, officers, employees, and other agents, and their respective heirs, executors, and

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administrators (each, an "*Indemnified Person*") with the broadest and most comprehensive indemnification from liability as permitted by Nevada law (as amended from time to time). The Board believes that highly competent persons have become more reluctant to serve publicly as directors, officers, or in other capacities unless they are provided with adequate protection through insurance and adequate indemnification and advancement of expenses against inordinate risks of claims and actions against them arising out of their service to and activities on behalf of the corporation; therefore, it is the Board's express intent that the indemnification and advancement rights of members of the Board and other Indemnified Persons be interpreted as broadly as possible.

10.2 Right/Obligation. Each Indemnified Person who was or is a party to an action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), or threatened to be a made a party to a Proceeding, or otherwise involved in a Proceeding (e.g., as a witness), by reason of the fact that he/she (or his/her legal predecessor) is or was the School's (or its subsidiary's or affiliate's) director, officer, employee, or agent, shall be indemnified and held harmless by the School to the fullest extent permitted by Nevada law (as amended from time to time). Each Indemnified Person's right to indemnification in this Section 10.2 is a contractual right.

The foregoing obligation shall include indemnification for all applicable costs, charges, expenses, fees, expenditures, liabilities and losses (including attorneys' fees, judgments, fines, ERISA excise taxes or penalties and amounts paid or to be paid in settlement) reasonably incurred or suffered by the Indemnified Person in connection therewith.

The indemnification obligation above shall apply regardless of whether or not (i) the Proceeding arises in law, equity, or both; (ii) the Proceeding's basis is an alleged action or inaction in an official capacity; and (iii) the Indemnified Person remains affiliated with the School.

However, the indemnification obligation above shall not include (A) a Proceeding voluntarily instigated by the Indemnified Person, unless the Board of Directors authorized that filing and assumed the duty to indemnify; (B) the advancement or reimbursement of sums which, under Nevada law, are not eligible for indemnification, such as an action or omission involving the Indemnified Person's: (1) breach of a fiduciary duty and intentional misconduct, fraud or a knowing violation of law; or (2) bad faith and failure to act in the School's best interests (and, in a criminal Proceeding, failure to have reasonable cause to believe the conduct was lawful), unless a vote of the disinterested Directors authorizes indemnification. If the School advanced fees and costs and the Court ultimately determines that indemnification hereunder was improper, the Indemnified Person shall reimburse the School for the advanced sums.

10.3 Advances. When the Indemnified Person is a Director or Officer, the School shall advance all fees and costs, unless a majority of the disinterested Directors determine there is a clear and convincing case under Section 10.2 that indemnification will not be ultimately warranted.

10.4 Other Rights. The rights of indemnification and advancement hereby provided will not affect any other rights to which any Indemnified Person may be entitled. The rights herein are not exclusive of any other rights which he/she may have under any statute, Article of Incorporation, Bylaw, agreement, Board action, or otherwise.

10.5 Insurance. The School shall purchase and maintain reasonable and customary insurance to protect itself and any Indemnified Person against any such expense, liability or loss which is potentially subject to indemnification hereunder, whether or not the School would have the authority to indemnify him/her against such liability and expenses under this Section 10.

ARTICLE XI
DISSOLUTION

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10.1 Election of Administrator. If, at any time and for any reason, the Charter Contract of the School is revoked or the School ceases to operate, the Board of Directors shall appoint an administrator to act as a trustee during the process of the closure of the School and for one year after the date of the closure (or as otherwise ordered by the SPCSA). Such an administrator shall comply with applicable Law regarding the closure of the School.

10.2 Assets. If, at any time and for any reason, the Charter of the School is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of and delivered to such persons as required by the laws and regulations of the State of Nevada, the Corporation's Articles of Incorporation and IRS regulation.

SECRETARY CERTIFICATION

The undersigned, in his/her capacity as the duly appointed Secretary of the School, does hereby certify that the foregoing Bylaws were adopted by the required vote of the Board of Directors and are effective as the date set forth on page one.

Signature: Signed by: 6441A3DE2EC44BF...
Name: Melissa St Jean
Title: Board Secretary
Approved on: July 24, 2025

Coversheet

To review, discuss and possibly approve the Restorative Discipline Plan

Section: X. New Business (Discussion and possible action)
Item: B. To review, discuss and possibly approve the Restorative Discipline Plan
Purpose: Vote
Submitted by: Sarah Barlow
Related Material:
DRAFT 26-27 Amplus Academy Restorative Justice and Progressive Discipline Policy-updated.pdf
DRAFT 26-27 Restorative Justice and Progressive Discipline Plan.pdf

BACKGROUND:

This year, we are presenting a new policy to the board for approval; The Amplus Academy Restorative Justice and Progressive Discipline Policy. In the past, we have presented the Restorative Justice and Progressive Discipline Plan to the board for approval annually. To simplify the process, we extracted the policy language from the plan so the board only needs to approve the governing policy. Going forward, board approval of the plan itself is no longer required; administration will manage the plan, which covers all statutory and regulatory mandates.

We are also including the plan so the board can review both the policy and the updated plan. The plan contains no substantial changes—only formatting updates and updated staffing titles. Moving forward, it will be titled the **Archer Behavior Code - Amplus Academy Restorative Justice and Progressive Discipline Plan** (referred to internally as "**The ABC**").

Additionally, based on stakeholder feedback and a review of discipline procedures, a Search Policy is also being added. See details on the next agenda item.

Policies Referenced in The ABC are as follows:

Attendance Policy 3001

Cell Phone Policy 3002

Communication and Grievance Policy 3004

Diversity and Inclusion Policy 3005

McKinney-Vento/Homeless Policy 3014

Restorative Justice Plan Policy 3017 (update pending approval on 8/25/26)

Uniform Policy 3022

RECOMMENDATION:

To approve the Restorative Justice and Progressive Discipline Policy.

AMPLUS ACADEMY RESTORATIVE JUSTICE AND PROGRESSIVE DISCIPLINE POLICY

SECTION 1: SYSTEM PHILOSOPHY, ACCOUNTABILITY, AND ANNUAL EVALUATION

1.1 Restorative and Progressive Discipline Framework

Amplus Academy operates under an integrated paradigm that balances school safety with restorative interventions. Discipline must be progressive, moving from least restrictive interventions to exclusionary options only when necessary or legally required. Restorative justice practices are non-punitive interventions designed to improve student behavior, hold students accountable, repair harm, provide relief to victims, and facilitate successful community reintegration.

Traditional Discipline	Restorative Practices
School and rules violated	*People and relationships* violated
Justice focuses on *establishing guil*t	Justice identifies *needs and obligations*
Accountability = punishment	Accountability = understanding impact, repairing harm
Justice directed at offender, while victim is ignored	Offender, victim, and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive/negative	Offender is responsible for harmful behavior, repairing harm and working toward positive outcome
No opportunity for remorse or amends	Opportunity given for amends and expression of remorse

1.2 Policy Review and Stakeholder Feedback Statement

Amplus Academy is committed to a continuous improvement cycle to ensure this policy remains effective, equitable, and legally compliant.

- **Mandatory Review Timeline:** This policy shall be formally reviewed, updated, and re-authorized annually by the Progressive Discipline Plan Committee, Amplus Academy Administration, and the Amplus Academy Governing Board.
- **Stakeholder Feedback Integration:** Prior to annual adoption, the policy must

be posted publicly for a minimum of 14 days to elicit feedback from certified instructors, staff, parents/legal guardians, and students after the review by the governing board and prior to submitting to the state.

- **Data-Driven Adjustments:** Review workflows for the Progressive Discipline Plan Committee must evaluate school accountability and disciplinary data collected over the preceding academic year annually prior to submitting the current plan to the state. Policy modifications will explicitly address and counteract any identified disproportionality impacting demographic subgroups outlined in NRS 385A.250 (including race, ethnicity, gender, special education status, and English language learner status).

SECTION 2: PROCEDURAL STANDARDS AND LEGAL COMPLIANCE

2.1 Statutory Reentry and Reintegration Mandates (AB 330 / NRS 392.472)

For any student removed from the general education environment due to a major disciplinary infraction, suspension, or expulsion, a formal Individual Student Success Plan is legally required before the student returns to campus.

- **The Reentry Framework:** The Principal or administrative designee shall convene a Reentry Conference including the student, parent/legal guardian, and a school student support personnel/behavioral specialist.
- **Plan Elements:** The written plan must outline targeted positive behavioral supports, academic alignment goals, and a restorative resolution process (such as a mediation pathway or harm-repair circle) to safely transition all impacted the student back into the school environment while protecting the safety of the school community.

2.2 Provisions for Specialized Student Populations

Disciplinary actions must adhere to heightened legal criteria for specific vulnerable or protected student groups:

- **Students with Disabilities (IDEA / Section 504):** A student receiving Special Education services under an IEP or Section 504 Plan may not be suspended for more than 10 cumulative school days in a school year without a Manifestation Determination Review (MDR). If the behavior is a manifestation of the student's disability, the school must conduct a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP). No exclusionary discipline may occur unless specific federal exceptions apply (e.g., weapons, drugs, or serious bodily injury).
- **Homeless and Foster Youth (NRS 392.467):** A homeless pupil or a pupil in foster care may not be suspended for more than 5 school days for a single occurrence unless the principal determines the student's presence poses an immediate, ongoing threat to the safety of others. Administrators must presume homelessness or foster placement is a contributing factor to the behavior, and any

extended removal requires formal consultation with the local educational agency liaison.

- **Profoundly Gifted Pupils (NRS 392 Standards):** In full alignment with NRS 392.4655, NRS 392.466, and NRS 392.467, any disciplinary protocols applied to, or coordinated with, a university school for profoundly gifted pupils must respect the administrative jurisdiction of its governing body. If a profoundly gifted pupil transitions to or from an Amplus Academy program following a disciplinary event, the administrative head of Amplus Academy shall coordinate directly with the destination institution to securely transfer behavioral histories and co-develop a continuous, legally compliant plan of action based on restorative justice.

SECTION 3: PROGRESSIVE DISCIPLINE MATRIX AND INSTRUCTIONAL MODELS

3.1 Tiered Intervention and Behavior Matrix

Violation Tier	Definition	Required Restorative Interventions	Allowable Progressive Sanctions
Tier 1: Minor	Disruptive classroom behaviors, uniform non-compliance, cell phone infractions, tardiness, minor property misuse.	Teacher-led redirection/ conferences, reflective assignments, parent contact, seat adjustment.	Documented teacher warning, loss of minor privileges.
Tier 2: Major	Repeated Tier 1 violations, academic dishonesty, verbal aggression, nicotine vaping, truancy.	Administrative behavioral contract, peer mediation, student success plan [CICO supports, Life Skills classes]	Detention, In-School Suspension (ISS), Suspension with Instruction (SWI) up to 5 days.
Tier 3: Urgent / Severe	Physical assault, battery, possession/ distribution of controlled substances, bullying/harassment.	Mandatory Reentry Plan creation, therapeutic counseling referral, victim remediation.	Suspension with Instruction (SWI) up to 10 days, referral for Board Expulsion hearing.

3.2 Suspension with Instruction (SWI) Operational Model

To protect academic continuity and prevent liabilities associated with chronic absenteeism, Amplus Academy utilizes the Suspension With Instruction (SWI) model for all short-term exclusionary discipline incidents.

- **Operational Execution:** An SWI designation dictates that while a student is physically removed from the general student population, they maintain full access to academic coursework and certified instructional staff.
- **Delivery Channels:** Instruction will be delivered through asynchronous digital platforms (e.g., Canvas/Google Classroom) paired with mandatory, synchronous daily touch points with a Student Support department staff, an instructor, or an administrative designee through structured after-school instructional sessions.
- **Documentation:** Administrators must document the specific SWI instructional plan and provide parental verification on the day the suspension is issued.
- **Levels of Due Process:**

Level 1: Informal Notice and Student/Parent Conference (SWI 1–3 Days)

- **Notice of Infraction/Investigatory Conversation:** The administrator provides the student with oral or written notice of the alleged behavioral infraction and an explanation of the evidence. The student is granted an immediate opportunity to tell their side of the story and present mitigating circumstances prior to the authorization of the SWI placement.
- **Required Parent Conference (RPC):** An administrative meeting is conducted with the student, parent/guardian, and student support personnel to review the evidence and establish the SWI academic delivery routine for the resolution SWI.
- **Parental Notification:** Same-day oral or electronic notification is provided to the parent/legal guardian detailing the reason for the SWI and the academic delivery plan.

Level 2: Formal Administrative Review (SWI 4–10 Days)

- **Written SWI Notice:** A formal written notice is delivered to the parent/legal guardian on the day of issuance, detailing the specific policy violation, SWI instructional expectations, daily synchronous touchpoints, and formal appeal rights.
- **Required Parent Conference (RPC):** An administrative meeting is conducted with the student, parent/guardian, and student support personnel to review the evidence, establish the SWI academic delivery routine, AND initiate the mandatory Reentry and Student Success Plan.
- **Administrative Review:** The Chief Academic Officer (CAO) or administrative designee reviews the placement to ensure progressive discipline steps were properly applied before extending

SWI beyond 5 days.

Level 3: Formal Board Appeal and Evidentiary Hearing (SWI Exceeding 10 Days or Expulsion Referrals)

- **Formal Hearing Notice:** Written notice is served at least 3 school days prior to a formal hearing, detailing the charges, statutory references, evidence, and procedural rights.
- **Appeal Hearing:** A formal hearing before the Amplus Academy Governing Board liaison scheduled within five (5) school days of a formal appeal request.
- **Procedural Rights:** The student, parent/guardian, and school maintain the right to legal representation, the right to present physical evidence and witness testimony, and the right to receive a written decision either upholding or resigning the Permanent Expulsion recommendation and findings prior to the Expulsion hearing.

3.3 On-Site Behavior Placement: In School Suspension (ISS)- The Amplus Positive Interventions (API) Room

As an alternative to out-of-school removal, Amplus Academy utilizes an on-site behavioral placement model.

- **The API Model:** Students assigned to the API Room are physically separated from the general student body but remain on campus under the direct supervision of trained staff.
- **Program Deliverables:** Students receive their standard academic curriculum, daily behavioral counseling, and direct instruction on conflict resolution and emotional regulation. This model preserves campus safety and attendance metrics while actively modifying maladaptive behaviors.
- **ISS Limits:** Students are assigned to API for a maximum time of 2 days in order to support the Student Success learning plans or re-entry plans of students with behavior expectations accepted by the students and the parents/guardians when determined ISS would be an appropriate intervention.

SECTION 4: DUE PROCESS, PARTY RIGHTS, AND MATRICES FOR SEVERE INFRACTIONS

4.1 Due Process and Appeal Framework (NRS 392.467)

No student shall be suspended or expelled without receiving comprehensive due process protections:

1. **Notice:** The student must be given oral or written notice of the specific behavioral charges and a summary of the evidence held by administration. This generally occurs at an official Required Parent Conference meeting with an administrator.
2. **Hearing:** The student must be provided an immediate opportunity to explain their version of events prior to the determination of sanctions, unless they pose an ongoing danger to the campus.

3. **Same-Day Notification:** On the exact day a suspension or expulsion is authorized, a written notice must be received by the parent/legal guardian. This notice must explicitly define the offense, the timeline of the sanction, and provide the complete, step-by-step policy for appealing the decision.
4. **Appeal Timeline:** Parents/legal guardians have exactly **five (5) school days** from receipt of notification to file a formal appeal to the Governing Board. The Governing Board must schedule an appeal hearing within **five (5) school days** of receiving the appeal request.

4.2 Victim Protection and Victim-Voice Protocols

Restorative justice cannot exist without safeguarding the rights of the victim.

- **Safety Defenses:** In all cases involving bullying (NRS 388.122), cyber-bullying (NRS 388.123), harassment, or physical violence, the school must immediately implement safety plans, no contact contracts, and/or schedule adjustments to insulate the victim from the offender.
- **The Victim-Voice Mandate:** Victims shall never be forced into direct mediation or restorative circles with an offender. Instead, separate, structured administrative avenues must be provided so the victim or their parent/guardian can safely articulate the impact of the harm and state their preferences regarding protective measures. This input must be integrated into the offender's behavioral contract and reentry constraints.

4.3 Mandatory Expulsion and Weapon Protocols (AB 330 Compliance)

In strict compliance with AB 330 and NRS 392.466, the following zero-tolerance mandates apply uniformly across all campuses for students aged 11 or older:

- **Battery of a School Employee:** Any student who commits a battery that results in bodily injury to a school employee *must* be suspended or expelled for a first occurrence. Upon a second documented occurrence, the student *must* be permanently expelled from the public school system.
- **Controlled Substances:** Any student who sells or distributes controlled substances on school grounds, buses, or at school-sponsored events *must* be suspended or expelled for a first occurrence, and permanently expelled for a second occurrence.
- **Weapons and Firearms:** Any student found in possession of a firearm or dangerous weapon must be suspended and/or expelled from the school for a period of not less than one calendar year.
- **Due Process for Young Pupils:** Students under the age of 11 are legally protected against permanent expulsion. Any suspension of a student under the age of 6 requires the direct, written review and signed authorization of the administrative head of the charter school.

SECTION 5: COMPLAINT AND GRIEVANCE PROCEDURES

When a stakeholder disputes the implementation of classroom progressive discipline or alleges a failure to adhere to school policies, resolution must be sought through the following standardized administrative sequence:

- **STEP ONE (Informal Conference):** The aggrieved party shall request an informal conference with the staff member directly involved in the incident to resolve the matter through dialogue.
- **STEP TWO (Administrative Escalation):** If unresolved, a formal meeting must be requested with the Supervising Administrator (Principal or Assistant Principal) to review the progressive discipline steps applied.
- **STEP THREE (CAO Review):** If a resolution is not achieved, the stakeholder shall submit a formal written grievance to the Chief Academic Officer, who will review the procedural history for compliance with this policy; the Chief Academic Officer may meet with the stakeholder, but must issue a written decision within five (5) school days.
- **STEP FOUR (Governing Board Governance):** If the stakeholder remains aggrieved, the issue may be escalated to the Chief Executive Officer. If a conflict persists between executive findings and the campus administration, or if the sanction involves a long-term expulsion, the matter shall be brought before the Amplus Academy Governing Board. Board action is limited to systemic governance and verifying procedural compliance with Nevada Revised Statutes.

Notice of Non-Discrimination

Amplus Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to appropriate designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Meaghan Wheeler, Human Resources Director
8377 West Patrick Lane
Las Vegas, NV 89113
702-970-6800

2026-2027
Restorative Justice and Progressive Discipline Plan



AMPLUS ACADEMY

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Restorative Discipline Plan Amplus Academy

Introduction

As required by NRS 392.4644 and in conjunction with AB168 and as amended by AB330 and AB285, Principals of each school shall establish a plan "that align[s] with the statewide framework for restorative justice…" to provide for the progressive and restorative discipline of pupils or on-site review of disciplinary decisions. This plan must:

- be developed and reviewed and reviewed with the input and participation of teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts and other education personnel and support personnel who are employed at the school, the parents and guardians of pupils, and the pupils who are enrolled in the school
- be consistent with the written rules of behavior being available for inspection and communicated to the school community
- include provisions to address the specific disciplinary needs and concerns of the school
- provide for the temporary removal of a pupil from the classroom in accordance with NRS 392.4645

As amended by SB 354, AB 194, AB67, and AB330 this plan must also:

- be developed with special consideration for certain populations to include unaccompanied pupils, homeless pupils, and pupils in foster care
- support mechanisms that report regarding, the suspension, significant suspension, expulsion or removal of pupils that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250.
- include adjustments related to suspension and expulsion specifically significant suspension, expulsion, and permanent expulsion
- include a process of appeals regarding discipline

Explanation

This Restorative and Progressive Discipline Plan is written for staff, students, and families who understand the traditional, punitive discipline policies and practices are ineffective, do not support students, and potentially have a disproportionate impact on students. The plan for Amplus Academy is to build community and promote healthy

relationships among educators and students in order to teach the social-emotional and conflict-resolution skills necessary to reduce conflict. The use of exclusionary discipline policies, such as suspensions, expulsions, and referrals to law enforcement should be reserved for the most egregious and law-breaking offenses. When used in the wrong circumstances, these school policies push students out of the classroom and hinder opportunities for quality education. Evidence and research show that harsh practices rarely change student behavior; rather they actually worsen students' attitudes towards school by removing them from class and isolating them from their peers. The Restorative and Progressive Discipline Plan of Amplus Academy will address not only student behavior but also adult behaviors in order to avoid triggers and de-escalate conflict.

Paradigm Shift[1]

Traditional Discipline	Restorative Practices
School and rules violated	*People and relationships* violated
Justice focuses on *establishing guil*t	Justice identifies *needs and obligations*
Accountability = punishment	Accountability = understanding impact, repairing harm
Justice directed at offender, while victim is ignored	Offender, victim, and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive/negative	Offender is responsible for harmful behavior, repairing harm and working toward positive outcome
No opportunity for remorse or amends	Opportunity given for amends and expression of remorse

[1] http://educationvotes.nea.org/wp-content/uploads/2017/09/Implementation-Guide-2017-FINAL.pdf

2026-2027 Progressive Discipline Plan Committee

Sarah Barlow	**Chief Academic Officer**
Sabrina Carrington	**Secondary Principal**
Lisa Cates	**Elementary Principal**
Jackie Jackson	**Elementary Principal**
Kaylie King	**Secondary Assistant Principal, Student Support**
Megan Morris	**Mental Health Therapist**
John Fogal	**Student Success Advocate**
Samiyah Abduallah	**Student Success Monitor**
Michelle Day	**Counselor**
Sean Wyatt	**Teacher, Performing Arts**
Lance Patterson	**Teacher, Social Studies**
Wes Hirschfeld	**Support Staff, Athletic Director**
Stacie Gibson	**Support Staff, Administrative Director**
Courtney Knight	**Parent**
Kyla Ross	**Parent**
Victor Henry	**Parent**

Commitments

Our approach to discipline is a holistic, whole student systems approach wherein all stakeholders will be responsible for the growing potential of our students and the culture of our school. The actual implementation of policy will continue to be the responsibility of all staff and community members. In grades K-5, Administration will be responsible for meeting with students and parents when an infraction occurs with the assistance of licensed school counselors or social workers. In grades 6-12 Administration will meet with students along with licensed school counselors, social workers, and/or a student support advocate. Other assistance and mentorship will be provided by student support monitors and peer mentors. Reports to the SPCSA will be generated by the Administrative staff in K-12 quarterly. Those reports will be reviewed and submitted to the SPCSA by the Principal or their designated person responsible for compliance. Discipline records will continue to include information regarding special/vulnerable populations. Discipline records will be used to track special populations and trends to shape any necessary changes, adjustments, professional development or student instruction and ensure that the restorative justice process is implemented equally with all students regardless of designation. In addition, we have implemented and will continue to adjust a school-wide system of support through Restorative Justice practices and a Multi-Tiered System of Support (MTSS) model including Positive Behavioral Interventions and Supports (PBIS). Students will be engaged in inclusive culture, relationship building practices and learn problem solving skills in accordance with NRS 392.472, AB114, AB378 SB89, and AB330.

Amplus Academy Expectations (per the Amplus Academy Parent Student Handbook)

Amplus Academy offers a quality education program in a safe and secure environment for all students. To accomplish the goal of developing distinguished, esteemed, and honorable citizens, protecting the instructional environment from disruptions and distractions is imperative. Students are expected to be considerate of not only their own education, but also the education of their classmates. All staff members take a proactive role in supporting and incentivizing positive behaviors while immediately addressing and restoring behaviors that may take away from the instructional environment.

Please note the following expectations for Amplus Academy stakeholders as outlined in the Commitment of Excellence Contract:

Parent/Guardian Commitment: I fully commit to my child's education and to supporting "The Amplus Standard" in the following ways:

- I understand that my child is enrolled in this school in order to take advantage of the opportunities to achieve and grow academically, socially, mentally, and in all other positive ways.
- I realize that Amplus Academy has high expectations and standards and freely embraces virtue and values as part of our Classical Education model.
- I understand and agree to be bound by all provisions outlined in the Parent Student Handbook; I have reviewed the Parent Student Handbook. I also acknowledge I can refer to the Parent Student Handbook on our school website.
- I will monitor my child's attendance, classroom participation/performance (including homework), and read school correspondence via Infinite Campus, household emails, MyEducationData and Google Classrooms.
- I will participate in parent-teacher conferences and volunteer for school activities, when possible.
- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in or at the school.
- I will not abuse Amplus Staff

Student's Commitment: I fully commit to this school in the following ways:

- I am enrolling in this school because I want to be academically successful, participate in meaningful communication, keep a positive

mindset, develop into a leader, build unity in my community, and serve others, all of which upholds "The Amplus Standard."

- I agree with my school's expectations, standards, and requirements, because I have high expectations for myself.
- I understand and agree to follow the behavior guidelines and Amplus Academy dress code.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school.
- I will accept responsibility for my actions as an honorable, esteemed, and distinguished member of my community.

Amplus Academy Staff Expectations

Amplus Academy staff are distinguished, esteemed, and honorable. Amplus Academy staff uphold The Amplus Standard: Academic Success, Meaningful Communication, Positive Mindset, Leadership, Unity, and Service by demonstrating positive behaviors:

- Staff communicates, instructs, and reacts in a responsible and respectful manner at all times.
- Staff protects the safety and security of all students.
- Staff promotes restorative justice principles to create a positive educational experience. (See attached "The Amplus Standard")
- Staff regularly participates in training for best practices in instruction, discipline, assessments, school policy, and leadership.

SafeVoice Nevada

Amplus Academy utilizes SafeVoice Nevada (www.safevoicenv.org) as a reporting mechanism for student concerns. This is an anonymous and voluntary platform for students, parents, and community members to report incidents. At Amplus Academy, we encourage parents and students to communicate with staff as frequently as possible either through the SafeVoice platform or to staff emails. Amplus staff also use GoGuardian to ensure appropriate use of technology in conjunction with BARK (services which monitor communication on school accounts). Parent accounts are available for all students who utilize technology or access school accounts as a support mechanism for families.

(Free SafeVoice Mobile App Available for Download from Apple or Android store)
Hotline: 1.833.216.7233
www.safevoicenv.org



Teacher/Staff Referral

Progressive Practices by Staff and Administration

While Amplus Academy administration reserves the right to address every situation individually, when infractions to the behavior expectations *do* occur, students will be subject to the following interventions assigned dependent on the severity, frequency, and urgency of the infraction (please see below for a behavior matrix):

- Teacher/student conference
- Individual behavior redirection interventions/accommodations
- Reset space
- Referral to Student Support (Student Support Staff, peer mentoring, and/or Counselors) for Multi-tiered systems of support
- Administration and/or Counseling Mentoring
- Parent/Teacher conference with Counselor support
- Mediation
- Life Skills class assignment
- Restorative Practice assignment
- Archer Academy assignment
- Admin/student conference
- Admin/parent conference
- Parent Intervention - parent attends school with student
- Behavior support plan
- In-school suspension
- At-home Suspension
- Suspension
- Significant Suspension
- Permanent Expulsion

Amplus staff will utilize early warning systems (Ingenium mentoring meetings, HOPE Squad, GoGuardian and BARK), Positive Behavioral Interventions and Support (PBIS), and Trauma Informed practices when working with students. Amplus administration will annually provide training for teachers, administrators, and school staff in: child and adolescent development, restorative justice practices (including, without limitation, positive behavioral interventions and support, conflict resolution and de-escalation techniques, psychology, trauma and chronic stress, the effect and appropriate responses to trauma and chronic stress on pupils.)

Discipline Referral Procedures

1. Staff will record interruptions and issues in Infinite Campus
2. Staff should report ongoing concerns and details about the behavioral interventions in the behavior tab on Infinite Campus and submit to supervising staff:
    a. Elementary infractions - Teacher, Student Support Paraprofessionals, Assistant Principal, School Counselor, Mental Health Professionals
    c. Secondary infractions – Teacher, Student Support Paraprofessionals (where available), Assistant Principal, School Counselor, Student Success Monitors, Mental Health Professionals and Student Success Advocate.

*Infinite Campus shall be used for internal tracking purposes. Some statistical data will be obtained from Infinite Campus and be provided to State Agencies as requested and as required. A list of infractions with their codes and resolutions with their codes are included in the index of this document. However, specific detailed/identifiable information will not be provided. Parents may request to see their student's behavior record. All requests must be submitted to the school Principal in writing. The Principal will provide the redacted student report information to the parent within 10 business days.

Accommodations for Students with Disabilities

Amplus Academy recognizes that each student has circumstances that must be considered prior to and during the progressive and restorative discipline process. Considerations for students who are classified "homeless" and/or student age, in conjunction with student capacity for understanding will be considered. Additionally, special thought will be given for students with disabilities. Administration will follow the Individuals with Disabilities Education Act (IDEA) and the guidance outlined within that law when considering suspension, significant suspension, expulsion or permanent expulsion of any student with disabilities, including students with a 504 plan. Administration will consult law, administrative code, social workers, licensed school counselors, and licensed special education staff throughout the process of working with students in vulnerable populations.

Emergency Removal Suspension of Student with Disabilities

Students with disabilities may be removed from class or school for health, safety or welfare reasons. These reasons include, but are not limited to, the fact the student is under the influence of alcohol or drugs, highly agitated, or suffering from any other

condition which temporarily threatens his or her welfare, other individual's welfare, or the efficient operation of the school.

Such emergency removal shall not exceed five (5) consecutive school days. Any student whom is removed from school on an emergency basis and who is in a condition that threatens his or her own welfare or the welfare of others must be released to the student's parents, a representative of the parent, or other proper authority including but not limited to law enforcement officers and medical personnel. Removal under this section is intended to be used in emergency situations only and consecutive five (5) school days removals are prohibited unless the Principal, Chief Academic Officer and Chief Executive Officer determines that the student imposes an immediate threat to the safety of himself/herself or others, or disrupts the safety of the learning environment. If the Executive team determines that a student is dangerous, but the parents appeal the decision pursuant to the Education of all Handicapped Children's Act (EHA) procedures and refuse to permit a change of placement, the school must obtain immediate injunctive relief from a state or federal court in order to remove the student for more than ten (10) consecutive days. The District shall make reasonable efforts to notify the parent prior to removing a student from school premises on an emergency basis. If the parent cannot be notified prior to removal, the parent must be notified as soon as possible after the removal and the reasons for it.

Short Term Suspension of Student with Disabilities

Students with disabilities may be suspended in the same manner as their typical peers for a period not to exceed five (5) school days in any one (1) semester. Students with disabilities cannot be removed from school for more than ten (10) days unless the MDT Committee first determines whether the alleged behavior in questions was related to the handicapping condition. If the MDT Committee determines there is a connection, it must also determine what action is appropriate. The term of a students with disabilities' removal to an alternative educational program shall be assessed in accordance with state and federal law. However, removal for more than ten (10) consecutive school days may be effected only through MDT Committee action, subject to the parent's right to appeal. Any disciplinary removal of a student with a disability for more than five (5) days over a semester if the child is removed to his or her home must be treated as an expulsion.

No MDT Committee meeting will be required for those student with disabilities for whom short-term suspension or removal to an alternative education program has been included in the discipline plan attached to their IEPs. In such cases, the IEP discipline plan will be implemented if the student has engaged in conduct for which the discipline plan allows short-term suspension or removal. The student shall be given oral or written

notice of the charges, an explanation of the evidence supporting the charges, and an informal opportunity to respond to and rebut the charges. The administration will make and document efforts to notify the parent or guardian prior to the suspension. The MDT Committee will determine the nature and the extent of service, if any, to be provided at the home for student who receive short-term suspension.

Expulsion of Students with Disabilities

Expulsion may be effected for a student with a disability who is engaging in conduct which would warrant such action for a typical peer student only if the MDT Committee determines the misconduct is not related to the disability or inappropriate placement. The exclusion of a student with a disability from his or her current placement pending appeal of an expulsion may not exceed ten (10) days without MDT committee action, subject to the parent's right to appeal under the EHA and the stay-put provisions of C.F.R. 300.513 to determine appropriate services in the interim. In determining whether a student's disruptive behavior was related to the student's disability, the MDT Committee shall base its decision on current evaluation and assessment data and on review of the current IEP documentation rather than on established eligibility or previous Committee decisions. The Committee shall consider whether the student's behavior indicates the need for new assessment or evaluation data. Unless the parents agree otherwise, the student must be returned to his or her current placement after ten (10) days while additional assessments are being conducted. The MDT Committee shall determine the instructional-related services to be provided during the time of the expulsion. The student's IEP shall include goals and objectives designed to assist in returning the student to school and prevent significant regression. If the MDT Committee determines the student's disruptive behavior is related to the student's disability or inappropriate placement, the student shall not be expelled. If the disruptive behavior on the part of the student indicates an inappropriate placement, the MDT Committee shall review the placement and recommend alternatives. If the MDT Committee determines that this behavior was related to the disability, then the MDT Committee shall either rewrite the IEP to address the behavioral and educational needs of the student; or, when appropriate, consider the extension of an emergency removal.

Infraction Review

Amplus staff will continue to provide instruction to students in the least restrictive environment at any point that a student has been removed from instruction (to include suspension [in-school or out-of-school], significant suspension, expulsion and/or permanent expulsion). This instruction in the least restrictive environment includes the time between class removal and the determination of the appeal process. Please note,

the least restrictive environment can include suspension with at-home instruction as supported by the student success team and does NOT connote in-person attendance, unless warranted.

Guarantees

Amplus Academy Administration will investigate all reports and incidents that violate the Behavior Expectations and "The Amplus Standard" for all students. Administration will refer criminal activity to local agencies to include law enforcement, as needed. The Office of Civil Rights will be contacted when infractions infringe on the civil rights of our students and/or staff.

Per the FERPA (Family Educational Rights and Privacy Act) regulations, all staff are prohibited from discussing the discipline and investigation of other students. FERPA is a federal privacy law that gives parents certain protections with regard to their own child(ren)'s education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. Parents and guardians have the right to review their child's education records and to request changes under limited circumstances. The law generally requires schools to ask for written consent from a parent or guardian before disclosing your child's personally identifiable information to individuals other than you.

All students who are subject to disciplinary resolutions will be informed of their due process rights in regards to that decision within the appropriate time frame. The governing body of a charter school or designee of the body shall schedule a hearing on an appeal of a suspension or expulsion (as outlined below) of a pupil. Note that AB 194 (2021) prohibits any increase in the length of the suspension or expulsion following an appeal (i.e., the final penalty may not be harsher than the original one). However, according to NRS 32.4646 a "Principal may extend the period for which a student is removed from the classroom or school with the written authorization from the district superintendent of the administrative head of the charter school (Guidance memo #23-04)" as it relates to a student posing a threat to staff or student safety.

Amplus Academy Grievance Policy

Amplus Academy values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the governing School Board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. The adults in the Amplus Academy community must model for its students a willingness to address conflict directly, respectfully, and at the most immediate level possible, whenever possible.

As such, Amplus Academy's grievance policy consists of four steps that are designed for settling differences in a prompt and equitable manner. These procedures guide how any adult member of the school community – parent, employee, administrator, or other adult – is expected to express grievances about other members and/or concerns in our community.

A copy of the full grievance policy can be found in the index of this document. In specific relation to an appeal of a discipline resolution, however, the appeal process can be found below.

Correcting Minor Behavioral Incidents

A description of behavioral incidents, their classification, and potential resolutions are listed in the tables below.

Minor Behavior Incidents

MINOR BEHAVIOR INCIDENTS	
• Dishonesty	• Non-Dress Physical Education
• Dress Code	• Nuisance Item/Personal Communication Device
• Graffiti	• Tardies
Resolutions	
• Non-Verbal Cue	• Confiscation
• Proximity	• Parent/Guardian Notification
• Redirection	• Conference with Parent (CWP)
• Student/Teacher Conference	• Peer Mediation
• Warning	• Counselor, Student Support or Social Work Referral

As a standard expectation within the classroom, all staff members are expected to provide specific praise, remain active throughout the classroom, set learning and behavior intentions, establish classroom routines, provide equity of opportunity and maintain consistency in immediate correction of infractions. In a situation where minor behavior incidents occur teachers will utilize breaks, silent signals, proximity, reinforcers, tasks, class contracts, peer mediation, parent contact and individual referrals to assist in the corrective action. Minor behavior incidents may escalate to major incidents following individual staff/student conferences, one-way parent communication, two-way parent communication, teacher led detention and parent/teacher/counselor conference. Documentation of these incidents and their resolutions should be maintained in Infinite Campus.

Minor to Major Incidents

MINOR TO MAJOR BEHAVIOR INCIDENTS Based on incident severity and/or repeated incidents	
• Acceptable Use Policy	• Physical Altercation
• Aggressive Behavior	• Possession/Use of Controlled Substance/Electronic Cigarettes
• Cheating/Forgery/Plagiarism	• Theft/Robbery
• Class Disruption	• Threat
• Inappropriate Touching	• Unacceptable School Behavior
• Insubordination (including blatant cell phone and/or uniform policy infractions and/or excessive tardies/truancies)	• Verbal Abuse - Including Racial, Ethnic, Sexist, Gender or Orientation
• Immunization-Non-Compliance	• Use/Possession of controlled substance based upon intoxication
• No-Show Detention	
Resolutions	
• Proximity • Review, Re-teach, and Practice Expectations	First-time Offenses and/or Less Severe Incidents (Minor resolutions may be used.)
• Redirection	• Parent/Guardian Notification
• Goal Setting	• Individual Counseling Services
• Short-term Behavior Progress Reports	• Restorative Disciplinary Practices
• Mentor/Coach Program	• Individual Behavior-Intervention Plan
• Warning	• Detention
• Student/Teacher Conference	Repeated or More Severe Incidents
• Confiscation	• Conference With Parent (CWP) or Required Parent
• Parent/Guardian Notification	Conference (RPC)
• Redo Assignment	• In-School Suspension (ISS)
• Reschedule Detention	• Suspension With Instruction (SWI) or Suspension (SUS)
• Conference with Parent/Guardian	• Academic Center Referral
• Peer Mediation	• Discretionary or Recommended Expulsion Referral
• Conflict Resolution	
• Individual Counseling	
• Restorative Disciplinary Practices	
• Restitution	

In addition to the above-mentioned interventions, staff may make referrals to the appropriate Assistant Principal, Student Success Advocate, School Social Worker, School Counselors, and/or School Mental Health Professionals for additional support. Administration will seek the appropriate resolution based upon requirement, statute, precedent and capacity. Minor to Major incidents may escalate to major incidents following individual staff/student conferences, one-way parent communication, two-way parent communication, teacher led detention and parent/teacher/counselor conference.

Major Incidents

Major incidents are infractions the administrative staff manages due to the severity of the violation and its impact on school policy, regulation, or statute, and/or it negatively impacts student/staff safety. Generally, major incidents can be subject to law enforcement involvement, cause property damage requiring administrative attention, and/or are a habitual/repetitive situation.

Major Behavior Incidents	
• Arson	• Habitual Truancy Citation (Warning, Parent/Guardian Notification,
• Assault - Staff	• Immoral Conduct
• Battery - Staff	• Over-the-Counter Medication Misuse
• Bullying - Including all designations	• Possession/Use of Controlled Substance (including intoxication)
• Transportation Infraction	• Possession/Use of Controlled Substance Repeat (including intoxication)
• Campus Disruption	• Possession of Controlled Substance with Intent
• Cyberbullying - Including all designations	• Power Based Intimidation (Sexual Intimidation)
• Distribution of Controlled Substance	• Trespassing
• Drug Paraphernalia	• Truancy (Warning, Parent/Guardian Notification, Detention, In-House Suspension)
• Fighting	• Vandalism
• Habitual Disciplinary Problem - See attached	
Resolutions Based on incident severity and/or repeated incidents	
• Parent/Guardian Notification	• Conference with Parent (CWP) or Required Parent Conference (RPC)
• Student, Parent/Guardian, and Staff Conference	• In-House Suspension
• Restitution	• Suspension With Instruction (SWI) or Suspension (SUS)
• Individual Counseling Services	• Student Support Referral
• Individual Behavior-Intervention Plan	• Discretionary Expulsion Referral
• Assignment of a Mentor/Coach	• Recommended Expulsion Referral
• Training on Cultural Sensitivity	Life Skills Class Assignment
• Restorative Disciplinary Practices	

Urgent Incidents

Urgent Incidents are principal-managed infractions identified as expellable offenses.

URGENT BEHAVIOR INCIDENTS	
• Battery – Staff*	• Possession of Weapon(s)
• Bullying: Battery – Student*	• Possession/Use of Weapon(s) with Injury
• Bullying: Battery – Student with Injury*	• Possession of Weapon(s) with Threat
• Distribution of Controlled Substance*	• Power Based Violence (Sexual Battery)
Campus/Community Threat	
Resolutions	
• Recommended Expulsion Referral • If an incident of sexual assault is confirmed by law enforcement, school administration must submit a recommended expulsion referral. • Mandatory Expulsion Referral	

Amplus Academy NO TOLERANCE POLICY for severe circumstances

Amplus Academy Administration may seek expulsion or permanent expulsion of a student who: engages in battery on an employee of school (as explained in NRS 392.466),
is in possession of a firearm or dangerous weapon (as defined in NRS 392.466),
sells or otherwise distributes a controlled substance, is deemed a habitual disciplinary problem. Additionally, Amplus Academy will seek permanent expulsion of a student who has two substantiated cases of bullying as defined below.

Bullying protocols, timelines and documentation, as defined by statute, will be followed. As part of NRS 388, the Office for a Safe and Respectful Learning Environment within the Nevada Department of Education and in conjunction with AB 371, the following bullying and cyberbullying laws state:

NRS 388.122 "Bullying" defined

1. "Bullying" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:

a) Have the effect of:

(1) Physically harming a person or damaging the property of a person; or

(2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;

b) Interfere with the rights of a person by:

(1) Creating an intimidating or hostile educational environment for the person; or

(2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or

c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:

(1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or

(2) Association of a person with another person having one or more of those actual or perceived characteristics

2. The term includes, without limitation:

a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;

b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;

c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;

d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;

e) Blackmail, extortion or demands for protection money or involuntary loans or donations;

f) Blocking access to any property or facility of a school;

g) Stalking; and

h) Physically harmful contact with or injury to another person or his or her property.

NRS 388.123 "Cyber-Bullying" defined

"Cyber-bullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor.

Safe and Respectful Learning Environment

The Amplus Academy Board of Trustees asserts that a safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, harassment, and/or intimidation; like other violent or disruptive behavior, interferes with student ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying, harassment, and/or intimidation between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying, harassment, and/or intimidation and to take action

to investigate, respond, remediate, and discipline those acts of bullying, harassment, and/or intimidation which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, harassment, and/or intimidation.

Definition of Bullying: “Bullying” (further defined in NRS 388.122) means a willful act which is written, verbal or physical, or a course of conduct on the part of one or more persons which is not authorized by law and which exposes a person repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and:

- Is intended to cause or actually causes the person to suffer harm or serious emotional distress;
- Exploits an imbalance in power between the person engaging in the act or conduct and the person who is the subject of the act or conduct;
- Places the person in reasonable fear of harm or serious emotional distress; or creates an environment which is hostile to a pupil by interfering with the education of the pupil.

Cyber-bullying: bullying through the use of “electronic communication.” Electronic communication means the communication of written, verbal or pictorial information through electronic devices, including but without limitation, telephones, cellular phones, computers, or any similar means of communication.
General Statement of Policy:

- An act of bullying, harassment and/or intimidation, by a student, group of students, staff member or district employee, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying, harassment, and/or intimidation; but also to students who, by their indirect behavior, condone or support another student‘s act of bullying, harassment and/or intimidation. This policy also applies to any student whose conduct at any time or in any place constitutes bullying, harassment, and/or intimidation that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs, also may constitute an act of bullying, harassment and/or intimidation. This is regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources.

- Bullying, harassment, and/or intimidation as set forth above may include, but is not limited to the following behavior/overt acts and/or circumstances:
    - Verbal, nonverbal, physical or written bullying, harassment and/or intimidation, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
    - Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
    - Implied or explicit threats concerning one‘s intellect, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
    - Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
    - Unreasonable interference with a student‘s performance or creation of an intimidating, offensive, or hostile learning environment.
    - Power imbalance: when someone takes power over someone else; physical imbalance- a stronger more physically dominant individual usurps authority over a smaller, less strong individual. Psychological Imbalance- intellect or social status determines dominance.
- No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying, harassment and/or intimidation.
- Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- Retaliation against a victim, good faith reporter, or a witness of bullying, harassment and/or intimidation is prohibited.
- False accusations or reports of bullying, harassment and/or intimidation against another student are prohibited.
- A person who engages in an act of bullying, harassment and/or intimidation, reprisal, or false reporting of bullying, harassment and/or intimidation or permits, condones, or tolerates bullying, harassment and/or intimidation shall be subject to discipline for that act in accordance with school district‘s policies and procedures. The school district may take into account the following factors:
    - The developmental and maturity levels of the parties involved;
    - The levels of harm, surrounding circumstances, and nature of the behavior;
    - Past incidences or past or continuing patterns of behavior;
    - The relationship between the parties involved; and
    - The context in which the alleged incidents occurred.
- Consequences for students who commit prohibited acts of bullying, harassment and/or intimidation may range from positive behavioral interventions up to and

including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying, harassment and/or intimidation or engage in an act of reprisal or intentional false reporting of bullying, harassment and/or intimidation may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying, harassment and/or intimidation may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- The school district will act to investigate all complaints of bullying, harassment and/or intimidation and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

Reporting Procedure:

- Any person who believes he or she has been the victim of bullying, harassment and/or intimidation or any person with knowledge or belief of conduct that may constitute bullying, harassment and/or intimidation shall report the alleged acts immediately to an appropriate school district official. A student may report bullying, harassment and/or intimidation anonymously. However, the school district's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.
- No cause of action may be brought against a pupil or an employee or volunteer of a school who reports a violation of NRS 388 unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.
- False Reports: If a principal determines that a report of a violation of NRS 388 is false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the principal may recommend the imposition of disciplinary action or other measures against the person in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district.
- The school district encourages the reporting party or complainant to use the report form available from the principal's designees of each building or available from the school district office, but oral reports shall be considered complaints as well.
    - A written statement (email will suffice) by the victim WILL be required as a part of the investigation even though an investigation may begin without the statement/report being written.
- The building principal or the principal's designee or the building supervisor is the person responsible for receiving reports of bullying, harassment and/or intimidation at the building level. Any person may report bullying, harassment and/or intimidation directly to the executive officers.

- A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying, harassment and/or intimidation. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying, harassment and/or intimidation shall inform the building principal immediately.
- Reports of bullying, harassment and/or intimidation are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- Submission of a good faith complaint or report of bullying, harassment and/or intimidation will not affect the complainant‘s or reporter‘s future employment, grades, work assignments, or educational or work environment.
- The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district‘s obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

School District Action:

- Upon receipt of a complaint or report of bullying, harassment and/or intimidation, the school district shall undertake or authorize an investigation by school district officials in conjunction with law enforcement (in some cases). The investigation shall include contact with the students directly and indirectly involved, and may include contact with the parent or guardian.
- The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, harassment and/or intimidation, consistent with applicable law.
- Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, required conferences, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
    - Internet or cyber- bullying disciplinary actions may include confiscation of devices, such as cell phones, and erasure of written items or pictures. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable statutory authority, policies and regulations.
- The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a bullying, harassment and/or intimidation incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

Suspensions, Expulsions and Appeals Related Thereto:

All Suspensions, Significant Suspensions, Expulsions, Permanent Expulsions, and Removal from School situations will be conducted in compliance with NRS 392. The board of trustees of a school district may authorize the suspension, significant suspension, expulsion or permanent expulsion of any pupil who is at least 11 years of age from any public school within the school district. Except as otherwise provided in NRS 392.466, a pupil who is not more than 10 years of age must not be permanently expelled from school. As amended by AB 330, "a pupil who is less than 11 years of age may not be expelled or permanently expelled…" but may face suspension or significant suspension as provided above. Additionally, as amended by AB330, "a pupil who is less than 6 years of age may be suspended…" dependent on the infraction and in accordance with NRS 392.466 students may or shall have a suspension, significant suspension, expulsion or permanent expulsion. In accordance with NRS 392.467 "In extraordinary circumstances, a school may request an exception to the prohibition against expelling or permanently expelling any student under 11 years of age…" Students under the age of 6 may be suspended provided the suspension has been reviewed by the Principal.

In-person learning options will be provided to students with a significant suspension. A plan of behavior will be created and restorative practices applied and provided by Amplus Academy to the school of transfer.

Prohibited Student Activities

The following activities are prohibited. Any student who engages in any of these activities is subject to discipline, which may include suspension. This policy applies to any student who is on school property, who is in attendance at school or at schools sponsored activity or whose conduct at any time or in any place interferes with or obstructs the missions or operations of the school district or the safety or welfare of students or employees.

- Cutting, defacing, or in any way damaging property, real or personal, belonging to the district, its employees, visitors or other students.
- Defiance of the authority of the teacher, principal, bus driver, supervisor or other school employee.
- Stealing or forgery, or the attempt to do either.
- Possession of any weapon, knife, gun, instrument or article (including fireworks and instruments of the martial arts) that might be injurious to a person or property.
- Violation of the district's policy regarding drug and alcohol.
- Use or possession of tobacco products (including but not limited to, snuff, dip chewing tobacco, cigarettes, e-cigarettes, vapes, cigars, pipe tobacco, etc.).

- Participating or engaging in any activity which interferes with or disrupts the educational process.
- Physically assaulting or causing bodily injury to an employee of the district, a visitor or another student. This includes nonconsensual touching and fighting.
- Verbally assaulting or threatening an employee of the district, a visitor or another student.
- Violation of public criminal or civil law or District or building regulations.
- Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment, plagiarism and collusion.
    - Cheating on a test includes:
        - copying from another student's test paper;
        - using material during a test which is not authorized by the person giving the test;
        - collaborating with another student during the test without authority; test.
        - knowingly using, buying, selling, stealing, transporting or soliciting in whole or in part the contents of an administered test;
        - securing copies of the test of answers to the test in advance of the
    - Plagiarism means the appropriation of another student's work and the unacknowledged incorporation of that work in one's own written work for credit.
    - Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.
- Throwing objects, outside supervised school activities that can cause bodily injury or damage property.
- Leaving school grounds when not permitted to do so.
- Directing profanity, vulgar language, obscene gestures or sexual innuendo toward other students or school personnel.
- Failing to comply with lawful directives or rules issued by school personnel or school policies, rules and regulations.
- Committing robbery or theft, or the attempt to do so, of any property belonging to the district at any time or of any property belonging to an employee or other student.
- Engaging in misconduct, as defined by district policies and regulations, on school buses or at bus stops.
- Committing or attempting extortion, coercion, or blackmail, i.e., obtaining money or other object of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.
- Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that may precipitate disruption of the

school program incite violence or otherwise detract from the educational mission of the district.
- Lying or the giving of false information, either verbally or in writing to a school employee.
- Tampering with, changing, or altering documents or records of the school district by any method including, but not limited to, computer access or other electronic means.
- Hazing as defined by state law.
- Gambling.
- Engaging in immoral conduct. Immoral conduct is conduct which the Board determines is not in conformation with the accepted principles of right and wrong behavior and which is contrary to the moral standards of the community.

Offenses Warranting Suspension

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

- Alcohol Possession/Use
- Arson/Explosive Devices
- Battery (Student)
- Bullying/Cyberbullying, including all designations
- Computer Misconduct
- Controlled Substance Use/Possession
- Disorderly Conduct
- Gang Activity
- Habitual Disregard of School Rules
- Physical/Verbal Altercation
- Possession of Stolen Property
- Robbery/Extortion
- Power Based Violence/Harrasment (Sexual Assault/Harassment)
- Threats (Student/Employee)
- Tobacco/E-Cigarettes/Vaping Use
- Vandalism/Destruction or Defacing Property

- Weapons Possession

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

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

AB 168 & BATTERY OF AN EMPLOYEE or PUPIL

- MANDATORY DISCIPLINE IN NRS 392.466
    - Amplus administration reserves the right to suspend or expel students who commit battery against school staff or pupil(s). If a student repeatedly commits battery against a staff member or pupil.

DISCIPLINE LIMITS FOR SPECIAL EDUCATION STUDENTS

- Age 11+ discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. Statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).
- Age 11+ limit for all four categories of misconduct (no exception for possession of firearm or dangerous weapon).

ADDITIONAL REQUIREMENTS Same as general education students.

LEVEL OF BOARD INVOLVEMENT

- Suspension or permanent expulsion requires a Governing Board review of circumstances and determination that action is in compliance with IDEA.
- Statute does not provide authority for non- permanent expulsion.

CHANGES TO DISCIPLINE: for students who receive special education services in accordance with an Individualized Education Program (IEP):

- Suspension or Permanent Expulsion
    - A student with an IEP who is at least 11 years old may be removed from a school, suspended, or permanently expelled only after the

school's governing board has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.

- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).

Suspension Policy:

DISCIPLINE: SUSPENSION PROCEDURES

Suspension and significant suspension is the removal of a student from school for any of the reasons provided above and/or any reason deemed appropriate by Amplus Administration in compliance with statute. All suspensions will be reported to the Principal prior to the suspension. Amplus Academy will only consider exclusionary discipline practices as a last resort to student discipline. Amplus Academy will attempt to provide the least restrictive learning environment possible and provide instruction to all students who are suspended. The procedure for suspension is listed below:

A. The Administrator or designee will meet with students, faculty and or staff to obtain the appropriate information regarding reported minor or major incident(s).
B. The Administrator or designee will request a written statement from the offender.
    a. Consideration will be taken for students who are in specific prescribed populations.
C. The Administrator or designee, must conduct a conference (Required Parent Conference, RPC) with the student and the student's parent(s) or legal guardian(s), to discuss the investigation of the incident, the violation of school rules and/or regulations, and the student's prior discipline history, as well as any information submitted that the parent(s) or legal guardian(s) would like the Administrator to consider as it relates to the suspension.
    a. If the parent(s) or guardian(s) of a student refuses to attend a conference, the Principal will send a written notice to the parent(s) or legal guardian(s) confirming that the parent or legal guardian has waived the right to a conference. The Principal will then be authorized to recommend placement according to the Administrator's recommendation.
    b. If the Administrator does not meet with the parent or legal guardian within 3 school days of the removal of the student, the student will be allowed to return to class.
D. The Administrator shall suspend the student by use of a "Notice of Suspension".

   a. On the same day that the student is suspended the legal parent(s) guardian(s) will be provided a notice of the due process procedures for a significant suspension.

E. Within 3 days of returning from suspension the student will meet with a Student Support team member or school counselor as referred by the Administrator.
   a. Social workers, Mental Health Professionals, and/or counselors will provide support and/or trauma-informed support on an ongoing basis as needed.
   b. All students who have been subject to a suspension will meet with a member of the student support team. In addition to general support, a plan for a safe return to learning will be established (a copy of the form can be found in the appendix) for students involved in incidents of violence.

Students returning from a significant suspension will work with a member of the administration to complete the Individualized Progressive Success Plan.

Significant Suspension: LEVELS OF DUE PROCESS

The following levels of due process are available to the parent(s) or legal guardian(s) of a student who is being placed on significant suspension. This due process procedure must be provided to the parent(s) or legal guardian(s) on the same day that the student is suspended:

A. After meeting with the Administrator the parent(s) or legal guardian(s) will have five (5) school days to appeal the decision of the Significant Suspension.
   a. An appeal of the decision to significantly suspend a student must be submitted in writing to the designated Principal of Amplus Academy.
B. Upon receipt of the written appeal of the decision to significantly suspend a student, the designated Principal will meet with the parent(s) or legal guardian(s) within five (5) school days.
C. The designated Principal will provide their determination to uphold or overturn the significant suspension in writing (an email may serve as written notification) to the parent(s) or legal guardian(s) within three (3) school days.

EXPULSION POLICY:

DISCIPLINE: PERMANENT EXPULSION PROCEDURES

Expulsion and permanent expulsion is the removal of a student from school for any of the reasons provided for in NRS 392.466. All suspensions will be reported to the Principal prior to the suspension. The procedure for determining whether a student should be recommended for permanent expulsion is set forth below:

A. The Administrator shall report any violation of the law to the appropriate law enforcement agency. Administrator as used in this Regulation means the Administrator or designee.
B. The Administrator or designee shall suspend the student by use of a "Notice of Suspension" pending further investigation by administration and review of the facts, which may lead to a recommendation for permanent expulsion.
C. Within three (3) school days of the suspension, the Administrator or designee, must conduct a conference (Required Parent Conference, RPC) with the student and the student's parent(s) or legal guardian(s), to discuss the investigation of the incident, the violation of school rules and/or regulations, and the student's prior discipline history, as well as any information submitted that the parent(s) or legal guardian(s) would like the Administrator to consider as it relates to the suspension and the possible recommendation for permanent expulsion. At the conclusion of the conference, the Administrator or designee shall make a decision regarding the disciplinary action, which may include a recommendation for permanent expulsion. The Administrator or designee must recommend permanent expulsion if it is determined at the conference the student has or is believed to have committed any of the offenses listed in NRS 392.466 as offenses which provide infractions recommended for permanent expulsion.
    a. If the parent(s) or guardian(s) of a student refuses to attend a conference, the Principal will send a written notice to the parent(s) or legal guardian(s) confirming that the parent or legal guardian has waived the right to a conference. The Principal will then be authorized to recommend placement according to the Administrator's recommendation.
D. If the student is to be recommended for permanent expulsion, the parent(s) or legal guardian(s) must be informed of the due process procedures available. The parent(s) or legal guardian(s) must decide whether to contest or not contest the permanent expulsion and sign a statement to that effect. If the parent does not sign the statement, the permanent expulsion will be treated as a contested permanent expulsion. The parent(s) or legal guardian(s) will be provided in writing with the due process procedures available. These procedures will be

provided during the conference with the Administrator or designee, or with the written decision.

DISCIPLINE: LEVELS OF DUE PROCESS

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

A. A *hearing will be **conducted by selected members of the Discipline Committee, or designee. The Discipline Committee representation will have a school Administrator, a faculty member, and a non-licensed staff member. The Committee will be deposed of the information obtained during the investigation of the incident which resulted in the recommendation for permanent expulsion. This information, as well as the student's prior disciplinary record, will be reviewed with the student and the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) must be allowed to present any information to the Committee that the parent(s) or legal guardian(s) would like the Committee to consider. The student must also be allowed to be heard regarding the incident resulting in the recommendation for permanent expulsion. Additionally, a neutral member of school administration will facilitate the meeting and serve as a liaison between the school and the student and their parent/guardian. Permanent Expulsion reviews will follow the following template:
    a. Statement regarding confidentiality - Selected Neutral Member of Administration
    b. Introductions of Permanent Expulsion Review Committee members
    c. Introductions of Amplus Administration
    d. Introductions of student and any other family members present
    e. Reading of Evidence and Summary - Principal
    f. Response to Evidence and Summary - student and other family members present
    g. Questions regarding Evidence and Summary - Permanent Expulsion Review Team
    h. Instructions to Permanent Expulsion Review Team regarding definitions of permanent expulsion -Selected Neutral Member of Administration
    i. Permanent Expulsion Review Team Deliberation
        i. Permanent Expulsion Review Team Determination - Selected Neutral Member of Administration
        ii. Information regarding the results of the Review Team Determination will be provided to the family at an agreed upon date and time

    *If a legal parent(s) and or guardian(s) withdraws a student to avoid permanent expulsion proceedings, the abeyance will be noted in Infinite Campus. Should the legal parent(s) and or guardian(s) attempt to re enroll the student at Amplus Academy a determination of placement will be held according to the process in this section.

**Legal parent(s) and or guardian(s) are not required to participate in the committee process. Should they choose to forgo the committee meeting, the meeting will be held to ensure the Administrator met the burdens outlined in this document. Committee members will uphold the Administrator's recommendation to expel or permanently expel the student. The legal parent(s) and or guardian(s) will be required to submit in writing to the Selected Neutral Member of Administration a statement that they waive their right to attend the committee meeting and that the legal parent(s) and or guardian(s) understands that the Committee will uphold the Administrator's recommendation for permanent expulsion.

***Recent changes in legislation have required public schools in Nevada to share details about disciplinary actions between the school a student leaves and the school a student arrives at. Many times, other charter schools and local County schools will require students to meet their terms for reinstatement prior to enrolling the student in full-time participation.

B. At the conclusion of the hearing, the Committee shall inform the parent(s) or legal guardian(s) of the decision and must, within two (2) school days following the hearing, provide written notice to the parent(s) or legal guardian of the decision regarding the recommended permanent expulsion. The committee may decide on:
    a. Permanent expulsion - Permanent expulsion means permanent removal of a student from AMPLUS and contemplates no trial enrollment except for alternative school placement.
    b. A modified plan for school placement. In-person learning options will be provided to students with a significant suspension through Amplus Academy. A plan of behavior will be created and restorative practices applied and provided by Amplus Academy to the school of transfer.
C. If the decision to recommend permanent expulsion is upheld by the Committee, the Committee will forward the required documentation to the Executive Director, or designee, within two (2) school days.
D. Within two (2) school days of receiving the Committee's recommendation (but prior to the Executive Director, or designee notifying the parent(s) legal guardian(s) for the recommendation and determination), the Executive Director, or designee will review the recommendation to assure compliance with due process procedures and evaluate the appropriateness of the discipline recommended. The Executive Director, or designee, will determine whether the recommended permanent expulsion should be limited, modified, or permanent.
E. Within two (2) school days after a determination has been made and reviewed by the Executive Director, the Executive Director, or designee, will notify the parent(s) or legal guardian(s) of the recommendation and determination.

F. If the decision to recommend permanent expulsion is upheld and the parent(s) or legal guardian(s) decides to contest the permanent expulsion recommendation, the parent(s) or legal guardian(s) must notify the Executive Director of the intent to contest the recommendation for permanent expulsion within five (5) days of receiving notice of the recommendation for permanent expulsion. Within five (5) days after receipt of the notice contesting the permanent expulsion, a hearing will then be held by the Amplus Academy of Nevada Governing Board.

DISCIPLINE: PERMANENT EXPULSION HEARING – AMPLUS ACADEMY GOVERNING BOARD

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

RE-ADMISSION

A student who has been long-term suspended or expelled from Amplus and wishes to be considered for entrance or readmission to Amplus a parent/guardian must appeal to Amplus Administration and the Governing Body or its designee.

Notice of Non-Discrimination

Amplus Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to appropriate designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Meaghan Wheeler, Human Resources Director
8377 West Patrick Lane
Las Vegas, NV 89113
702-970-6800

Supporting Documents

Definitions

NRS 385 Expulsion/Suspension Defined (As amended by AB 67 (2021)

Following is a summary of the significant revisions to state law regarding disciplinary sanctions under AB 67 (2021):

The following definitions for "suspend/suspension," "expel/expulsion," and "permanently expelled" have been added:

"Suspend" or "suspension" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled for not more than one school semester.

"Expel" or "expulsion" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled for more than one school semester with the possibility of: Page 2 of 2

1. Except as otherwise provided in subsection 2, returning to the school in which the pupil is currently enrolled or another public school within the school district after the expulsion; and

2. Enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled during the period of expulsion.

"Permanently expelled" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled:

(1) Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; and

(2) With the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

NRS 392.4655

(c) …"Significant suspension" means the school in which the pupil is enrolled:

(1) Prohibits the pupil from attending school for 3 or more consecutive days; and

(2) Requires a conference or some other form of communication with the parent or legal guardian of the pupil before the pupil is allowed to return to school.

NRS 392.466 section 17

17. As used in this section:

(a) “Battery” has the meaning ascribed to it in paragraph (a) of subsection 1 of NRS 200.481.
(b) “Bodily injury” means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.
(c) “Dangerous weapon” includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a
butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.
[(c)] (d) “Firearm” includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a “firearm” in 18 U.S.C. § 921, as that section existed on July 1, 1995.

As referenced in NRS 392 Habitual Disciplinary Problem uses the following to define Except as otherwise provided in this section, a principal of a school shall deem a pupil enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in 1 school year:

(a) The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school two or more times or the pupil has a record of five
significant suspensions from the school for any reason;

(b) The pupil has not entered into and participated in a plan of behavior pursuant to subsection 6; and – 18 – - 82nd Session (2023)

(c) The behavior of the pupil was not caused by homelessness, as determined in consultation with the local educational agency liaison for homeless pupils designated in accordance with the
McKinney-Vento Homeless Assistance Act of 1987..

If a pupil is suspended, the school in which the pupil is enrolled shall provide written notice to the parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil that
contains:

(a) A description of the act committed by the pupil and the date on which the act was committed;
(b) An explanation that if the pupil receives five significant suspensions on his or her record during the current school year and has not entered into and participated in a plan of behavior pursuant to subsection 6, the pupil will be deemed a habitual disciplinary problem;

(c) An explanation that, pursuant to subsection [5] 8 of NRS 392.466, a pupil who is deemed a habitual disciplinary problem may be:

(1) Suspended from school; or

(2) Expelled from school under extraordinary circumstances as determined by the principal of the school;

Restorative Discipline Definitions and Graphics

Marilyn Armour, Ph.D., defines restorative discipline as a relational approach to building school climate and addressing student behavior. The approach fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

"Restorative Discipline: From Getting Even to Getting Well"
Judy Hostetler Mullet
Children & Schools, Volume 36, Issue 3, 01 July 2014, Pages 157-162

"As commonly understood, school discipline seeks to stop misbehavior, teach prosocial behavior, and motivate healthier decision making in the misbehaving student. In practice, the means to these ends often take a punitive path that fosters a self-protective posture, a sense of powerlessness, and a negative attitude that can contribute to an ongoing cycle of harm. School suspensions and loss of privileges mirror a criminal justice system that looks and feels like retribution or payback. Although the misbehavior may be stifled in the immediate context, the possibility of long-term change is small. Further, an exclusive focus on the misbehaving student ignores the harm done to those affected by misbehavior, and the danger that the bullied will turn into bullies as they seek to regain power. How do we transition from getting even to getting well? Restorative justice, an empathy-based philosophy gaining ground in juvenile justice initiatives, offers a fresh perspective on school discipline. By focusing on the harm done to relationships, restorative justice practitioners view discipline as an opportunity to understand the relational nature of misbehavior, mend relationships, and make restitution. Restorative discipline offers a collaborative approach steeped in inquiry-based methodology that is ripe for further experimentation and research."

The Teacher's Guide to Restorative Classroom Discipline
Luanna H. Meyer and Ian M. Evans

What does a classroom with restorative discipline policies and practices look like? Here are some of the key characteristics of such classrooms:

- Positive classroom climate inclusive of all students, where students have a strong sense of belonging rather than being at risk for exclusion.
- Students experience positive learning relationships with the teacher and with one another, feel safe, have a high regard for their class, and are given the opportunity to make things right when things go wrong.
- Culturally responsive pedagogy the teachers approach to the diversity in the classroom.
- The teacher focuses on student strengths, rejects deficit exclamations for failure, and takes agency for successful educational outcomes for children and youth.
- Families feel welcomed by the teacher and able to visit the classroom freely, participate in activities designed for them with the teacher, regularly receive information about how their young person is doing, and are involved in supporting their child's education is appropriate, including collaborating actively here to address problems.
- Average daily attendance is high, all absences must be excused for valid reasons, and there is timely daily follow up by the teacher and the school and the students are absent for tardy.
- Students receive support and encouragement to meet their educational and social emotional needs, including positive classroom relationships with peers, teachers with expectations, and establish pedagogy to enable them to achieve to the best of their abilities.
- Reasonable and well understood behavior expectations for children and youth are agreed, specific, insured within the classroom.
- Restorative classroom discipline practices with clear definitions of behavior and consequences are in place, known to students, and communicated with families.
- Ongoing backup supports are in place, including threat assessment, crisis management, and in school suspension to deal with serious behavior.
- Restorative practices and mutual respect for the foundations for interactions within the classroom community, not retribution and punishment.
- Agency is promoted with responsibility to add value to every student that makes each year without exception or excuses attribute to background characteristics or challenges such as socioeconomic, linguistic, or environmental circumstances.

The Amplus Standard: For Students

Amplus Archers can commit to upholding The Amplus Standard as leaders in…

A (Academic Success)	**Work First, Then Play** ***Put First Things First*** I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.	I can maintain focus on learning and set aside distractions for my success. I can know what I am learning, how I am doing, and where I need to go. I can prioritize my future opportunities by making good decisions today. I can consider others around me no matter where I am. I can minimize my time out of the classroom; I am here to learn.
M (Meaningful Communication)	**Listen Before You Talk** ***Seek First to Understand, Then to be Understood*** I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.	I can make eye contact and use appropriate body language when listening to others. I can use appropriate language and tone when speaking with others. I can acknowledge those around me and greet them politely. I can use kind and inclusive words. I can practice patience and awareness with how I communicate.
P (Positive Mindset)	**Everyone Can Win** ***Think Win-Win*** I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.	I can grow and can support others in their endeavors by being solutions-based. I can take time to reset and mentally prepare. I can seek opportunities to grow friendships and make new acquaintances. I can celebrate my strengths and work on my weaknesses. I can resist comparing myself to others; I am unique in all the right ways.
L (Leadership)	**I'm in Charge** ***Be Proactive*** I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my actions. I make good, responsible choices without being asked, even when no one is looking.	I can solve problems for myself and for others. I can advocate for others. I can take pride in our school community by maintaining all our spaces. I can show initiative and encourage others to do the same. I can demonstrate appropriate behavior in all settings, no matter who is watching.
U (Unity)	**Together is Better** ***Synergize*** I value other people's strengths and learn from them. I get along well with others, even people who are different from me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any of us can alone. I am humble.	I can look for opportunities to connect with others to reach a common goal. I can encourage other learners by working together. I can keep myself and others safe by understanding them better. I can respect others' space, property, and privacy. I can create agreements with others by compromising, creating solutions, and building consensus.
S (Service)	**Have a Plan** ***Begin with the End in Mind*** I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.	I can look beyond my needs to help someone else. I can understand that even small contributions make big differences. I can recognize my service makes a difference in ways I may not be able to see. I can seek opportunities in our community to help. I can show gratitude when helping others.
Archers	**Balance Feels Best** ***Sharpen the Saw and Use Your Voice*** I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.	I can make good choices that strengthen my body. I can make good choices that strengthen my mind. I can make good choices that strengthen my heart. I can make good choices that strengthen my spirit. I can be honorable, distinguished, esteemed, and productive.

At Amplus Academy, learning is the point and growth is our target.

The Amplus Standard: For Staff

THE AMPLUS STANDARD

FOR STAFF

where learning is the point, and growth is our target.

	With Professionalism	With All Job Responsibilities	In Meetings	When Instructing	In the Classroom
A (Academic Success)	- Models and advocates for fair, equitable, and appropriate treatment of all students and families - Completes lesson plans and gradebook in a timely manner (Thursday the week before)	- Takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students - Keeps parents/families informed of student learning	- Focuses on student learning - Conducts compelling conversations with colleagues about student learning - Models integrity in all interactions with colleagues	- Focuses on student growth - Uses data to drive instruction and formative assessments throughout lessons - Shares daily learning targets and success criteria - Implements appropriate technology and resources to meet the NVACS	- Applies research, knowledge and skills from professional development opportunities to practice (TLAC, Visible Learning) - Establishes and reinforces the Amplus Standard - Prepares lessons that scaffolds learning to meet the NVACS
M (Meaningful Communication)	- Keeps confidences - Greets people in the building - Schedules meetings when needing to discuss larger items - Be mindful of body language - Communicates with supervising administrators regularly	- Sends emails, notes, and phone calls home with a clear way and invitation for response - Replies to communications in a timely manner - Avoids gossip - Arranges for coverage, when necessary, in a timely manner	- Listens to understand - Withholds side conversations and technology use that distracts - Asks clarifying questions - Attends meetings prepared - Participates actively by contributing to discussion topics	- Listens to students - Provides productive feedback for all stakeholders - Provides clear instructions and success criteria	- Speaks appropriately and respectfully to students - Communicates verbally and visually - Displays daily objectives and success criteria explicitly - Learns and uses the students' names - Updates Infinite Campus grades twice weekly and daily SISP/behavior incidents (as needed)
P (Positive Mindset)	- Seeks joy in the unexpected and challenging - Greets all students, staff, and visitors as they pass - Assumes good intent	- Lends a helping hand and looks for ways to assist others - Recognizes growth in others - Participates in collective teacher advocacy -Views challenges and obstacles as an opportunity for growth and improvement	- Attends ready to learn - Commits to apply the ideas, strategies, interventions, etc. discussed - Recognizes meetings are an opportunity for personal and professional growth	- Operates with a deep belief that all children can achieve - Approaches each obstacle with an "I can"/"We can" attitude - Meets student needs by identifying opportunities for growth	- Starts each day anew with a growth goal - Resets relationships daily - Encourages positivity through actions and expectations - Motivates positivity in praise to criticism ratio - Creates a classroom culture focused on meeting individual student learning goals
L (Leadership)	- Meets or exceeds the professional dress expectations - Exemplifies a positive mindset - Models preparedness - Communicates effectively and professionally in all interactions	- Maintains a visible role (in meetings, at events, etc.) - Cultivates and models professional culture - Maintains confidentiality - Shares ideas and research with colleagues - Supports learning-centered ideas from students and staff	- Maintains confidentiality - Completes assigned responsibilities - Begins and ends on time - Asks meaningful questions - Builds collective professional efficacy	- Utilizes and implements support strategies (RTI and EL) - Ensures all students are engaged (know what they are learning, why they are learning it, and where they need to go next) - Develops student leadership capacity	- Models and utilizes The Amplus Standard - Develops character through the Ingenium program - Solves problems - Uses positive behavior reward system
U (Unity)	- Models and advocates for fair, equitable, and appropriate treatment of all students and families - Celebrates differences and commonalities in others	- Promotes two-way communication with parents/guardians - Greets all students, staff, and visitors as they pass - Attends events - Uses positive language with staff and students - Avoids gossip and other damaging behaviors	- Smiles, demonstrates an open and interested demeanor - Models and creates an environment of collaboration and teamwork - Avoids contention and agressive behaviors	-Engages students in dialogue, not a monologue -Facilitates diverse and differentiated collaboration among students -Ensures all students feel safe to participate by establishing a positive classroom community	- Creates a classroom atmosphere that fosters students using each other as sources of knowledge, listening to, and showing respect for others' contributions - Includes parent/guardian requests and insights about the goals of instruction and student progress
S (Service)	- Receives feedback with grace and in consideration of the intent with which it is shared	- Participates in clubs and/or committees - Helps any student in need when the opportunity presents itself - Sees a need; fills a need - Attends extra-curricular activities as part of our community	- Shares ideas, plans, interventions, and support as a part of collaboration - Participates actively in whole and small group discussions - Commits to healthy dialogue with colleagues	- Listens to and facilitates academic discourse - Prepares lessons that meet the needs of students and meet the NVACS in the content area	- Responds to the students and their needs within each class - Refers students to the proper support professionals as needed - Commits to create a safe and secure learning environment

Event Codes and Definitions

K-12 Event Type (ADMIN USE)					
IC Title	**Definition**	***Major/ Minor Infraction***	**Description**	**Resolutions**	**Code**
Acceptable Use Policy	Any unauthorized, unacceptable, or inappropriate use of computer activities, access, software, equipment; and/or any activity that affects or disrupts the school or Amplus Academy's computer hardware, software, or computer systems Student Network & Tech Policy	***Minor***	Minor Offenses: Accessing gaming, music, social media, or non-approved sites using Amplus equipment.	• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	AUP
		Major	Major Offenses: Accessing dangerous/violent, illegal, indecent, offensive, pornographic, solicitation, or threatening sites using Amplus equipment; Hacking (altering, destroying, or modifying school or Amplus files, programs, or software); Pirating (copying/downloading school or Amplus programs or software for personal use).	Loss of Privilege and Parent/Guardian Notification • CWP or RPC • In-School Suspension • SWI/SUS Discretionary Expulsion	
Aggressive Behavior	Hostile and/or destructive behavior incidents including verbal	***Minor***		• Response resolution utilized by	DAG

	confrontation that are reactionary and impulsive and/or socially inappropriate.			staff (i.e., warning, parent/guardian notification, or other resolutions)	
		Major		• Warning • Parent/Guardian Notification • Detention • CWP or RPC • In-School or In- Class suspension • Student Success Referral	
Arson	Use of fire (matches/lighter) on school property	***Major***		• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Student Success Referral • Discretionary Expulsion Recommendation • May include law enforcement involvement. • Discipline resolutions may be prescribed in any order depending on incident severity.	DAR
Assault-Staff	Assault refers to the act of causing someone to reasonably fear imminent harm. This means that the fear must be something a reasonable person would foresee as threatening to them.	***Major***		• CWP or RPC • In-School or In- Class suspension • SWI/SUS • Student Success Referral • Discretionary Expulsion Recommendation • May include law enforcement involvement.	DAL

				• Discipline resolutions may be prescribed in any order depending on incident severity.	
Battery-Staff	Battery refers to the actual wrong act of physically hurting someone.	***Major***		• SWI/SUS • Student Success Referral • Discretionary Expulsion Recommendation • Recommended Expulsion Referral • May include law enforcement involvement. • Citations issued with Battery - Staff incidents will lead to recommended expulsion referral	DBF
Bullying	See NRS 388 Include designation codes	***Major***	• Bullying - Assault Student (DAJ) • Bullying - Battery Student (DBD) • Bullying - Battery Student with Injury (DBC) • Bullying - Disability (DB8) • Bullying - Extortion (DEX) • Bullying - Gender Identification/Sexual Orientation (GID) • Bullying - Hazing (DHZ) • Bullying - Race (RCE) • Bullying - Religion (REL) • Bullying - Sexual Harassment (SHR) • Bullying - Stalking (STK)	• CWP or RPC • In-School or In- Class suspension • SWI/SUS • Student Success Referral • Discretionary Expulsion Recommendation • Recommended Expulsion Recommendation • Battery (with a corresponding law enforcement citation)	DB2

Transportation Infraction	Infractions that occur to/from school activities and/or at carpool	***Major***		• Detention • Possible Loss of Carpool Privilege • CWP or RPC • In-School or In-Class suspension • Bus Suspension/SWI/SUS • Student Success Referral • Discretionary Expulsion Recommendation	DBI
Campus Disruption	An act that causes distraction to multiple classes or the school in general.	***Major***		• CWP or RPC • In-School or In- Class suspension • SWI/SUS • Student Success Referral • Recommended Expulsion Referral • May include law enforcement involvement. • Discipline resolutions may be prescribed in any order depending on incident severity.	DCR
Cheating/Forgery/Plagiarism	Academic dishonesty with the intent to deceive/signing a parent or classmate's name	***Minor***	First time offense in a class on a lower-level assignment or quiz	Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions) • May result in a failing grade or loss of credit for the assignment or task. • Discipline resolutions may be prescribed in any	CFP

				order depending on incident severity	
		Major	Second time offense in a class on a lower-level assignment or quiz Forgery of parent or classmate's name First time offense in a class on a major assignment or test First time offense on standardized or State mandated testing	• Warning • Parent/Guardian Notification • Detention • CWP or RPC • In-School or In-Class suspension • SWI/SUS • May result in a failing grade or loss of credit for the assignment or task. • Discipline resolutions may be prescribed in any order depending on incident severity	
Class Disruption	An action that intentionally distracts the class from completing their objectives	***Minor***	Disregard of classroom rules Unacceptable language Horseplay Rude behaviors Aggressive behavior or tones Mistreatment of property	Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions) • May result in a failing grade or loss of credit for the assignment or task. • Discipline resolutions may be prescribed in any order depending on incident severity	DCD
		Major	Multiple offenses post intervention of: Disregard of classroom rules Unacceptable language Horseplay Rude behaviors Aggressive behavior or tones Mistreatment of property	• Warning • Parent/Guardian Notification • Detention • CWP or RPC • In-School or In- Class suspension • SWI/SUS • May result in a failing grade or loss of credit	

				for the assignment or task. • Discipline resolutions may be prescribed in any order depending on incident severity	
Cyberbullying	Bullying through the use of electronic communication.	***Major***	• Cyberbullying - Assault Student (DAJ) • Cyberbullying - Battery Student (DBD) • Cyberbullying - Battery Student with Injury (DBC) • Cyberbullying - Disability (DB8) • Cyberbullying - Extortion (DEX) • Cyberbullying - Gender Identification/Sexual Orientation (GID) • Cyberbullying - Hazing (DHZ) • Cyberbullying - Race (RCE) • Cyberbullying - Religion (REL) • Cyberbullying - Power Based Harrassment (Sexual Harassment) (SHR) • Cyberbullying - Stalking (STK)	CWP or RPC • In-School or In-Class suspension • SWI/SUS • Student Success Referral • Discretionary Expulsion Recommendation • Recommended Expulsion Recommendation • Battery (with a corresponding law enforcement citation)	DC2
Dishonesty	Intentional deception	***Minor***		• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	DDD

Distribution of Controlled Substance	Sale, delivery, or gifting of illicit drugs (to include prescription medication), alcohol, tobacco and/or devices which disseminate controlled substance (e-cigarettes, vape devices...)	***Major***		• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Recommended Expulsion Referral • May include law enforcement involvement. • The student and a parent/guardian must attend and complete a Lifeskills Course.	DPS2
Dress Code	Failure to observe the school's dress code	***Minor***		• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions) Multiple infractions will result in detention, parent conference, and suspension	DDC
Drug Paraphernalia	Any item which can be used to ingest, use, or distribute drugs	***Major***		• Student Success Referral • Discretionary Expulsion Recommendation (only applicable for subsequent/repeated offenses) • May include law enforcement involvement. • The principal or designee, will for the first incident, take appropriate disciplinary action other than recommending	DPH

				removal from school.	
Drug Test Violation	Failing planned or random drug test	***Major***	For Expulsion Review Team ONLY	TBD	DTV
Fighting	physical altercation with or without injury but includes intent to cause harm	***Major***		• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Student Success Referral • Engaging in pushing, shoving, or altercations that stop upon a verbal command may be a Physical Altercation. • May include law enforcement involvement. • Discipline resolutions may be prescribed in any order depending on incident severity.	DFH
Graffiti	defacing of school property	***Minor***		• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions) • May be subject to restitution and law enforcement involvement	DGT

Habitual Disciplinary Problem	After behavior planning to prevent deeming habitual disciplinary status, a legal definition applied to a student who may be recommended for expulsion if involved in the threatening or extortion of others two (2) times or more during a school year or suspended five (5) times or more during a school year.	***Major***	• Habitual disciplinary expulsion procedures may be implemented if a principal has written evidence which documents that within one (1) school year: • A student threatened or extorted, or attempted to threaten or extort, another student, teacher or other staff member two (2) or more times; and • A specific plan of behavior to prevent the student from being deemed a Habitual Disciplinary Problem (HDP) was created and implemented (a school-wide Behavior Contract does not fulfill this NRS requirement). OR • A student has a record of five (5) suspensions (each suspension being at least three (3) consecutive days) for any reason, with each suspension requiring parent/guardian communication, or a conference before the student may return to school; • Each suspension includes a	• Discretionary Expulsion Recommendation per NRS 392.4655	HDP

			parent/guardian notification with a description of each incident, date each incident was committed, explanation that five (5) suspensions could lead to HDP designation, and final notice provided at least seven (7) days before designating a student HDP; and • A specific plan of behavior to prevent the student from being deemed a HDP was created and implemented		
Habitual Truancy Citation	Three (3) or more unapproved/unexcused absences on separate school days NRS 392.130	***Major***	• Habitual truants may be referred to law enforcement for the issuance of a citation (14–17 year olds cited for Habitual Truancy will also receive Department of Motor Vehicles (DMV) Administrative Sanctions). • Discipline resolution may not involve school removal or exclusionary disciplinary resolutions.	• Warning • Parent/Guardian Notification • Detention • Citation and Department of Motor Vehicle Administrative Sanctions (depending on age)	DTZ
Immoral Conduct	Consensual sexual activity (of any type) between two (2) or more students on any Amplus property or at any school-sponsored event or activity. Inappropriate or suggestive sexual behavior	***Major***	• May include law enforcement involvement. • Discipline resolutions may be prescribed in any order depending on incident severity.	• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Student Success Referral	DIM

	(exposing intimate body parts, masturbation, pornography, etc.) on any Amplus property or at any school-sponsored event or activity involving one (1) or more students.		• Additionally, the age and maturity of students (i.e., lower-elementary grades) may allow for lesser disciplinary consequences.	• Discretionary Expulsion Recommendation	
Immunization-Non-Compliance	Student who does not have proper immunizations or waivers per the Nevada state requirements. NAC Chapters 392 and 394 NRS 392.435	***Minor***	Student begins school without properly completed immunizations	Warning	INC
		Major	Student continues to attend school without proper immunization and/or proper notification to board	"If a certificate from the physician or local health officer showing that the child has been fully immunized is not submitted to the appropriate school officers within 90 school days, or its equivalent in a school district operating under an alternative schedule authorized pursuant to NRS 388.090, after the child was conditionally admitted, the child must be excluded from school and may not be readmitted until the requirements for immunization have been met. A child who is excluded from school pursuant to this section is a neglected child for	

				the purposes of NRS 432.097 to 432.130, inclusive, and chapter 432B of NRS."	
Inappropriate Touching	Touching or physical contact that is not suitable for the school environment. Amplus academy is a "no touch" school. As such there should be no hand holding, hugging or displays of physical affection.	***Minor***	Wanted or unwanted physical contact	• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	DIN
		Major	Multiple infractions of wanted or unwanted or unwanted that does not meet the threshold for other battery infractions	• Warning • Parent/Guardian Notification • Detention • In-School or In-Class suspension	
Information Only	Facts or information about a situation, person, or event and does not serve as a disciplinary resolution.	***N/A***		• Not punitive and used as a means to capture information related to student conduct investigations.	DIO
Insubordination	A direct refusal to obey a direct or implied order, reasonable in nature, and given by and with proper authority. Defiance of authority and/or disobedience to orders.	***Minor***		• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	DIS
		Major	Multiple similar infractions following appropriate interventions	• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Student Success Referral	
Leftover Student	A student who was not picked up after school or does not have a way home from school.	***N/A***		Follow procedures in the Late Pick Up Policy	LEF

No Show Detention	Failure to present oneself for a required teacher, staff, or administrator-issued detention without proper authorization, notification, and/or rescheduling.	***Minor***		• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	DSD
		Major	• A second or repetitive event of a student not reporting may result in major behavior incident referrals. Teachers should make every attempt to assign an alternative resolution or reschedule the original detention.	• Detention • CWP or RPC • In-School or In-Class suspension	
Non-Dress PE	Non-compliance with the required, school physical education uniform.	***Minor***		• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions) May result in decreased grade or class failure	DND
Nuisance Item/Personal Communication Device	Possession (not use) of an item which would be disruptive to the educational/learning environment if used (gaming device, laser pointer, audio device, noise maker, trading cards, etc.). The unauthorized use of personal cell phones, laptops, tablet computers, video gaming systems, or similar electronic devices on Amplus Academy property during the	***Minor***	Multiple infractions may lead to detention, parent conference, in-school suspension or suspension	• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions) • Item may be confiscated (to be returned to parent/guardian).	NPD

	instructional day or during a school-sponsored event.				
Out of District Removals	Student enrolling in the Amplus Academy with pending discipline from another school district, charter school, or private school.	***N/A***			OOD
Over the Counter Medication Misuse	Use/distribution of over-the-counter medication without proper permission; use/distribution of over-the-counter medicine for purposes other than the intended medicinal purpose.	***Major***		• CWP or RPC • In-School or In-Class suspension • SWI/SUS • The student and a parent/guardian may be required to attend and complete a Lifeskills Course.	DOM
Physical Altercation	A tussle or physical confrontation or aggression	***Minor***		• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	PTT
Possession of Controlled Substance W/Intent	Possession of drugs/controlled substances with the intent to sell, distribute, or share on Amplus Academy property or at any school-sponsored event or activity.	***Major***		• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Discretionary Expulsion Referral • May include law enforcement involvement. • Site Administration will for the first incident, take appropriate disciplinary action other than recommending removal.	DCI2

				• The student and a parent/guardian must attend and complete a Lifeskills Course.	
Possession of Weapons	Possession of a firearm, including a weapon defined by the Gun-Free Schools Act as set forth below, or a Dangerous Weapon, which includes, without limitation, a blackjack, slingshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku, switchblade knife or trefoil, a butterfly knife or any other knife described in NRS 202.350, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to person.	***URGENT***	U.S. Department of Education Subpart 3 - Gun Possession SEC. 4141. GUN-FREE REQUIREMENTS	• Mandatory Expulsion Referral per NRS 392.466 • May include law enforcement involvement. • Per NRS 202.265, while on school grounds, an Airsoft Gun, BB Gun, Paintball Gun, and Pellet Gun are all considered weapons. • Principals may, in their discretion, take appropriate disciplinary action other than recommending expulsion for possession of prohibited weapons, except those listed above, which are not used under dangerous circumstances or in a threatening manner. • Students who possess, use, transmit, or conceal any operable or inoperable dangerous weapon listed above MUST be recommended for expulsion per NRS 392.466. • Students who possess a weapon defined by the Gun-Free Schools Act are subject to permanent expulsion.	DWH 2

Possession of Weapons W/Injury	Any willful and unlawful use of force or violence involving a weapon or any object used as a weapon against an Amplus Academy student or staff member resulting in injury.	***URGENT***	U.S. Department of Education Subpart 3 - Gun Possession SEC. 4141. GUN-FREE REQUIREMENTS	• Mandatory Expulsion Referral per NRS 392.466 • May include law enforcement involvement. • Per NRS 202.265, while on school grounds, an Airsoft Gun, BB Gun, Paintball Gun, and Pellet Gun are all considered weapons. • Principals may, in their discretion, take appropriate disciplinary action other than recommending expulsion for possession of prohibited weapons, except those listed above, which are not used under dangerous circumstances or in a threatening manner. • Students who possess, use, transmit, or conceal any operable or inoperable dangerous weapon listed above MUST be recommended for expulsion per NRS 392.466. • Students who possess a weapon	DWI

				defined by the Gun-Free Schools Act are subject to permanent expulsion.	
Possession of Weapons W/Threat	Any statement of an intention to inflict pain, injury, damage, or other hostile action using a weapon against a Amplus Academy student or staff member.	***URGENT***	U.S. Department of Education Subpart 3 - Gun Possession SEC. 4141. GUN-FREE REQUIREMENTS	• Mandatory Expulsion Referral per NRS 392.466 • May include law enforcement involvement. • Per NRS 202.265, while on school grounds, an Airsoft Gun, BB Gun, Paintball Gun, and Pellet Gun are all considered weapons. • Principals may, in their discretion, take appropriate disciplinary action other than recommending expulsion for possession of prohibited weapons, except those listed above, which are not used under dangerous circumstances or in a threatening manner. • Students who possess, use, transmit, or conceal any operable or inoperable dangerous weapon listed above MUST be recommended for expulsion per NRS 392.466. • Students who possess a weapon defined by the Gun-Free Schools Act are subject to permanent expulsion.	DWT

Possession/Use of Controlled Substance	Possession/use of drugs/controlled substances/alcoholic beverages/or substances represented to be drugs/controlled substances/ alcoholic beverages on more than one (1) occasion on Amplus Academy property or at any school-sponsored event or activity.	***Major***		• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Discretionary Expulsion Referral • May include law enforcement involvement. • Site Administration will for the first incident, take appropriate disciplinary action other than recommending removal. • The student and a parent/guardian must attend and complete a Lifeskills Course.	DCA3
Possession/Use of Controlled Substance Repeat	Possession of drugs/controlled substances with the intent to sell, distribute, or share on Amplus Academy property or at any school-sponsored event or activity.	***Major***		• CWP or RPC • Discretionary Expulsion Referral • May include law enforcement involvement. • Site Administration will for the first incident, take appropriate disciplinary action other than recommending removal. • The student and a parent/guardian must attend and complete a Lifeskills Course.	DRC2

Possession/Use Tobacco/E-Cigarette	Possession of tobacco/nicotine/electronic cigarettes on any Amplus Academy property or at any school-sponsored event or activity.	***Major***		• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Discretionary Expulsion Referral • May include law enforcement involvement. • Site Administration will for the first incident, take appropriate disciplinary action other than recommending removal. • The student and a parent/guardian must attend and complete a Lifeskills Course.	DPT
Power Based (Sexual) Intimidation	Intimated or insinuated coercion, force, unwanted, or unsolicited sexual harm with the intent of causing someone to reasonably fear imminent sexual harm.	***Major***		• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Discretionary Expulsion Referral • May include law enforcement involvement. • Site Administration will for the first incident, take appropriate disciplinary action other than recommending removal. • The student and a parent/guardian must	DDSI

				attend and complete the mmmmmmmmm	
Power-Based (Sexual) Battery	Coerced, forced, unwarranted, unwanted, or unsolicited sexual penetration of a person's body.	***Urgent***		• Mandatory Expulsion Referral per NRS 392.466 • May include law enforcement involvement. • Principals may, in their discretion, take appropriate disciplinary action other than recommending expulsion.	DDSB
Tardies/Lockout/Sweeps	Arriving to class after the scheduled start time without a valid excuse. Students who are gathered by school staff or administration to receive an immediate disciplinary consequence for their tardiness.	***Minor***		• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions) Multiple infractions may result in detention, parent conference, and/or suspension	DLS
Theft/Robbery	Taking property that does not belong to the individual with the intent to permanently deprive the original owner of that property, includes robbery.	***Minor***	• May be subject to restitution and law enforcement involvement. • Discipline resolutions may be prescribed in any order depending on incident severity. • Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.	• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	THR

		Major	• May be subject to restitution and law enforcement involvement. • Discipline resolutions may be prescribed in any order depending on incident severity. • Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.	• CWP or RPC • In-School or In- Class suspension • SWI/SUS • Student Success Referral • Discretionary Expulsion Recommendation	
Threat	A statement of an intention to inflict pain, injury, death, damage, or other hostile action against a specific Amplus Academy staff member/student or the occupants of a specific Amplus Academy.	***Minor***	• May be subject to restitution and law enforcement involvement. • Discipline resolutions may be prescribed in any order depending on incident severity. • Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.	• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	RTTT
		Major	• May be subject to restitution and law enforcement involvement. • Discipline resolutions may be prescribed in any order depending on incident severity. • Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser	• CWP or RPC • In-School or In-Class suspension • Student Success Referral • Discretionary Expulsion Recommendation	

			disciplinary consequences.		
Trespassing	Unauthorized presence on Amplus Academy property or at a school-sponsored activity or event without prior permission from the principal or designee, and/or a refusal to leave said property after having been directed to do so by any authorized personnel. This also includes presence on any Amplus Academy property without a parent/guardian while on RPC and/or SUS status, suspended, or expelled.	***Major***		• CWP or RPC • In-School or In- Class suspension • SWI/SUS	TSS
Truancy	A student who is absent from school for one or more class periods during the school day without the written approval of their teacher, or the principal of the school, unless the student is physically or mentally unable to attend (NRS 392.130).	***Major***	• Schools must not use exclusionary disciplinary resolutions for this behavior incident. • RPC code use is prohibited per NRS 392.467, Section 5.	• Warning • Parent/Guardian Notification • Detention • In-School or In-Class suspension	DTU
Unacceptable School Behavior	An event or action in a localized area that causes a disruption, is not generally acceptable behavior at school, or interrupts a school activity, instructional time or function (i.e., roughhousing, unacceptable language,	***Minor***	• Behavior that does not reach the level of Campus Disruption, Fighting, Insubordination, or Verbal Abuse. • Use Class Disruption behavior incident if event or action happened inside the classroom and/or during instruction. • Discipline resolutions may be prescribed in any	• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	USB

	horseplay, gambling, and/or public display of affection).		order depending on incident severity.		
		Major	• Behavior that does not reach the level of Campus Disruption, Fighting, Insubordination, or Verbal Abuse. • Use Class Disruption behavior incident if event or action happened inside the classroom and/or during instruction. • Discipline resolutions may be prescribed in any order depending on incident severity.	• Warning • Parent/Guardian Notification • Detention • CWP or RPC • In-School or In- Class suspension • SWI/SUS	
Vandalism	Willfully and maliciously destroying, defacing, or mutilating Amplus Academy property or the property of another while on Amplus Academy property	***Major***	• This includes tagging. • May be subject to restitution and law enforcement involvement. • Discipline resolutions may be prescribed in any order depending on incident severity. S	• CWP or RPC • In-School or In-Class suspension • SWI/SUS • Student Success Referral • Discretionary Expulsion Recommendation	DVD
Verbal Abuse	The excessive use of inappropriate or vulgar language that is directed towards another individual to undermine someone's dignity and/or security through insults and/or humiliation, in a sudden and/or repeated manner.	***Minor***	• Discipline resolutions may be prescribed in any order depending on incident severity. • Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.	• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	DVA
		Major	• Discipline resolutions may be prescribed in any order depending on incident severity. • Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.	• CWP or RPC • In-School or In- Class suspension • SWI/SUS • Student Success Referral • Discretionary Expulsion Recommendation	

The following event titles, definitions, infraction types, descriptions, resolutions and codes are to be used to classify behavior infractions. Administration reserves the right to implement discipline resolutions in line with restorative justice practices. Such application may not always be consistent with the descriptions below. Discipline resolutions may be prescribed in any order depending on incident severity. The creation of these event titles, definitions, infraction types, descriptions, resolutions and codes was done in accordance to Nevada Revised Statute, Amplus Academy's Restorative Discipline Plan, and Amplus Academy's Parent Student Handbook.

*Event titles, definitions, infraction types, descriptions, resolutions and codes were also based upon Infinite Campus templates and the Clark County School District's Code of Conduct.

Resolution Codes and Definitions

IC Title	Code	Description as needed
Academic Opportunity Period	AOP	
Accusation Not Supported	ANS	
Administrative Placement	ADP	
Allegation Only	ALG	
Apology	SRY	
Appeal Overturn	AOT	This is a code for the Principal or Director's office
Appeal Upheld	AUP	This is a code for the Principal or Director's office
Arrest	ARR	
Citation	CIT	
Conference Parent	CWP	
Conference with student	CWS	
Contract	CON	
Denied Due Process	OCM	This is a code for the Principal or Director's office to be entered if someone appeals to NDE
Detention	DET	
DMV Administrative Sanctions	ADM	
NDE Bullying Overturned Unsubstantiated	NDEBU	This is a code for the Principal or Director's office to be entered if someone appeals to NDE
Other	OTH	
Parent In Class	PIC	
Peer Mediation	PEM	
Phone Parent	PHN	
Required Parent Conference	RPC	
Restorative Justice Circles	RJC	
Restorative Justice Tribunal	RJT	
School Beautification	SSB	
School Rescinded	SRR	
Subsequent Educ Negl Referral	SNR	
Subsequent Truancy Referral	STR	
Suspension	SUS	
Suspension with Instruction	SWI	
Timeout in Class	TOC	

TImeout in Office	TOO	
Warning	WRG	
Witness Only	WIT	
Lifeskills Referral	LSR	
Educational Neglect Referral	ENR	
ESB Accepted (Expulsion Review Board)	ESB09	School Board review of expulsion
ESB Modified (Expulsion Review Board)	ESB10	School Board review of expulsion
LD Bullying Overturned Substantiated	LDBS	Parent Liaison & Director Bullying Overturned Substantiated
LD Bullying Overturned Unsubstantiated	LDBU	Parent Liaison & Director Bullying Overturned Unsubstantiated
Racially Motivated Incident	RMIAA	
Expulsion	EXP	Student may re-enroll in school - Expulsion is 2 semesters
Expulsion Permanent	EXPP	Student may NOT re-enroll
Habitual Discipline Expulsion	HDE	
Habitual Truancy Referral	HTR	
Harbor Referral	HRB	
In Class Suspension	ICS	when a student goes to "in school suspension" but only for one period out of the day
In School Suspension	ISS	When a student is suspended however the student serves the suspension at school.
Incident Investigation	INV	
Intervention	INT	
Lunch Detention	DTL	
NDE Bullying Overturned Substantiated	NDEBS	

Amplus Academy Grievance Policy

EST. 2020

HOME OF THE ARCHERS

AMPLUS ACADEMY

AMPLUS ACADEMY OF LAS VEGAS GRIEVANCE POLICY

Amplus Academy values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the governing School Board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. The adults in the Amplus Academy community must model for its students a willingness to address conflict directly, respectfully, and at the most immediate level possible, whenever possible.

As such, Amplus Academy's grievance policy consists of four steps that are designed for settling differences in a prompt and equitable manner. These procedures guide how any adult member of the school community – parent, employee, administrator, or other adult – is expected to express grievances about other members and/or concerns in our community.

The school's administration (including school directors and academic administration) and School Board both expect that conflicts will be addressed with following the fewest number of steps possible:

STEP ONE - address the situation directly with the other person(s) involved to seek an understanding, explanation, and/or resolution for the concern;

STEP TWO - enlist the assistance of an a member of leadership (coordinators, counselors, assistant principals) to assist in facilitating an understanding, explanation, and/or resolution for the concern;

STEP THREE - prepare a written grievance for the designated school Principal, who then reviews and acts upon that grievance based on the failure of STEP ONE and STEP TWO, as appropriate;

STEP FOUR - meet with the Chief-level Officer who receives input from both sides and reaches a conclusion as to the correct action going forward. If that action involves the Principal/administrator taking some action (including adopting procedures for use in future similar situations), then that recommendation would be presented to the Principal/administrator. If the Principal/administrator disagrees with Chief-level Officer recommendation, then (s)he would initiate a "hearing" in front of the School Board to finally address the issue.

It is important to emphasize the School Board will not become involved in a grievance until the final step of the process; the designated School Board Parent Liaison would participate only at the final level of grievance. Board members are expected to refer any member of the school community who may approach them with a grievance to the school's grievance policy and the proper process for resolving the issue. This process is designed to avoid School Board management instead of School Board governance.

As a public charter school, it is the right of all stakeholders to attend Amplus Academy Board meetings; see the school website for posted meeting details and agenda.

NDE Guidance Memo #22-04

Steve Sisolak
Governor

Jhone M. Ebert
Superintendent of Public Instruction

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GUIDANCE MEMORANDUM # 22-04

TO: Local Education Agencies

FROM: Jhone M. Ebert, Superintendent of Public Instruction

DATE: March 3, 2022

SUBJECT: Updates to Disciplinary Sanctions Laws Under Assembly Bill (AB) 67 (2021)

Introduction

During the 2021 legislative session, Assembly Bill (AB) 67 was passed to provide clarification about several provisions of the current statutes regarding school disciplinary sanctions. The current statutes (pre-AB 67) were extensively revised during the 2019 legislative session, and descriptions of the changes to state law in 2019 were described in GUIDANCE MEMORANDUM #19-08. This guidance memo highlights changes to state law under AB 67 (2021).

Background

The provisions of AB 67 continue to support Nevada's commitment to maintaining safe learning environments and implementing positive approaches to addressing pupil behavior. AB 67 provided an opportunity to identify areas of the existing statutes where revisions to provide clarification and consistency would be useful to local education agencies as they implement Nevada's discipline statutes. A summary changes to disciplinary sanctions and processes as enacted by the passage of AB 67 (2021) follows.

Summary of AB 67 Revisions

Following is a summary of the significant revisions to state law regarding disciplinary sanctions under AB 67 (2021):

- The following definitions for "suspend/suspension," "expel/expulsion," and "permanently expelled" have been added:
    - "Suspend" or "suspension" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled for not more than one school semester.
    - "Expel" or "expulsion" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled for more than one school semester with the possibility of:

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1. Except as otherwise provided in subsection 2, returning to the school in which the pupil is currently enrolled or another public school within the school district after the expulsion; and
2. Enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled during the period of expulsion.

- "Permanently expelled" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled:
  (1) Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; and
  (2) With the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

- In most situations where Board action was previously required, including a review to determine if a proposed disciplinary action is in compliance with the Individuals with Disabilities Education Act (IDEA), those actions may now be taken by a Board designee.
  - Board action is still required if a school requests an exception from the Board in extraordinary circumstances to permanently expel a pupil under age 11.

- For pupils with disabilities, previous law only authorized suspensions of 1-5 days per occurrence, or permanent expulsion. There was no option for an expulsion short of a permanent expulsion. Now, pupils with disabilities may be suspended for 1-5 days per occurrence of proscribed conduct, expelled, or permanently expelled if the discipline action is in compliance with the IDEA.

- As with general education pupils, pupils with disabilities may be disciplined at any age for possession of a firearm or dangerous weapon, and the mandatory discipline under state law applies if the discipline action is in compliance with the IDEA.

- Under previous law, a pupil could be deemed a habitual disciplinary problem if the pupil in one school year had a record of five suspensions. AB 67 (2021) makes clear that each of the five suspensions over the course of the one school year must be a "significant suspension." A "significant suspension" occurs if the pupil is prohibited from attending school for 3 or more consecutive days, including a requirement for a conference or some other form of communication with the parent/guardian before the pupil is allowed to return to school.

- Under previous law, the Open Meeting Law did not apply to discipline "hearings" under NRS 392.467, and discipline "hearings" were closed to the public. It is now clear that the provisions of Chapter 241 of NRS (Open Meeting Law) do not apply to any hearing **or proceeding** conducted under 392.466 or 392.467 regarding pupil discipline. Such a hearing **or proceeding** must be closed to the public.

- Previous law contained a provision that authorized a school to place a pupil in "another school" including a school in another school district. The provision allowing a school to place a pupil in a school **in another district** has been eliminated.

Attached is a "Quick Reference Guide to Student-Level Disciplinary Sanctions Laws" (effective July 1, 2021).

Coversheet

To review, discuss and possibly approve the Student Search Plan

Section: X. New Business (Discussion and possible action)
Item: C. To review, discuss and possibly approve the Student Search Plan
Purpose: Vote
Submitted by: Sarah Barlow
Related Material: SEARCHING STUDENTS POLICY draft 26-27.pdf

BACKGROUND:

As referenced in agenda item 10b, we are presenting the board with a Search Policy for approval. In reviewing our ABC procedures, and based on stakeholder feedback, this Search Policy formalizes existing staff practices, follows all case precedent and aligns with NRS guidelines.

RECOMMENDATION:

To approve the Student Search Policy.

Policy: SEARCHING STUDENTS, LOCKERS, PERSONAL PROPERTY, AND VEHICLES ON CAMPUS PROPERTY

I. School Property, Lockers, and Parking Facilities
Desks, lockers, storage spaces, and parking areas are school property provided to students for their convenience and limited use. They remain under the control and joint possession of Amplus Academy at all times.

- **No Expectation of Privacy:** Students shall be given prior notice that they have no expectation of privacy when using district-assigned property or parking facilities. Routine or unannounced inspections of school-owned property may be conducted at any time without prior notice or consent.

- **Parking Privileges on Campus Property:** Parking a motor vehicle on campus property is a conditional privilege, not a right. Permission to park on school grounds and on properties contracted with Amplus Academy is contingent upon agreement by the student and parent/guardian that school administrators retain the right to inspect and search any vehicle parked on campus property (and its contracted spaces) in accordance with Section II of this policy.

II. Reasonable Suspicion Standard for Personal Possessions and Vehicles
Searches of a student's person, personal possessions (including bags, outerwear, and electronic devices), or motor vehicles parked on campus property must be reasonable under Fourth Amendment standards (*New Jersey v. T.L.O.*). Reasonableness requires that the search be justified prior to its commencement and reasonable in scope relative to the circumstance giving rise to the search.

Absent extraordinary circumstances, a student's person, personal possessions, or vehicle on school property may be subject to search only if:

- **A. Voluntary Consent:** The student (or vehicle operator/owner) voluntarily consents to the search; or

- **B. Individualized Reasonable Suspicion:** Prior to the search, school personnel possess specific, articulable, and individualized reasonable suspicion that the student is concealing evidence of a violation of the law, board policy, or school rules on their person, in their possessions, or within their vehicle; and
    1. The search is necessary to maintain school safety, order, or discipline, and to prevent the removal or destruction of evidence;
    2. The search is reasonable in scope and methods as related to the alleged wrongdoing and the age and sex of the student; and
    3. The search is conducted in accordance with this regulation; or

- **C. Law Enforcement Execution:** Appropriate law enforcement authorities conduct the search pursuant to a warrant, probable cause, or established legal exceptions.

Plain View Observation: Visual inspection of the exterior or interior windows of a vehicle

parked on campus property does not constitute a search. Items in plain view inside a vehicle (e.g., weapons, drugs, alcohol, vape products, stolen property) create immediate reasonable suspicion and grounds for a full search of the vehicle.

III. Search Procedures

Absent extraordinary circumstances, a search of a student's person, possessions, or vehicle on campus property shall be conducted by a school administrator or designee in the presence of another school employee as a witness.

- **A. Witness Notification:** Prior to the search, the witness must be informed, in the presence of the student, of the alleged wrongdoing and the evidence believed to be hidden on the student's person, in their possessions, or in their vehicle.
- **B. Consent Request:** The student shall be asked to consent to the search in the presence of the witness.
- **C. Scope Limit:** The search shall be strictly limited to the area, possessions, or vehicle interior where the declared objective of the search could reasonably be concealed.
- **D. Parental Notification:** The person conducting the search shall make a reasonable effort to notify the parent or guardian before—or as soon as possible after—any search of a student's person, personal belongings, or vehicle.
- **E. Personal Search Restrictions:** School personnel may not require students to expose intimate undergarments or skin normally covered by intimate undergarments except in extraordinary circumstances involving an immediate threat to safety where less intrusive means are impractical. Students shall not be unnecessarily touched and shall be searched by school personnel of the same sex as the student.
- **F. Mandatory Written Report:** A written report shall be prepared within twenty-four (24) hours by the person conducting the search. The report must include:

    1. Student's name, age, and sex;
    2. Date, time, and specific location (e.g., locker number, classroom, parking lot space);
    3. The alleged wrongdoing and individualized reasonable suspicion;
    4. The evidence sought and recovered;
    5. The scope and methods of the search (including vehicle make/model/license plate if applicable);
    6. The name of the school employee who witnessed the search; and
    7. Official filing status in the Principal's office.

IV. Extraordinary and Emergency Circumstances

In extraordinary circumstances - such as an emergency involving weapons, imminent destruction of evidence, risk of flight/escape, or an immediate threat/danger to safety, welfare, or health - procedural steps in Section III that cannot be reasonably complied with prior to an immediate search may be omitted.

Any emergency search must be documented in a formal written report filed in the Principal's office as soon as possible, detailing the specific emergency facts justifying non-compliance with standard Section III procedures.

V. Law Enforcement Cooperation

School personnel shall request the immediate support and assistance of the proper law enforcement agency in dangerous situations, including situations involving suspected illegal firearms, dangerous weapons, controlled substances intended for distribution, or active threats on campus property.

Key Legal Framework Incorporated

Legal Basis	Application to Campus & Vehicles
New Jersey v. T.L.O. Standard	Establishes that public/charter school officials need *individualized reasonable suspicion* (not probable cause or a search warrant) to search student possessions or vehicles on school grounds.
School Property Privilege	Desks, lockers, and parking spaces are school property. Parking on campus is a privilege conditional on adhering to school safety rules.
Plain View Doctrine	School administrators may look through vehicle windows parked on school lots. Contraband visible from outside the vehicle provides immediate cause for a search.
Due Process & Documentation	Mandates 24-hour administrative written reporting and parent notification to protect student rights and school liability.

Coversheet

To review, discuss and possibly approve the Monthly Recurring Payments for SY26-27

Section: X. New Business (Discussion and possible action)
Item: D. To review, discuss and possibly approve the Monthly Recurring Payments for SY26-27
Purpose: Vote
Submitted by: Rachelle Hulet
Related Material: Monthly Recurring Payments for SY26-27..pdf

BACKGROUND:

The finance department prepares an annual list of vendors/payees that receive regularly scheduled or monthly payments. All payments are, and will continue to be, approved by the CEO and/or other members of the administration as dictated by the Purchasing Procedures and Approval Matrix, as well as the Single Item Purchasing Policy. All recurring expenses can be referenced in the approved final budget which receives board approval.

RECOMMENDATION:

To approve the Monthly Recurring Payments for SY26-27

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Monthly Recurring Payments for SY26-27

Water: LVVWD
Sewer: Clark County Water Reclamation (Rainbow Campus and UNLV Research for Durango Campus)
Garbage: Republic Services (3-0620-0925473 and 3-0620-0953231 and 3-0620-1331135)
Phone: CenturyLink, Schindler Elevator
Internet: Cox, Lumen (5-W4D3B9BY and 90753747)
Gas: Southwest Gas
Electricity: NV Energy (300031300012301933 and 3000313000123916065)
Security/Fire Alarm: NextGen, Orion Security
Health Insurance: Sierra Health and Life, Colonial
Dental/Vision Insurance: Principal
Cyber/AD&D Insurance: Alera Group
Building/Liability/Auto Insurance: Hanover
Workers Compensation: AmTrust North America
Retirement: NV PERS
Board of Directors: Ernie Elliott, Candy Farthing, Ruby Norland, Steven Torrance, Melissa St. Jean, Navkaran Singh, Derrick Price
R&R Bond: Zions Bank
Pest Control: Master Care Pest Control
Copy Lease: Les Olson, Wells Fargo
Landscape Contract: Instant Jungle, Green Living Services
Custodial Contract: City Wide Solutions
Employment Agency: School Support Staff
Water Cooler/Equipment Rental: Culligan Water
Storage Containers: Storage on Wheels
CFOs: MAST Financial
Portables: Willscot (10565524)
Power for Portables: Power Plus!

Contracts

Board of Regents/CSN/BibliU Campus: Dual credit partner
My Education Data: Student data platform
Velez & Hardy LLC: Auditor/consultant
Garman Turner Gordon, Kaempfer Crowell, Howard & Howard: Attornies

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My Education Network: Website
Alera Group: Cyber, (ACE American Insurance Company) Student Accident
Paycom: Payroll company
Dorian Student/staff photos
ProSource: Student uniforms
Jostens: Yearbooks and graduation attire
Hanover: Building, liability, auto insurance
IXL: Individualized curriculum and analytics
NWEA: MAP testing and analytics
Go Guardian/Minga: Cyber security and classroom management
Rogue Mechanical: HVAC service
Master Care Pest Control: Pest Control
Les Olson, Wells Fargo: Copy Lease
Instant Jungle, Green Living Services: Landscape Contract
City Wide Solutions: Custodial Contract
School Support Staff: Employment agency
Special Education Support Staff: Special education staffing agency
Boyd Martin Construction: Durango Sports Field and Addition
Lochsa Engineering: Durango Sports Field and Addition
aRK Studio: Durango Sports Field and Addition
MAST Financial: CFOs
Bright Yellow Lines: Buses
NextGen/Orion: Security/Fire Alarm
Willscot: Portables
Apple/Wells Fargo: Mac lease
Insight Investments: Chromebook lease
Power Plus!: Power for portables

Merchants

Infinite Campus
Square
Stripe

Coversheet

Long Range Calendar Document

Section: XII. Long Calendar (Discussion)
Item: A. Long Range Calendar Document
Purpose: Discuss
Submitted by:
Related Material: Board Meeting Long Range Calendar-August.pdf

Long Range Calendar 2026-2027

Board Meeting Date	In-Person Virtual	Items For Discussion PD	New Business	Board Members not attending
8/26/26 Annual	Virtual: Ruby		-Board Policy and Procedures Manual -Code of Conduct -Bylaws -Director Nominations and Elections -New Board Candidate Election	
8/26/26 Regular	Virtual: Steve, Ernie		-EL Policy/Plan -Annual Vendor List -Restorative Discipline -GAPP 4000	
9/23/26			-Special Education Policies and Procedures Manual and Forms -Amended Budget -Safe Voice Training -Dual Credit -26/27 Grants	
10/28/26		-Validation Day Federal Count -4-Year Grad Rate Validation	-Annual Audit -Foster Care Policy -McKinney-Vento Policy	
11/18/26			-GAPP: Operations and IT -GAPP: Athletics	
1/27/27			-Capital Improvement Plan	
2/24/27				
3/24/27			-27-28 School Calendar -FY28 Tentative Budget	
4/28/27			-27-28 Board Meeting Calendar	
5/26/27			-Charter School Board Member Info and Disclosure -FY28 Final Budget -Fiscal Policy and Procedures	

Meetings are subject to change.