Amplus Academy

Amplus Board Meeting

Date and Time

Wednesday September 30, 2026 at 5:00 PM PDT

Location

Google Meet link: https://meet.google.com/yep-sxdf-aim
This meeting has no physical location and will be held by remote technology system only, pursuant to NRS 241.023.

The Governing Body of **AMPLUS ACADEMY** will conduct a board meeting open to the public on September 30, 2026 beginning at 5:00 p.m. on Google Meet.
This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS Chapter 241

How to attend and participate. Members of the public may hear and observe the meeting by video at https://meet.google.com/yep-sxdf-aim, or may listen and participate by telephone by dialing (US) +1 919-756-5592 and entering PIN 146 553 255#. Members of the public may provide live public comment during each public comment period. Video participants should use the "raise hand" feature in Google Meet. Telephone participants should press ***5** to raise hand and, when recognized by the President, press ***6** to unmute. The President will read these instructions aloud before the first period of public comment.

Amplus Board Meeting
Wednesday, September 30 · 5:00 – 6:00pm
Time zone: America/Los_Angeles
Google Meet joining info
Video call link: https://meet.google.com/yep-sxdf-aim

Or dial: (US) +1 919-756-5592 PIN: 146 553 255#
More phone numbers: https://tel.meet/yep-sxdf-aim?pin=3403351225042

Please note the following:
Public comment will be limited to three minutes per person. Public comment will not be restricted based on viewpoint.

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.

Supporting material. Supporting material for this meeting may be requested at no charge from Melissa St. Jean, Board Secretary, Amplus Academy, 8377 West Patrick Lane, Las Vegas, NV 89113; mstjean@amplus.academy; 702-970- 6800 x5022. Supporting material is also available on the Amplus Academy website at https://app2.boardontrack.com/public/ySE6Dc/year.

Posting. This notice and agenda have been posted at the following locations: (1) Amplus Academy, 8377 West Patrick Lane, Las Vegas, NV 89113; (2) the Amplus Academy website, https://app2.boardontrack.com/public/ySE6Dc/year; and (3) the State of Nevada Public Notice website, https://notice.nv.gov.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Call the Meeting to Order		Nav Singh	1 m
B.	Roll Call of the Board		Melissa St. Jean	1 m
C.	Pledge of Allegiance		Nav Singh	1 m

		Purpose	Presenter	Time
II.	**Public Comment Opportunity #1**			**5:03 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. If attending by telephone, press ***5** to raise your hand.*

A.	Public Comment #1	Discuss	Nav Singh	5 m
III.	**Consent Agenda (for possible action)**			**5:08 PM**
A.	Consent Agenda	Vote	Nav Singh	5 m

1. GAPP 3000- Compliance:
    1. Foster Care Policy
    2. McKinney-Vento Policy
    3. Special Education Policies and Procedures Manual and Form
2. 26/27 Grant Subawards, including acceptance of the FY2026-27 K-3 STEM and Literacy Grant subaward in the amount of $451,025.40

Consent agenda items are considered routine and may be approved by a single motion. Any Board member may request that an item be removed from the consent agenda for separate discussion and action.

IV.	**Reading and approval of the minutes of the Board Meeting (For Possible Action)**			**5:13 PM**
A.	Reading and approval of the minutes of the Board Meeting on August 26, 2026 (For Possible Action)	Approve Minutes	Nav Singh	5 m
B.	Reading and approval of the minutes of the Special Board Meeting on August 31, 2026 (For Possible Action)	Approve Minutes	Nav Singh	5 m

		Purpose	Presenter	Time
V.	**Charter Facility Support Foundation (For Discussion Only)**			**5:23 PM**
A.	Charter Facility Support Foundation Report	Discuss	Lee Iglody	10 m

1. Construction Update
2. Financing Bond Update

VI.	**Financial (For Discussion Only)**			**5:33 PM**
A.	Financial Report from MAST Financial (Discussion)	Discuss	Adam Holcomb	10 m

1. Total Revenue vs. Expenses
2. Monthly Cash Balance
3. Days Cash on Hand
4. Balance Sheet
5. Budget vs. Actuals

VII.	**Chief Executive Officer Report (For Discussion Only)**			**5:43 PM**
A.	Chief Executive Officer School Report	Discuss	Rachelle Hulet	30 m

1. Community Updates
2. Health Insurance renewal/enrollment
3. Liability Insurance Coverage
4. PEAA Audit- Oct 13
5. Veterans Day- Nov 6
6. CSAN Priorities

VIII.	**Academic Report (For Discussion Only)**			**6:13 PM**
A.	Amplus 2025-2026 Nevada School Performance Framework Ratings	Discuss	Sarah Barlow	30 m
IX.	**New Business (Discussion and For Possible Action)**			**6:43 PM**
A.	To review, discuss and possibly approve revised Policy 3007, Lottery (Enrollment) Policy,	Vote	Rachelle Hulet	5 m

		Purpose	Presenter	Time
	including the open enrollment window, lottery and waitlist procedures, and delegation of operational management to the Chief Executive Officer (For Possible Action)			
B.	To review, discuss and possibly approve the dual credit course catalog	Vote	Sarah Barlow	5 m
C.	To review, discuss and possibly approve the Resolution No. [2026-001], declaring five (5) pre-owned school buses acquired in Fiscal Year 2024 with State transportation grant funds to be surplus to the needs of Amplus Academy; authorizing the Chief Executive Officer to sell them, individually or together, as whole units or for parts, for not less than fair market value, or to dispose of them by salvage if they cannot be sold, in compliance with the terms of the transportation grant and any direction of the State Public Charter School Authority; and directing the related accounting, fixed-asset, and reporting actions. (For Possible Action)	Vote	Rachelle Hulet	7 m
D.	To review, discuss and possibly approve the purchase of a new school bus from Buswest in an amount not to exceed $305,443.25, to be paid from the School's FY2026-27 State transportation funding and general funding sources. (For Possible Action)	Vote	Rachelle Hulet	5 m
X.	**Long Calendar (Discussion)**			**7:05 PM**
A.	Long Range Calendar Document	Discuss	Nav Singh	5 m
XI.	**Public Comment Opportunity #2**			**7:10 PM**

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		Purpose	Presenter	Time
A.	Public Comment #2	FYI	Nav Singh	1 m
XII.	**Closing Items**			**7:11 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 Compliance Section 3000.pdf
FY27 Grant Subawards.pdf

BACKGROUND:

1. GAPP 3000- Compliance: Approved on August 28, 2025
    1. 3015: Foster Care Policy: Changes titles and dates
    2. 3015: McKinney-Vento Policy: Changes in titles and dates
    3. 3006: Special Education Policies and Procedures Manual and Form: Changes in titles and dates
2. 26/27 Grant Subawards:
    1. Majority of subawards were presented in May board meeting in the approval of the budget
    2. In July, the addition of the following K-3 Stem and Literacy Grant sub-award has been awarded with accompany items:
        1. $166,400.00 staff salaries
        2. $26,950.00 staff benefits
        3. $15,000 in STEM related books
        4. $134,002.40 in K-3 curriculum
        5. $67,773.00 in staff training
        6. $7,000.00 AR web-based program
        7. $33,900.00 consumable supplies for classroom kits

RECOMMENDATION:

To approve the consent agenda

Amplus Academy

Generally Accepted Principles and Practices
Section 3000: Compliance-Board
Approved on: 08/28/2025

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Section 3000 - Compliance

TITLE: Athletic Office
SECTION: Compliance
POLICY NUMBER: 3001
LAST REVIEWED/REVISION: 08/28/2025

Transfer Plan

The Amplus Academy Board recognizes the benefits of a sporting program within the school system. Student athletics teach lessons to students that are unique to sports. Additionally athletics can help with school pride. The Board authorizes membership of the Nevada Interscholastic Activities Association (NIAA) for high school sports and membership of the Nevada Charter Schools Activities Association (NCSAA) for Elementary and Middle School Sports. Amplus sports will follow the regulations within the NIAA and NCSAA. All transfers of students will be according to scripted regulations internally and within NIAA and NCSAA.

TITLE: Attendance
SECTION: Compliance
POLICY NUMBER: 3002
LAST REVIEWED/REVISION: 08/28/2025

Introduction

The Amplus Academy Governing Board of Trustees recognizes the importance of in-person attendance. Amplus Academy, a K-12 Charter School, provides in-person instruction to its students to meet the total required minutes under an alternate calendar as required in the State of Nevada (NRS 388). The trustees authorize school administration to create a plan that outlines the compulsory education requirements for parents (NRS 392.040). Additionally the plan should outline support provided to students and families to help them to meet the mandatory education.

Explanation

The Board recognizes and understands that the ultimate success of a student, within the structure of Amplus Academy, is based upon regular and consistent attendance. There is a direct correlation between school attendance and student success. Missing class time and classroom interaction through absence cannot be fully regained. Except as provided specifically in the plan created by school leadership, reference Homebound Services, Amplus Academy will not provide distance education options. Educational support materials (some notes, assignments, educational links and aids) can be accessed through online applications (Google Classroom and Canvas). Outside of the aforementioned exception, all staff, students and families electing to attend Amplus Academy must plan on in-person attendance.

In accordance with NRS 392.040 which states, “Except as otherwise provided by law, each parent, custodial parent, guardian or other person in the State of Nevada having control or charge of any child between the ages of 6 and 18 years shall enroll the child in a public school and send the child to the public school for the full school day during all

the time the public school is in session in the school district in which the child resides unless the child has graduated from high school." The plan outlined by school leadership, in addition to meeting statutory requirements, will clearly provide to staff, students and families the expectations of continued enrollment at Amplus Academy, a school of choice. Regular and consistent, on-time, attendance as outlined in statute is a requirement for continued enrollment, promotion and credit retrieval at Amplus Academy. Absence from any class should be weighed against the aforementioned rationale and be avoided when possible.

The complete attendance plan, under the direction of the Board of Directors' policies below can be found HERE.

Recording Daily Attendance

Amplus staff will maintain an accurate record of attendance in Infinite Campus. Faculty will mark attendance each day and/or class period. Office staff will ratify daily attendance and appropriate coding. School leadership will designate specific policy and procedure for when absences will be marked by faculty in the Elementary and Secondary Schools.

Absences

The Governing Board of Amplus Academy asserts that there is no replacement for being present in classes. Every effort should be taken to attend school and classes daily. Students failing to meet attendance standards may face retention, loss of credit and/or loss of enrollment. The Board designates that the school leadership may find additional sanctions to encourage in-person attendance. Families should plan vacations, appointments, and time away around the published school calendar. Students marked absent on the first day of school may be unenrolled and may lose their seat at Amplus Academy for the school year.

Per NRS 392.130, The Board establishes that students must be in attendance 90% of school days in order to be promoted and receive credit. A student who does not satisfy the minimum attendance requirement may be subject to denial of credit for the affected course. Failure to satisfy the attendance requirement shall not result in automatic denial of credit without consideration of circumstances required by applicable federal or state law and the review procedures established by the School. ~~Students not meeting this threshold for attendance will risk retention, loss of credit and/or loss of enrollment. As a general rule, students should not exceed 8.5 absences per semester.~~ ¶

Excused Absence

Per NRS 392.050, children must be excused from attendance (a note in writing from any qualified physician, mental health professional or behavioral health professional) for a physical or mental condition or behavioral health condition. Additionally, the student absence will be excused for a verified legal or medical appointment, recognized religious holiday, or mandated court appearance.

Other Absences

The Governing Board of Amplus Academy recognizes that students will miss class/school for school activities. School leadership will establish which absences will be excused and marked as such based upon student missing class for

school activities or meetings with staff. Such absences will be notated in Infinite Campus and are considered "Excused."

Student Tardiness

Families must plan accordingly to provide students time to enter school, store items before entering class, and be in their classroom ready to learn by the initial school bell. Drop off should be well before that time to make sure students are ready to learn by 8:00am. Students arriving after the warning bell at 7:55am must be checked in by an adult/guardian. Parents must always be prepared to show a picture ID for check-in at the front office. Students are still considered "TARDY" regardless of check-in.

Excessive Absenteeism

More than 8.5 unexcused absences per semester qualify for Excessive Absenteeism. If a student is identified as having excessive absences, they will be required to meet with the designated Principal. Possible outcomes of this meeting include.

- *Limitations to after school sports and/or activities
- Possible retention.
- Denial of credit.
- Recommendation for enrollment at an alternate school.
- A referral for educational neglect.
- Administrative sanctions (loss of driving privilege) per NRS 392.148.

This policy along with appropriate statements in the Online Registration (OLR) serves as notice in compliance with, NRS 392.122.5.

> "A school shall inform the parents or legal guardian of each pupil who is enrolled in the school that the parents or legal guardian and the pupil are required to comply with the provisions governing the enrollment, attendance and truancy of pupils set forth in NRS 392.040 to 392.160, inclusive, and any other rules concerning attendance and truancy adopted by the board of trustees of the school district."

Truancy

Per NRS 392.130, except as otherwise stated regarding approved absences, "A pupil shall be deemed a truant who is absent from school without the written approval." "An unapproved absence for at least one period, or the equivalent of one period for the school, of a school day may be deemed a truancy."

The school will contact the family of a student who is identified as being in jeopardy of being declared a habitual truant. The school designee will meet with the family and complete the "School Attendance Improvement Plan" to prevent further possible consequences.

Special Circumstances

In special circumstances, student absences for a physical or mental condition or behavioral health condition may exceed 8.5 days per semester. As appropriate, and after a 504 plan meeting, school staff will share the application for Homebound Services, along with the appropriate acknowledgements with the parent/guardian. Upon approval, absences will be coded appropriately. Should the mental or behavioral health condition require extended care in a treatment facility, the school will work with the treatment facility to transfer the student records to said facility.

Due Process

"The parent or legal guardian of a pupil may request a hearing before a person designated by the board of trustees of the school district in which the pupil is enrolled to appeal the imposition of any administrative sanctions pursuant to this section. The person designated by the board of trustees shall, not later than 30 days after receipt of the request, hold a hearing to review the reason for the imposition of any administrative sanctions. Not later than 30 days after the hearing, the person designated by the board of trustees shall issue a written decision affirming, denying or modifying the decision to impose administrative sanctions and mail a copy of the decision to the parent or legal guardian of the pupil."

Amplus' designees for appeals to administrative decisions is the Chief Academic Officer

Other concerns should be handled through Amplus Academy's communication and grievance policies.

TITLE: Cell Phone Free School **POLICY NUMBER: 3003**
SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

In accordance with NRS 392.4637 the Governing Board indicates that Amplus Academy classrooms will be free from cell phones/electronic devices. The law defines electronic devices covered with this plan as: "Electronic communication device" means any electronic device that is capable of transmitting any audio, written or pictorial information or messages to another electronic device." The instructional day is defined from school drop off until school pick up. The Board authorizes school leadership to find the best method(s) to ensure compliance with NRS 392.4637 including the Yondr pouches.

TITLE: College & Career Ready **POLICY NUMBER: 3004**
SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

Nevada's college and career readiness laws mandate earning a high school diploma with a 3.25 GPA, completing 24 credits, and taking the ACT or other designated assessments. These laws, codified in Nevada Revised Statutes and Administrative Codes (NRS and NAC), establish the requirements for a "College and Career Ready Diploma" and endorsements, outlining the criteria for passing college and career readiness assessments to earn these credentials.

Amplus will enter into a Memorandum of Understanding with schools, businesses and organizations (as necessary) to facilitate college and career readiness opportunities for qualified students. These opportunities include dual credit opportunities which, depending on the student and circumstances, may allow a student to graduate with a high school diploma and associates degree.

TITLE: Communication & Grievance | **POLICY NUMBER: 3005**
SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

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 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 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 agendas.

Communication plan

The Board desires to maintain open channels of communication between itself and the staff. However, the line of official communication will be through the CEO.
Staff Communications to the Board All communications or reports to the Board (or any Board committee) from staff or administration will be submitted through the CEO or in open Board meetings. District employees may wish to informally and unofficially converse with individual Board members on matters of policy (current or under consideration), or other matter of concern to them. Such conversations are informal and unofficial, as individual Board members must abide by the limitations outlined in regulations. During these conversations district employees will not seek favor or decision in any matter

Board Communications to Staff- All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the CEO, and the CEO will employ all such media as are appropriate to keep staff fully informed of the Board's problems, concerns, and actions.

Visits to Schools Any individual Board member who wishes to visit a school or classroom as an interested parent will follow the regular procedures for visitors. Board members are encouraged to visit schools or classrooms to observe, or to express interest in school affairs. When doing so, they may inform the CEO, who may assist in making appropriate arrangements with the Building Principal.

Informal Investigation or Information Gathering by Individual Board Members Individual board members may wish to seek information from staff members or administrators regarding policies or matters of concern to the Board. These conversations are informal and unofficial, as individual Board members must abide by the limitations outlined in Policy 1006. District employees cannot be required to respond to such inquiries. The participants will not be reprimanded, punished, or otherwise negatively impacted for having engaged in these unofficial and informal conversations.

Whistleblower plan

Purpose

The principle purposes of this policy are twofold: (1) to publish those entities within the school to whom ethical misconduct may be reported, and (2) to guarantee that the school will not retaliate against any whistleblower for good faith reporting.

Definitions

Ethical misconduct refers to any action, decision, or communication that a reasonable person would consider morally deficient, regardless of whether such actions, decisions, or communications are lawful. (Example: seeking school reimbursement for lavish travel expenses while on school business, e.g., flying first class instead of coach, may not be a violation of the law but a reasonable person would likely consider it to be poor stewardship of school funds, as well as unethical.)

Also, ethical misconduct may involve financial fraud, waste, or abuse, but not all ethical misconduct is financial in nature (e.g., sexual harassment, lying, bullying, violations of the school's code of conduct).

Whistleblower is a word commonly used to refer to persons reporting ethical misconduct.

Good faith reporting means that the whistleblower has a reasonable basis for making an allegation and that any allegation is not the result of bad faith motives such as malice, personal disagreements with individuals/groups, retaliation against others, or knowledge that the allegation is false. Bad faith allegations are subject to school disciplinary actions, up to and including termination of employment or involuntary removal from the school's rolls as an approved volunteer or vendor/prospective vendor.

Policy

Amplus Academy is committed to exemplifying the highest standards of ethical conduct in the governance and management of all its affairs. Adherence to this standard is required of all officers and directors (both paid and unpaid), employees (both exempt and non-exempt), volunteers (both individually and groups such as PAC), and vendors/prospective vendors.

To ensure accountability, we encourage anyone with knowledge of ethical misconduct by any individual or group connected with Amplus Academy to report such information in writing to an appropriate entity (specified in the procedures section of this policy). Allegations may be made anonymously.

Procedures:

Knowledge of ethical misconduct by any individual or group connected with Amplus Academy is properly reported to varying entities. The paragraphs below list the six entities to whom employees, parents/guardians, volunteers, and vendors/prospective vendors may properly report allegations. The current email addresses and phone numbers of entities (2) through (5) are maintained on the school's website.

(1) One's immediate supervisor (for Amplus Academy employees only);
(2) Human Resources (for Amplus Academy employees only);
(3) Amplus Academy Compliance Officer;
(4) Amplus Academy Managing Director;

(5) Amplus Academy Board Audit Committee;

(6) Amplus Academy Board of Directors.

All allegations made to entities (1) through (4), along with information about their subsequent disposition, shall be promptly reported to the Amplus Academy Board Audit Committee. The Board Audit Committee will maintain records that are not subject to access by senior management if the allegations involve or reasonably could involve senior management. The Board Audit Committee will make any necessary recommendations to the Amplus Academy Board of Directors whose decision is final.

Entities (2) through (5) are vested with the authority to investigate allegations of ethical misconduct, however, no entity will do so without first conferring with the Managing Director (unless the allegations involve them). Moreover, Amplus Academy's general counsel shall be consulted by all entities prior to initiating any investigation.

All allegations and their subsequent disposition (such as investigation results) will be confidentially maintained to the greatest extent possible, i.e., shared only with those entities who, in the school's view, have a legitimate need to know. Violations of confidentiality of such information are grounds for disciplinary action/legal remedies.

Fraud, Waste and Abuse Report

The school's executive director will create, implement, and revise as necessary, vendor approval procedures to ensure that all vendors used by the school are:

- legitimate (i.e., not scam vendors),
- independent (i.e., that no school stakeholder has ownership, control, profit, or other direct benefit that hasn't been properly disclosed to the school),
- do not expose the school to unmitigated risks through their products and services (e.g., uninsured construction companies, etc.).

All such procedures must comply with all applicable accounting standards, statutes and administrative code.

Control Objectives:

1. Deter school stakeholders from setting up shell companies and then directing school business toward them;
2. Deter school stakeholders from using legitimate vendors with which they have an undisclosed conflict of interest;
3. Deter fraud, waste, and abuse in the vendor selection process;
4. Transfer risks posed by vendors back to the vendor;
5. Timely detection of transactions made with unauthorized vendors.

TITLE: Diversity & Inclusion **POLICY NUMBER: 3006**

SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

Special Education

- The District will provide special education services to students as their needs dictate.
- The District will, from time to time, apply for special programs through the Nevada State Department of Education.
- The policies, rules, and regulations of the State Department of Education will govern district special education programs.
- State Department of Education regulations are, available to all at the principal's 0ffice.
- The special service coordinator will supervise the Special Education Program including all of the federal programs.

More information about specific regulations governing Special Education can be found by seeing the "Special Education Guidance Manual".

Gender Diversity Plan

Senate Bill 504 was passed during the 78th legislative session of the State of Nevada and was signed into law by then Governor Brian Sandoval. That law was then expanded in the 79th legislative session. "The state's Model Policy on Safe and Respectful Learning Environments as required by NRS 388.133 (see NRS 388.133) sets the minimum standards for the policies that must be adopted by the boards of trustees of school districts or the governing bodies of charter schools, as required by NRS 388.134.:" (Nevada Dept of Education)

"These regulations became effective upon passage by the Legislative Commission on October 25, 2018. Boards of trustees of school districts or governing bodies of charter schools must adopt the state's Model Policy on Safe and Respectful Learning Environments, or they may adopt an expanded policy as long as it complies with all of the provisions of the state's Model Policy on Safe and Respectful Learning Environments; this includes the provisions specific to sex/gender diverse students as found in NAC 388.880." (Nevada Dept of Education)

The board authorizes school leadership to create a policy, in accordance with the aforementioned statutes and in compliance with appropriate administrative codes to support "Persons with diverse gender identities or expressions."

Discrimination of any kind is strictly prohibited by Amplus Academy and all stakeholders. Per the quoted text above, it is required by Nevada Revised Statute (NRS) and outlined in Nevada Administrative Code (NAC) that there be a specific policy to address the rights and needs of students with diverse gender identities or expressions. Amplus will "address the rights and needs of persons with diverse gender identities or expressions on an individualized basis to foster the safe and healthier development of the gender identity and expression of each pupil." Amplus Academy will "consider the individual characteristics and unique circumstances of the person."

The policy, as created by school leadership regarding diverse gender identities or expressions, will be adopted by Amplus Academy's Governing Board and address the following.

- Each member of the governing board and each employee including but not limited to administrators and teachers will receive "annual training concerning the requirements and needs of persons with diverse gender identities or expressions. Training will include all components outlined in NAC 388.880 section 3/ subsection 2 paragraphs a through c.
- Methods to ensure the protection of the privacy of individuals governed by the policy.
- Methods to support appropriate engagement of the parents or guardians of pupils with diverse gender identities or expressions;
- Measures to ensure that each person governed by the plan, including, without limitation, each employee, volunteer and pupil, uses only the names and pronouns to refer to the pupil, as recorded through the registration and enrollment process or [Infinite Campus], in reference to or in any verbal or written communication with the pupil
- Safe and Respectful Learning complaints
    - All student at Amplus Academy shall have the right to attend school without barriers to include a learning environment that is free from discrimination and bullying by any pupil or staff member.
    - Amplus Academy will follow all procedures, requirements and information included in NRS 388.135, 388.1351, .388.1352, 388.13535, 388.1354, 388.136 and any others that may apply to Safe and Respectful school and subsequent disciplinary actions for violations of the Safe and Respectful Learning statutes.

The entire Inclusion and Diversity plan, as previously outlined and assigned can be found HERE.

EL Policy

The English Language Learning (ELL) program is centered around the purpose of Title III: "help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English". The Amplus Academy Governing Board recognizes that Amplus Academy's strength and unity is built as we honor and embrace our diversity while focusing on our shared mission of academic excellence and character development for each student. Amplus Academy's non-discrimination policy "prohibits all discrimination on the basis of race, color, religion, gender, sexual, orientation, age, national origin, disability, or veteran status. This policy extends to all aspects of Amplus educational programs, as well as the use of all Amplus facilities, and participation in all school-sponsored activities."

The Amplus Board defines that an English Learner is an individual who

- is between 3 and 21 years old;
- is enrolled or planning to enroll in an elementary or secondary school;

meets one of the following criteria:

- was not born in the United States or whose native language is a language other than English
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and

    - comes from an environment where a language other than English has had a significant impact on the individual's English proficiency; or
    - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability and opportunity to
    - meet the challenging state academic standards
    - perform well in classrooms in which English is the instructional language; or
    - the opportunity to participate fully in society.

Desired outcomes/expectations

EL students attaining proficiency in English should show improvement year over year, while the students are enrolled in the EL program. EL students' academic achievement is one (1) year's progress in one (1) year's time in core subjects of reading and mathematics, passing grades in other content areas.

In order to achieve these outcomes, the Board authorizes school leadership to create a plan to identify and enroll students through the appropriate notification process to parent/guardians. Once students are enrolled, school leadership and their designated faculty/staff will provide instruction, necessary AND required assessments, monitoring, and (as appropriate) reclassification or reassignment.

Ensuring Equitable Access

English Learners with Disabilities
If an English Learner requires additional services and support because of a disability, Amplus faculty/staff will apply those accommodations to their English Language Acquisition program. During enrollment, or any other time a disability is made aware to the school, the school's ELL coordinator and Special Education staff will meet together to establish a plan. Not all English Learners are identified as students with disabilities because of their limited English language proficiency. Only EL students with an Individualized Education Plan (IEP) or Section 504 Plan will be identified as students with disabilities. Staff will adapt assessments, monitoring and instruction as needed to meet the needs of EL students with disabilities.

Parent Support and Services

Parent engagement, a hallmark of Amplus academy, is a priority to the Board. Additional parent, family, and community engagement activities will be offered to enhance or supplement language instructional education programs for EL students.

The entire Title III and EL Plan, as previously outlined and assigned can be found as follows:Updated EL Plan ~~Updated 2025-2026 EL Plan~~

TITLE: Enrollment & Lottery
SECTION: Compliance
09/16/2026~~8/28/2025~~

POLICY NUMBER: 3007
LAST REVIEWED/REVISION:

Pursuant to NRS 388A.453-.456 the Charter School is an open-enrollment public school that accepts all eligible Nevada students without charge. The Governing Board delegates the authority to the CEO (or designee) to establish and maintain operational procedures for enrollment windows, documents verification, and waitlist management consistent with this policy and applicable state law. ~~will enroll students at Amplus Academy through the following enrollment process. Priority enrollment will be given based upon students of persons employed by the school, students of persons who were members of the founding committee, students of persons who are members of the governing body. Additionally, priority enrollment will be given to siblings of students who are already enrolled at Amplus Academy. Should the school have additional seats available for students, school leadership will use the following policy to enroll students. ¶~~

Annual Open Enrollment: ~~ly~~, T~~t~~he school will conduct an Open Enrollment period prior to each academic year. Specific start dates shall be established annually in administrative procedures. Student enrollment will be administered in accordance with allowances specified in NRS 388 A. 453. Maximum enrollment numbers per grade level and campus are governed by the charter contract a[[roved by the sponsor. ~~first enrollment window or returning families will open the first Monday of January for the following school year.~~ The open enrollment period shall be a minium of ~~window will close approximately~~ 45 days~~. later on the last day of February.~~ If the number of eligible applicants during Open enrollment exceeds capacity for nay grade level or campus, admission shall be determined by a random, transparent selection process (Lottery). ~~In the event that a student receives a seat, families will be notified by the school's registrar. ¶~~

Applicants not selected during the lottery, or who apply after the close of Open Enrollment, will be placed on a sequential waitlist according to their lottery status or application timestamp. Offers of admission are time-sensitive. Operational procedures shall define the required timeframe and document verification standards for parents/guardians to accept an offered seat. Failure to complete required enrollment steps within the administratively established window will result in forfeiture of the offered seat.

Students who are currently under suspension or expulsion from another public school may be required to meet with the Principal prior to enrollment in accordance with NRS 392.4675.

~~Annually, the new family applications will be taken in the same window listed above. A lottery will be held for grades with availability after the open enrollment period. Families will be notified via email of their child's acceptance to~~

~~Amplus Academy. Families of students receiving a seat offer will be notified via email of the next steps in the registration process, and timeline to complete the registration.¶~~

~~¶~~

~~Since the number of applicants at Amplus Academy typically exceeds the number of seats available, students are selected by random lottery. A numbered waitlist will be established for all applicants that apply during the open enrollment period. All applicants that apply after the open enrollment period will remain in a general application pool and be eligible for future lottery selections held for that academic year. Waitlist numbers will not be assigned. Future lotteries will not take place until all established waitlist students that applied during the open enrollment period have received an offer of acceptance.¶~~

The Office for Civil Rights (OCR) enforces federal statutes that prohibit discrimination in programs and activities that receive federal financial assistance from the Department of Education (DOE). Amplus Academy is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all the applicable federal, state and local laws .27/28 Lottery Dates

~~The entire Enrollment Policy, as previously outlined and assigned can be found as follows: ENROLLMENT POLICY~~

TITLE: Family Engagement | **POLICY NUMBER: 3008**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Parent Involvement: Encouraging and Supporting Parents' Active Role in their Children's Education
Amplus Academy's Board of Trustees recognizes that parent involvement is key to academic achievement.

The term parent refers to any caregiver/guardian who assumes responsibility for nurturing and caring for children. When parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced.

Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the educational communities throughout their children's school career. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, universally all parents want what is best for their children. Amplus Academy, in collaboration with parents, teachers, students, and administrators, shall develop and promote strategies that enhance parental involvement and reflect the needs of students, parents, and families.

In order to enhance parental involvement, six essential elements for parent involvement shall also be promoted:

- Communication between home and school is regular, two-way, and meaningful: Effective communication requires school-initiated contact with the parent, and parent-initiated contact with the school where both parties provide vital information about a child's strength, challenges, and accomplishments. To communicate effectively, both parties must be aware of and address issues such as cultural diversity, language differences, and special needs. Appropriate steps shall be taken to allow clear communication between participants.
- Responsible Parenting is promoted and supported: The family plays a key role in a child's educational environment. School personnel and program staff shall support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. Parents shall be linked to programs and resources within the community that provide needed support services.
- Parents play an integral role in assisting student learning: Student achievement increases when parents are actively involved in the learning process. Schools shall therefore provide opportunities for parents to learn effective ways to support their child's educational needs including information about how parents can support student behaviors such as punctuality and regular attendance that are closely tied to student success in school.
- Parents are welcomed as volunteers in schools: Parent volunteers are essential for advancing student achievement. Therefore, parents shall be welcome and invited to volunteer at all educational levels. Volunteer opportunities shall capitalize on the expertise, interests, and skills of the parents, and have a direct connection to school and district goals.
- Parents are full partners in the decisions that affect their children and families: Parents and educators have a mutual responsibility to make informed decisions related to all aspects of the education provided to our students. Schools shall actively enlist parent participation in decision-making. Further, efforts shall be made to recruit and support participation by parents representing diverse student groups such as: limited English proficient, special needs, gifted and talented, and homeless. The role of parents in shared decision-making shall be continually evaluated, refined, and expanded at the district and school levels.
- Parents, schools and community members collaborate in order to enhance student learning, strengthen families, and improve schools: Parents, educators and community members will work together in order to promote and effectively increase educational opportunities for children. When schools and communities form partnerships, both make gains that outpace what either entity could accomplish on its own.

Providing all students with equal access to quality education is a primary goal. It is vital that all partners (parents, educator, businesses, and communities) have the opportunity to provide input and offer resources to meet this goal. Developing cooperative efforts and providing access to resources will ensure improved academic achievement for all students, as well as quality schools.

TITLE: FERPA
POLICY NUMBER: 3009
SECTION: Compliance
LAST REVIEWED/REVISION: 08/28/2025

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's

education records. Medical records, as part of the school day become school records and as such are governed by FERPA rules, rights and regulations. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the designated school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
- School administrators, teachers, support staff, Amplus Academy personnel and other school officials which have a legitimate educational interest
- Persons or organizations with whom the school or Amplus Academy has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
- Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
- Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for, or on behalf of, the school or Amplus Academy to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
- Accrediting organizations to carry out accrediting functions
- Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
- Appropriate parties in a health or safety emergency
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue SW Washington, D.C. 20202-5920

TITLE: Finance **POLICY NUMBER: 3010**
SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

Financial Approval Level Plan

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.

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.

Grant Management Plan

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.

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:

- Be necessary, prudent and reasonable for the federal award
- Be allocable within the standards and limitations of the particular federal award

- Be consistent with all policies and procedures for both federally supported and non-federally supported activities guidelines
- Be in compliance with Amplus Academy's Generally Accepted Accounting Principles (GAAP), where applicable
- 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.

Complete financial policies and regulations can be found in the appropriate section below.

TITLE: FOIL & Public Records | **POLICY NUMBER: 3011**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

This policy outlines the procedures for the public to inspect or obtain copies of public records maintained by Amplus Academy in accordance with the Nevada Public Records Act (NRS Chapter 239).

Designated public records officer

The Public Records Officer for Academy is:

- The Chief Executive Officer and their designee
- 8377 West Patrick Lane
- Las Vegas, NV 89113
- Info@amplus.academy

The Public Records Officer or designee is responsible for receiving and responding to public records requests and will ensure that all requests are logged. All requests received by any employee of Amplus Academy should be immediately forwarded to the Public Records Officer.

Making a public records request

Requests for records must be in writing, whether by mail or email, and should clearly identify the specific records being sought. Providing information that helps locate the record is beneficial. A dedicated Public Records Request Form may be available for submission. Note that a request must be for an existing, identifiable record, not general data that needs to be created. As per the Nevada State Public Charter School Authority, a request for data is not a public records request if it requires creating a record that doesn't exist at the time of the request.

Responding to a public records request

Within five business days of receiving a request, the Public Records Officer will provide a written acknowledgement. Within this same timeframe, the request will be granted or denied, or the requester will be informed of an approximate date for a decision. If a request is granted but the record cannot be disclosed within 20 business days of the acknowledgement, a letter will be sent explaining the delay and providing a new disclosure date. If a request is denied, the reasons will be provided in writing, along with information on the right to appeal. Failure to respond within the outlined timeframe may be considered a denial.

Records not subject to disclosure (exemptions)

Access to records may be denied if they are exempt under Nevada law. Exemptions include, but are not limited to, records declared confidential by federal or state law, those revealing criminal investigative techniques or endangering safety, certain inter-agency communications, examination materials before final administration, computer access codes, records that invade personal privacy, and records deemed privileged or where public interest in disclosure is outweighed by other interests. It is important to note that there is a strong presumption in favor of disclosure, and exemptions are to be narrowly interpreted.

Fees for copies

There is no charge for searching for records or for in-person inspection. Copies of records will be provided for a fee of $0.25 per page, unless otherwise specified for electronic records. This fee covers direct duplication costs but not staff time for locating or mailing records. Payment for copies or delivery may be required in advance. A list of fees will be publicly available at the school's administrative office or posted online.

Appeals of denied requests

Appeals of denied requests can be made by following the communication and grievance policy within thirty days of the denial. The appeal must include copies of the original request and the denial letter.

TITLE: **Grading**
SECTION: Compliance

POLICY NUMBER: 3012
LAST REVIEWED/REVISION: 08/28/2025

Homework

The Board of Trustees of Amplus Academy believes that homework plays an important role in the learning process. For all students, homework is an integral part of the education program at Amplus Academy. Homework is an extension of classroom learning that reinforces skills and concepts. Homework is assigned with coordination between teachers and consideration of the importance of child participation in family activities and responsibilities. It is our intention that homework given will be appropriate, relevant, interesting and at times, challenging. Homework assigned should not be new material for students, but should be a review, extra practice, or an extension of material already taught in school. Homework that is assigned to students to include due dates should be recorded on the weekly pacing guide in Elementary or in several places for Secondary students including planners and/or Infinite Campus, Google Classroom, Canvas.

Our goal is to help students develop habits of hard work and responsibility. Students should complete all assigned work and turn it in on time. On-time work completion is imperative for success. Amplus Academy recognizes that in cases of illness and absence, work will be late, and we have made accommodations for this. For Secondary students, the school staff believes that homework is an important component of the educational process.

Grading Incompletes, and Credits

In order to provide substantial feedback to students Amplus Academy has elected to use a District Wide K-12 Competency Based Grading, using summative and formal assessments, however, school leadership is charged to combine this with an understanding and implementation of Standards & Outcome Based Grading.

Student evaluation is a multi-faceted process for identifying and communicating student progress. Evaluation occurs before, during and after specific learning experiences and takes place in an educational setting which stresses the needs, characteristics and well-being of the learner. The District will use multiple evaluation techniques to determine the progress of students.
Student progress will be communicated to both students and their families through report cards and other forms approved by the Chief Executive and Academic Officers. The report card will be designed to report the progress of the whole child based on information from many sources. This report will reflect achievement, effort and the professional judgment of instructional personnel.

The grading system shall comply with the NRS/NAC and meet NV State Board of Education requirements with regards to frequency and scale for reporting student academic progress.

Criteria for grading and rubrics for grading shall align with the District's current and new curriculum. Grading rubrics shall be provided to all students prior to or during class so that each student is fully aware of the expectations of the teacher.

Teachers, counselors and or administrators will contact parents or guardians by phone, text, email, U.S. mail, home visits or conferences to discuss student progress at any point throughout the quarter for any student who is;

- failing a particular course; and/or
- in the opinion of the teacher, not performing to potential.

This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress.

Report cards and other methods to communicate performance must be established collaboratively with stakeholders. Understanding, concern and involvement are necessary among family, student and teachers to make communication about student progress most effective.

Amplus Academy shall provide adequate training to incoming staff and existing staff on the development and use of Competency Based Grading, using summative and formal assessments and special training on how to combine this with an understanding and implementation of Standards & Outcome Based Grading. Amplus Academy shall provide adequate technology resources to allow staff to properly track Competency Based Grading so as to create/enable efficiency and accuracy and to facilitate adequate monitoring and reporting of grades to students and parents/guardians. All student progress shall be readily accessible through district web forums. Progress shall be updated on a weekly basis so as to assist students and parents with tracking and progress and allow adequate steps to be taken to increase student achievement.

TITLE: Health Office | **POLICY NUMBER: 3013**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

The health and safety of all students, staff and visitors is the primary goal of the Amplus Academy Governing Board, the Executive Offices and all school leadership. This Health Office Manual is intended to help all employees, but especially those employed in the health office, understand the best practices to ensure the health and safety of all students, staff and visitors at Amplus Academy. This manual is not intended to be an exhaustive list of things to be done or not be done, rather a list of guiding principles that should help inform decisions and educate staff on the decision making process.

The health office regulations can be found in the Health Office Manual.

Head Injuries

Concussion management has been a part of interscholastic sports in Nevada as instituted by NRS 385B.080, 392.452, and 455A.200. Existing law requires schools participating in sanctioned sporting events in Nevada to have a policy to support students who have had a head injury. The law requires that athletes who have suffered a head injury must be cleared by a health care provider prior to their return to play. As a member of the Nevada Interscholastic Activities

Association (NIAA), Amplus Academy utilizes the "Template for Nevada School District Concussion Policy" as the policy for concussion management for all sports K-12. This policy is also referred to as the "Return to Play" policy.

During Nevada's 82nd Legislative Session (2023) legislators passed SB80 amending existing laws governing concussion management. SB80 requires schools to adopt additional standards of education to parents regarding head injuries. SB80 also requires schools to institute a "Return to Learn" policy through their health office to support students in the classroom who are recovering from a head injury. In compliance with NRS 385B.080, 392.452, and 455A.200 as amended by SB80, Amplus Academy has instituted the "Health office Head Injury Policy." Amplus Academy has utilized the "Sample School Health Office Head Injury Policy" as provided by the State of Nevada Department of Education.

Return to Learn (RTL)

The effects of a concussion on a student's return to school experience are unique to each student. In most cases, a concussion will not significantly limit a student's participation in school. However, in some cases, a concussion can affect multiple aspects of a student's ability to participate, learn, and perform well in school. In turn, the experience of learning and engaging in academic activities that require concentration can cause a student's concussion symptoms to reappear or worsen. Given this connection and the way concussion effects can vary across students, academic adjustments need to be tailored to each student's specific circumstances. In the regulation the term "return to learn" is not used, it is referred to as "ready to return to full participation in their course work". To keep the terminology simple, "return to learn" will be used throughout this policy.

RTL Pathway

Students who have sustained or suspected of having sustained a head injury, whether they are a student athlete or a non-student athlete, the following protocol to be used to complete the RTL pathway.

Medications Plan

Students in need of prescription medication during the day will need a doctor's note. In order for the health office to administer the medication must be in the original container, and a signed release form must be on file with the health office. Office staff will dispense medications if they comply with this policy. Non-prescription medication will not be dispensed unless the parent brings the medication to school and signs a release form.

Parents should make every effort to avoid the need for students to take medication during the school day. Any student who will be taking medication during school hours must have a signed consent and request form (Authorization for self- carry/Administration of medicine at school and after-school activities) on file at the school. The school district will make every attempt to see that the student receives the medication if appropriately ordered by a physician and requested by the parent/guardian.

Short Term Prescription Medication (Less than 10 school days)

- Any student who is on medication for 10 school days or fewer must have either a medication consent form signed by both parent and physician OR the medication written on a prescription signed by the doctor and accompanied by a written request from the parent or guardian.

Long Term Prescription Medication (10 or more school days)

- A student on medication spanning more than 10 school days must have both the consent and request form signed by the physician and parent/guardian. Emergency medications including inhalers and epi-pens carried by the student must also have a signed form.

Students in grades 6-12 who have been diagnosed with asthma and have a prescription/doctor's note may carry their inhaler at school in their pencil pouches/backpacks. In addition to the prescription/doctor's note, students must have a signed parent release form that may be obtained from the nurse's office. These documents must be on file with the office even if the student only occasionally carries the inhaler to school. It is vital that every inhaler is marked with the student's full name in permanent marker. Students in grades K-5 who have been diagnosed with asthma must work with the health office in regards to any treatments of medications.

Similarly, students in grades 6-12 may carry their Epi-pen in their backpacks if the office has the prescription/doctor's note and a signed release form in the health office. These documents must be on file with the office even if the student only occasionally carries the epipen to school.

Many children take medication during school hours. For your child's safety, students in grades K-12 will have medications administered and stored in the health office.

- Licensed Health Care Provider's Orders must be obtained for <u>all</u> medications school personnel administer. The ***"Parent/Guardian Request for Medication Assistance"*** or ***"Emergency Plan for Asthma/Allergy/Anaphylaxis"*** form must be turned in before the medication can be given to your child. ***Prescription <u>and</u> over-the-counter (OTC) medication must be prescribed by a licensed health care provider.*** Homeopathic remedies must meet legal guidelines for administration in school and be reviewed and approved for administration. ***Prescribed medication must be in the original pharmacy container, labeled with the child's name, name and dose of the medication, prescribing practitioner, and directions for use. Over-the-counter medication must be in the original manufacturer's container.***

  Controlled substances, like medications prescribed for pain or ADD/ADHD, <u>may not</u> be carried by students and must be maintained and administered by school health office personnel.
- Students with asthma or allergy/anaphylactic allergic reactions may self-medicate with prescribed medication per NRS 392.425. ***An "Emergency Plan for Asthma/Allergy/Anaphylaxis" form must be completed by the parent/guardian AND licensed health care provider and returned to the health office.*** Students who self-medicate are NOT monitored by the health office personnel and are typically attending middle school or high school.
- A student may not have in their possession any medication, including ***cough drops***, herbal remedies, medicated lotions etc., unless they have been authorized by a physician and parent to self-carry that particular medication. Otherwise, all medications are to be kept at the Health Office for the child. Any medication found in possession of a student will be confiscated and disciplinary action may follow.

Prescription/Over the Counter Medication

Parents should make every effort to avoid the need for students to take medication during the school day. Any student who will be taking medication during school hours must have a signed consent and request form (Authorization for self- carry/Administration of medicine at school and after-school activities) on file at the school. The school district will make every attempt to see that the student receives the medication if appropriately ordered by a physician and requested by the parent/guardian.

Short Term Prescription Medication (Less than 10 school days)
Any student who is on medication for 10 school days or fewer must have either a medication consent form signed by both parent and physician OR the medication written on a prescription signed by the doctor and accompanied by a written request from the parent or guardian.
Long Term Prescription Medication (10 or more school days)
A student on medication spanning more than 10 school days must have both the consent and request form signed by the physician and parent/guardian. Emergency medications including inhalers and epi-pens carried by the student must also have a signed form.

Over-the-Counter Medication Administration

- Over-the-counter medication that is requested must be in an original labeled container. The parent/guardian permission form must be obtained prior to carry or administration.
    - (OTC medications that are allowed at Amplus must be in the original container and approved by the school nurse, site administrator or both. No OTC liquid medications will be approved.)
    - The parent or guardian is responsible for delivering the medication to the school and presenting it to the school nurse or responsible office/administrative staff member. It may not be sent with the student.
    - The school nurse should be informed of ANY student medication.
    - All prescription medication must be in a labeled prescription bottle, and have the students name, physicians name, medication name, dosage, and time to be given. The amount of medication to be kept at the school will be determined with the school nurse, principal and parent as necessary.
    - Any change in type, frequency, or amounts of prescription medication will require a new consent and request form.
    - Prescription medications may be stored in the nursing office. All controlled medications MUST be stored in the nursing office.
    - Students must be observed by the nurse or a designated adult when taking the medication stored in the nursing office.
    - If the student does not report at the designated time for his/her medication they may be called to the office for administration.
    - Medications will be recorded on individual medication records.

Students' grades 6-12-With Authorization to self-carry/medicate form or the parent/guardian permission form, a student may self-medicate (with the exception of controlled medications). Such students may carry over the counter medication, in a properly labeled bottle. Prescriptions must have students and physicians name, medication name and dose.

Menstruation Plan

It is Amplus Academy's plan to provide education about and access to menstrual products to all students thereby decreasing the stigma and increasing the accessibility of menstrual products to all students in need. Menstrual products will be available in open offices in each hallway and in the nurse's office. Students can access the products in the open offices without needing to request or speak with a staff member. Previous attempts to have products available in the restroom resulted in vandalism and waste. Amplus Academy students report that the locations of the products, in that they are accessible without needing to ask, helps the students feel more comfortable.

Education about the use of menstrual products begins in fifth grade at Amplus Academy's maturation night. Continued education is repeated again in seventh grade and tenth grade health classes as part of the curriculum. The curriculum is determined based upon NRS 389.036 and Nevada Academic Content Standards (NVACS) for health education. Amplus will continue to look for more opportunities to educate families regarding the need for and availability of free menstrual products to include regular information in the school's weekly newsletter. Amplus is also looking at adding signage in the restroom stalls that lets students know where they can access the products.

Currently Amplus academy only provides sanitary napkins (pads) for student use. Parents have reported concerns in the past that students are not educated sufficiently about the use of tampons or other products. Parents further report that they are concerned about Toxic Shock Syndrome (TSS) for use with younger students, a concern which was echoed by our school nurse. Texas Children's hospital research supports this, indicating that "The majority of TSS cases occur in females between the ages of 13 and 19."

Amplus Academy uses SmartPass hall pass system for students to use the restroom as needed. Unless there are behavior issues, the smart pass system is not restricted. In cases where SmartPass access has been restricted as a result of behavioral concerns, sufficient passes are made available for students who may need to access the restroom during menstruation.

The complete plan and resources can be found in the Access to Menstrual Products Plan.

Sun Safety

As outlined in NRS 394.191 and NRS 392.453 Amplus Academy establishes a policy "concerning safe exposure to the sun" which "allows for students to possess and self-administer sunscreen in school settings." Sunscreen is not considered an over the counter medication and may be carried and used by students.

Amplus Academy encourages various sun safety measures when taking part in outdoor activities including: wearing protective clothing (hats, sunglasses), applying sunscreen, accessing shade when outdoors, and limiting exposure during peak midday hours.

Further, Amplus Academy will allow students who are participating in outdoor activities while at school or that are sponsored by the school to wear clothing which complies with the dress code to protect against exposure to the hat, including but not limited to a hat; and to possess and self-administer sunscreen.

TITLE: Human Resources | **POLICY NUMBER: 3014**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Non-Discrimination/Anti-Harassment policy and Complaint Procedures

Amplus Academy does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, protective hairstyle (to include without limitation hairstyles such as natural hairstyles, afros, bantu knots, curls, braids, locks, and twists), sex, gender identity or expression, sexual orientation, disability, marital status, or age, in admission or access to, treatment or employment, or participation in its programs and activities, and provides equal access designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and 34 C.F.R. § 106.8(b)(1), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act (IDEA), and the Boy Scouts of America Equal Access Act. Inquiries about the application of Title IX to Amplus Academy may be referred to the Chief Executive Officer, located at 8377 W. Patrick Lane, Las Vegas, NV 89113, 702-970-6800; email address rhulet@amplus.academy. Inquiries may also be made outside of Amplus Academy and directly with the Assistant Secretary, United States Department of Education – Office for Civil Rights, 915 2nd Ave. Room 3310, Seattle, Washington 98174-1099, email address OCR.Seattle@ed.gov.

Amplus Academy is an equal opportunity employer. Inquiries regarding employment related issues may be referred to Amplus Academy's Director of Human Resources, located at 7077 W. Patrick Lane, Las Vegas, NV 89113, 725-500-0177; email address is mwheeler@amplus.academy.

Employees who feel discriminated against should contact their immediate supervisor or the Director of Human Resources as the first step in initiating Amplus Academy's established grievance/complaint procedures (see the Staff Handbook).

Child Abuse and Neglect Plan

Amplus staff members are encouraged to develop the social-emotional capacity of their students by developing professional personal relationships with their students. Social-emotional supports are vital to ongoing success in the classroom and beyond. As such, staff may recognize and/or students may self report abuse, neglect, or endangerment. There is no expectation of privacy or confidentiality when it relates to harm to self (whether self-inflicted or abuse) or harm to others. If a student makes a report of harm to self or others, staff are required to communicate to the student that staff members will collaborate with the appropriate professionals to find assistance for the student to include but not be limited to outside agencies. All reports or assumptions of harm to self or others must be shared with a supervising administrator. Ideally, notifying a supervisor will be done prior to making a report but it is not required. Reporting is an individual duty for all staff members who have independent observations and/or first-hand knowledge of abuse, neglect, or maltreatment. Staff members will not assume another person has made the report which is why it is beneficial to notify a supervising administrator. Upon being hired and going through the new employee onboarding process all staff members are required to sign the "Amplus Mandated Reporter Form"

Given the above stipulations, requirements, laws and codes, Amplus Academy staff members are required to report suspected abuse, neglect, and/or endangerment of a child. The method for reporting will be prescribed herein.

Staff Reporting Procedures

Staff are required to monitor students for the following signs of abuse and/or neglect:

- Physical or mental non-accidental injury
    - Physical- Sprains, broken bones, bruising, permanent or temporary injury
    - Mental- emotional abuse that results in the child's ability to function. This may be manifested in increased sadness, a withdrawn affect, poor attendance, and or skittishness around adults.
- Sexual abuse or sexual exploitation
- Negligent treatment or maltreatment of a child under the age of 18 caused or allowed by a person responsible for their welfare
    - Hygiene-odor, unkept, unwashed hair and dirty clothing
    - Food-consistent absence of lunch and refusal of offered food items
    - Abandonment, lacking proper care necessary for well-being of child, leaving young children unsupervised or alone
- Corporal Punishment of a child in violation of NRS 392.4633 or NRS 394.366 by another employee of or volunteer for a public school or private school must be reported
- Abuse or neglect, sexual conduct or luring of a child by another employee of or volunteer for a public school or private school must be reported

Per statute, Amplus staff members are required to make any reports within 24 hours. They are not responsible for any investigation or follow-up.

If a staff member becomes aware or suspects abuse, neglect or maltreatment they will follow the following protocols;

- Meet with or contact their supervising administrator to discuss the concern. However, you do not need prior permission from a supervising administrator to make a report.
    - The supervising administrator will communicate with their supervisor
        - As needed, the member of administration will involve the Principal, other supervising administrators, and/or the health office.
            - This communication will ensure that any potential report meets the standard for a good faith report which may help eliminate any overt or implicit bias.
- When it is determined appropriate to make a report but within 24 hours of the presumptive abuse, neglect, or maltreatment staff will (with or without contacting a supervising administrator):
    - Call the Child Abuse and Neglect Hotline
        - Emergency or Non-Emergency reports can be directed to the 24/7 hotline at (702) 399-0081
        - Non-Emergency Reports can be submitted online at http://www.clarkcountynv.gov/family-services/services/Pages/ChildProctectiveServices.aspx
    - As appropriate staff will call a law enforcement agency
        - Emergency reports can be made by calling 911

- Non-emergency reports can be made by calling 702-828-3111 or the Las Vegas Metropolitan Police Department (LVMPD) Enterprise Area Command at 702-828-2843

TITLE: McKinney Vento/Homeless | **POLICY NUMBER: 3015**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Homeless Students

Amplus Academy recognizes that homeless students may exist within its borders and is committed to ensuring that all homeless students have equal access to the same free public education as all other students. The district has the responsibility of identifying and serving homeless students. "Per state law, the district may award homeless, foster care, or unaccompanied students a diploma regardless of their attendance. District staff will work with students to ensure that partial credit for previously completed courses is combined to best assist students towards graduation."

Amplus' entire policy created to support homeless students can be found by going to the Annual McKinney-Vento/Homeless Policy and Plan.

Definition of Homeless Students

- "Homeless student" means individuals who lack a fixed, regular and adequate nighttime Residence and includes:
    - Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (other than an established trailer park community), or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement;
    - Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
    - Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
    - Migratory students who qualify as homeless because the students are living in circumstances that qualifies as homeless because a child lacks a fixed, regular and adequate nighttime residence.
    - "Unaccompanied student" includes a student not in the physical custody of a parent or guardian.

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the

records are available, in a timely fashion, when a homeless student enters a new school or school district, consistent with state and federal law.

Protocol of Serving Children in Foster Care

Many children who enter foster care are already behind academically. They often have learning or other disabilities that have not been detected and possibly carry the physical and emotional scars of abuse and neglect that brought them into foster care. Many of the foster children continue to miss school because of difficulties with school record transfer, medical appointments, and mandated court appearances.

Amplus' entire policy created to support homeless students can be found by going to the Annual Foster Care Policy and Plan

The purpose of this protocol is to promote educational outcomes for foster youth and applies to all children in the custody of Division of Child and Family Services.

Note: Nothing in this protocol shall limit any rights under the Individuals with Disabilities Education Act of a student with a disability.

Health, Safety and Welfare

The Board of Trustees recognizes its shared responsibility for protecting the health, safety and welfare of students in school attendance. The Chief Executive Director shall develop rules, regulations and procedures necessary to protect student health, safety and welfare, in accordance with this policy.

TITLE: Network & Technology
SECTION: Compliance

POLICY NUMBER: 3016
LAST REVIEWED/REVISION: 08/28/2025

The Amplus Academy Governing Board has secured the funding for all students to have access to the computer network. These devices and the network are for school use involving creativity, communication, research, and other tasks related to the Amplus Academy academic and extra-curricular programs. All use of computers, furnished or created data, software, and other technology resources as granted by Amplus Academy are the property of Amplus Academy and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the Amplus Academy computer network and the school's technological resources.

School leadership will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Acceptable Use Policy

Computer network resources, provided by Amplus Academy, enable communication with electronic communities around the world. These computer network resources include, but are not limited to Internet, e-mail, voice mail, instant messaging, Google suite applications, employees' personal electronic devices accessing the school's network, wireless transmission and other network files or accounts, computer hardware, including computers, computer processors, computing devices, wireless hardware and software, printers, scanners, copiers and all other peripheral and computer networking equipment.

The use of these electronic resources shall be consistent with the purpose, mission, and goals of Amplus Academy and may be used for professional or educational purposes. The purpose in providing these services is to facilitate access to information and resources, promote educational excellence, and enhance communication between Amplus Academy and the students and families it serves.

The Internet is a network connecting thousands of computers throughout the world. The Internet can bring a wealth of educational material to the classroom, but may also contain material that is objectionable. This Technology Acceptable Use Policy is provided so that staff members using the Amplus Academy's computer network resources are aware of their responsibilities. The use of these network resources is a privilege, not a right.

Terms and Conditions

Access to Network and Electronic Resources

- Employees may be given access to Amplus Academy's computer network resources. This access, including account and password, must not be shared, assigned or transferred to another individual.
- Access to Amplus Academy's computer network resources may be suspended or terminated if terms and conditions of this agreement are violated. Prior to a termination of access to Amplus Academy's computer network resources, the user will be informed of the suspected violation and given an opportunity to present an explanation. School Administration will determine if the Employee may continue using school network resources.
- Employees must be aware that to the extent practical, electronic protection measures including internet filters may be used to block certain websites and filter inappropriate information.

System Security

- Computer users may not run applications or files that create a security risk to Amplus Academy's computer network resources. If users identify a security problem, they must notify the Information Technology (IT) Department immediately.
- Any user reasonably deemed to be a security risk, or discovered to have a proven history of problems with other computer networks, may be denied access to Amplus Academy's computer network resources.
- Users should immediately notify the IT Department if they believe that someone has obtained unauthorized access to their private account.
- Employees agree not to access Infinite Campus in the presence of any pupil, except when such access is for the purposes of discussing individual pupil performance and the information visible to the pupil is related solely to that individual pupil's performance.
- Employees must keep all passwords confidential. Employees may never share their password with any individual or use it in the presence of an individual without taking necessary precautions to keep all passwords protected.
- Employees may never reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers of students, families, staff members, or third party vendors.
- Employees are prohibited from hacking or intentionally harming school information or the school network. This includes, but is not limited to, computer viruses, unauthorized access to restricted systems, or using the school network for unauthorized access to programs and systems.
- Employees supervising students using computers are required to walk around the classroom to verify that students are using the computers as instructed. Employees should use monitoring programs provided to further assist in the monitoring of students. Employees should also communicate clearly the standards for appropriate student technology use.

Respecting Resources and Resource Limits

- Employees will not post chain letters or engage in spamming. Spamming is sending messages to a large number of people, or sending a large number of messages to a single person, with the intent of annoying users or to interrupt the system.
- The system administrators reserve the right to set a limit on disk storage for network users.
- Employees will ensure there are no food or beverages near Amplus Academy issued computers and devices.
- Employees agree to report any damage to computers or other electronic devices to School Administrators or the IT Department as soon as possible. Employees may be required to pay for the damages if the damage is determined to be caused by the Employee's negligence.

Illegal Activities

- Amplus Academy will cooperate fully with local, state, or federal officials in any investigation related to illegal activities.
- It is prohibited to sell or purchase goods and services without prior approval of the appropriate administrator.
- Attempting to gain unauthorized access to Amplus Academy network resources or go beyond authorized access is prohibited. This includes attempting to log in through another person's account or accessing another person's files.
- Vandalism will result in cancellation of privileges to Aplus Academy's computer network resources. Vandalism is defined as any malicious attempt to harm or destroy data or equipment on any computer network.
- It is prohibited to use Amplus Academy's computer network resources with the intent of denying others access to the system.

Intellectual Property (Copyright)

- No copyrighted material is to be placed on Amplus Academy's computer network resources without written permission from the copyright owner.
- All users of Amplus Academy's network resources must agree not to submit, publish, or display any type of material that violates this agreement.

Software

- Only public domain files, and files that the author has given written consent for online distribution, may be uploaded to Amplus Academy's software libraries.
- Software having the purpose of damaging Amplus Academy's network resources or other systems is prohibited.
- Users may be required to use an Amplus Academy approved Internet browser or other software to access the computer network resources.
- Users will only use the software authorized by Amplus Academy.
- Employees agree not to download any material which is not directly related to their job responsibilities or does not have value in the instructional process to a network or local hard drive.

Professional Conduct

- Polite and appropriate language is expected at all times by all employees whether through e-mail, voice mail, or other means.
- Abusive messages are prohibited and will not be tolerated.
- Harassment is prohibited. Harassment is conduct which is sufficiently severe, persistent, or pervasive that it adversely affects, or has the purpose or logical consequence of interfering with a user's educational program, or creates an intimidating, hostile, or offensive environment. Behavior that continues after an individual is informed of its offensiveness may constitute evidence of an intent to harass. If told by a person to stop sending messages, the sender must stop.
- Employees may not use social media and social networking applications on Amplus Academy devices or Amplus Academy network resources. Regardless of location of use, Amplus Academy prohibits improper

fraternization with pupils on social media or social networking sites and/or violating through on-line means the provisions and spirit of appropriate staff/pupil relations as defined in the Employee Handbook.

- Employees are prohibited from posting or storing items with sexual content. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials.
- Employees are prohibited from posting or distributing items exhibiting or advocating the use of drugs, alcohol, marijuana, or the participation in legalized gambling or other games of chance when such items may be accessible by those who are currently enrolled as pupils at Amplus Academy.
- The posting of any information on social media or public page regarding a pupil or employee of Amplus Academy or any information regarding the academic ability or potential of any sub segment of pupils.
- Employees are prohibited from posting or sending content that contains threats or is racially, ethically, or otherwise objectionable.
- Amplus Academy e-mail and online resources are not to be used for product advertising, sales, or political lobbying.

Liability

- Amplus Academy does not warrant the functions or services performed by the computer network resources. Resources are provided on an "as is, as available" basis.
- Opinions, advice, services and all other information supplied by third parties is for informational purposes only. It is not guaranteed to be correct. Users are urged to seek professional advice for specific individual situations.
- Any software available from Amplus Academy's network resources is not guaranteed as to suitability, legality, or performance.
- Employees agree to indemnify and hold harmless Amplus Academy for any liability arising out of any violation of this agreement.
- I. Electronic Mail and Real-Time Conferencing
- It is not the intention of the system administrators to inspect or disclose the contents of electronic mail or computer files sent by one user to another, without consent from either party, unless required to do so by Amplus Academy School Administration, local, state, or federal officials. Electronic mail is not private. As with written communication, users should recognize there is no expectation of privacy for electronic mail.
- Users are expected to remove e-mail messages in a timely manner.
- All users must promptly report inappropriate messages received to School Administration or Human Resources.
- Private information may not be posted about another person.
- A cancelled account will not retain electronic mail.
- The system administrators reserve the right to terminate access to Amplus Academy's computer network resources if this agreement is violated while using real-time chat features, including video conferencing.

Nevada Open Records Act

Amplus Academy is considered a public entity and all employees of Amplus Academy are considered public employees. As such, public entities must abide by the Nevada Open Records Act. This Open Records Act is a series of laws designed to guarantee that the public has access to public records of government bodies at all levels. Public records include all books and records of all government entities. This may include employee emails, computer drives, voice mails and other communication between employees and other stakeholders.

Employee's communications may be requested at any time through the Freedom of Information Act and the Nevada Open Records Act. Anyone can request public records and there is no statement of purpose required. There are no restrictions with regard to the use of records. Amplus Academy has designated a Public Information Officer to distribute the requested communication or records to the requestor. If you receive a Freedom of Information Act request, please submit this request to the Public Information Officer to comply with this request. All employees must comply with all public records requests. Please be mindful when you are communicating utilizing Amplus Academy communication systems that any communication may be requested in the future.

Employee Policy Adherence

The use of computer network technology resources shall be consistent with all Amplus Academy's policies. The provisions contained in this agreement also apply to any personally owned technology which an Employee may choose to, but will not be required to, utilize on school property. The Employee understands that any personal technology which he/she chooses to bring on school property shall be at their own risk and that Amplus Academy shall not provide any technical support for such technology.

Employees are required to relinquish all Amplus Academy owned electronic devices upon termination of employment by either party. This includes, but is not limited to, laptops, tablets, communication devices, printers, fax machines, microphones, speakers, and other devices provided to the Employee during employment. Amplus Academy is not responsible for any loss caused to an Employee resulting from the use of Amplus Academy's network resources. This may include, but is not limited to, the loss of information (personal or professional), network server errors, service interruptions, or employee errors and omissions.

Employees who fail to adhere to the guideline herein, will be subject to revocation of privileges, suspension, or termination. Prior to receiving access to Amplus Academy's network resources, Employees must sign below acknowledging that they have read, understand, and agree to follow the policies outlined in this agreement.

1:1 Technology Plan

The Amplus Academy Board of Trustees has secured funding which will assist the Chief Executive Officer in providing 1:1 technology to all students. The CEO and administration will ensure that devices are replaced at appropriate intervals to ensure the devices are capable of the intent to which they are intended (assisting in the

education of students). Regulations will be created to ensure student safety and ongoing longevity of the 1:1 initiative including the aforementioned requirements and internet connectivity for families who are in need of assistance.

AI Plan

This plan provides a framework for integrating AI tools into a school setting, with an emphasis on responsible, ethical, and transparent use. It is not a fixed policy, but a guide that can be adapted and refined as AI technology evolves. The core of this approach is to view AI as a powerful educational tool that students and staff must learn to use effectively.

Our school aims to foster a culture of AI literacy by treating artificial intelligence as a collaborative tool for enhancing learning and professional practice, not as a replacement for human creativity and critical thinking. This approach is rooted in principles of transparency, academic integrity, equity, and continuous evaluation.

Guiding principles

The following principles will govern the use of AI in our school:

- Transparency: All AI use by students and staff for academic purposes must be disclosed and documented.
- Human-centered approach: AI should support, not replace, human intellect and instruction. The final output and responsibility always rest with the human user.
- Critical evaluation: The outputs generated by AI are not always accurate or free of bias. Students and staff must critically evaluate AI-generated content and verify information using reliable sources.
- Privacy and data protection: The school community must be educated on data privacy risks associated with AI tools and be cautious about entering confidential or personal information.
- Equity and access: The school will work to ensure that all students have equitable access to AI tools when their use is permitted or required for assignments.

Academic honesty policy amendments

The existing school policy on academic honesty will be amended to include AI-specific guidelines.

- In-class vs. homework: The use of AI may be restricted during in-class assignments or exams to assess a student's individual knowledge, while it may be permitted or encouraged for out-of-class work as a learning aid.
- Documentation guidelines: A clear and standardized method for documenting AI use will be implemented. For example:
- Citation style: The school will adopt a specific citation format for generative AI, such as the one suggested by APA or similar guidelines, which records the tool, date, and query.
- Process logs: For complex projects, students may be required to submit a log or portfolio detailing their interactions with AI, including prompts used and a reflection on its utility.

- Attribution statement: A clear, written statement in submitted work will disclose how AI was used, for example: "AI was used for brainstorming and grammar correction, but all original ideas and final writing are my own".

A comprehensive training program will be implemented to ensure educators are confident and competent in integrating AI into their instruction.

Foundational AI literacy training

- What AI is (and isn't): Training will cover fundamental AI concepts, including machine learning and generative models, to demystify the technology and address misconceptions.
- Ethical implications: Sessions will focus on AI ethics, including potential biases, data privacy, and the impact on learning dynamics.
- Hands-on exploration: Workshops will provide opportunities for hands-on experience with AI tools relevant to classroom instruction, such as lesson planning, assessment generation, and differentiation.

Curriculum and pedagogical integration

- "Teaching *with* AI": Training will show teachers how to use AI to streamline administrative tasks, personalize learning, and create engaging, interactive lessons.
- "Teaching *about* AI": Educators will receive guidance on how to teach AI literacy to students, encouraging critical thinking, ethical reasoning, and responsible citizenship in an AI-powered world.
- Adaptive strategies: Teachers will learn how to design assignments that encourage AI use as a collaborative partner rather than a shortcut, such as using AI to create drafts for human revision or to develop debate prompts.

TITLE: Operations Office | **POLICY NUMBER: 3017**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Emergency Operations Plan

Annually Nevada schools develop an Emergency Operations Plan (EOP) to prepare for, respond to, and recover from various emergencies using an all-hazards approach. The OEP will be built on National Incident Management System

(NIMS) principles and the Incident Command System (ICS). Key components include risk assessment, communication strategies, evacuation plans, shelter-in-place procedures, resource management, and staff training. The process involves several phases: prevention, mitigation, preparedness, response, and recovery. The EOP will not be published publicly, however, will be completed and submitted as required by statute and regulation.

TITLE: Restorative Justice | **POLICY NUMBER: 3018**
SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Annually, the Board is required to review the Restorative and Progressive Discipline Plan. This review comes after the Chief Executive Officer (and designees) ensure the plan meets new legislative action. Prior to Board review, a committee consisting of the School Principals and other key stakeholders review the plan. Below are key components of the Restorative and Progressive Discipline Plan.

Student Discipline: Suspensions

A student may be suspended from school when the student:

- violates District or school policies or regulations. These policies and regulations apply to any student who is on school property, who is in attendance or at any school sponsored activity or whose conduct at any time or any place interferes with or obstructs the missions or operations of the school instruction or the safety or welfare of students or employees. This policy contemplates that another policy or policies will contain a listing of specific behaviors, e.g., destruction of school property or the property of students, assault of a school employee or another student, etc.
- is guilty of conduct, which interferes with the maintenance of school discipline.
- Is guilty of conduct, which in the judgment of school officials warrants the reasonable belief that disruption of school operations will likely result.
- Is guilty of incorrigible conduct, including insubordination, disorderliness, viciousness, immorality, persistent violation of school rules, or persistent misbehavior.

More specific details can be found in the Restorative and Progressive Discipline Plan.

Principal's Responsibility to Maintain Order

Principals are charged with the responsibility of general student conduct and behavior regulations. Such discipline may include suspension from school.The Principal or Assistant Principal shall notify the parent prior to sending the student home during the school day. If the parent cannot be contacted, the student shall be kept at school until the end of the school day. A letter explaining the suspension will be sent home with the student at the end of the school day. A letter shall also be sent to the parent or guardian by mail.

If the students' continued presence in the school presents a danger to the student or to other persons or property, the student may be summarily suspended from the campus without parent notification.

Procedures: Short Term Suspension (10 school days)

The Principal or Assistant Principal shall advise the student orally or in writing of the charges.

- If the student denies the charges, the Principal or Assistant Principal shall explain the evidence against the student and give the student an opportunity to present the student's side of the story.
- If, on the basis of this discussion, the official believes the student is guilty of the misconduct charged, and that suspension is the appropriate punishment under the circumstances, the Principal or Assistant Principal may suspend the student for ten school days or fewer.
- In such cases the appropriate school official shall inform the Chief Executive Officers, the student and his/her parents or guardians or the circumstances and action taken.

More specific details can be found in the Restorative and Progressive Discipline Plan.

Procedures: Long-Term Suspension (more than 10 days)

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.

More specific details can be found in the Restorative and Progressive Discipline Plan.

Summary Suspension

Immediate suspensions of a student may be imposed by the Principal, Chief Academic Officer, or Chief Executive Officer without prior notice and hearing when the student's continued presence in school poses a continuing danger to the student or other persons or property, or anvon-going threat of disruption of the academic process. In such cases,

the necessary notice of the date and place of the subsequent hearing shall be given to the student and to the parents or guardian of the student.

Suspension for Batter of Employee, possession of a dangerous weapon or distributing controlled substances

Amplus Academy shall follow the provisions of NRS (392.466) when suspending or expelling a student pursuant to this NRS.

More specific details can be found in the Restorative and Progressive Discipline Plan.

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.

Suspension of Students with Disabilities

Except for emergency removals, a student with a disability shall remain in the current placement pending action on a suspension or expulsion recommendation, unless the parents and the administration agree otherwise. A student with a disability for whom expulsion has been recommended is entitled to the same procedures as a typical peer student for whom suspension and/or expulsion have been recommended. In addition, the student with a disability is entitled to all

due process procedures available to a student with a disability under the EHA and applicable state policies and procedures.

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.

Corporal Punishment

The Amplus Academy Board of Trustees prohibits the use of corporal punishment at any time by any district employee against any student of the district.

In-School Suspension

The Board of Trustees encourages the use of in-school suspension when appropriate. The Principal or Assistant Principal shall inform the student's parent or guardian when in-school suspension is found to be warranted.

Individualized Progressive Success Plan

Students returning from a significant suspension will work with a member of the administration to complete the Individualized Progressive Success Plan.

TITLE: Human Development
SECTION: Compliance

POLICY NUMBER: 3019
LAST REVIEWED/REVISION: 08/28/2025

Sexuality, Health and Responsibility Education

Factual instruction concerning A.I.D.S., the human reproductive system, related communicable diseases and sexual responsibility would be taught in Amplus Academy Schools as outlined in NRS 389.036.

The Board of Trustees will appoint an advisory committee, which will advise the district concerning the content of and materials to be used in a sex education program and will recommend the ages of the pupils who will participate. *The committee to create the newest curriculum will consist of:

- Five (5) parents of children who attend school in the district; and
- Four (4) representatives, one (1) from each of the four (4) of the following professions or occupations:
    - Medicine or nursing
    - Counseling
    - Religion
    - Pupils who attend school in the district; or
    - Teaching
- Two (2) student advisors (non-voting) who attend school the district.
    - One (1) member of the Board of Trustees.
    - One (1) administrator.

Unless there are substantial changes required by statute, the board will review the curriculum annually for approval.

A teacher or school nurse whose qualifications have been previously approved by the Board of Trustees will only teach the subjects within the approved program.

The parent or guardian of each pupil, under eighteen (18) years of age to whom instruction is offered, will first be furnished with written notice that the instruction is being offered. A form will be provided for the signature of the parent/guardian of the pupil consenting to his/her participation. Upon receipt of written consent, the pupil may participate. If the written consent of the parent/guardian is not received, the pupil will be excused from such attendance without any penalty.

All instructional materials to be used in the program will be available for inspection by parents or guardians of pupils at reasonable times and locations, and appropriate written notice of the availability of the materials for review will be furnished.

TITLE: Testing
SECTION: Compliance
POLICY NUMBER: 3020
LAST REVIEWED/REVISION: 08/28/2025

Testing plan

The Amplus Academy District Testing Plan to Ensure the Security of State and District Mandated Assessments is reviewed annually to ensure compliance with all relevant mandates of Nevada Revised Statutes (NRS) Chapter 390 - Testing of Pupils and Graduation. See NRS 390.015, 390.105, 390.250-390.430 inclusive, 390.600-390.620 inclusive, and NRS 390.700-390.830 inclusive.

- The Governing Board of Amplus Academy entrusts the Principal(s) of Amplus Academy with the responsibility of implementing the Amplus Academy District Testing Plan and, as designee, assigns the Principal(s) of Amplus Academy, the rights to ensure the integrity of testing procedures. This includes identifying and reporting any irregularities that may occur during the administration of tests, as well as any potential breaches in the security measures outlined in this plan. The Principal(s) of Amplus Academy ensures testing irregularities and alleged violations are communicated to the State Public Charter School Authority (SPCSA) and/or the Nevada Department of Education, as appropriate, per The Amplus Academy District Test Security Plan. To maintain transparency and keep all key stakeholders informed, copies of these reports are provided to the Executive Director and the Governing Board upon request.
- The annually updated Nevada Department of Education Test Security Procedures (state test security plan) and related forms addressing test security information and general information about each test administered in the state program and other information provided by the Nevada Department of Education (NDE) are provided electronically and available for download from the Office of Assessments web page.
- Authorization to Administer Tests: Prior to September 15, of each school year, the school principal will submit to the Amplus Academy Testing Department the Authorization to Administer tests form (template available to district test directors at Bighorn > Assessment Resources), providing written assurance of their acceptance and understanding of responsibilities related to the confidentiality and security of testing materials. Electronic copies of completed forms will be shared with the Nevada State Public Charter School Authority (SPCSA) and/or the Nevada Department of Education as directed by the department (NDE).
- Storage of Testing Materials: All testing materials are stored in a locked cabinet in the locked office of the testing coordinator. This room is used for testing materials only. Access is restricted to testing staff and the director of operations. The managed materials are accounted for and monitored by the school testing coordinator during school hours.Security of Test Materials and Protected Student Data: Tests will be stored at the schools in limited-access, locked offices. Test administrators will check out the testing materials from the office on the day of the test. Each site administrator or staff member checking out test materials will be responsible for verifying that the serial numbers on the booklets that they receive match those on the list maintained by the test administrator of each site. Once students complete their test(s), test administrators will

verify that all documents were submitted. All testing materials and equipment will be returned to the testing office by the end of each testing session. In compliance with NDE Test Security Procedures, any materials containing student-identifying information, responses, or test content must be stored securely and must not be accessible to anyone other than the principal or school test coordinator (or other designated individuals who require access). Under no circumstances may student-identifying information printed on the tickets be distributed via email or any other non-secure method.

- Online Testing: Online testing may only be performed on school-managed Chromebooks or other approved devices supplied by the Amplus Academy IT department. Students may not use or bring personal devices, including laptops or tablets, for the purposes of testing. All Amplus Academy Chromebooks will be properly programmed, including any new testing software or other applications as required by the NV DOE or other contracted testing providers. All testing computers are managed by the Amplus Academy IT office and kept up to date with all current testing and monitoring software. The testing coordinator and technology staff will ensure the proper setup of all computers for testing. Staff training will also include the use and security of hardware.
- Test Administration and Security Training: The school principal and other responsible site administrators must verify in writing that they have participated in training prior to handling secure test materials or administering any state assessment. Verification of participation in mandated test security and test-specific training will be submitted to the Amplus Academy Testing Department and kept for three years.
    - The Amplus Academy Test Security Protocols and Acknowledgement is revised annually to reflect legislative and Nevada Department of Education mandates regarding test administration and test security. This document includes important definitions set forth in the statute. This document also includes the protocol for reporting and investigating irregularities in test administration and test security.
    - b) School administrators, counselors, teachers, and all personnel with assessment responsibilities during the school year are expected to read the Amplus Academy Test Security Protocols and Acknowledgement and sign the employee acknowledgment form at the end of the document. This signature indicates that the staff member has received and read the document, and will participate in related training for state and school assessments. It provides assurance of their understanding and compliance with the information contained therein. Signed forms are kept with secure testing materials for a period of three school years. These signed statements may be referenced or submitted as documentation during the investigation of suspected testing irregularities. An electronic copy of the Amplus Academy Test Security Protocols and Acknowledgement document can be found in the Staff portal of the Amplus Academy website.
    - A Canvas course is made available for use in providing training and reviewing the contents of the Amplus Academy Test Security Protocols and Acknowledgement with staff before August 12, 2025. The training presentation is accessible to all Amplus staff through Canvas, and all employees are required to complete this training. Additional or updated materials are shared as new information is received from the Nevada Department of Education.

- Verification of Staff Training: By November 1, of each school year, ~~, 2025,~~ after review of the Amplus Academy Test Security Protocols and Acknowledgement, which includes assessment security notification procedures, the principal signs the "Verification of Mandatory Staff Training" form included at the end of this document and returns the signed form to the Testing Department to keep on file for three school years. Additionally, Assistant Principals verify that they will carry out subsequent reviews of the Amplus Academy Test Security Protocols and Acknowledgement with new staff throughout the school year and as part of refresher training as needed.
- Student Verification: Classroom Test Administrators are responsible for verifying the identification and eligibility of each student. This will necessitate checking ID cards and/or requesting verification from the school office if the student is not known to the Classroom Test Administrator.
- Assessment Information for Staff: Before September 30, of each school year, ~~2025~~, the Testing Department will provide information in printed form, via Canvas, and through the staff portal regarding test administration and security, as well as test administration irregularities and/or breaches of test security. Amplus Academy school principals and assistant principals will communicate this information to their respective employees.
- Assessment Information for Families: Before September 30, of each school year, ~~2025~~, the Testing Department will post information on the Amplus Academy website for families and legal guardians about the provisions of the Amplus Academy Test Security Protocols and Acknowledgement document, including test administration and security, as well as test administration irregularities and/or breaches of test security. Amplus Academy school administration and teachers will communicate this information to their respective families and school communities.
- Updates: As updates and notices are received from the Nevada Department of Education, information will be posted to the Amplus Academy website and included in communications to school administrators.

More information regarding testing regulations can be found in the Annual Test Security Plan.

TITLE: Title I | **POLICY NUMBER: 3021**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

General Expectations

Amplus Academy agrees to implement the following statutory requirements if/when participating in Title I, Part A:

- Amplus Academy will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- Amplus Academy will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- Amplus Academy will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- Amplus Academy will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
        - that parents play an integral role in assisting their child's learning;
        - that parents are encouraged to be actively involved in their child's education at school;
        - that parents are full partners in their child's education and are included, as appropriate, in decision- making and on advisory committees to assist in the education of their child;
        - the carrying out of other activities, such as those described in section 1118 of the ESEA.

Implementation

- Amplus Academy will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
    - Amplus Academy will appoint parent representatives to serve on the committee for the District Improvement Plan. Amplus Academy will work to provide a broad representation for the committee including parents of elementary, middle, high school, pre-kindergarten and special needs students.
- Amplus Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
    - Amplus Academy encourages parent participation on all School Improvement Plan committees. Amplus Academy will provide, train and encourage parents to better understand the school review and improvement process so that parents are knowledgeable of the process and therefore make informed contributions to SIP committees.
- Amplus Academy will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Amplus Academy will work with building and grade level principals and staff to provide professional development to Title I schools. Research-based programs and best practices will be shared with the schools. Support for implementation will be provided by Amplus Academy leadership.

- Amplus Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
    - Amplus Academy will collect school site data on parent involvement annually through comprehensive district-wide needs assessment. Data will be collected from parents, teachers and administrators. Individual reports will be provided to the schools and the Board of Trustees. The data will be provided to schools in time to guide program improvements in working towards more effective parental involvement for the next school year.
- Amplus Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
        - the State's academic content standards,
        - the State's student academic achievement standards,
        - the State and local academic assessments including alternate assessments,
        - the requirements of Part A,
        - how to monitor their child's progress, and
        - how to work with educators:
    - Amplus Academy uses the following research-based programs and best practices to build parents' capacity in understanding critical topics:
        - Professional Learning Communities workshop
        - Family Literacy Experiences
        - Family Math Nights
        - And other research-based programs as identified.
        - Parent/Teacher Resource Libraries
        - Response to Intervention (RTI)

- The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Amplus Academy uses the following research-based programs and best practices to build parents' capacity in understanding critical topics:
        - Professional Learning Communities workshop
        - Family Literacy Experiences
        - Family Math Nights
        - Parent/Teacher Resource Libraries
        - Response to Intervention (RTI)
- The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - The Amplus Academy's leadership team will work to provide professional development on parent involvement to its administrators, teachers and support staff. The training will include information on how to positively use existing resources such as the Nevada State Educational Involvement Accord, parent groups and Professional Learning Communities.
- The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with organizations such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - Amplus Academy provides the vehicle for coordinating and integrating programs and activities. Key staff from Head Start, CELL/ExLL Literacy and the State-operated preschool program are represented. Key staff collaborate to share strategies and integrate programs.
- The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - Amplus Academy uses a variety of media methods to communicate the availability of progress to parents. These methods include but are not limited to: student information data system, social media, direct mail to home, flyers sent from school, the District's website, parent/teacher conferences, individual school newsletters, a parent email list serve and collaboration with other related programs. The district provides communication in other languages, whenever possible.

Discretionary Components

Amplus Academy, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

TITLE: Transportation | **POLICY NUMBER: 3022**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Transportation for District Students

During the 2023-2024 school year the Governor of the State of Nevada released funds for charter schools to be able to use for the transportation of students. As a charter school Amplus took advantage of this opportunity to support the families of the Amplus Community. Under the direction of the Board, the Chief Executive Officer may enter into a contract with a Vendor to assist in the purchase, maintenance, and operation of buses purchased with the monies made available to Amplus Academy.

- The Board of Trustees, under the contract with the Vendor, assumes responsibility for the safety and discipline from the time pupils board the bus until they leave the bus. The driver shall be responsible for discipline of students while they are being transported to and from school.
- The Board may:
    - Establish bus routes.
    - Make regulations governing the conduct of pupils while being transported.
    - Govern the conduct of bus drivers by making and enforcing regulations not inconsistent with regulations of the Nevada Board of Education or statute.

- Properly enrolled students who complete the application and meet the specifications described in regulation will be provided transportation.
- If a student does not meet the qualifications to ride or if the student is suspended from transportation, the parents are responsible for the student's transportation.

Additional regulations can be added by the Vendor.

TITLE: Uniform
SECTION: Compliance

POLICY NUMBER: 3023
LAST REVIEWED/REVISION: 08/28/2025

In accordance with NRS 386.855 The Amplus Academy Governing Board establishes a uniform policy wherein all students must wear approved school uniforms to attend classes at Amplus Academy. Uniforms will use a graduated level of professionalism to impress upon students the importance of investing in self care and self presentation. Elementary grades will have requirements for shoes, socks, belts, pants, shorts, skirts, dresses, shirts, blouses, and tops. Outerwear will have required school logos. Secondary students will have requirements for shoes, socks, belts, pants, shorts, skirts, dresses, shirts, blouses, tops, and ties. All students are required to wear only approved school uniforms upon entry to the school until students exit the school for the school day. Secondary students will have a separate uniform for their physical education classes including requirements for footwear (depending on the activity), shorts, sweatpants, t-shirts, and warm weather clothing. School leadership will establish vendors where student's parents/guardians may purchase uniforms. Students will not be required to wear uniforms based upon any of the following, "hair texture, hairstyle, including, without limitation, a protective hairstyle, or other trait associated with race." Additionally all approved uniform pieces may be worn by any student regardless of gender or gender preference. School leadership will establish a Dress Code Plan to be dispersed to families.

School leadership will establish a system of assistance for families who request help to purchase required uniform pieces.

Dress Code plan

More regulations regarding the dress code plan can be found in the Uniform Guide. Additional information regarding dress expectations and consequences for noncompliance can be found in the Parent Student Handbook.

Amplus Academy

FY2027

Grant Subawards

Total: $1,881,669.09

Trasportation- 214

Narrative	Description	Peiod of Performace	Total
Amplus Academy: Provide a salary to 1.0 FTE- Transportation Manager salary to manage, coordinate and supervise transportation operations. Annual salary $95,000.00 A portion of salary being paid at $85,000 remaining amount to be paid through other funding sources. This position will serve both Rainbow and Durango campuses.	Salary	7/1/2026-6/30/2027	$85,000.00
Amplus Academy: Provide a salary to .5 FTE- Transportation Director salary to help manage and coordinate operations of bus fleet. Annual salary $75,000.00 A portion being paid at $49,795.58 remaining amount to be paid through other funding sources . This position will serve both Rainbow and Durango campuses	Salary	7/1/2026-6/30/2027	$49,795.58
Amplus Academy: Contracted with Bright Yellow Lines 5AM Routes and 6 PM Routes, 1 AM Stacked route, 1 PM stacked route to include 3 safety monitors per day on each bus. $53,300.00 per month x 10 months = total not exceed 533,000.00	Student Transportation Services	7/1/2026-6/30/2027	$533,000.00
Amplus Academy: Contracted student transportation services with Bright Yellow Lines to include school bus rentals for academic field trips. Total not to exceed $30,000	Student Transportation Services	7/1/2026-6/30/2027	$30,000.00
Amplus Academy: Contracted student transportation with Bright Yellow Lines services to include school bus rentals for athletic field trips. 350 hours x $100.00 per hour =$35,000. Total not to exceed $35,000.00	Student Transportation Services	7/1/2026-6/30/2027	$35,000.00
Amplus Academy: Purchase of a used SUV to support the reduction in truancy, McKinney Vento students and field trip/athletic trips. Total not to exceed $25,553.42	Student Transportation Services	7/1/2026-6/30/2027	$25,553.42
Amplus Academy: Cover the purchase of 11 DMV Vehicle Registrations. Total not to exceed $35,000	Dues and Fees	7/1/2026-6/30/2027	$35,000.00
Amplus Academy: Purchase of 1 new school bus. 1 Bus x 250,000.00. Not to exceed $250,000.00.	Equipment Above $5,000 per Unit Cost	7/1/2026-6/30/2027	$250,000.00
Amplus Academy: Expense of auto policy insurance ($125,000 per year), covering the months of July 26- June 27 (12 months) for 12 vehicles =Total not to exceed $125,000	Other Miscellaneous	7/1/2026-6/30/2027	$125,000.00
		Total	***$1,168,349.00***

CTE Allocation-300

Narrative	Description	Peiod of Performace	Total
Amplus Academy: Portion of salary for 1.0 FTE Marketing, Business and Ditigal Design CTE Teacher to instruct students. Portion of salary @ $23,063.75, teacher's salary @ $63,351.34. Remaining amount will be paid with other funding sources. Not to exceed $23,063.75	Salary	7/1/2026-6/30/2027	$23,063.75
		Total	***$23,063.75***

K-3 STEM and Literacy Pilot-393

Narrative	Description	Peiod of Performace	Total
Amplus Academy:Provide a salary to 2.0 FTE STEM-L TOSA. STEM-L TOSA would work with K-3 teachers as a classroom specialist providing specialized instruction for Science/Technology and Literacy initiatives. 2x 70,000 = $140,000.00. Not to exceed $140,000.00 Positions provides direct instruction.	Salary	7/1/2026-6/30/2027	$140,000.00
Amplus Academy: Provide teacher stipend for 4 teachers x $3,600. Teachers will work on the summer bridge program and pacing. Not to exceed $14,400.00	Salary	7/1/2026-6/30/2027	$14,400.00
Amplus Academy: Provide K-3 Team lead stipend for 4 teachers x $3,000 . Team lead will work alongside the TOSAs to supervise the program design and mentor teachers on how to best utilize the program. Not to exceed $12,000.00	Salary	7/1/2026-6/30/2027	$12,000.00
Amplus Academy:Provide PERS to 2.0 FTE STEM-L TOSA. STEM-L TOSA would work with K-3 teachers as a classroom specialist providing specialized instruction for Science/Technology and Literacy initiatives. 2x 13,475.00 = $13,475.00. Not to exceed $13,475.00. Positions provide direct instruction.	Benefits	7/1/2026-6/30/2027	$26,950.00
Amplus Academy: Purchase of $8,000 in stem related books for students to use for Archers Read (AR program). The total expenditure will not exceed $8,000.00	Books and Periodicals	7/1/2026-6/30/2027	$8,000.00
Amplus Academy: Round 2 Funds to purchase of $7,000 in stem related books for students to use for Archers Read (AR program). Approx 1,275 books x $5.50 per book = $ 7012.50. A portion being paid at $7,000.00 remaining amount paid through other funding sources.	Books and Periodicals	7/1/2026-6/30/2027	$7,000.00
Amplus Academy: Provide K-3 students Amplify Science curriculum and materials for each student. Not to exeed $70,000	Textbooks-Instructional	7/1/2026-6/30/2027	$70,000.00
Amplus Academy: Provide CKLA K-3 workbooks for each student (685).Not to exceed 64,022.40	Textbooks-Instructional	7/1/2026-6/30/2027	$64,002.40
Amplus Academy- Fund to Provide K-3 teachers training for Science of Reading. 35 teachers x $965 per person =$33,775.00	Employee Training & Development Services	7/1/2026-6/30/2027	$33,775.00
Amplus Academy: Round 2 - Funds for one admin to LETRS training (through Lexia), to become certified, in person to facilitate program training for Science of Reading. 1st training $16,999.00 + 2nd training $16,999.00 = $33,998.00	Employee Training & Development Services	7/1/2026-6/30/2027	$33,998.00
Amplus Academy-Round 2 Funds to purchase MYON through Accelerated Reader web-based license program for each K-5 students (678) to be able to have online access. Total package subscription and learning bundle. Total cost of license $13941.00 a portion being paid at $7000.00 remaining amount to be paid through other funding sources.	Web-Based Accessed via Internet	7/1/2026-6/30/2027	$7,000.00

Amplus Academy: Round 2 Funds to purchase classroom kits for consumable supplies for cumulative Science and ELA hybrid units. Classroom kits include: diorama materials, custom and craft paper, presentation boards, writing supports (grippers, paper, journals/notebooks), glue sticks, markers, modeling clay, mixing bowls, fabric, etc. Based on classroom size for overall classroom budget, 678 students x $50.00 per student= not to exceed $33,900.00 No single item to exceed $999.00	Supplies- Non-IT Related of Lower Value	7/1/2026-6/30/2027	$33,900.00
		Total	***$451,025.40***

CTE Perkins Local -631

Narrative	Description	Peiod of Performace	Total
Amplus Academy: Salary for one academic counselor specializing in college and career readiness initiatives for CTE students earning articulated credit. Portion of salary @ 2,665.50. Base Salary at $67,000. Remaining amount will be paid with other funding sources. Program Name: Agency Wide School Name: Amplus Academy Name of Item: Funds to pay salary for a CTE academic counselor position CLNA Alignment: Student Performance and Pathway Progression- Strengthen course sequencing and student supports to increase retention, successful completion, and progression into advanced CTE coursework (Level II and above), including attainment of industry credentials.	Salary	7/1/2026-9/30/2028	$2,665.60
		Total	***$2,665.60***

IDEAB-639

Narrative	Description	Peiod of Performace	Total
Amplus Academy- Rainbow Campus -A portion of salary for 1.0 FTE special education teacher to increase student achievement for K-5 students with disabilities. A portion of 1 FTE salary at $58,560.00 of annual base salary $63,500 = total of $58,560.00 remaining amount to be paid from other funding.	Salary	7/1/2026-6/30/2027	$58,560.00
Amplus Academy- Durango Campus -A salary for 1.0 FTE special education teacher to increase student achievement for 6-8 students with disabilities. 1 FTE x $70,000 annual base salary total of $70,000.	Salary	7/1/2026-6/30/2027	$70,000.00
Amplus Academy- Durango Campus -A salary for 1.0 FTE special education teacher to increase student achievement for 9-12, including UG students with disabilities. 1 FTE x $76,500.00 annual base salary total of $76,500.00.	Salary	7/1/2026-6/30/2027	$76,500.00
	Total		***$205,060.00***

Title II Off Set- State-709

Narrative	Description	Peiod of Performace	Total

Amplus Academy–1.0 FTE Instructional Support Coach to provide mentoring/support/monitoring and professional development for teachers. Instructional Coach will provide daily Coaching for approximately 30 secondary Teachers throughout the year . Base Salary for 1.0 FTE Instructional Coach at $85,000. A portion being paid at $24,578.73, the remaining amount will be paid by other funding sources.	Salary	7/1/2026-6/30/2027	$24,578.73
	Total		***$24,578.73***

Title II- 709

Narrative	Description	Peiod of Performace	Total
Amplus Academy–1.0 FTE Instructional Support Coach to provide mentoring/support/monitoring and professional development for teachers. Instructional Coach will provide daily Coaching for approximately 30 secondary Teachers throughout the year . Base Salary for 1.0 FTE Instructional Coach at $85,000. A portion being paid at $9,160.42, the remaining amount will be paid by other funding sources.	Salary	7/1/2026-6/30/2027	$5,526.54
	Total		***$5,526.54***

McKinney Vento-752

Narrative	Description	Peiod of Performace	Total
Amplus Academy- Provide fee coverage for 25 K-12 students who identify as homeless. Will be used to pay technology, class, field trip, sport and senior fees for students to fully access and participate in school and extracurricular activities. Estimated 25 total fees at approximately $250.00 each = Total $6,250. A portion of amount at $1,400.07 used for McKinney Vento funding, remaining amount to be used with other funds. Amounts and costs may vary but will not exceed line item total. Remaining amount will be paid by other funds.	Dues and Fees	7/1/2026-6/30/2027	$1,400.07
	Total		***$1,400.07***

Coversheet

Reading and approval of the minutes of the Board Meeting on August 26, 2026 (For Possible Action)

Section: IV. Reading and approval of the minutes of the Board Meeting (For Possible Action)
Item: A. Reading and approval of the minutes of the Board Meeting on August 26, 2026 (For Possible Action)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Amplus Board Meeting on August 26, 2026

DRAFT

Amplus Academy

Minutes

Amplus Board Meeting

Annual and Regular

Date and Time
Wednesday August 26, 2026 at 5:00 PM

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.

Directors Present
C. Farthing, D. Price, E. Elliott (remote), M. St. Jean, N. Singh, R. Norland (remote), S. Torrance (remote)

Directors Absent
None

Directors who arrived after the meeting opened
D. Price

Guests Present
B. Batista, R. Hulet

I. Opening Items

A. Roll Call of the Board

D. Price arrived at 5:26 PM.

B. Call the Meeting to Order

N. Singh called a meeting of the board of directors of Amplus Academy to order on Wednesday Aug 26, 2026 at 5:01 PM.

C. Pledge of Allegiance

II. Consent Agenda (for possible action)

A. Consent Agenda

removal of consent agenda GAPP 1000: board principles and practices manual including code of ethics

M. St. Jean made a motion to Approve Consent agenda minus GAPP 1000: Board principles and practices manual including code of ethics.
C. Farthing seconded the motion.
The board **VOTED** to approve the motion.

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 July 15, 2026

C. Farthing made a motion to approve the minutes from Amplus Board Meeting on 07-15-26.
M. St. Jean seconded the motion.
The board **VOTED** to approve the motion.

IV. Election of Directors

A. Director nominations and election of board members

Moved to board meeting August 31, 2026

V. Election of Officers (Discussion and possible action)

A. Nominations and election of Board President

moved to August 31, 2026 board meeting

B. Nominations and election of Board Treasurer

moved to August 31, 2026 board meeting

C. Nominations and election of Board Secretary

moved to August 31, 2026 board meeting

VI. Charter Facility Support Foundation

A. Charter Facility Support Foundation Report

no approvals or signatures yet on the plans

VII. Chief Executive Officer Report

A. Chief Executive Officer School Report

Synopsis provided by Rachelle.
Kuddos from Board Members given
Board President Singh: What is the National AP pass rate?- they will get back to us
What is Amplus doing about the truancy? more family engagement

VIII. New Business (Discussion and possible action)

A. To review, discuss and possibly approve the Amplus Board bylaws

changes around terms length and consecutive terms length
Board spending and travel costs move to board policies
suggested stipend of attendance should be removed-
change location to be a specific address
need to change Bylaws stated to control over the Charter Contract- charter Contract is ultimate authroizing
board qualification need to state section 388a 4.3b
residency to the community to serve the board restrictions
SPCSA approval of amendments is conditional, not automatic
no voting required due to open items that need to be reviewed by legal council.

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

D. Price made a motion to Approve Restorative Discipline Policy.
C. Farthing seconded the motion.
improvements from SPCSA feedback. revise policy to support the Restorative Justice Plan
The board **VOTED** to approve the motion.

C. To review, discuss and possibly approve the Student Search Plan

C. Farthing made a motion to Approve the Student Search Policy.
M. St. Jean seconded the motion.
The board **VOTED** to approve the motion.

D. To review, discuss and possibly approve the Monthly Recurring Payments for SY26-27

D. Price made a motion to Approve the Monthly Recurring Payments for SY 26-27.
C. Farthing seconded the motion.
in compliance with Auditor suggestions, we review yearly.
The board **VOTED** to approve the motion.
M. St. Jean made a motion to Approve the GAPP 1000: Board Principles and Practices Manual: including code of ethics.
C. Farthing seconded the motion.
reviews current policies and made adjustments and request for legal to review and bring back to the board. no vote made
The motion did not carry.

IX. Long Calendar (Discussion)

A.

Long Range Calendar Document

change 9/23 meeting to 9/30/26

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 6:48 PM.

Respectfully Submitted,
N. Singh

Coversheet

Reading and approval of the minutes of the Special Board Meeting on August 31, 2026 (For Possible Action)

Section: IV. Reading and approval of the minutes of the Board Meeting (For Possible Action)
Item: B. Reading and approval of the minutes of the Special Board Meeting on August 31, 2026 (For Possible Action)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Amplus Special Board Meeting on August 31, 2026

DRAFT

Amplus Academy

Minutes

Amplus Special Board Meeting

Date and Time
Monday August 31, 2026 at 7:15 AM

Location
Google Meet

The Governing Body of **AMPLUS ACADEMY** will conduct a board meeting open to the public on August 31, 2026 beginning at 7:15 am at the following location: 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 Special Board Meeting
Monday, August 31 · 7:15 – 8:15am
Time zone: America/Los_Angeles
Google Meet joining info
Video call link: https://meet.google.com/zhf-qvus-rad
Or dial: (US) +1 650-597-3970 PIN: 980 895 847#
More phone numbers: https://tel.meet/zhf-qvus-rad?pin=5710727131192

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
C. Farthing (remote), D. Price (remote), M. St. Jean (remote), N. Singh (remote), R. Norland (remote), S. Torrance (remote)

Directors Absent
E. Elliott

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

I. Opening Items

A. Roll Call of the Board

B. Call the Meeting to Order

N. Singh called a meeting of the board of directors of Amplus Academy to order on Monday Aug 31, 2026 at 7:16 AM.

II. Board Member Reappointments/Appointments (for possible action)

A. Board Member Reappointments/Appointments (for possible action)

C. Farthing made a motion to reappoint current board members as directors presented: Nav Singh, Derrick Price, Melissa St Jean Candy Farthing, Ruby Norland, Ernie Elliot and Steve Torrance.
M. St. Jean seconded the motion.
The board **VOTED** to approve the motion.

III. Officer Re-elections/Elections (Discussion and possible action)

A. Re-election and/or Election of Board President for 26/27 term.

C. Farthing made a motion to Re-elect Nav Singh as Board President.
N. Singh seconded the motion.
The board **VOTED** to approve the motion.

B. Re-election and/or Election of Board Treasurer for 26/27 term.

C. Farthing made a motion to re-elect Derrick Price as Board Treasurer.
N. Singh seconded the motion.
The board **VOTED** to approve the motion.

C. Re-election and/or Election of Board Secretary for 26/27 term.

N. Singh made a motion to Re-elect Melissa St Jean as Board Secretary.
C. Farthing seconded the motion.
The board **VOTED** to approve the motion.

IV. Board Committees (For discussion)

A. Committees

Discussion for Fiance Committee, Risk Management Committee and Goverance, Committee.Verify any updates for additional committee changes for bylaws "crate a committee as they deem fit and include all state holders". M St Jean will provide a memo for board of roles and responsibilities for each committee. Proposed regular committee updates to board, minimum of quarterly- added to bylaws. Authorizer - states the committee agendaized, public open meeting law and minutes taken and approved at the next board meeting.

V. 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 7:34 AM.

Respectfully Submitted,
N. Singh

Coversheet

Charter Facility Support Foundation Report

Section: V. Charter Facility Support Foundation (For Discussion Only)
Item: A. Charter Facility Support Foundation Report
Purpose: Discuss
Submitted by: Lee Iglody

BACKGROUND:

Construction update:

1. The Sobb vacation and restrictive covenant was recorded on 9.15.26
2. Offsite construction permit 9.15.26

Financing Bond Update:

1. **Status & Gating Item:** Financing is in its final stages with near-complete documents and due diligence; the sole remaining requirement is final approval from Clark County.
2. **Pricing & Investor Interest:** Pricing (which locks in the interest rate) and closing dates will be scheduled once county approval timing is clear. Two existing bondholders have verbally committed to buy the new bonds.
3. **Closing & Fund Mechanics:** Minimal work remains between pricing and closing. At closing, funds will be deposited into a trustee project account at Zions Bank, matching the structure and draw processes of prior issuances.
4. **Next Steps:** A firm timeline for pricing and closing will be shared as soon as Clark County's approval date is confirmed.

Coversheet

Financial Report from MAST Financial (Discussion)

Section: VI. Financial (For Discussion Only)
Item: A. Financial Report from MAST Financial (Discussion)
Purpose: Discuss
Submitted by:
Related Material: Amplus September 2026 Financial Board Report.pdf

MAST

FINANCIAL GROUP

AMPLUS ACADEMY

SEPTEMBER FINANCIAL BOARD REPORTS

AUGUST FINANCIALS

adam@mastfinancialgroup.com

MASTFINANCIALGROUP.COM

(616) 916-9802

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FINANCIAL DASHBOARD

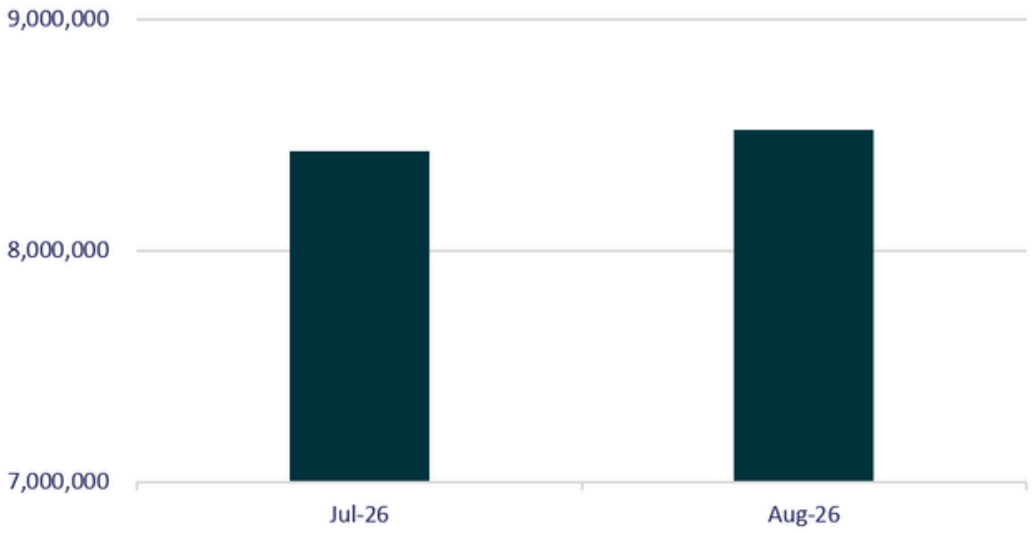
FUNCTION LEVEL BUDGET INFO

AUG-26

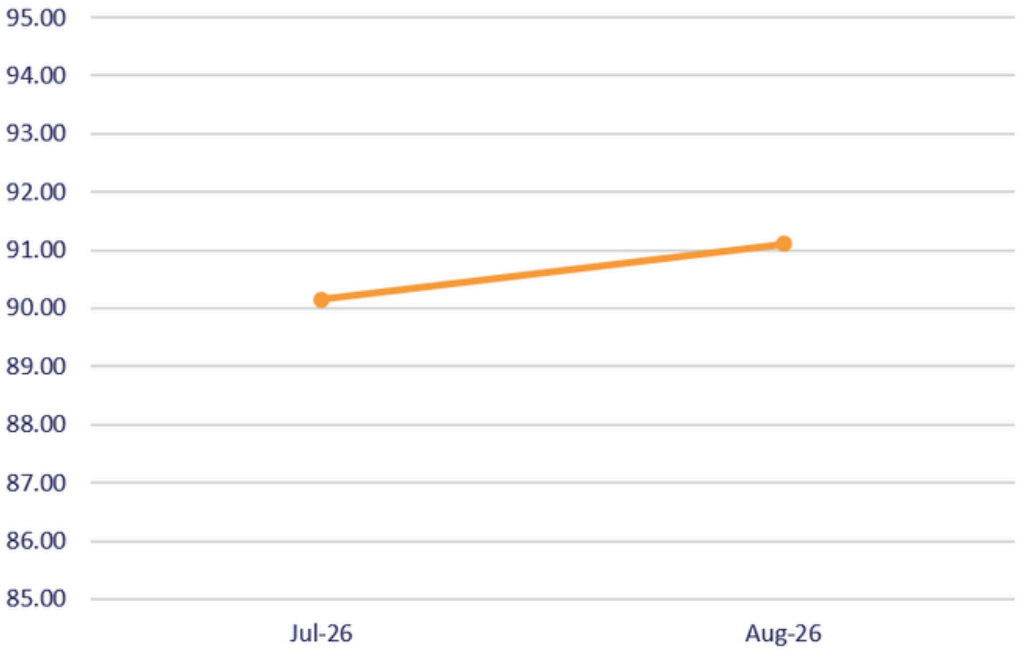
	YTD	Current Budget	Budget Balance	% of Budget
Revenue				
1000 Local Sources	222,586	965,000	742,414	23.07%
3000 State Sources	4,358,874	27,856,292	23,497,418	15.65%
4000 Federal Sources	13,402	240,199	226,797	5.58%
6000 Fund Transfers In	-	5,140,529	5,140,529	0.00%
Other Income - Earned Interest	64,342	425,000	360,658	15.14%
Total Revenue	**4,659,204**	**34,627,020**	**29,967,816**	**13.46%**
Expenses				
1000 Instruction	1,096,279	13,934,864	12,838,585	7.87%
2100 Student Support	92,785	1,336,042	1,243,257	6.94%
2200 Instruction Support	127,292	1,267,826	1,140,534	10.04%
2300 General Admin Support	212,371	865,038	652,667	24.55%
2400 School Administration	326,588	2,806,767	2,480,179	11.64%
2500 Central Services	364,907	1,889,202	1,524,295	19.32%
2600 Operations/Maintenance	517,987	1,881,031	1,363,044	27.54%
2700 Student Transportation	138,032	1,121,195	983,163	12.31%
4000 Building Improvement	127,942	18,000	(109,942)	710.79%
5000 Debt Related Expense	755,484	3,882,473	3,126,989	19.46%
6000 Fund Transfers Out	-	5,140,529	5,140,529	0.00%
Total Expense	**3,759,667**	**34,142,967**	**30,383,300**	**11.01%**
	899,537	484,053		

FINANCIAL DASHBOARD

MONTHLY CASH BALANCE



DAYS CASH ON HAND



FINANCIAL NARRATIVE

AUGUST 2026 FINANCIALS:

BALANCE SHEET

- Total Cash Balance of $12,728,601 with an unrestricted operating balance of $8,522,399.
- Accounts Receivable Balance of $176,320 for grant draws.
- Prepaid Expense balance of $381,656.
- Accounts Payable balance of $731,283.
- Payroll Accrual of $433,178 for remaining contract balances paid out in August..
- Accrued Bond Interest of $385,378 for interest payments paid in January 2027.

BUDGET VS ACTUAL

- Revenue Recognition
  - Local Revenues: $167,989 related to Athletics/Clubs, Donations, Building Rental, Spirit Store, & Class Fees
  - State Revenues: $2175,670 related to PCFP, ELL, FRL, Local Special Ed, State Special Ed, GATE, & K-3 STEM & Literacy.
  - Federal Revenues: $13,402 for IDEA and Title II.
  - Earned Interest: $43,604.
- Total recognized expenses are around $2.1mm for the month of August, with approximately $1.2mm of that being payroll related.
- All remaining expenses were related to normal operating costs of the school including supplies, purchased staffing services, utilities, debt & lease related expenses (~$266k), and FFE (~$26k).

OTHER NOTES

- The audit is still in progress and there have been no issues to date. We expect that it will be wrapped up in the coming weeks.
- We are currently at 13% of budgeted revenues and 11% of budgeted expenses for the year.

UNAUDITED AUGUST FINANCIAL STATEMENTS

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 08/31/2026

	Current Year Balance
Assets	
Current Assets	
Cash and Cash Equivalents	
CNB Operating	8,522,398.71
CNB CFSF	460,219.84
Petty Cash	1,500.00
2017AB 2019AB Rev	3,490.88
2017 AB Interest	124,426.25
2017AB Principal	37,083.33
2017AB Reserve	2,047,211.03
2017AB R&R Fund	327,000.00
2019AB Interest	68,262.50
2019AB Principal	24,166.67
2019AB Reserve	1,112,810.35
Lease Block	31.13
Total Cash and Cash Equivalents	**12,728,600.69**
Accounts Receivable, Net	
Accounts Receivable	
Accounts Receivable	176,320.46
PCFP Receivable	1,892,680.42
ELL Receivable	48,736.43
FRL Receivable	6,363.75
GATE Receivable	5,976.42
Local Sped Receivable	34,997.00
Total Accounts Receivable	**2,165,074.48**
Total Accounts Receivable, Net	**2,165,074.48**
Other Current Assets	
Prepaid Expenses	**381,656.34**
Total Other Current Assets	**381,656.34**
Total Current Assets	**15,275,331.51**
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	**49,525.10**
Other Assets	
Deferred Outflows	11,515,849.00
Right of Use Lease Asset - Copiers	48,381.09

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 08/31/2026

	Current Year Balance
Right of Use Lease Asset - Portables	304,108.34
Total Other Assets	**11,868,338.43**
Total Other Long-term Assets	**11,917,863.53**
Total Long-term Assets	**55,569,630.38**
Total Assets	**70,844,961.89**
Liabilities and Net Assets	
Liabilities	
Short-term Liabilities	
Accounts Payable	
Accounts Payable	731,282.56
Total Accounts Payable	**731,282.56**
Accrued Liabilities	
Accrued Bond Interest	385,377.50
Payroll & Benefits Accrual	433,177.65
Compensated Absences	212,402.40
Total Accrued Liabilities	**1,030,957.55**
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	**1,862,599.13**
Long Term Liabilities	
Other Long-term Liabilities	
Capital Leases	
Capital Lease - Durango	28,279,166.66
Capital Lease - Rainbow	16,613,333.34
Copier Lease Liability - LT	46,541.97
Portable Lease Liability - LT	119,699.61
Total Capital Leases	**45,058,741.58**
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	**69,779,445.05**
Total Long Term Liabilities	**69,779,445.05**
Total Liabilities	**71,642,044.18**
Net Assets	
Unrestricted	
Net Assets	
Unrestricted Net Assets	(1,696,619.22)
Total Net Assets	**(1,696,619.22)**
Change In Net Assets	**899,536.93**
Total Unrestricted	**(797,082.29)**
Total Net Assets	**(797,082.29)**
Total Liabilities and Net Assets	**70,844,961.89**

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

	Month Ending 08/31/2026	Fiscal Year to Date 08/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
0000 Revenue					
1750 Food/Spirit Store Revenue	11,021.00	11,021.00	100,000.00	88,979.00	11 %
1790 Afterschool Clubs/Activities Income	66,928.30	118,872.80	400,000.00	281,127.20	30 %
1900 Other Revenue from Local Source	29,527.00	30,342.00	30,000.00	(342.00)	101 %
1910 Building Rental	14,116.50	14,116.50	45,000.00	30,883.50	31 %
1920 Donations and Contributions	27,488.91	27,770.24	175,000.00	147,229.76	16 %
1990 Class Fees	18,907.50	20,462.50	215,000.00	194,537.50	10 %
1511 Earned Interest	43,604.20	64,342.33	425,000.00	360,657.67	15 %
3110 PCFP Adjusted Base	1,916,638.40	3,833,278.80	23,909,164.00	20,075,885.20	16 %
3112 PCFP FRL	6,363.75	8,853.83	29,661.00	20,807.17	30 %
3115 PCFP Local Special Ed	34,997.00	69,994.00	419,964.00	349,970.00	17 %
3200 CTE	5,305.13	5,305.13	25,730.00	20,424.87	21 %
3210 State Transportation	116,326.55	116,326.55	1,168,349.00	1,052,022.45	10 %
3254 PCFP ELL	48,736.43	101,740.85	631,347.00	529,606.15	16 %
3256 PCFP GATE	5,976.42	11,573.34	66,666.00	55,092.66	17 %
3270 Special Ed (State)	0.00	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 %
K-3 STEM & Literacy Pilot	41,326.90	41,326.90	0.00	(41,326.90)	0 %
4501 IDEA B	9,767.99	9,767.99	205,060.00	195,292.01	5 %
4503 Title II	3,633.88	3,633.88	33,739.15	30,105.27	11 %
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	**2,400,665.86**	**4,659,203.69**	**34,627,020.22**	**29,967,816.53**	**13 %**
1000 Instruction					
320 Professional Educational Services	54,658.67	102,678.76	429,236.00	326,557.24	24 %
565 Tuition to Post Secondary Schools	0.00	0.00	300,000.00	300,000.00	0 %
610 General Supplies	69,033.18	123,331.30	340,250.00	216,918.70	36 %
640 Books and Periodicals	0.00	21,986.33	58,000.00	36,013.67	38 %
641 Textbooks	24,870.00	24,870.00	145,000.00	120,130.00	17 %
650 Supplies - IT	0.00	0.00	5,000.00	5,000.00	0 %
651 Software Supplies	1,456.44	20,102.88	60,000.00	39,897.12	34 %
653 Web Based IT	36,427.49	65,221.67	275,000.00	209,778.33	24 %
733 FF&E	0.00	0.00	500,000.00	500,000.00	0 %
810 Dues and Fees	0.00	0.00	15,000.00	15,000.00	0 %
111 Salaries Paid to Teachers	572,770.76	572,770.76	7,546,553.00	6,973,782.24	8 %
112 Salaries Paid to IA's	107,483.26	107,483.26	1,385,944.00	1,278,460.74	8 %
113 Salaries Paid to Subs	11,550.88	11,710.88	150,000.00	138,289.12	8 %

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	Month Ending 08/31/2026	Fiscal Year to Date 08/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
211 Group Ins for Teachers	3,139.81	(816.67)	550,500.00	551,316.67	(0) %
212 Group Ins for IA's	4,235.18	4,222.84	209,000.00	204,777.16	2 %
221 SS for Teachers	21.58	21.58	0.00	(21.58)	0 %
223 SS for Subs	554.17	564.09	9,300.00	8,735.91	6 %
231 PERS for Teachers	22,839.29	22,789.29	1,437,626.00	1,414,836.71	2 %
232 PERS for IA's	5,017.51	5,067.51	267,699.00	262,631.49	2 %
241 Medicare for Teachers	8,048.22	8,048.22	101,515.00	93,466.78	8 %
242 Medicare for IA's	1,511.53	1,511.53	19,563.00	18,051.47	8 %
243 Medicare for Subs	142.85	145.17	2,175.00	2,029.83	7 %
261 Unem for Teachers	2,806.22	2,806.22	105,015.00	102,208.78	3 %
262 Unem for IA's	1,612.25	1,612.25	20,238.00	18,625.75	8 %
263 Unem for Subs	147.78	150.18	2,250.00	2,099.82	7 %
271 WC for Teachers	2,766.07	0.00	0.00	0.00	0 %
272 WC for IA's	499.38	0.00	0.00	0.00	0 %
Total 1000 Instruction	931,592.52	1,096,278.05	13,934,864.00	12,838,585.95	8 %
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	367.55	374.36	5,500.00	5,125.64	7 %
236 PERS for Other Licensed Staff	0.00	0.00	18,288.00	18,288.00	0 %
246 Medicare for Other Licensed Staff	0.58	0.58	1,378.00	1,377.42	0 %
266 Unem for Other Licensed Staff	(19.25)	(19.25)	1,425.00	1,444.25	(1) %
276 WC for Other Licensed Staff	33.56	0.00	0.00	0.00	0 %
2120 Guidance Services					
320 Professional Educational Services	0.00	4,022.42	103,726.00	99,703.58	4 %
116 Salaries Paid to Other Licensed Staff	43,572.13	43,572.13	397,305.00	353,732.87	11 %
216 Group Ins for Other Licensed Staff	(1.08)	20.39	27,500.00	27,479.61	0 %
236 PERS for Other Licensed Staff	4,912.15	4,912.15	76,481.00	71,568.85	6 %
246 Medicare for Other Licensed Staff	606.03	606.03	5,761.00	5,154.97	11 %
266 Unem for Other Licensed Staff	397.73	397.73	5,960.00	5,562.27	7 %
276 WC for Other Licensed Staff	118.05	0.00	0.00	0.00	0 %
2130 Health Services					
320 Professional Educational Services	0.00	0.00	20,000.00	20,000.00	0 %
610 General Supplies	378.17	378.17	3,500.00	3,121.83	11 %
116 Salaries Paid to Other Licensed Staff	6,252.26	6,252.26	66,500.00	60,247.74	9 %
117 Salaries Paid to Other Classified / Support Staff	6,889.39	6,889.39	77,248.00	70,358.61	9 %
216 Group Ins for Other Licensed Staff	50.57	56.40	5,500.00	5,443.60	1 %
217 Group Ins for Other Classified	152.94	201.26	11,000.00	10,798.74	2 %

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	Month Ending 08/31/2026	Fiscal Year to Date 08/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
236 PERS for Other Licensed Staff	23.24	23.24	12,801.00	12,777.76	0 %
237 PERS for Other Classified	657.65	657.65	14,870.00	14,212.35	4 %
246 Medicare for Other Licensed Staff	85.76	85.76	964.00	878.24	9 %
247 Medicare for Other Classified	98.66	98.66	1,120.00	1,021.34	9 %
266 Unem for Other Licensed Staff	55.50	55.50	998.00	942.50	6 %
267 Unem for Other Classified	103.34	103.34	1,159.00	1,055.66	9 %
276 WC for Other Licensed Staff	28.26	0.00	0.00	0.00	0 %
277 WC for Other Classified	18.14	0.00	0.00	0.00	0 %
2140 Psychological Services					
340 Other Professional Services	3,210.00	3,210.00	0.00	(3,210.00)	0 %
2150 Speech Pathology and Audiology					
320 Professional Educational Services	1,573.55	1,573.55	5,000.00	3,426.45	31 %
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	317.12	321.42	5,500.00	5,178.58	6 %
236 PERS for Other Licensed Staff	0.00	0.00	17,277.00	17,277.00	0 %
246 Medicare for Other Licensed Staff	0.59	0.59	1,301.00	1,300.41	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	0.00	0.00	0.00	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	2,742.65	2,742.65	20,000.00	17,257.35	14 %
226 SS for Other Licensed Staff	170.05	170.05	1,240.00	1,069.95	14 %
246 Medicare for Other Licensed Staff	39.77	39.77	290.00	250.23	14 %
266 Unem for Other Licensed Staff	41.14	41.14	300.00	258.86	14 %
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	2,034.83	3,339.42	40,000.00	36,660.58	8 %
810 Dues and Fees	2,720.80	2,720.80	2,000.00	(720.80)	136 %
112 Salaries Paid to IA's	4,001.98	4,001.98	0.00	(4,001.98)	0 %
117 Salaries Paid to Other Classified / Support Staff	6,104.16	6,104.16	134,659.00	128,554.84	5 %
212 Group Ins for IA's	(56.22)	(56.22)	0.00	56.22	0 %
217 Group Ins for Other Classified	(253.52)	(237.20)	11,000.00	11,237.20	(2) %
237 PERS for Other Classified	(30.86)	(30.86)	25,922.00	25,952.86	(0) %
242 Medicare for IA's	57.23	57.23	0.00	(57.23)	0 %
247 Medicare for Other Classified	86.58	86.58	1,953.00	1,866.42	4 %
262 Unem for IA's	60.03	60.03	0.00	(60.03)	0 %
267 Unem for Other Classified	(47.86)	(47.86)	2,020.00	2,067.86	(2) %

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	Month Ending 08/31/2026	Fiscal Year to Date 08/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
277 WC for Other Classified	70.76	0.00	0.00	0.00	0 %
Total 2100-Support Services - Student	87,663.53	92,785.40	1,336,042.00	1,243,256.60	7 %
2200 Support Services-Instruction					
2210 Improvement of Instruction					
610 General Supplies	76.50	453.41	4,000.00	3,546.59	11 %
116 Salaries Paid to Other Licensed Staff	59,868.50	59,868.50	761,010.00	701,141.50	8 %
117 Salaries Paid to Other Classified / Support Staff	8,003.96	8,003.96	96,047.00	88,043.04	8 %
216 Group Ins for Other Licensed Staff	1,343.62	1,403.12	49,500.00	48,096.88	3 %
217 Group Ins for Other Classified	(36.88)	(71.86)	11,000.00	11,071.86	(1) %
236 PERS for Other Licensed Staff	3,222.72	3,222.72	146,495.00	143,272.28	2 %
237 PERS for Other Classified	0.00	0.00	18,489.00	18,489.00	0 %
246 Medicare for Other Licensed Staff	843.27	843.27	11,035.00	10,191.73	8 %
247 Medicare for Other Classified	111.14	111.14	1,393.00	1,281.86	8 %
266 Unem for Other Licensed Staff	109.17	109.17	11,416.00	11,306.83	1 %
267 Unem for Other Classified	120.04	120.04	1,441.00	1,320.96	8 %
276 WC for Other Licensed Staff	220.12	0.00	0.00	0.00	0 %
277 WC for Other Classified	42.44	0.00	0.00	0.00	0 %
2213 Instructional Staff Training					
330 Purchased Professional Services	2,733.07	43,376.25	95,000.00	51,623.75	46 %
580 Travel & Lodging	446.49	7,125.48	10,000.00	2,874.52	71 %
610 General Supplies	0.00	0.00	1,000.00	1,000.00	0 %
251 Tuition for Teachers	2,262.00	2,262.00	21,535.00	19,273.00	11 %
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	464.40	464.40	2,500.00	2,035.60	19 %
Total 2200 Support Services-Instruction	79,830.56	127,291.60	1,267,826.00	1,140,534.40	10 %
2300 Support Services-General Administration					
2310 Board of Education					
330 Purchased Professional Services	0.00	11,040.00	5,000.00	(6,040.00)	221 %
2317 Other Board of Education Services					
310 Official/Admin Services	0.00	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	5,850.60	6,466.60	50,000.00	43,533.40	13 %
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 %

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	Actual	Actual	OP Budget FY27	Variance	% Budget
591 SPCSA Sponshorship Fee	23,957.98	47,915.96	298,865.00	250,949.04	16 %
810 Dues and Fees	14,856.00	43,356.00	15,000.00	(28,356.00)	289 %
2320 Executive Administration					
115 Salaries Paid to Non-licensed Administration	33,249.97	44,333.30	304,000.00	259,666.70	15 %
215 Group Ins for Non-licensed Admin	436.09	910.92	5,500.00	4,589.08	17 %
235 PERS for Non-licensed Admin	2,133.54	4,267.08	51,205.00	46,937.92	8 %
245 Medicare for Non-licensed Admin	462.50	616.67	4,408.00	3,791.33	14 %
265 Unem for Non-licensed Admin	0.00	0.00	4,560.00	4,560.00	0 %
275 WC for Non-licensed Admin	55.43	0.00	0.00	0.00	0 %
2322 Community Relations					
610 General Supplies	20,968.14	21,282.13	50,000.00	28,717.87	43 %
810 Dues and Fees	0.00	0.00	5,000.00	5,000.00	0 %
2329 Staff Appreciation					
610 General Supplies	25,468.03	31,781.85	50,000.00	18,218.15	64 %
Total 2300 Support Services-General Administration	127,438.28	212,370.51	865,038.00	652,667.49	25 %
2400 Support Services-School Administration					
2410 Office of the Principal					
320 Professional Educational Services	5,026.44	5,521.47	45,864.00	40,342.53	12 %
610 General Supplies	372.89	4,021.90	10,000.00	5,978.10	40 %
114 Salaries Paid to Licensed Administration	95,779.39	122,224.05	972,130.00	849,905.95	13 %
115 Salaries Paid to Non-licensed Administration	12,334.05	16,445.39	98,672.00	82,226.61	17 %
117 Salaries Paid to Other Classified / Support Staff	55,413.94	63,345.64	557,213.00	493,867.36	11 %
214 Group Ins for Licensed Admin	1,338.40	2,479.76	44,000.00	41,520.24	6 %
215 Group Ins for Non-licensed Admin	352.22	572.36	5,500.00	4,927.64	10 %
217 Group Ins for Other Classified	2,297.77	3,738.29	60,500.00	56,761.71	6 %
227 SS for Other Classified	0.00	0.00	1,135.00	1,135.00	0 %
234 PERS for Licensed Admin	7,374.50	13,704.69	187,135.00	173,430.31	7 %
235 PERS for Non-licensed Admin	791.43	1,582.86	18,994.00	17,411.14	8 %
237 PERS for Other Classified	3,312.53	5,206.02	103,739.00	98,532.98	5 %
244 Medicare for Licensed Admin	1,359.55	1,734.32	14,096.00	12,361.68	12 %
245 Medicare for Non-licensed Admin	175.81	234.41	1,431.00	1,196.59	16 %
247 Medicare for Other Classified	783.51	895.84	8,080.00	7,184.16	11 %
264 Unem for Licensed Admin	(1.24)	(1.24)	14,582.00	14,583.24	(0) %
265 Unem for Non-licensed Admin	0.00	0.00	1,480.00	1,480.00	0 %
267 Unem for Other Classified	669.92	777.21	8,358.00	7,580.79	9 %
274 WC for Licensed Admin	265.60	0.00	0.00	0.00	0 %
275 WC for Non-licensed Admin	21.46	0.00	0.00	0.00	0 %
277 WC for Other Classified	146.79	0.00	0.00	0.00	0 %

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2490 Afterschool Clubs/Activities					
340 Other Professional Services	1,240.00	1,240.00	30,000.00	28,760.00	4 %
360 Other Specialized Services	0.00	0.00	7,500.00	7,500.00	0 %
580 Travel & Lodging	0.00	1,140.05	5,000.00	3,859.95	23 %
610 General Supplies	37,634.16	52,786.36	300,000.00	247,213.64	18 %
810 Dues and Fees	5,705.28	13,428.15	100,000.00	86,571.85	13 %
117 Salaries Paid to Other Classified / Support Staff	9,999.97	13,333.29	170,000.00	156,666.71	8 %
217 Group Ins for Other Classified	279.47	510.05	5,500.00	4,989.95	9 %
237 PERS for Other Classified	641.67	1,283.33	30,400.00	29,116.67	4 %
247 Medicare for Other Classified	137.64	183.52	2,683.00	2,499.48	7 %
267 Unem for Other Classified	150.00	200.00	2,775.00	2,575.00	7 %
277 WC for Other Classified	24.34	0.00	0.00	0.00	0 %
Total 2400 Support Services-School Administration	243,627.49	326,587.72	2,806,767.00	2,480,179.28	12 %
2500 Central Services					
2510 Fiscal Services					
310 Official/Admin Services	8,200.21	13,993.91	50,000.00	36,006.09	28 %
330 Purchased Professional Services	0.00	0.00	5,000.00	5,000.00	0 %
340 Other Professional Services	35,272.39	54,084.03	527,848.00	473,763.97	10 %
351 Paycom HR Expense	7,156.52	11,545.39	78,000.00	66,454.61	15 %
443 Copier Lease/Maintenance	6,611.58	11,105.37	75,000.00	63,894.63	15 %
531 Postage	52.00	185.98	3,000.00	2,814.02	6 %
580 Travel & Lodging	0.00	0.00	2,500.00	2,500.00	0 %
610 General Supplies	153.98	178.80	14,000.00	13,821.20	1 %
612 Supplies and Equipmen	0.00	0.00	30,000.00	30,000.00	0 %
651 Software Supplies	0.00	9,126.25	45,000.00	35,873.75	20 %
810 Dues and Fees	0.00	1,163.92	25,000.00	23,836.08	5 %
2520 Purchasing, Warehousing, and Distribution					
340 Other Professional Services	6,017.34	12,034.67	0.00	(12,034.67)	0 %
2560 Public Information Services					
345 Marketing Services	1,921.44	2,485.34	74,439.00	71,953.66	3 %
540 Advertising	300.00	14,295.00	10,000.00	(4,295.00)	143 %
117 Salaries Paid to Other Classified / Support Staff	8,429.76	8,429.76	105,554.00	97,124.24	8 %
217 Group Ins for Other Classified	451.94	936.29	16,500.00	15,563.71	6 %
237 PERS for Other Classified	120.84	120.84	20,319.00	20,198.16	1 %
247 Medicare for Other Classified	117.20	117.20	1,531.00	1,413.80	8 %
267 Unem for Other Classified	126.45	126.45	1,583.00	1,456.55	8 %
277 WC for Other Classified	19.80	0.00	0.00	0.00	0 %
2570 Personnel Services					

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340 Other Professional Services	6,371.84	12,743.69	71,404.00	58,660.31	18 %
115 Salaries Paid to Non-licensed Administration	11,687.91	15,583.88	109,000.00	93,416.12	14 %
117 Salaries Paid to Other Classified / Support Staff	3,718.00	4,283.50	25,500.00	21,216.50	17 %
215 Group Ins for Non-licensed Admin	287.49	511.96	5,500.00	4,988.04	9 %
227 SS for Other Classified	230.51	265.58	1,580.00	1,314.42	17 %
235 PERS for Non-licensed Admin	2,613.54	4,045.31	20,983.00	16,937.69	19 %
245 Medicare for Non-licensed Admin	165.41	220.54	1,580.00	1,359.46	14 %
247 Medicare for Other Classified	53.91	62.11	370.00	307.89	17 %
265 Unem for Non-licensed Admin	0.00	0.00	1,635.00	1,635.00	0 %
267 Unem for Other Classified	55.77	64.25	383.00	318.75	17 %
275 WC for Non-licensed Admin	20.37	0.00	0.00	0.00	0 %
277 WC for Other Classified	4.16	0.00	0.00	0.00	0 %
2572 Recruitment and Placement					
340 Other Professional Services	1,216.00	1,856.00	7,500.00	5,644.00	25 %
2575 Health Services					
340 Other Professional Services	260.00	261.50	2,000.00	1,738.50	13 %
2580 Administrative Technology Services					
432 Tech Repairs and Maintenance	0.00	0.00	7,500.00	7,500.00	0 %
530 Communication Services	0.00	3,700.00	6,700.00	3,000.00	55 %
650 Supplies - IT	1,765.33	4,801.74	55,000.00	50,198.26	9 %
651 Software Supplies	8,434.14	110,846.41	95,000.00	(15,846.41)	117 %
115 Salaries Paid to Non-licensed Administration	13,271.47	17,695.30	103,000.00	85,304.70	17 %
117 Salaries Paid to Other Classified / Support Staff	25,584.24	33,815.32	195,520.00	161,704.68	17 %
215 Group Ins for Non-licensed Admin	424.13	649.89	5,500.00	4,850.11	12 %
217 Group Ins for Other Classified	1,450.96	2,272.35	22,000.00	19,727.65	10 %
235 PERS for Non-licensed Admin	851.59	1,703.18	19,828.00	18,124.82	9 %
237 PERS for Other Classified	1,615.75	3,200.24	37,638.00	34,437.76	9 %
245 Medicare for Non-licensed Admin	191.64	255.52	1,494.00	1,238.48	17 %
247 Medicare for Other Classified	364.55	481.78	2,835.00	2,353.22	17 %
265 Unem for Non-licensed Admin	0.00	0.00	1,545.00	1,545.00	0 %
267 Unem for Other Classified	383.77	507.23	2,933.00	2,425.77	17 %
275 WC for Non-licensed Admin	23.11	0.00	0.00	0.00	0 %
277 WC for Other Classified	43.25	0.00	0.00	0.00	0 %
2590 Other Support Svcs-Central Svc					
117 Salaries Paid to Other Classified / Support Staff	4,218.75	4,718.75	0.00	(4,718.75)	0 %
227 SS for Other Classified	261.56	292.56	0.00	(292.56)	0 %
247 Medicare for Other Classified	61.17	68.42	0.00	(68.42)	0 %
267 Unem for Other Classified	63.28	70.78	0.00	(70.78)	0 %

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

	Month Ending 08/31/2026	Fiscal Year to Date 08/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
277 WC for Other Classified	2.39	0.00	0.00	0.00	0 %
Total 2500 Central Services	160,647.44	364,906.99	1,889,202.00	1,524,295.01	19 %
2600 Operation/Maintenance of Plant					
2610 Operation of Buildings					
340 Other Professional Services	8,756.27	17,512.56	113,175.00	95,662.44	15 %
411 Water and Sewer Services	10,500.55	16,848.30	125,000.00	108,151.70	13 %
421 Garbage/Disposal	690.00	10,670.41	51,000.00	40,329.59	21 %
430 Repairs and Maintenance Services	0.00	107.29	0.00	(107.29)	0 %
431 Building Maintenence	19,814.13	69,567.00	150,000.00	80,433.00	46 %
441 Renting Land and Buildings	0.00	0.00	10,000.00	10,000.00	0 %
442 Rental of Equipment and Vehicles	2,133.88	5,613.20	17,500.00	11,886.80	32 %
450 Construction Services	0.00	19,810.68	35,000.00	15,189.32	57 %
490 Other Purchased Property Services	410.08	890.08	7,500.00	6,609.92	12 %
520 Workers Comp Insurance	0.00	39,562.00	40,000.00	438.00	99 %
521 Property & Liability Insurance	40,422.50	53,397.50	145,000.00	91,602.50	37 %
522 Vehicle Insurance	24,331.68	24,331.68	104,500.00	80,168.32	23 %
523 Student Accident and Crime Insurance	0.00	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	1,964.62	3,331.79	33,000.00	29,668.21	10 %
610 General Supplies	10,437.77	29,554.91	100,000.00	70,445.09	30 %
621 Natural Gas	48.66	126.39	5,000.00	4,873.61	3 %
622 Electricity	21,390.13	21,390.13	160,000.00	138,609.87	13 %
733 FF&E	26,129.00	64,129.00	0.00	(64,129.00)	0 %
810 Dues and Fees	0.00	0.00	4,000.00	4,000.00	0 %
117 Salaries Paid to Other Classified / Support Staff	48,221.29	63,383.92	381,920.00	318,536.08	17 %
217 Group Ins for Other Classified	1,273.46	2,374.41	38,500.00	36,125.59	6 %
237 PERS for Other Classified	3,641.31	6,557.16	69,670.00	63,112.84	9 %
247 Medicare for Other Classified	664.12	872.27	5,537.00	4,664.73	16 %
267 Unem for Other Classified	579.43	806.88	5,729.00	4,922.12	14 %
277 WC for Other Classified	396.06	0.00	0.00	0.00	0 %
2620 Maintenance of Buildings					
422 Janitorial/Custodian Services	8,683.94	20,212.91	100,000.00	79,787.09	20 %
2630 Care & Upkeep of Grounds					
420 Landscaping Services	0.00	950.00	15,000.00	14,050.00	6 %
2650 Vehicle Operation/Maintenance					
430 Repairs and Maintenance Services	0.00	2,327.61	7,500.00	5,172.39	31 %
626 Gasoline	0.00	307.54	1,000.00	692.46	31 %
2660 Security					

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

	Month Ending 08/31/2026	Fiscal Year to Date 08/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
350 Technical Services	0.00	29,019.45	75,000.00	45,980.55	39 %
2670 Safety					
430 Repairs and Maintenance Services	4,045.50	4,869.25	55,000.00	50,130.75	9 %
Total 2600 Operation/Maintenance of Plant	234,534.38	517,987.25	1,881,031.00	1,363,043.75	28 %
2700 Student Transportation					
2710 Vehicle Operation					
519 Student Transportation	56,300.00	126,088.68	540,000.00	413,911.32	23 %
732 Vehicles	0.00	0.00	546,195.00	546,195.00	0 %
810 Dues and Fees	0.00	11,943.75	0.00	(11,943.75)	0 %
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	56,300.00	138,032.43	1,121,195.00	983,162.57	12 %
4000 Facilities Acq & Construction					
4500 Bldg Acquisition/Construction					
720 Buildings	1,510.00	127,942.71	0.00	(127,942.71)	0 %
4700 Building Improvements					
340 Other Professional Services	0.00	0.00	18,000.00	18,000.00	0 %
Total 4000 Facilities Acq & Construction	1,510.00	127,942.71	18,000.00	(109,942.71)	711 %
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	48,333.34	280,000.00	231,666.66	17 %
832 Interest	68,262.50	136,525.00	853,155.00	716,630.00	16 %
5002 Debt Service - Durango					
831 Redemption of Principal	37,083.33	74,166.66	390,000.00	315,833.34	19 %
832 Interest	124,426.25	248,852.50	1,924,110.00	1,675,257.50	13 %
5004 Debt Service - Portables					
799 Lease Amortization - Portables	12,460.00	24,920.00	149,520.00	124,600.00	17 %
Total 5004 Debt Service - Portables	12,460.00	24,920.00	149,520.00	124,600.00	17 %
5005 Debt Service - Computers					
797 Lease Amortization	0.00	222,686.60	222,688.00	1.40	100 %
Total 5005 Debt Service - Computers	0.00	222,686.60	222,688.00	1.40	100 %
Total 5000 Debt Service	266,398.75	755,484.10	3,882,473.00	3,126,988.90	19 %
6000 Miscellaneous					
6200 Fund transfers					

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

	Month Ending 08/31/2026	Fiscal Year to Date 08/31/2026			Fiscal Year to Date
	Actual	Actual	OP Budget FY27	Variance	% Budget
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	**2,189,542.95**	**3,759,666.76**	**34,142,967.00**	**30,383,300.24**	**11 %**
All Functions	**(211,122.91)**	**(899,536.93)**	**(484,053.22)**	**415,483.71**	**186 %**

Coversheet

Chief Executive Officer School Report

Section: VII. Chief Executive Officer Report (For Discussion Only)
Item: A. Chief Executive Officer School Report
Purpose: Discuss
Submitted by:
Related Material: 9_30_2026 Amplus Board Report.pdf

EST. 2020

HOME OF THE ARCHERS

CEO Report
9/30/2026

1. Community Updates
    a. Family Resource Event (see newsletter)
    b. Stuco Carwash (see newsletter)
    c. Blood Drive
    d. Archerfest is coming up!!! October 9th (see newsletter)
    e. John Park Law - first Title Athletic sponsor for Amplus for $15,000
    f. Blackburn & Wirth provided lunch for PD on 9/21/26 along with an all-school sponsorship
2. Health Insurance renewal/enrollment
    a. Alera Group presented at our all staff meeting on 9/21/26
    b. Amplus Academy has decided to go self-funded for healthcare
    c. No changes to dental and vision
    d. Open enrollment was completed 9/21-9/23 for our Oct 1 start date
    e. 163??? Employees enrolled.
3. Liability Insurance Coverage
    a. This item will continue to be out of compliance due to the law stating the requirement being “umbrella” policy. The standards Though Excess Liability is indicated here instead of the required Umbrella Liability, the SPCSA has determined the Epicenter task will be accepted, noting that the school is out of compliance, and this will affect the SYE27 OPF ratings. (see attached document for rational from our insurance broker)
4. PEAA Audit- Oct 13
5. Veterans Day Assembly- Nov 6. Invites are going out next week.
6. CSAN Priorities

Coversheet

Amplus 2025-2026 Nevada School Performance Framework Ratings

Section:	VIII. Academic Report (For Discussion Only)
Item:	A. Amplus 2025-2026 Nevada School Performance Framework Ratings
Purpose:	Discuss
Submitted by:	Rachelle Hulet
Related Material:	Amplus Rainbow ES 2025-26.pdf Amplus Durango ES MS HS 2025-26.pdf Amplus Durango ES MS HS Science 25-26.pdf Amplus Durango K-5 Report Card.pdf Amplus Durango 6-8 Report Card.pdf Amplus Durango 9-12 Report Card.pdf Amplus Rainbow K-5 Report Card.pdf

BACKGROUND:

The CAO and School Principals will present an overview, explanation and school improvement plan for Nevada State Performance Framework results and report card.

2026 STATE ASSESSMENT RESULTS

AMPLUS RAINBOW

RTB DATA & CONSULTING, LLC

ELEMENTARY SCHOOL

SBAC 2025 - 26 RESULTS

PACKED FOR PERFORMANCE:

WHAT'S IN OUR ES RATING LOCKER?

ACADEMIC ACHIEVEMENT → "OUR REPORT CARD"

THIS SHOWS HOW WELL WE'RE SCORING ON OUR ASSIGNMENTS (STATE TESTS IN **READING**, **MATH**, & **SCIENCE)**.

CHRONIC ABSENTEEISM → "OUR HALL PASS"

YOU'VE GOT TO BE IN CLASS TO LEARN! HOW MANY STUDENTS ARE MISSING TOO MUCH SCHOOL?

GROWTH TOWARD PROFICIENCY (AGP & GAP) → "OUR GOAL SHEET"

ARE STUDENTS ON TRACK TO MAINTAIN PROFICIENT/ADVANCED STATUS? OR, IF THEY ARE NOT PROFICIENT, ARE THEY GROWING AT A RATE THAT THEY WILL ACHIEVE IT IN THE NEXT 2-3 YEARS?

ENGLISH LANGUAGE PROFICIENCY → "OUR DICTIONARY"

ARE OUR ENGLISH LANGUAGE LEARNERS GROWING AT A RATE THAT THEY WILL EXIT FROM NEEDING EL SERVICES IN THE NEXT 5 YEARS OR BEFORE THEY GRADUATE HIGH SCHOOL?

STUDENT GROWTH (MGP) → "OUR MEASUREMENT STICK"

HOW ARE WE GROWING OUR STUDENTS COMPARED TO STUDENTS ACADEMICALLY THE SAME AS THEM?

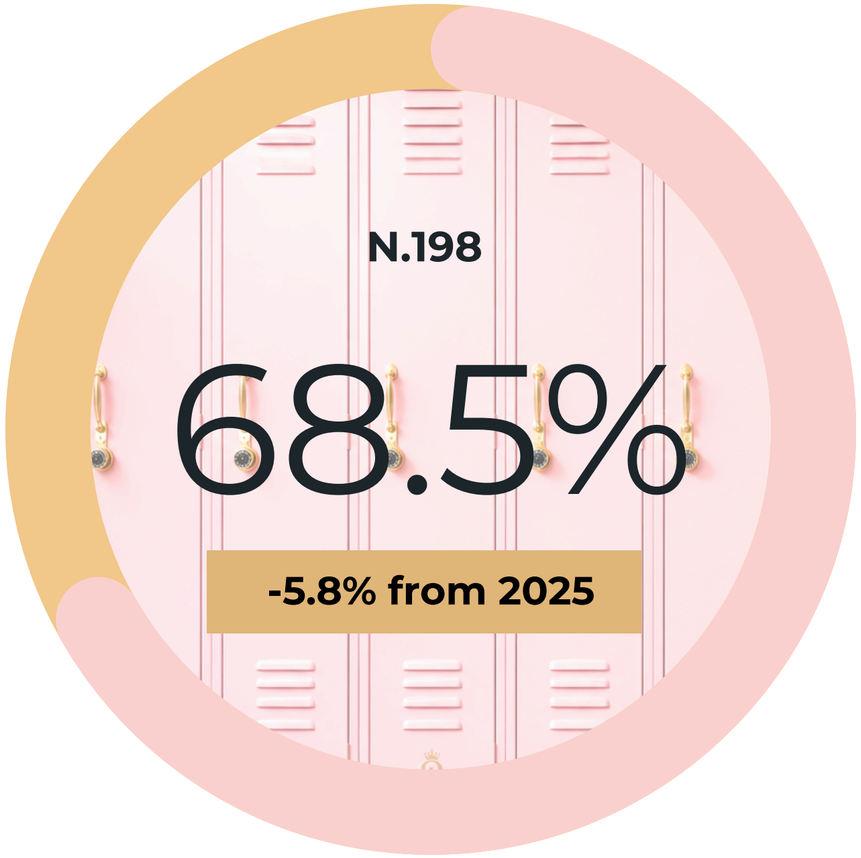
AMPLUS RAINBOW ES REPORT CARD

ACADEMIC ACHIEVEMENT	GROWTH INDICATOR	ENGLISH LANGUAGE	OPPORTUNITY GAP	ENGAGEMENT
ELA 68.5% ★★★★★	ELA MGP 50.5 ★★★	WIDA AGP 70.2% ★★★★★	ELA GAP 34.7% ★★	C.A. 4.4% ★★★★★
MATH 63.6% ★★★★★	MATH MGP 46.5 ★★		MATH GAP 21.4% ★★	
SCIENCE 48.0% ★★★	ELA AGP 59.2% ★★★★★			
RBG3 68.1% ★★★★★	MATH AGP 51.0% ★★★★★			

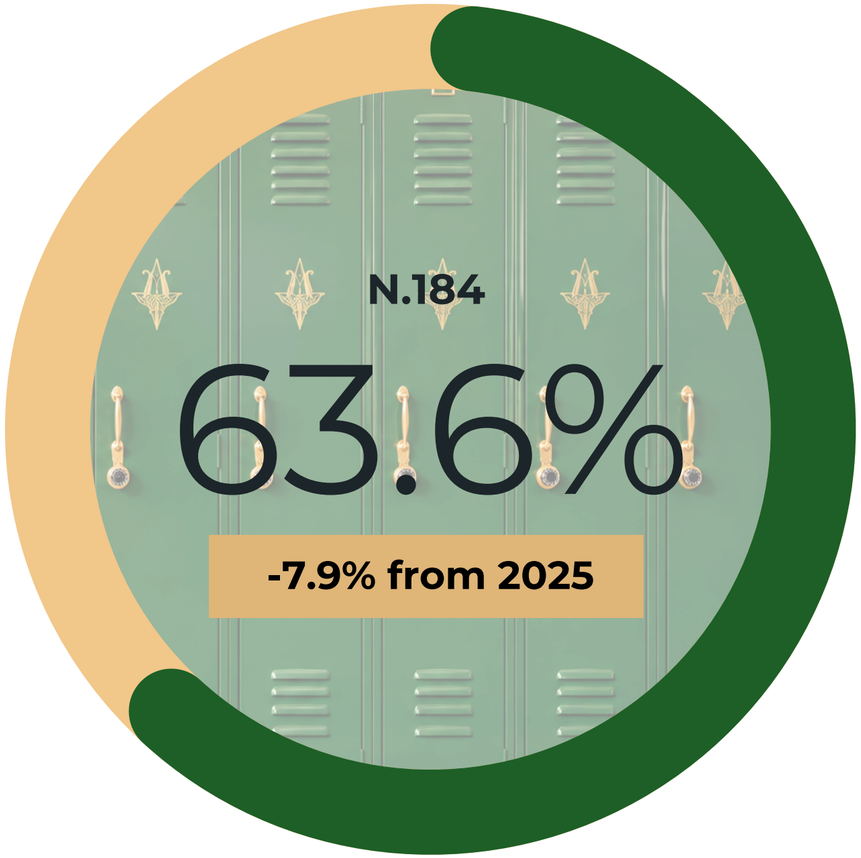
4
74.5

AMPLUS RAINBOW ELEMENTARY SBAC 2026 OVERALL 3-5 ACADEMIC ACHIEVEMENT

E L A



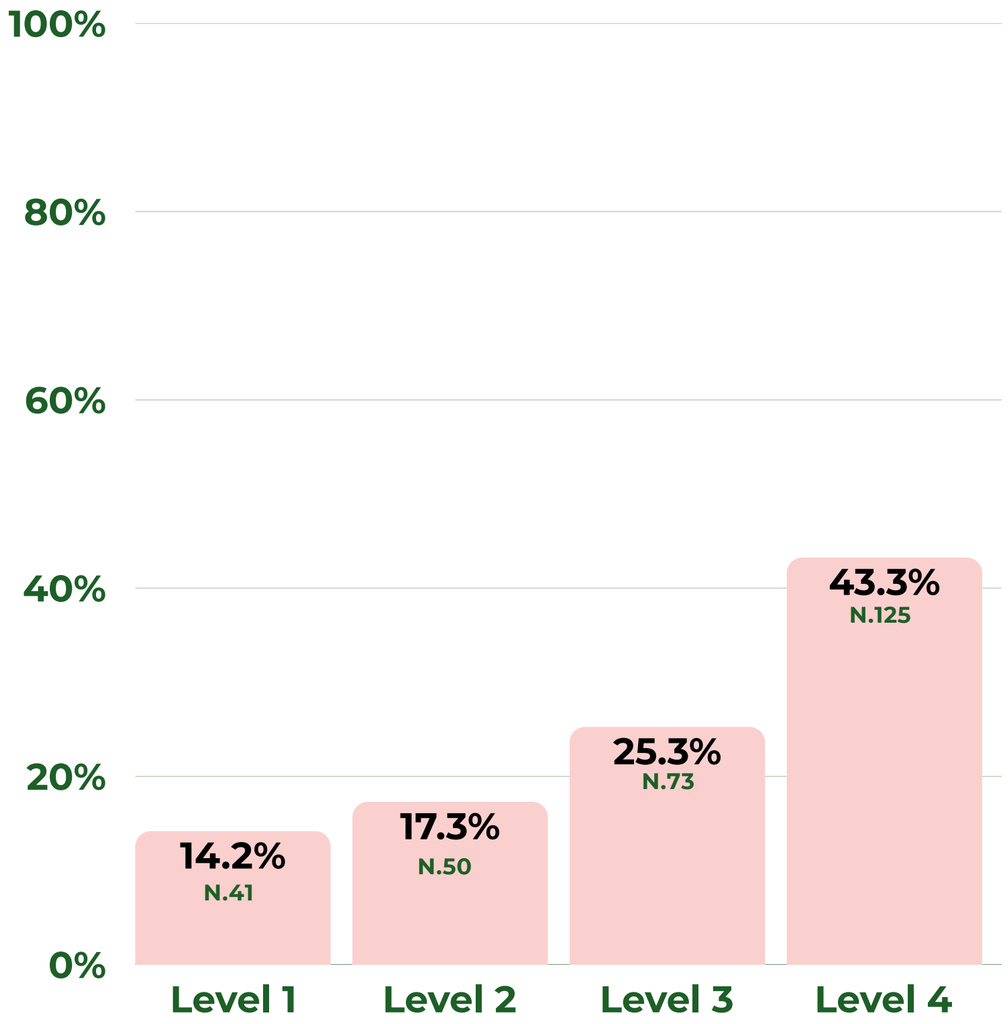
M A T H



POOLED PROFICIENCY (MATH, ELA, SCIENCE, & NAA) = 63.1%

AMPLUS RAINBOW ELEMENTARY SBAC 2026 OVERALL ACADEMIC ACHIEVEMENT LEVELS

E L A



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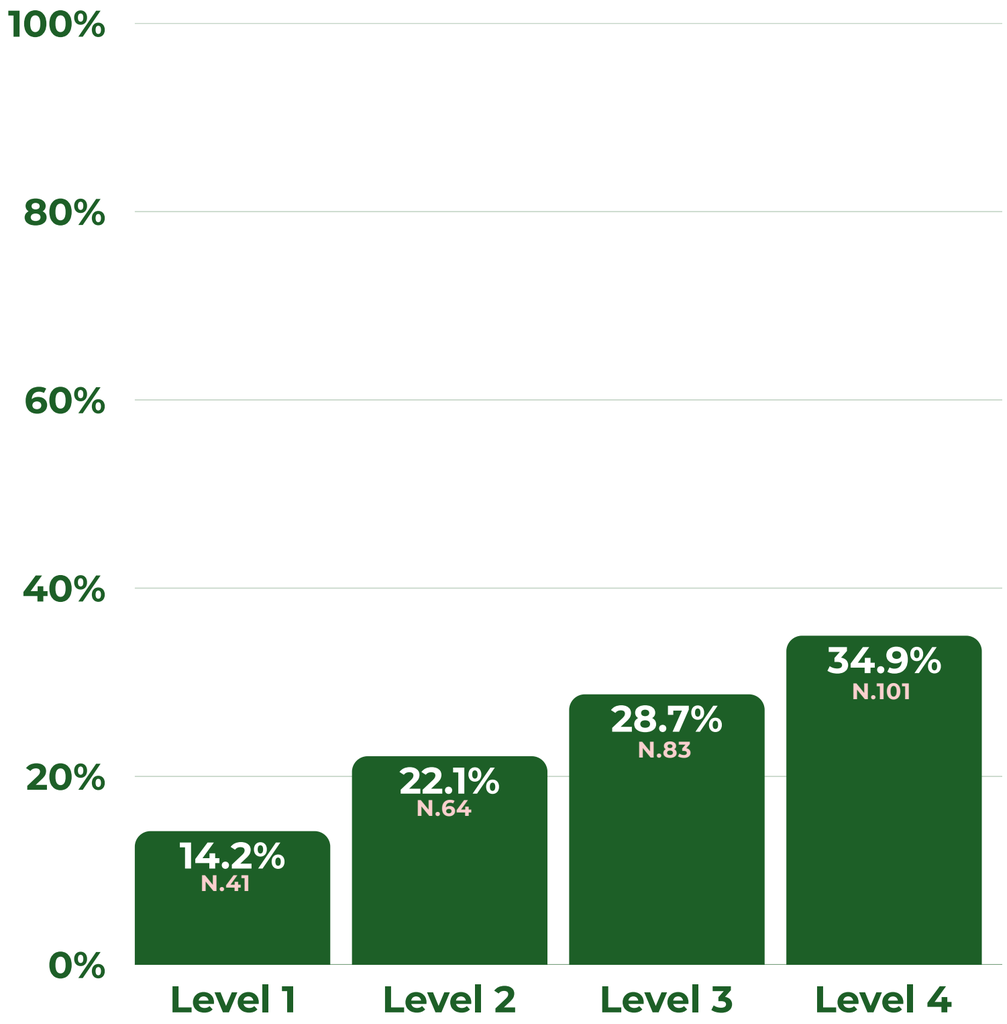
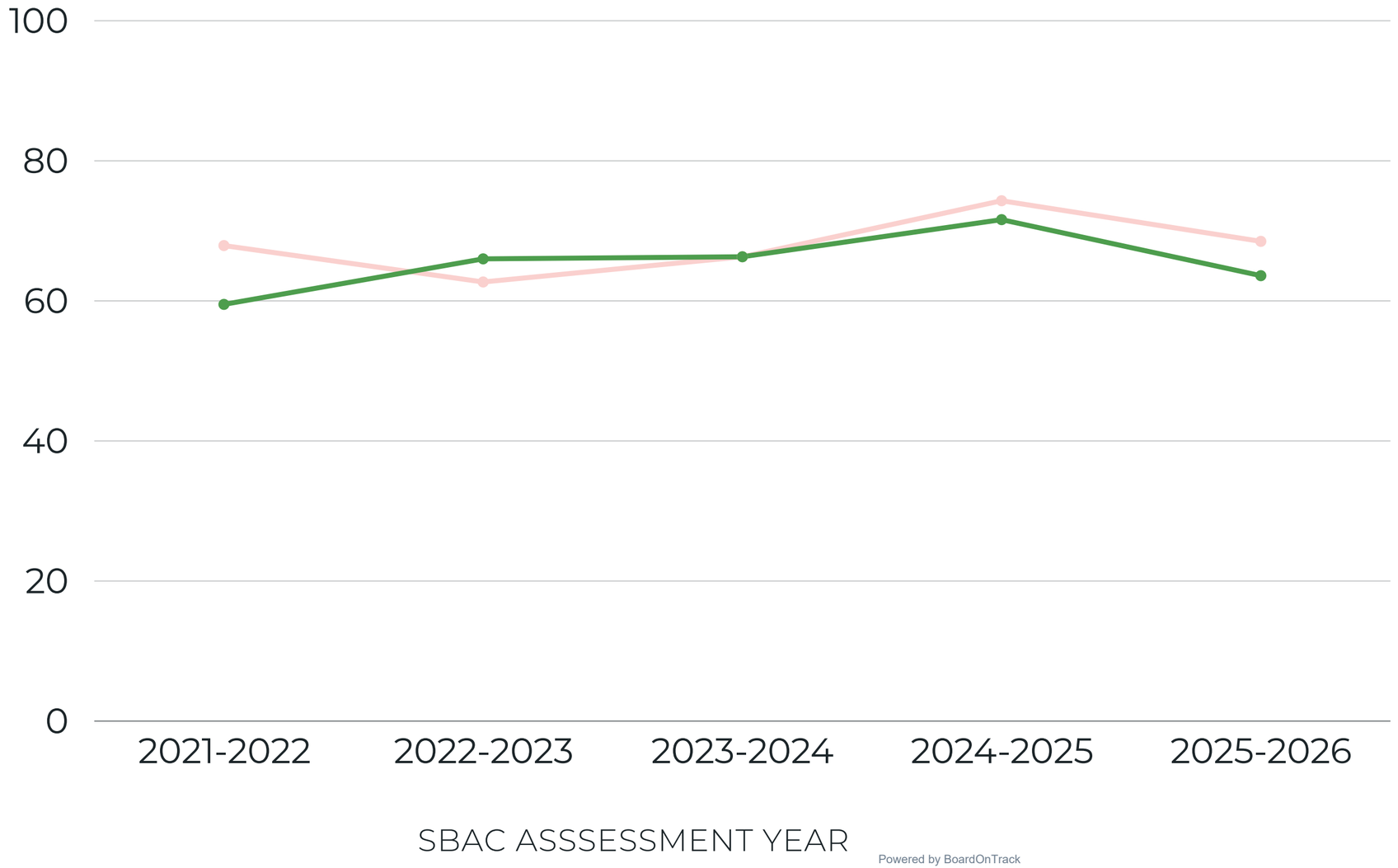


AMPLUS RAINBOW ELEMENTARY SBAC 2026 OVERALL ACADEMIC ACHIEVEMENT TRENDS



PROGRESSION OF ACADEMIC ACHIEVEMENT

ELA

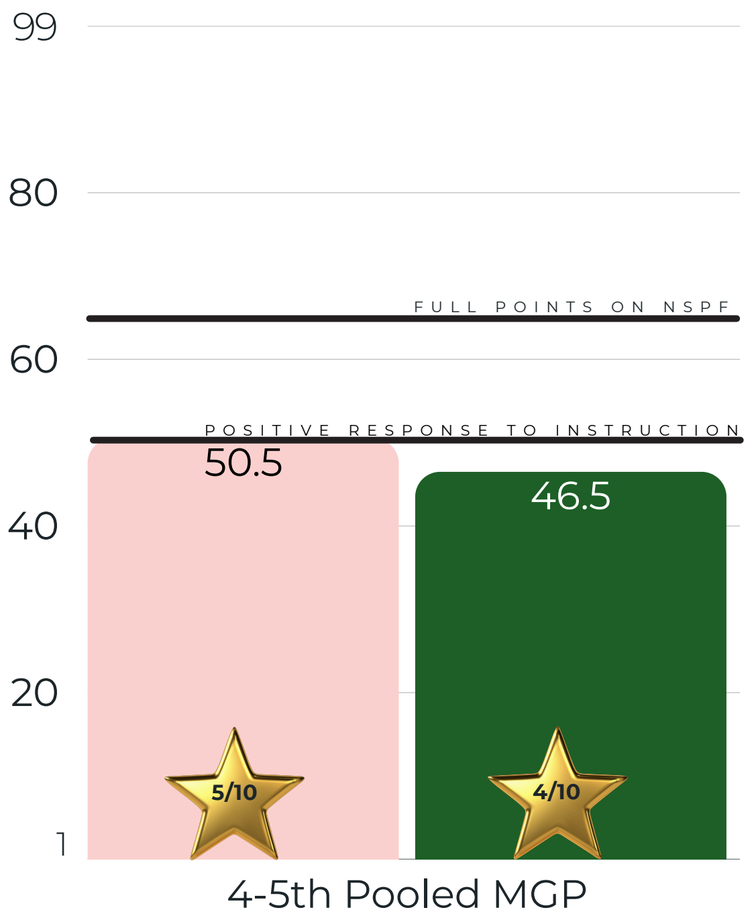
2021-2022	67.9%
2022-2023	62.7%
2023-2024	66.3%
2024-2025	74.3%
2025-2026	68.5%

MATH

2021-2022	59.5%
2022-2023	66.0%
2023-2024	66.3%
2024-2025	71.6%
2025-2026	63.6%

AMPLUS RAINBOW ELEMENTARY SBAC 2026 SBAC 2026 OVERALL MGP & STATE REPORTED AGP

M G P



A G P

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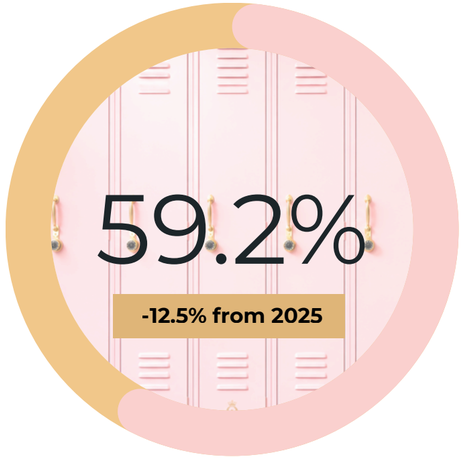

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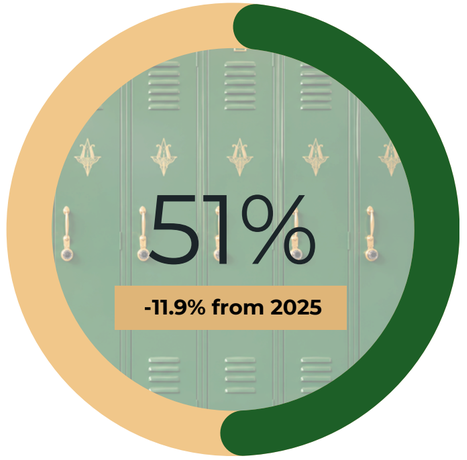
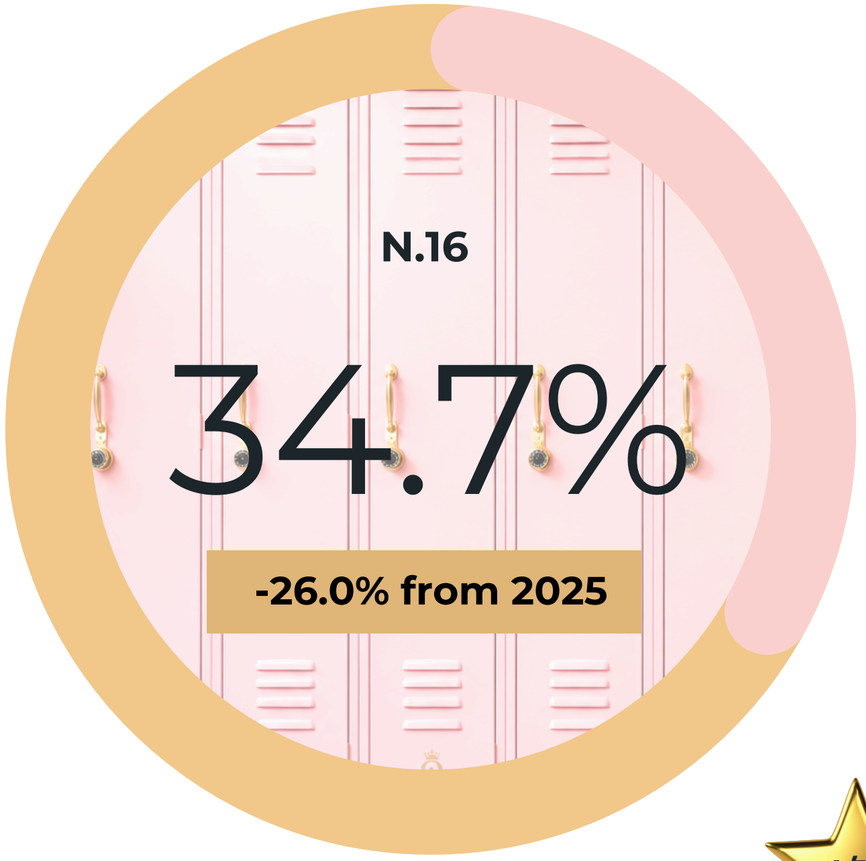
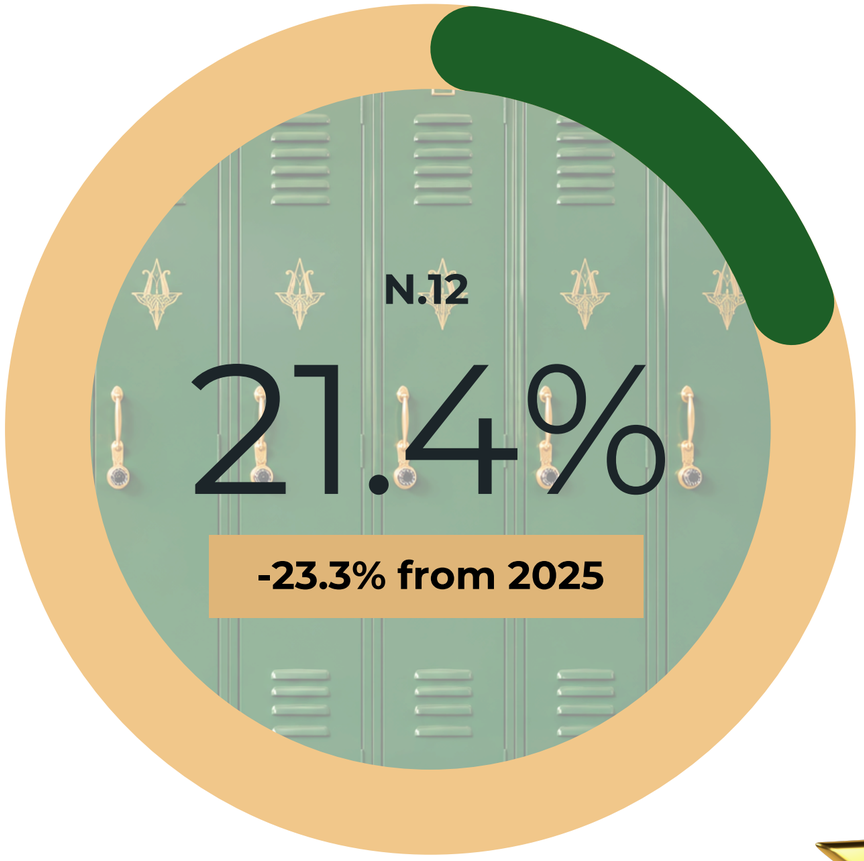


AMPLUS RAINBOW ELEMENTARY SBAC 2026 OVERALL STATE REPORTED GAP

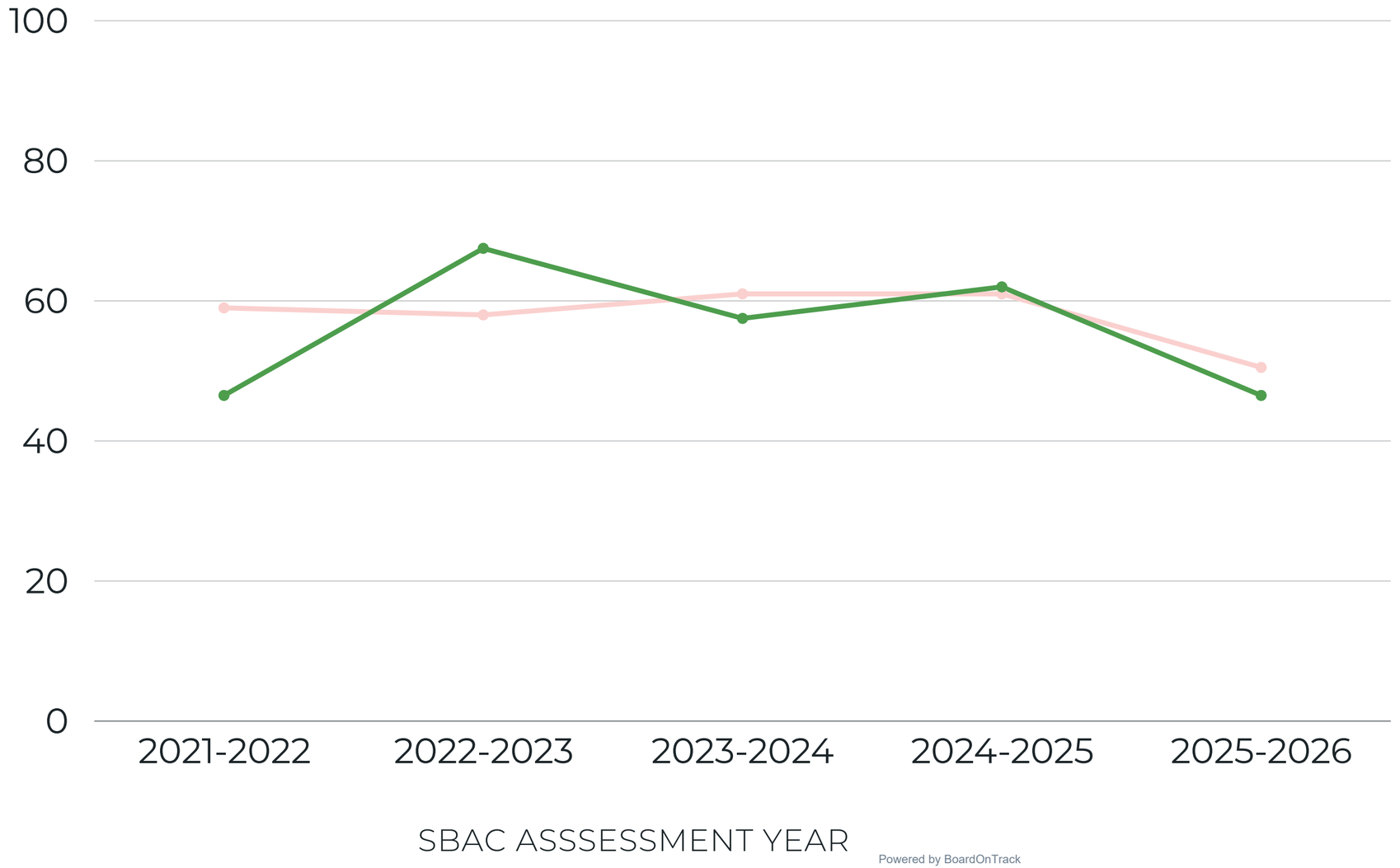
E L A



M A T H



AMPLUS RAINBOW ELEMENTARY SBAC 2026 OVERALL GROWTH TRENDS



PROGRESSION OF GROWTH

ELA	
2021-2022	59.0
2022-2023	58.0
2023-2024	61.0
2024-2025	61.0
2025-2026	50.5

MATH	
2021-2022	46.5
2022-2023	67.5
2023-2024	57.5
2024-2025	62.0
2025-2026	46.5

AMPLUS RAINBOW ELEMENTARY SBAC 2026 3-5 ELA ACADEMIC ACHIEVEMENT BY GRADE

3RD

N.62

68.8%

-10.0% from 2025

5/5

4TH

N.66

68%

-2.3% from 2025

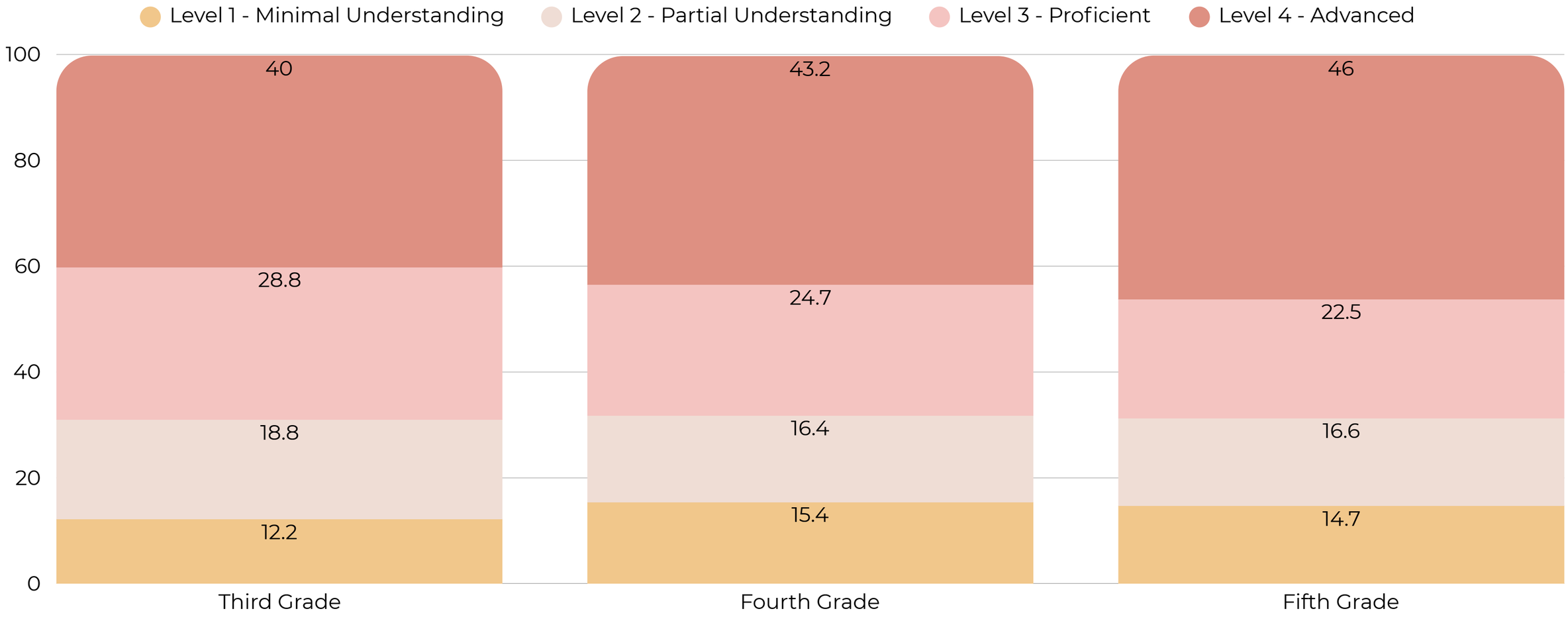
5TH

N.70

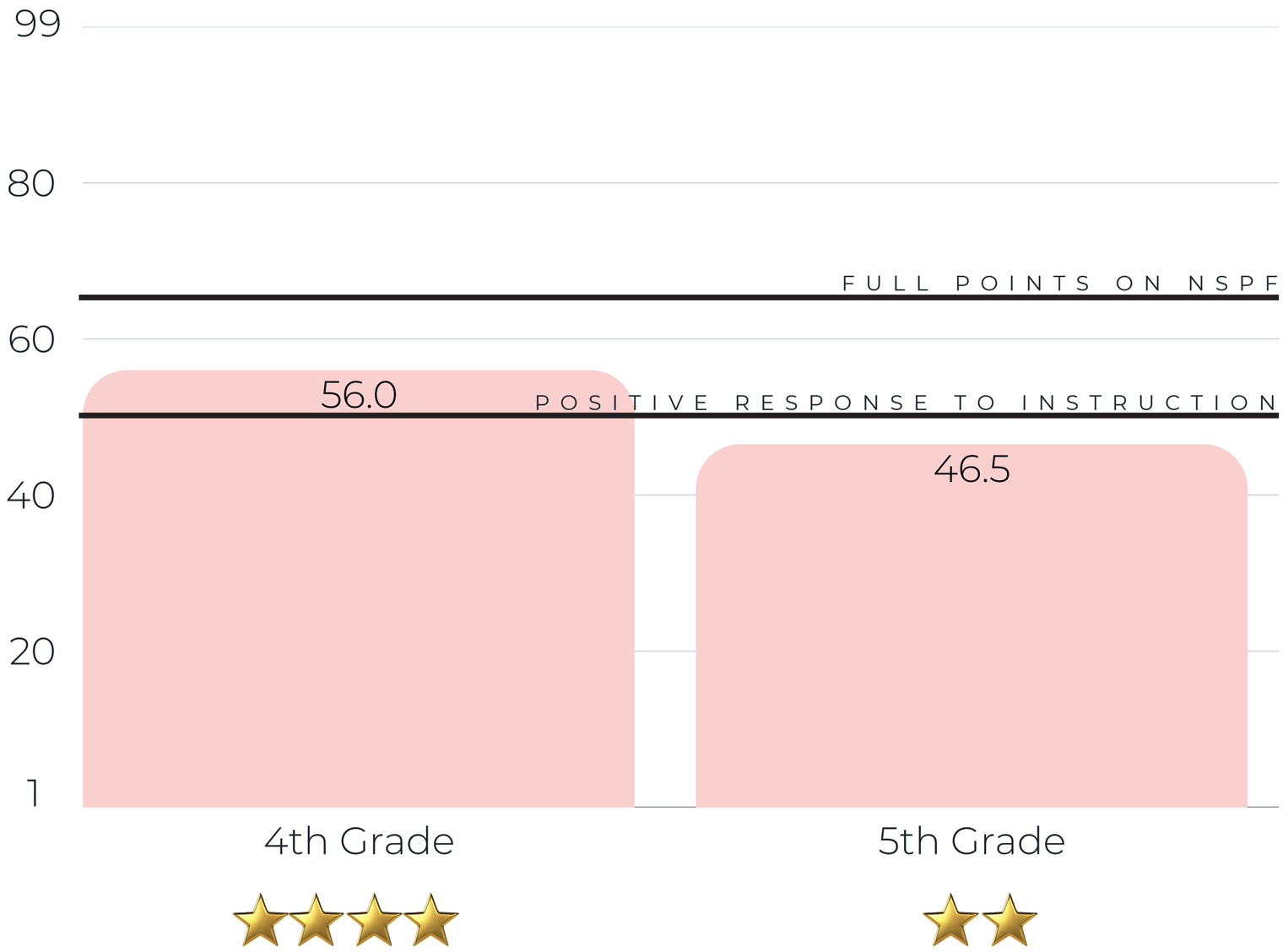
68.6%

-5.6% from 2025

AMPLUS RAINBOW ELEMENTARY SBAC 2026 3-5 ELA ACADEMIC ACHIEVEMENT LEVELS BY GRADE



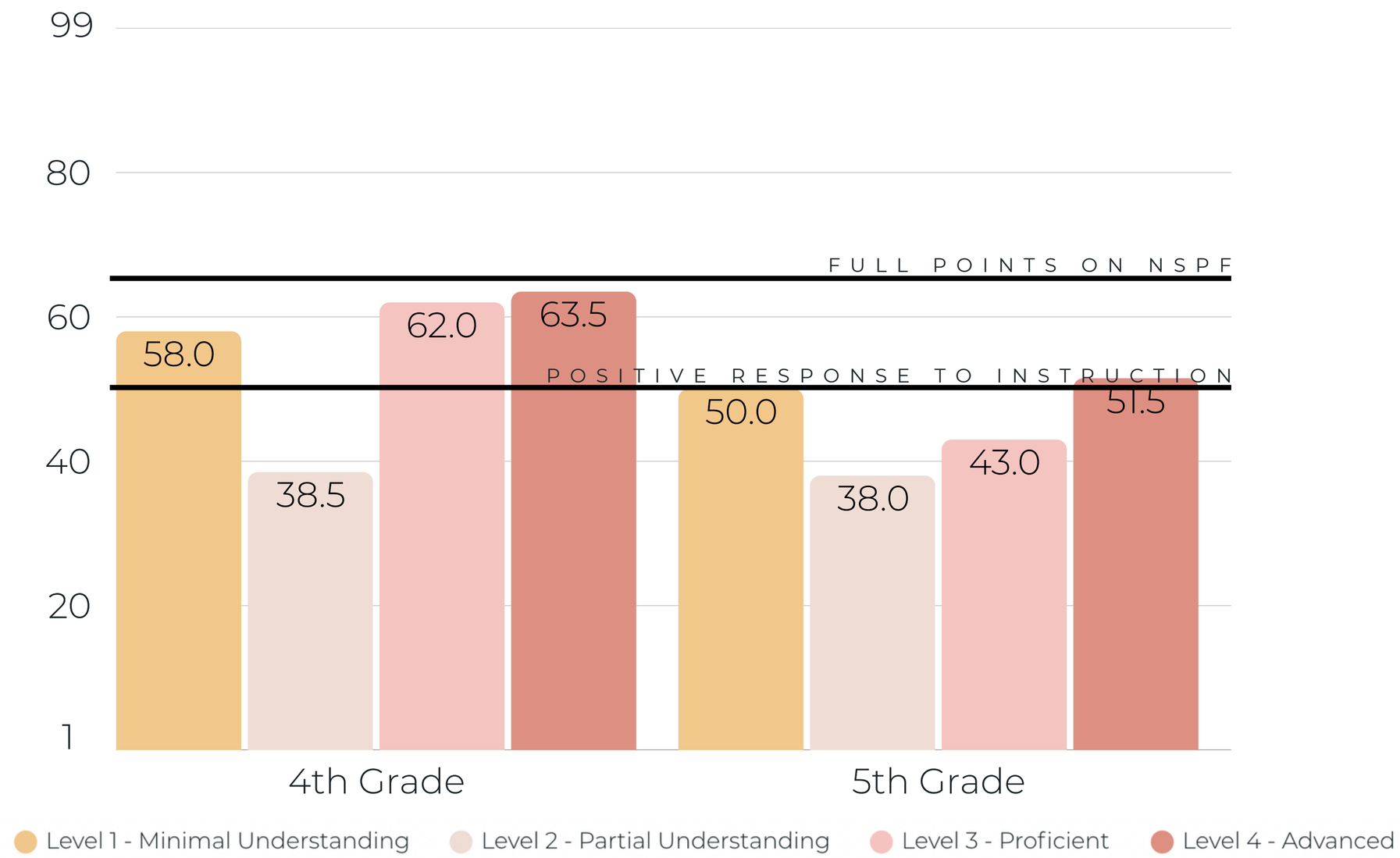
AMPLUS RAINBOW ELEMENTARY SBAC 2026 ELA MGP BY GRADE



AMPLUS RAINBOW ELEMENTARY SBAC 2026 ELA STATE REPORTED AGP & GAP BY GRADE

	4TH	5TH
AGP	65.9%	53%
	-7.1% from 2025	-17.7% from 2025
GAP	31.5%	37%
	-42.7% from 2025	-8.6% from 2025

AMPLUS RAINBOW ELEMENTARY SBAC 2026 ELA MGP BY PRIOR SBAC LEVEL



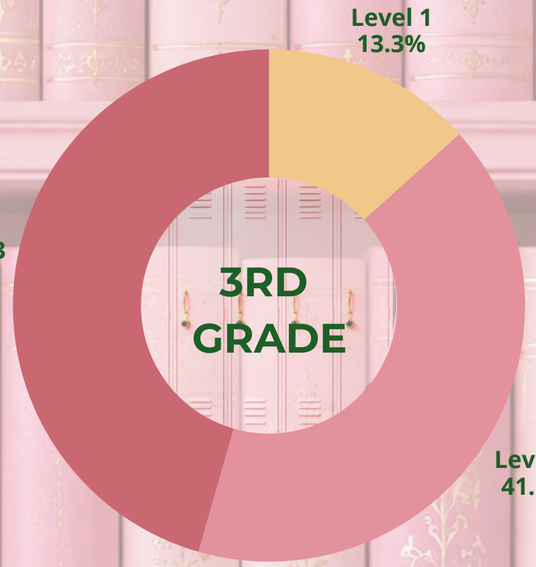
AMPLUS RAINBOW ELEMENTARY SBAC 2026 ELA PERFORMANCE LEVELS CLAIM 1

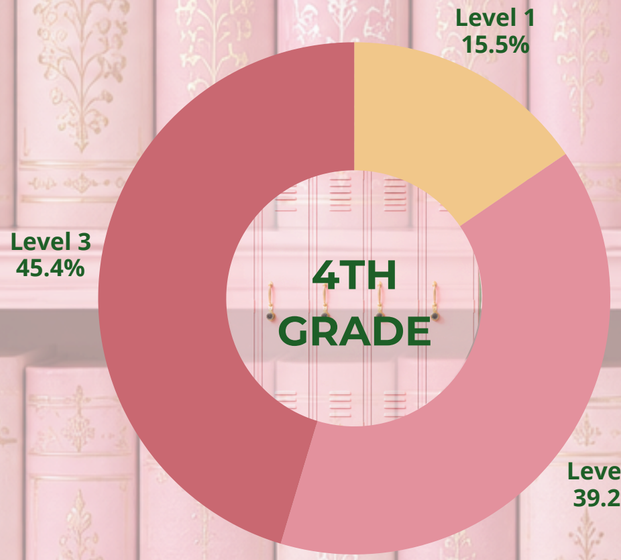
ELA HYBRID CLAIM 1: READING & LISTENING

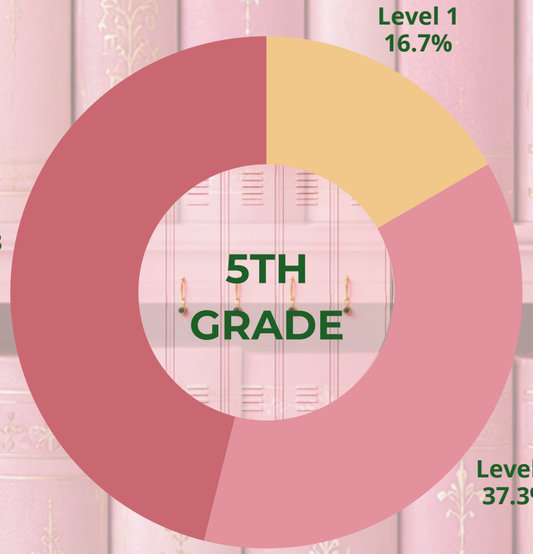
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD







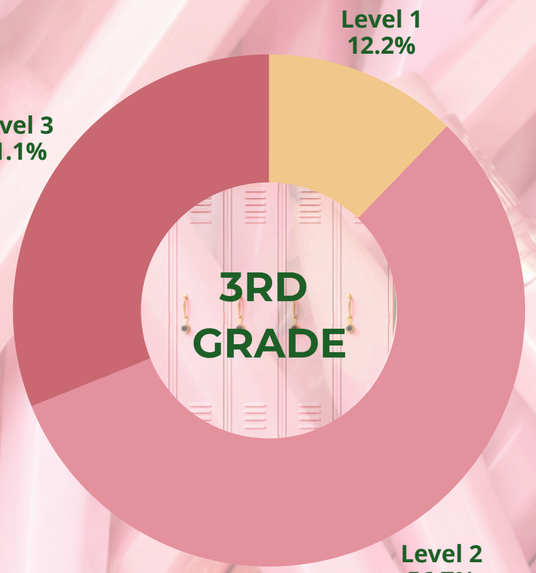
AMPLUS RAINBOW ELEMENTARY SBAC 2026 ELA PERFORMANCE LEVELS CLAIM 2

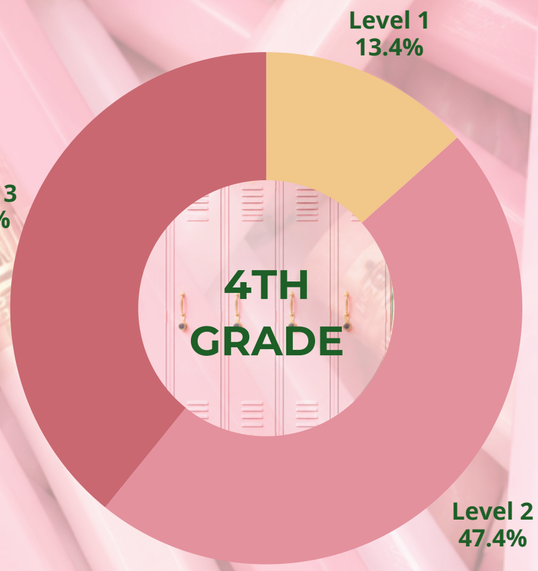
ELA HYBRID CLAIM 2: WRITING & RESEARCH/INQUIRY

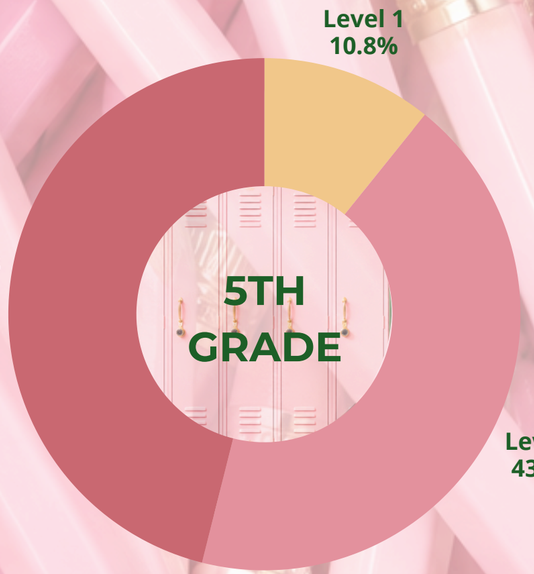
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD

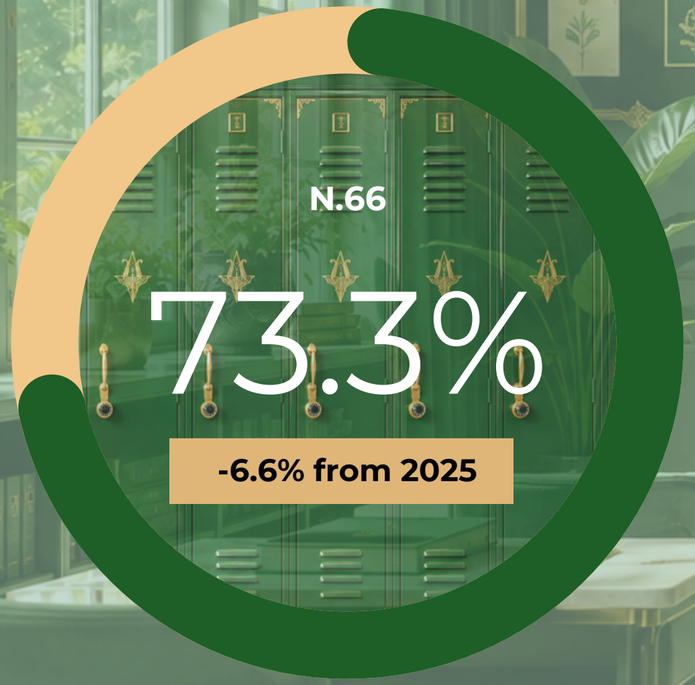




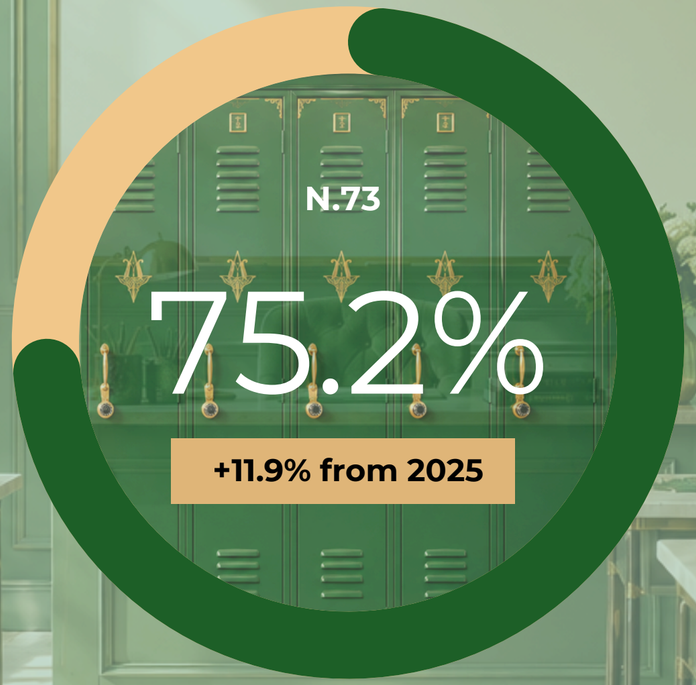


AMPLUS RAINBOW ELEMENTARY SBAC 2026 3-5 MATH ACADEMIC ACHIEVEMENT BY GRADE

3RD



4TH



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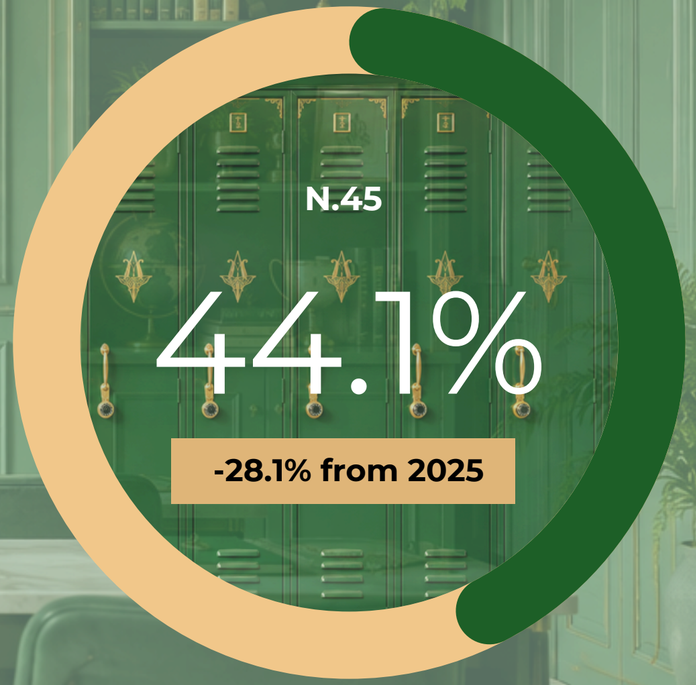
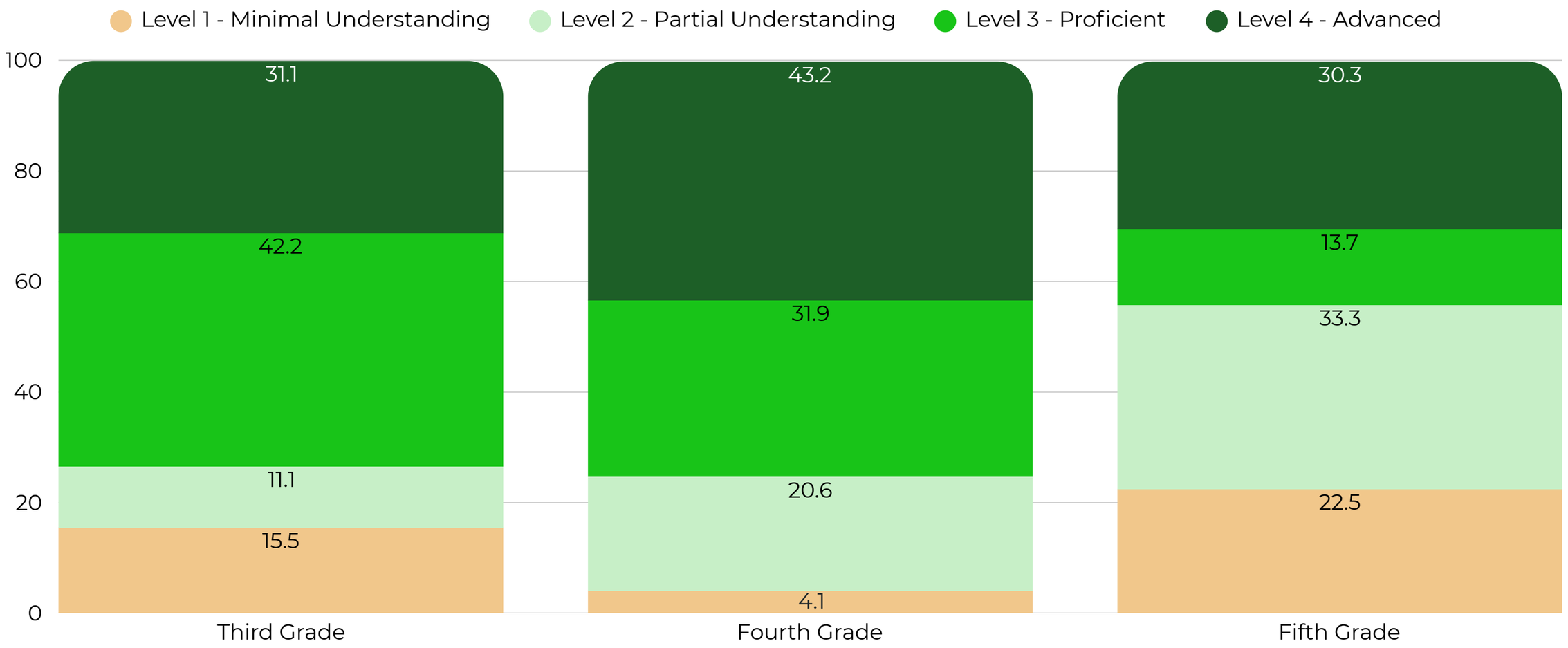
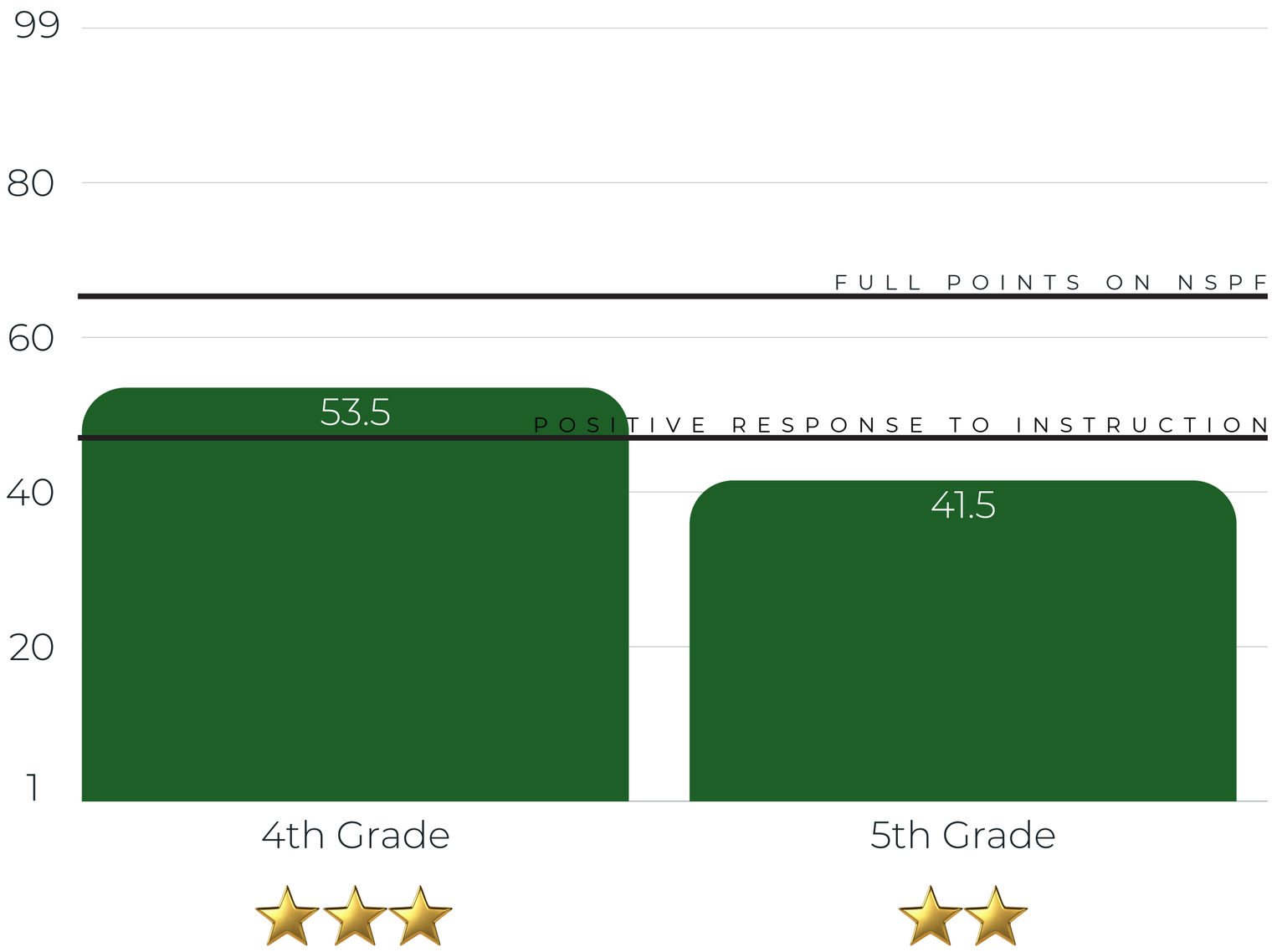


AMPLUS RAINBOW ELEMENTARY SBAC 2026 3-5 MATH ACADEMIC ACHIEVEMENT LEVELS BY GRADE



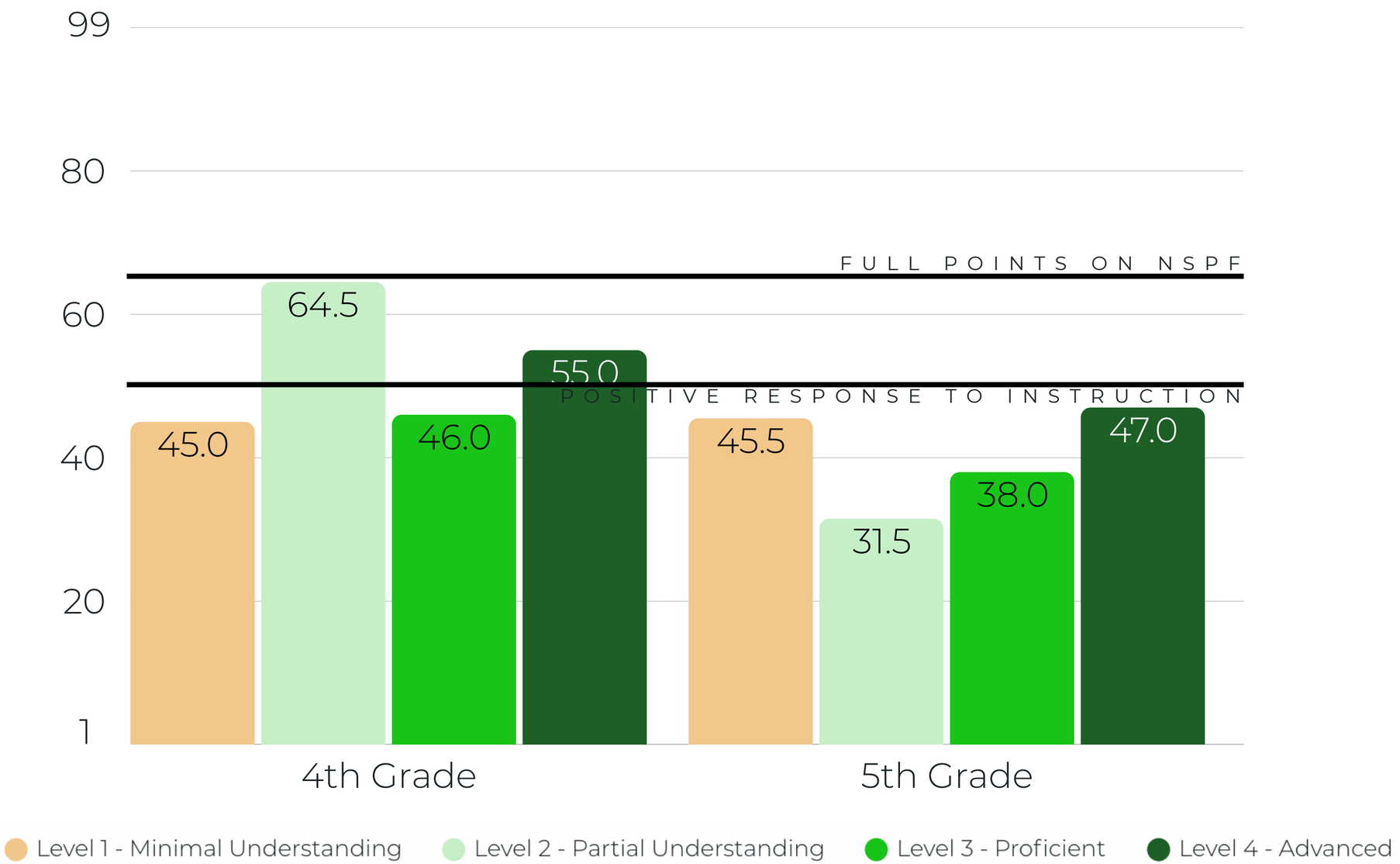
AMPLUS RAINBOW ELEMENTARY SBAC 2026 MATH MGP BY GRADE



AMPLUS RAINBOW ELEMENTARY SBAC 2026 MATH STATE REPORTED AGP & GAP BY GRADE

	4TH	5TH
AGP	61.7% +5.7% from 2025	41% -28.6% from 2025
GAP	40% +1.7% from 2025	11.1% -40.4% from 2025

AMPLUS RAINBOW ELEMENTARY SBAC 2026 MATH MGP BY PRIOR SBAC LEVEL



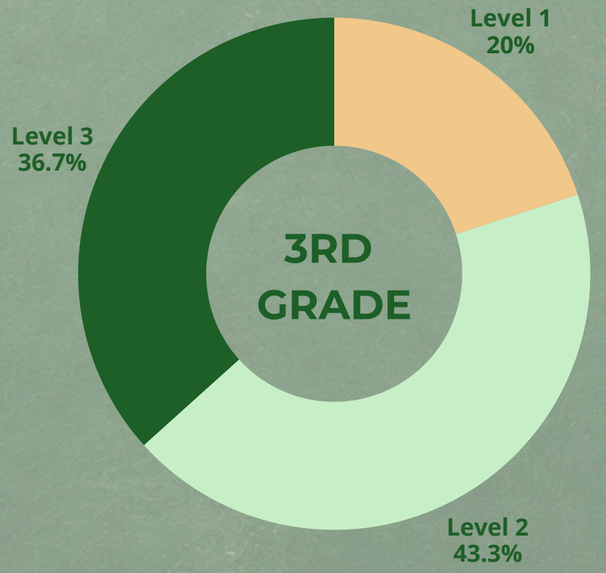
AMPLUS RAINBOW ELEMENTARY SBAC 2026 MATH PERFORMANCE LEVELS CLAIM 1

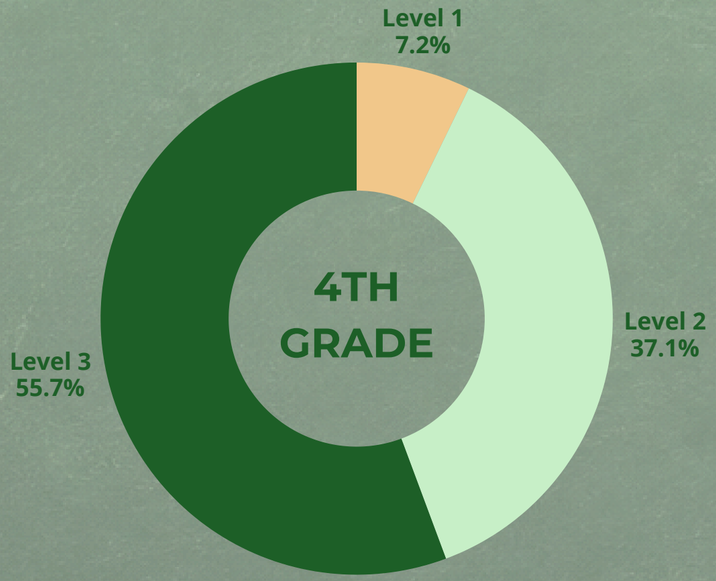
MATH HYBRID CLAIM 1: CONCEPTS & PROCEDURES

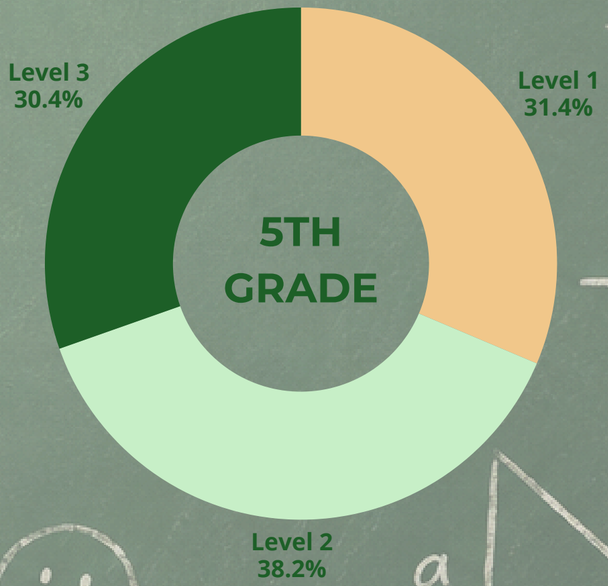
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD







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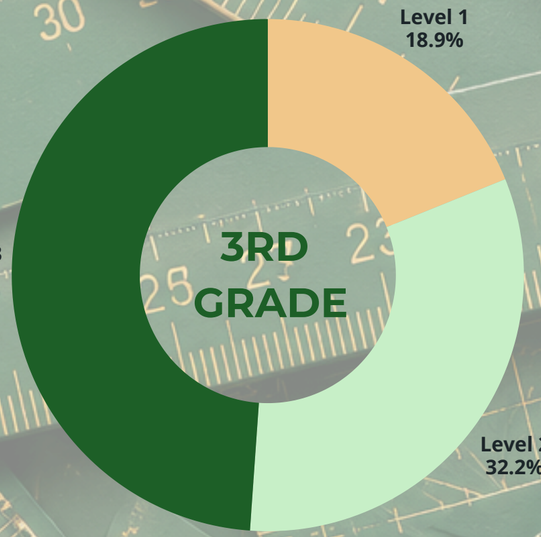
AMPLUS RAINBOW ELEMENTARY SBAC 2026 MATH PERFORMANCE LEVELS CLAIM 2

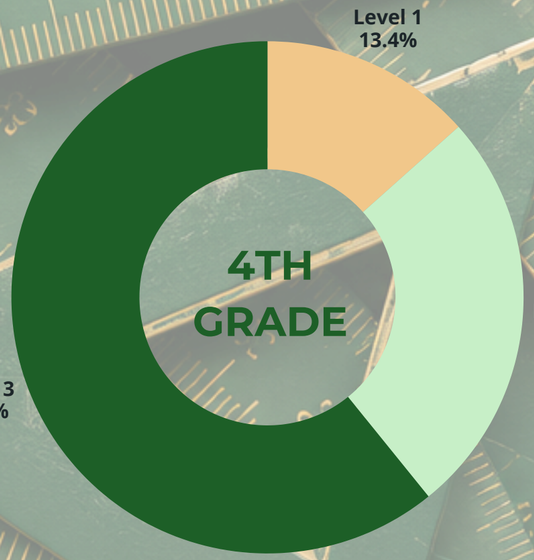
HYBRIC CLAIM 2: MATHEMATICAL PRACTICES

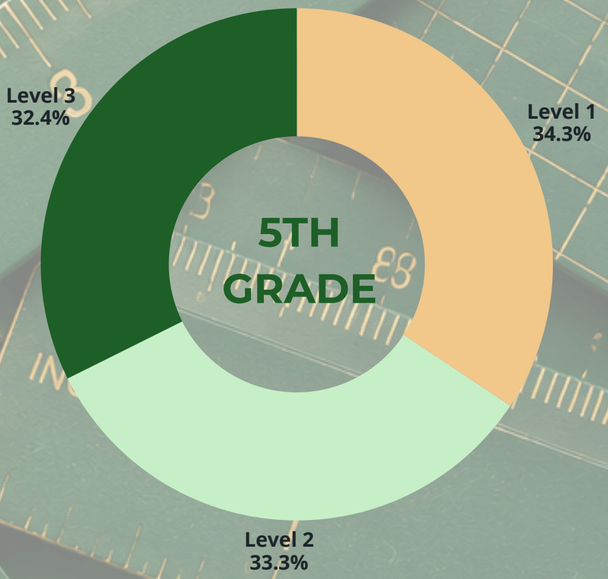
1 = BELOW THE STANDARD

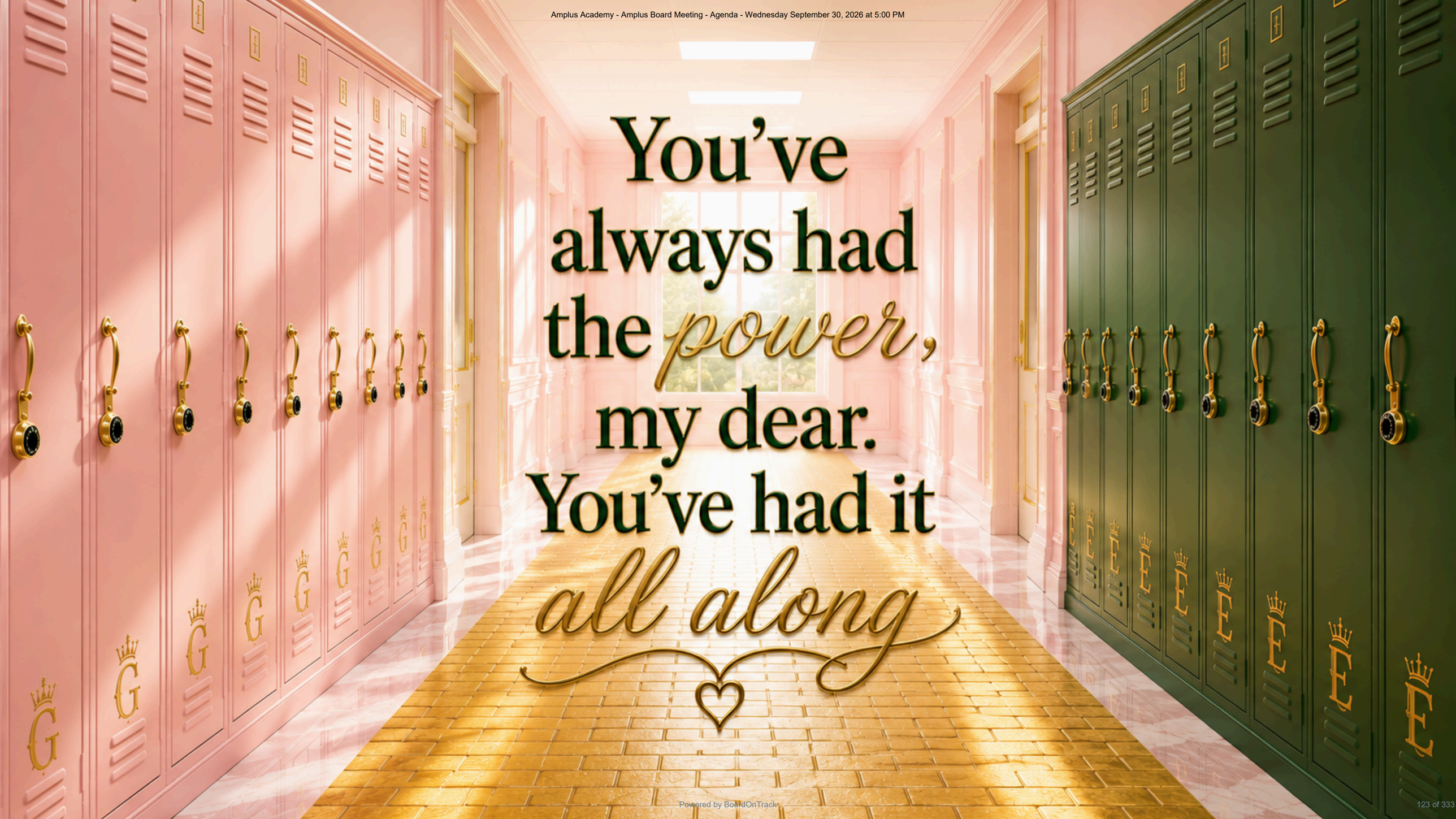
2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD








You've always had the power, my dear. You've had it all along

2026 STATE ASSESSMENT RESULTS

AMPLUS DURANGO

RTB DATA & CONSULTING, LLC

ELEMENTARY SCHOOL

SBAC 2025 - 26 RESULTS

PACKED FOR PERFORMANCE:

WHAT'S IN OUR ES RATING LOCKER?

ACADEMIC ACHIEVEMENT → "OUR REPORT CARD"

THIS SHOWS HOW WELL WE'RE SCORING ON OUR ASSIGNMENTS (STATE TESTS IN **READING**, **MATH**, & **SCIENCE)**.

CHRONIC ABSENTEEISM → "OUR HALL PASS"

YOU'VE GOT TO BE IN CLASS TO LEARN! HOW MANY STUDENTS ARE MISSING TOO MUCH SCHOOL?

GROWTH TOWARD PROFICIENCY (AGP & GAP) → "OUR GOAL SHEET"

ARE STUDENTS ON TRACK TO MAINTAIN PROFICIENT/ADVANCED STATUS? OR, IF THEY ARE NOT PROFICIENT, ARE THEY GROWING AT A RATE THAT THEY WILL ACHIEVE IT IN THE NEXT 2-3 YEARS?

ENGLISH LANGUAGE PROFICIENCY → "OUR DICTIONARY"

ARE OUR ENGLISH LANGUAGE LEARNERS GROWING AT A RATE THAT THEY WILL EXIT FROM NEEDING EL SERVICES IN THE NEXT 5 YEARS OR BEFORE THEY GRADUATE HIGH SCHOOL?

STUDENT GROWTH (MGP) → "OUR MEASUREMENT STICK"

HOW ARE WE GROWING OUR STUDENTS COMPARED TO STUDENTS ACADEMICALLY THE SAME AS THEM?

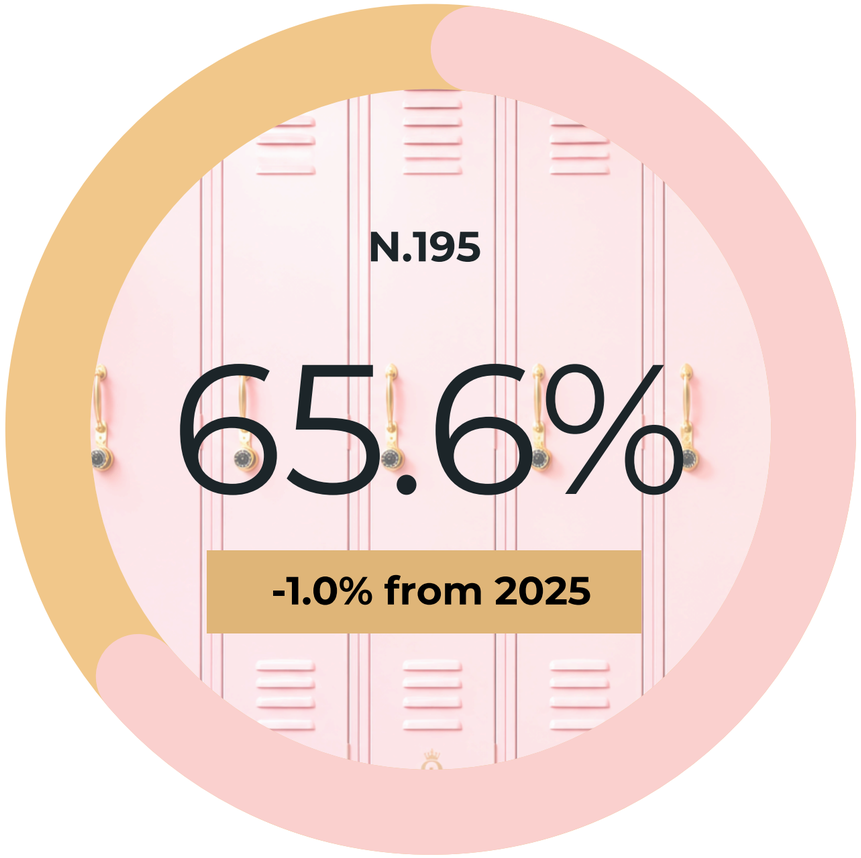
AMPLUS DURANGO ES REPORT CARD

ACADEMIC ACHIEVEMENT	GROWTH INDICATOR	ENGLISH LANGUAGE	OPPORTUNITY GAP	ENGAGEMENT
ELA 65.6% ★★★★★	ELA MGP 59.5 ★★★★	WIDA AGP 47.2% ★★★	ELA GAP 50.0% ★★★★★	C.A. 5.6% ★★★★★
MATH 64.3% ★★★★★	MATH MGP 56 ★★★★		MATH GAP 26.3% ★★	
SCIENCE 14.5% ★	ELA AGP 65.6% ★★★★★			
RBG3 63.7% ★★★★★	MATH AGP 55.1% ★★★★★			

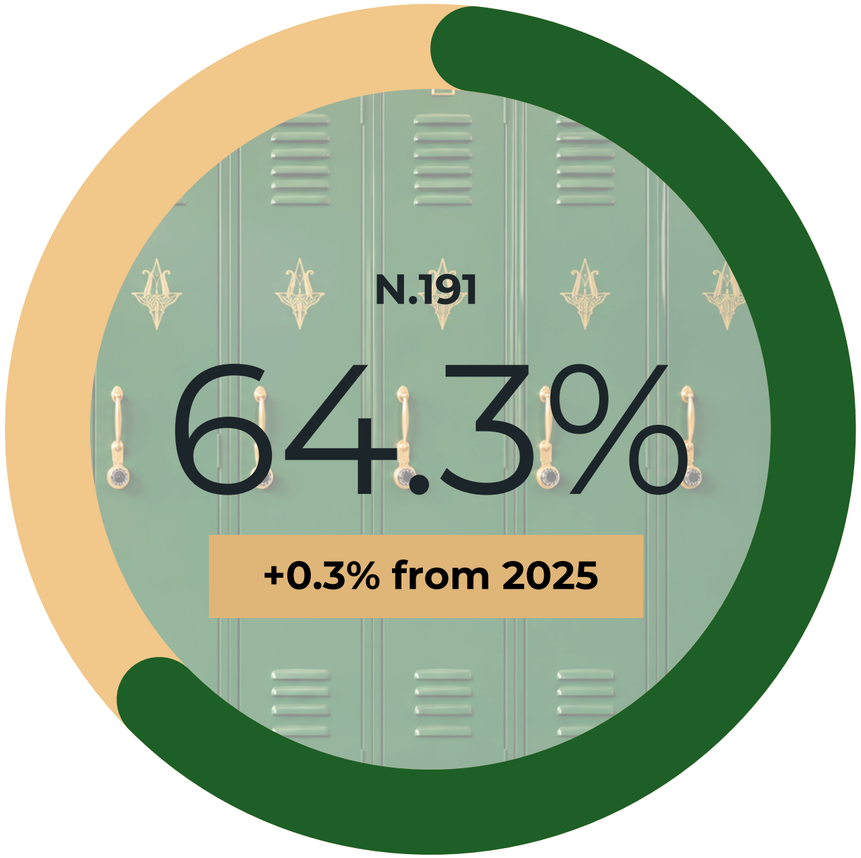
4
81.5

AMPLUS DURANGO ELEMENTARY SBAC 2026 OVERALL 3-5 ACADEMIC ACHIEVEMENT

E L A



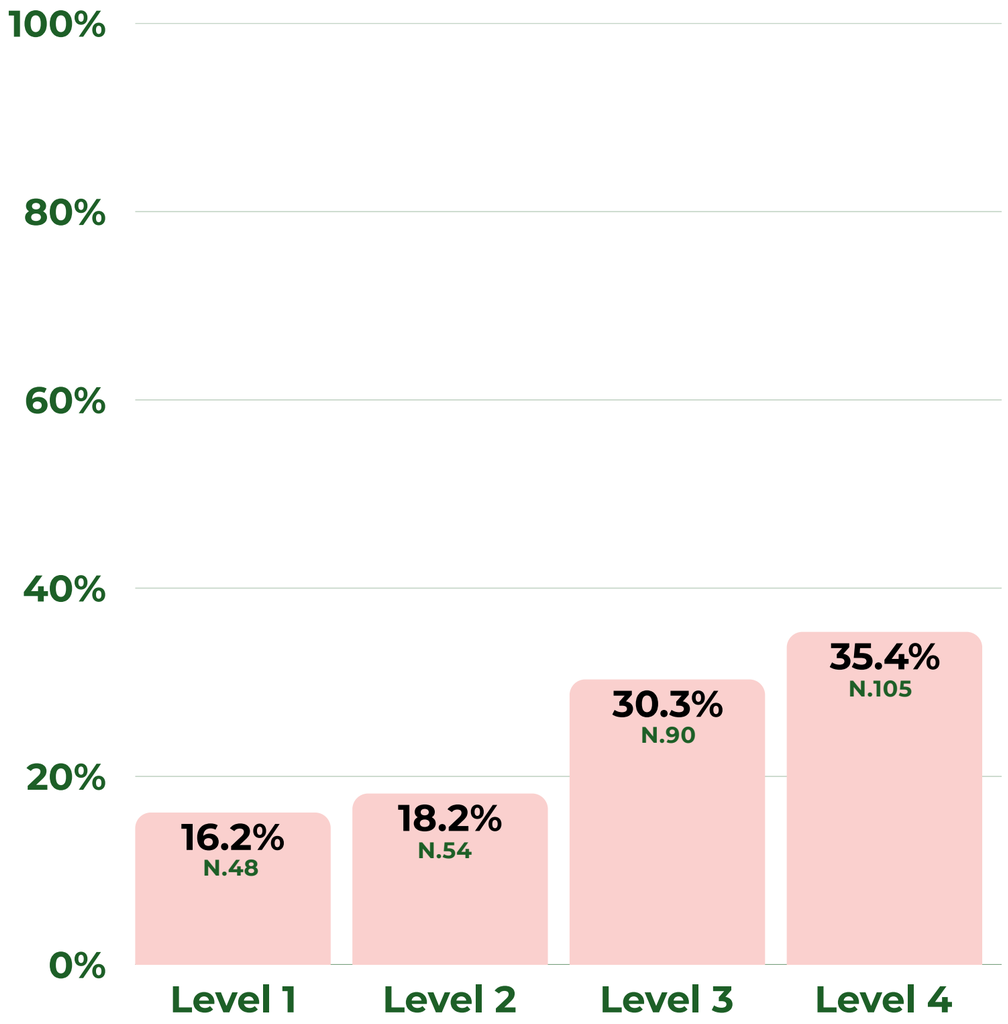
M A T H



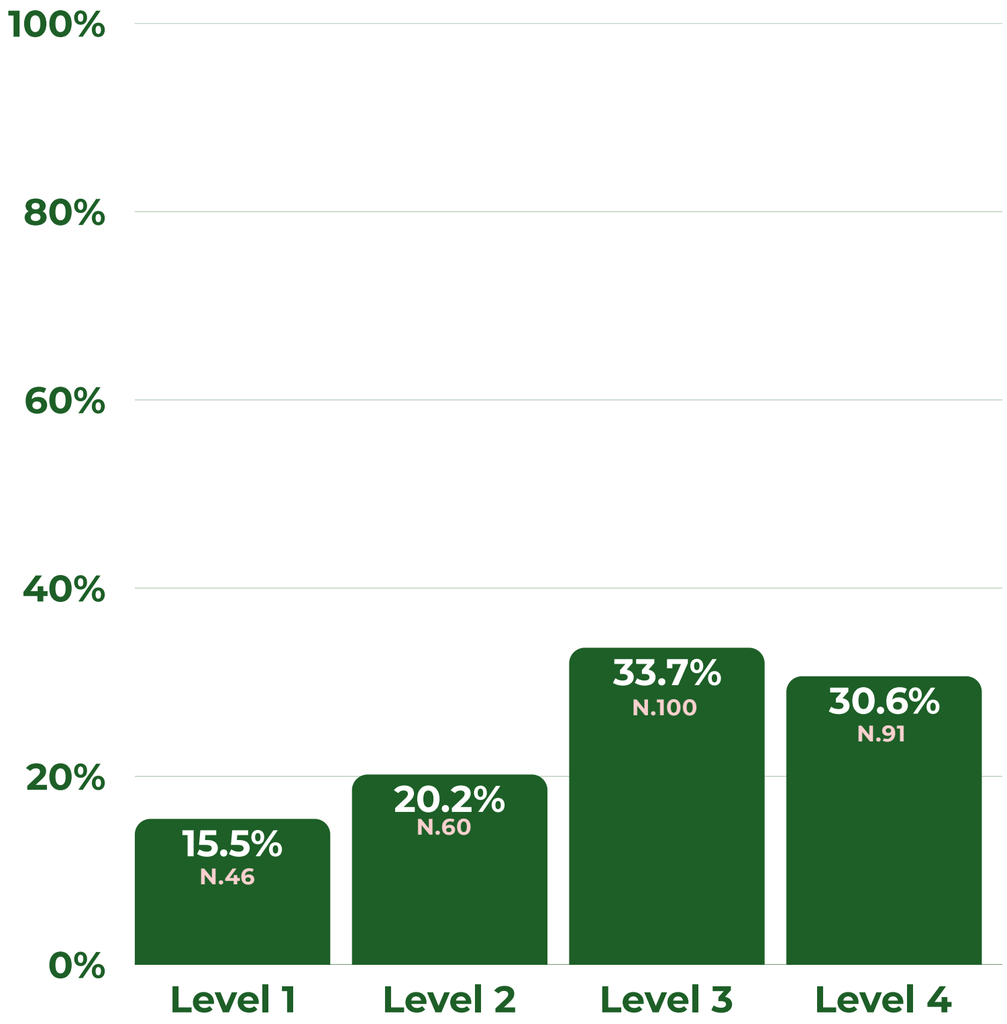
POOLED PROFICIENCY (MATH, ELA, SCIENCE, & NAA) = 57.5%

AMPLUS DURANGO ELEMENTARY SBAC 2026 OVERALL ACADEMIC ACHIEVEMENT LEVELS

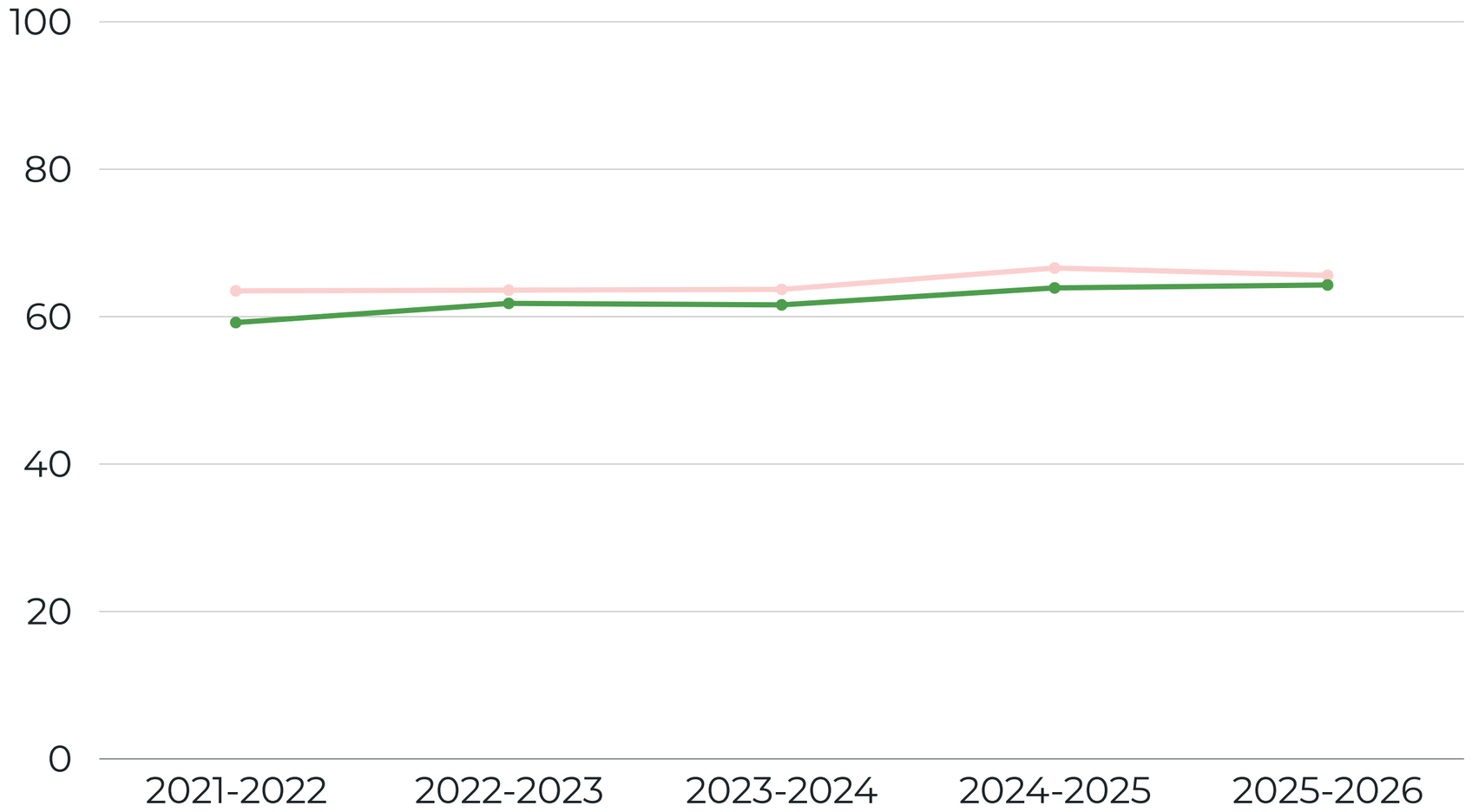
E L A



M A T H



AMPLUS DURANGO ELEMENTARY SBAC 2026 OVERALL ACADEMIC ACHIEVEMENT TRENDS



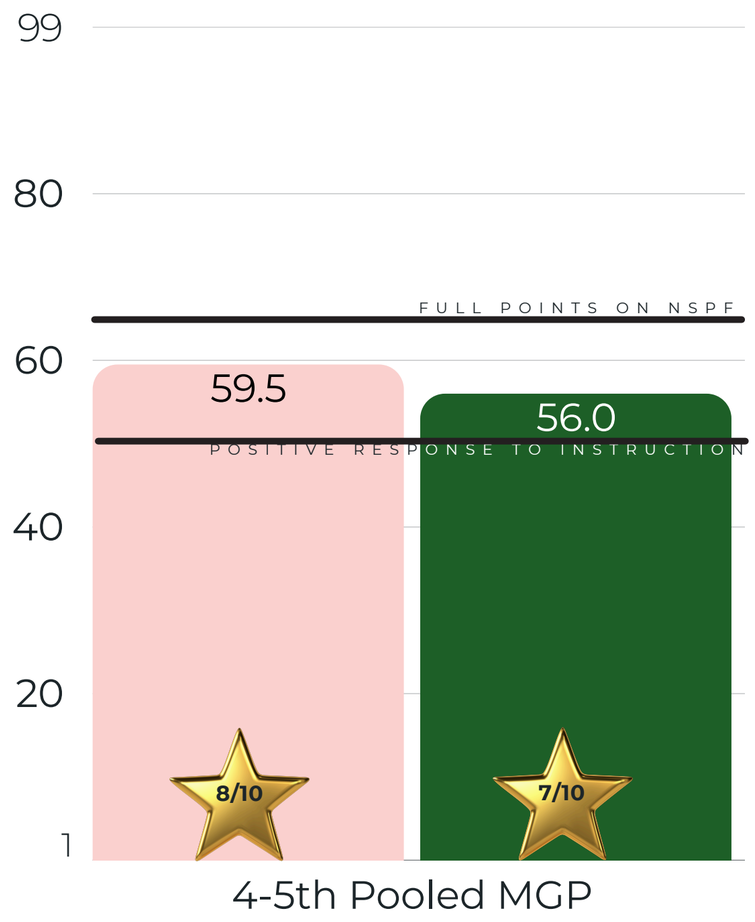
PROGRESSION OF ACADEMIC ACHIEVEMENT

ELA	
2021-2022	63.5%
2022-2023	63.6%
2023-2024	63.7%
2024-2025	66.6%
2025-2026	65.6%

MATH	
2021-2022	59.2%
2022-2023	61.8%
2023-2024	61.6%
2024-2025	63.9%
2025-2026	64.3%

AMPLUS DURANGO ELEMENTARY SBAC 2026 SBAC 2026 OVERALL MGP & STATE REPORTED AGP

M G P



A G P

E L A

7.5/7.5

65.6%

-3.5% from 2025

M A T H

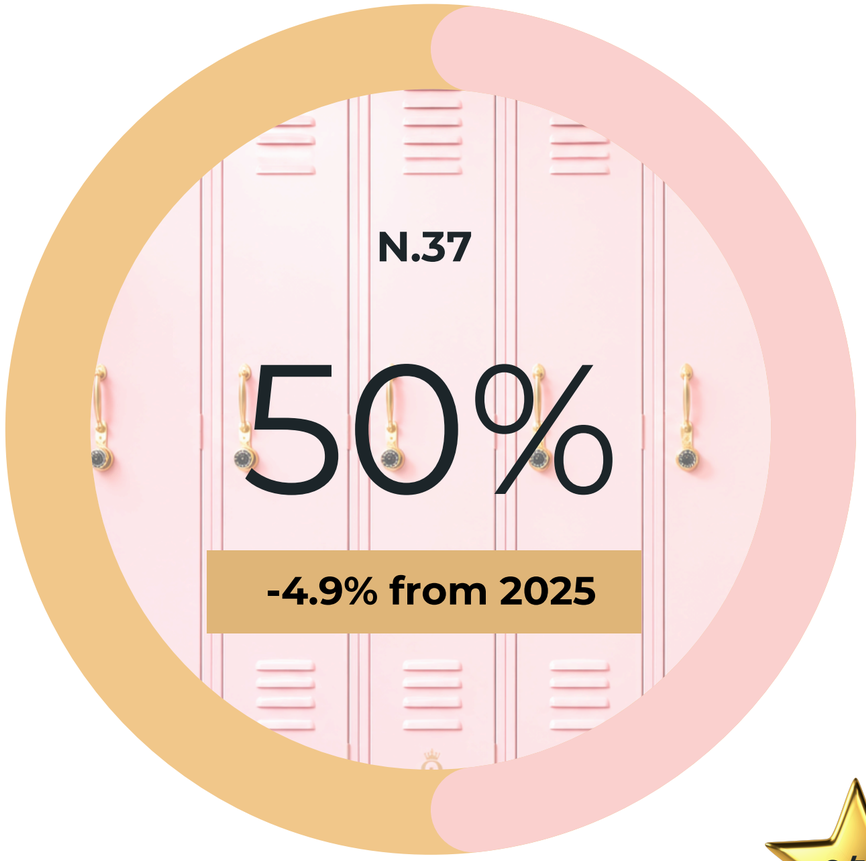
7.5/7.5

55.1%

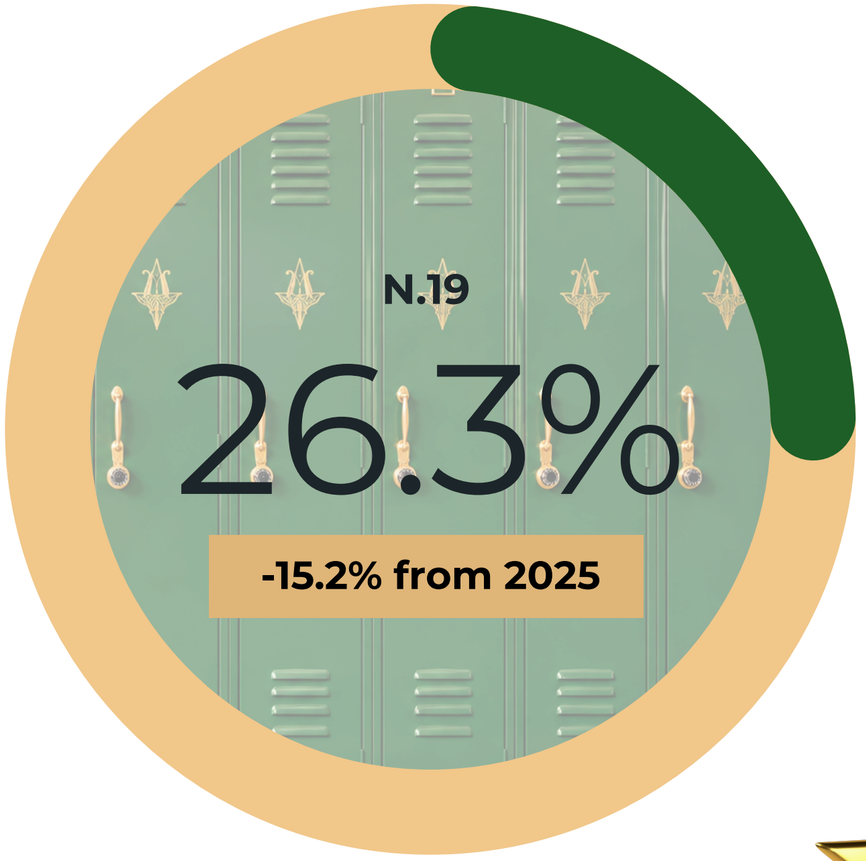
-8.6% from 2025

AMPLUS DURANGO ELEMENTARY SBAC 2026 OVERALL STATE REPORTED GAP

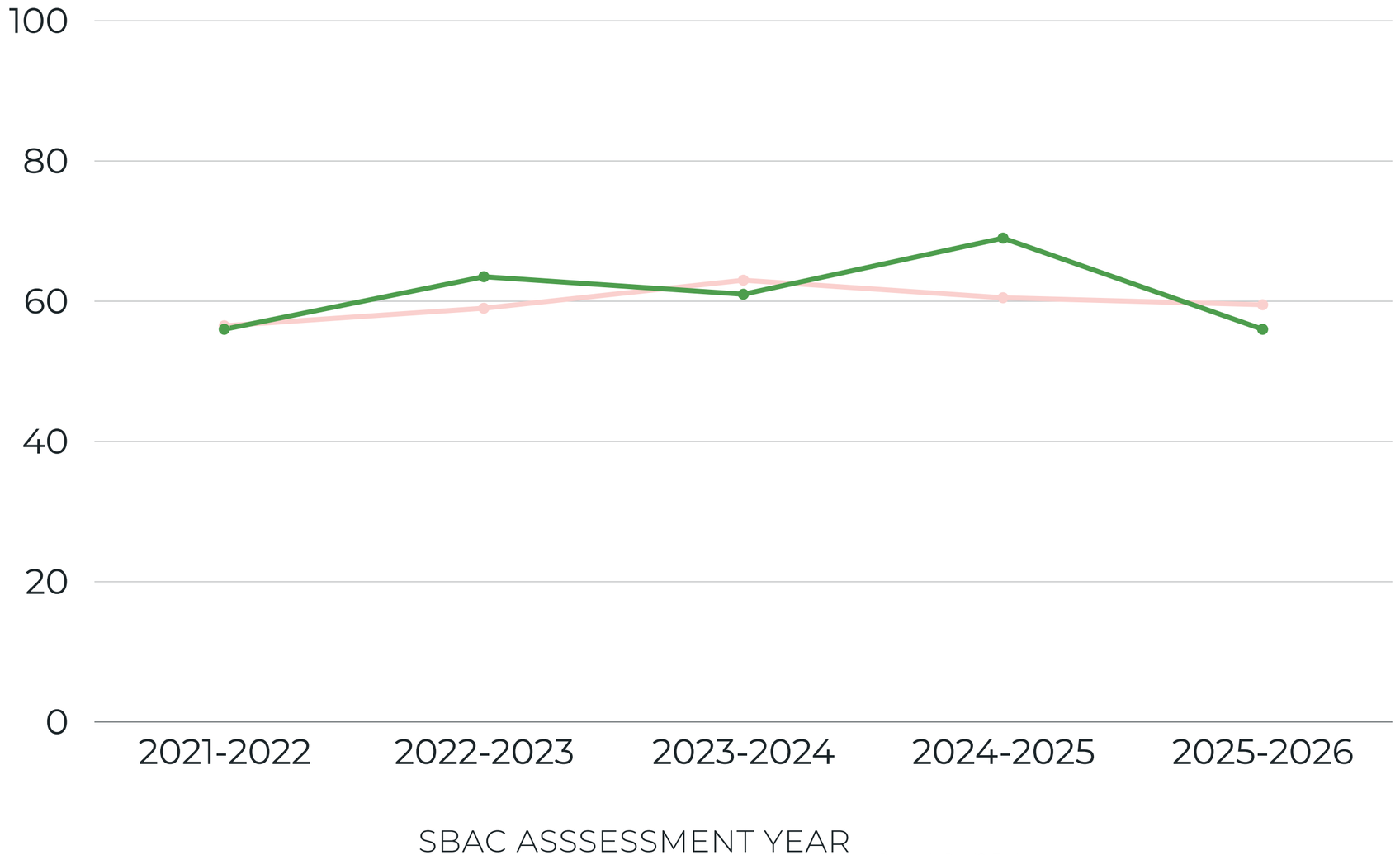
E L A



M A T H



AMPLUS DURANGO ELEMENTARY SBAC 2026 OVERALL GROWTH TRENDS



PROGRESSION OF GROWTH

ELA

2021-2022	56.5
2022-2023	59.0
2023-2024	63.0
2024-2025	60.5
2025-2026	59.5

MATH

2021-2022	56.0
2022-2023	63.5
2023-2024	61.0
2024-2025	69.0
2025-2026	56.0

AMPLUS DURANGO ELEMENTARY SBAC 2026 3-5 ELA ACADEMIC ACHIEVEMENT BY GRADE

3RD

N.58

63.7%

+4.5% from 2025

5/5

4TH

N.63

62.3%

-8.1% from 2025

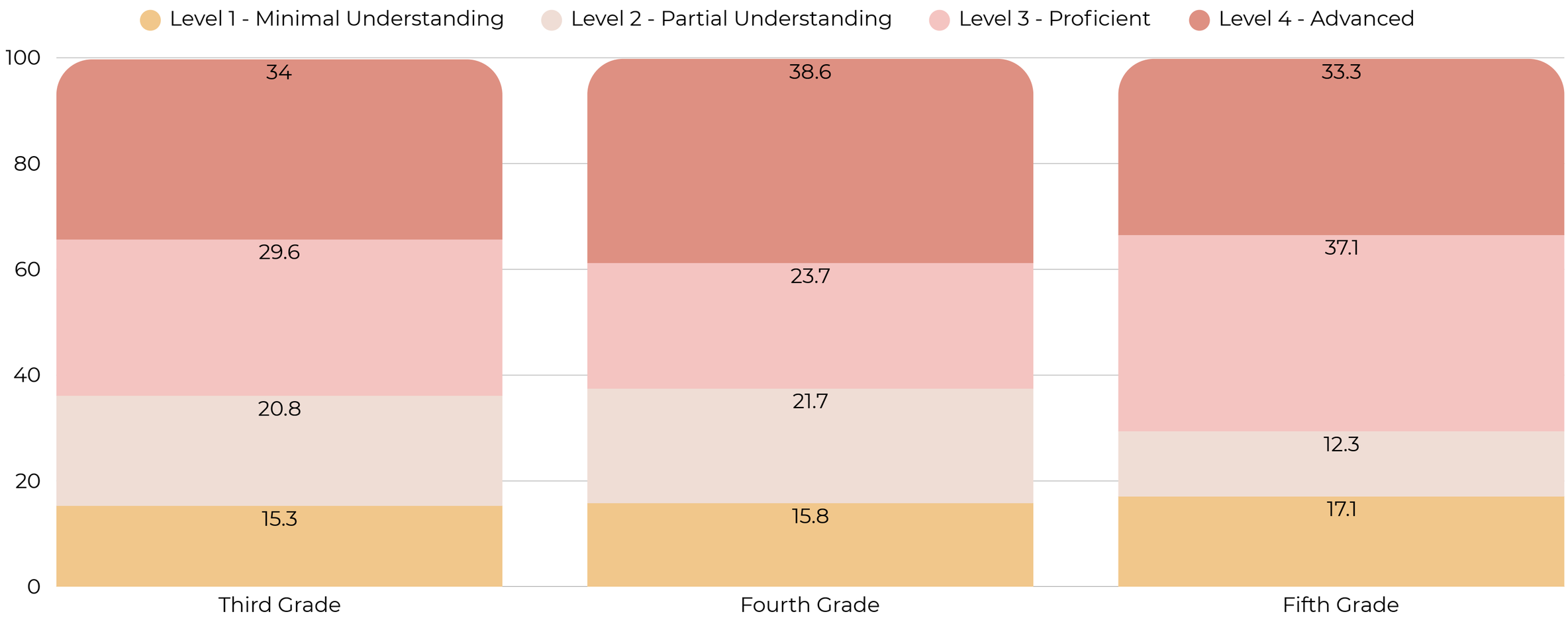
5TH

N.74

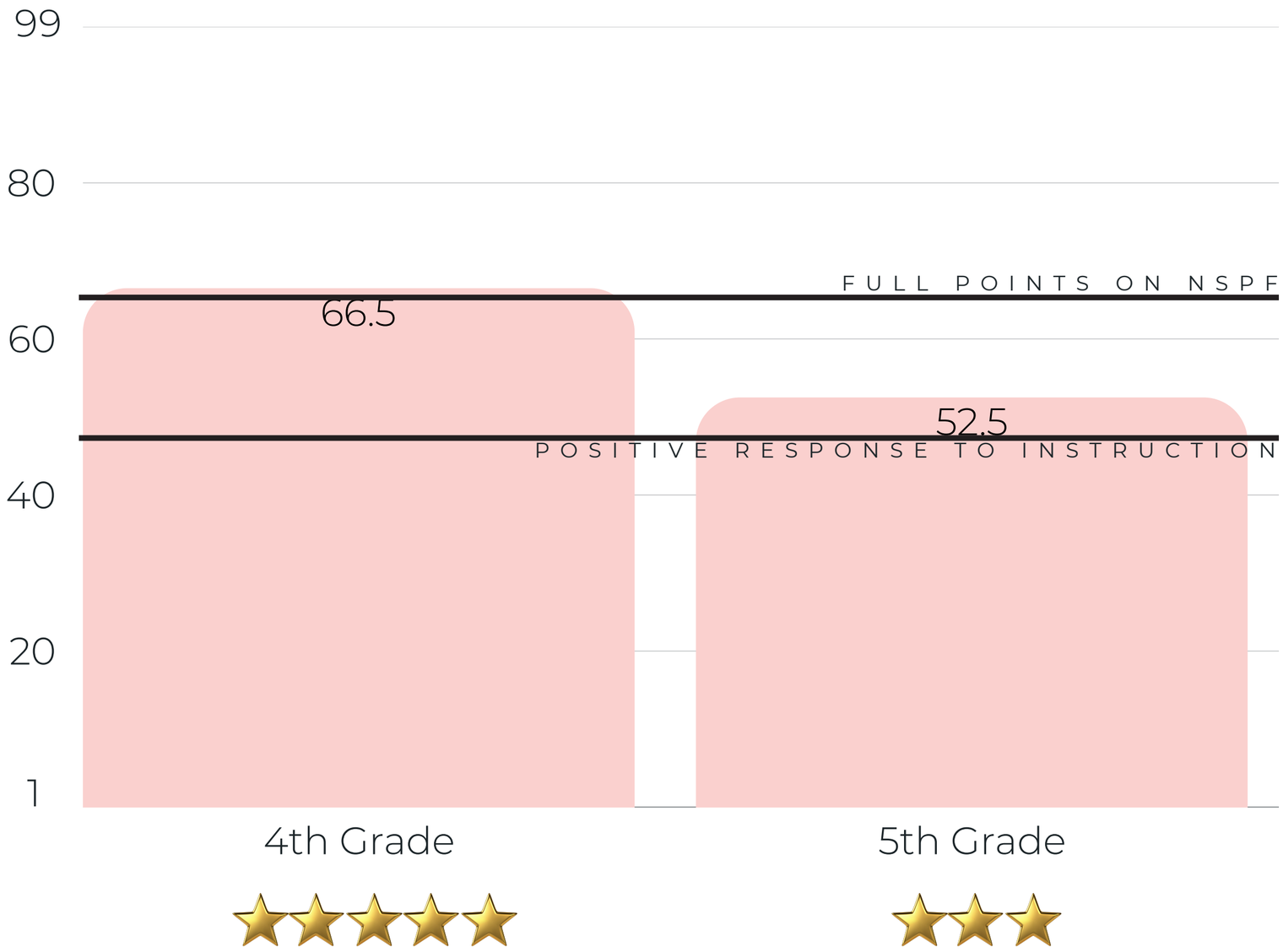
70.4%

+0.3% from 2025

AMPLUS DURANGO ELEMENTARY SBAC 2026 3-5 ELA ACADEMIC ACHIEVEMENT LEVELS BY GRADE



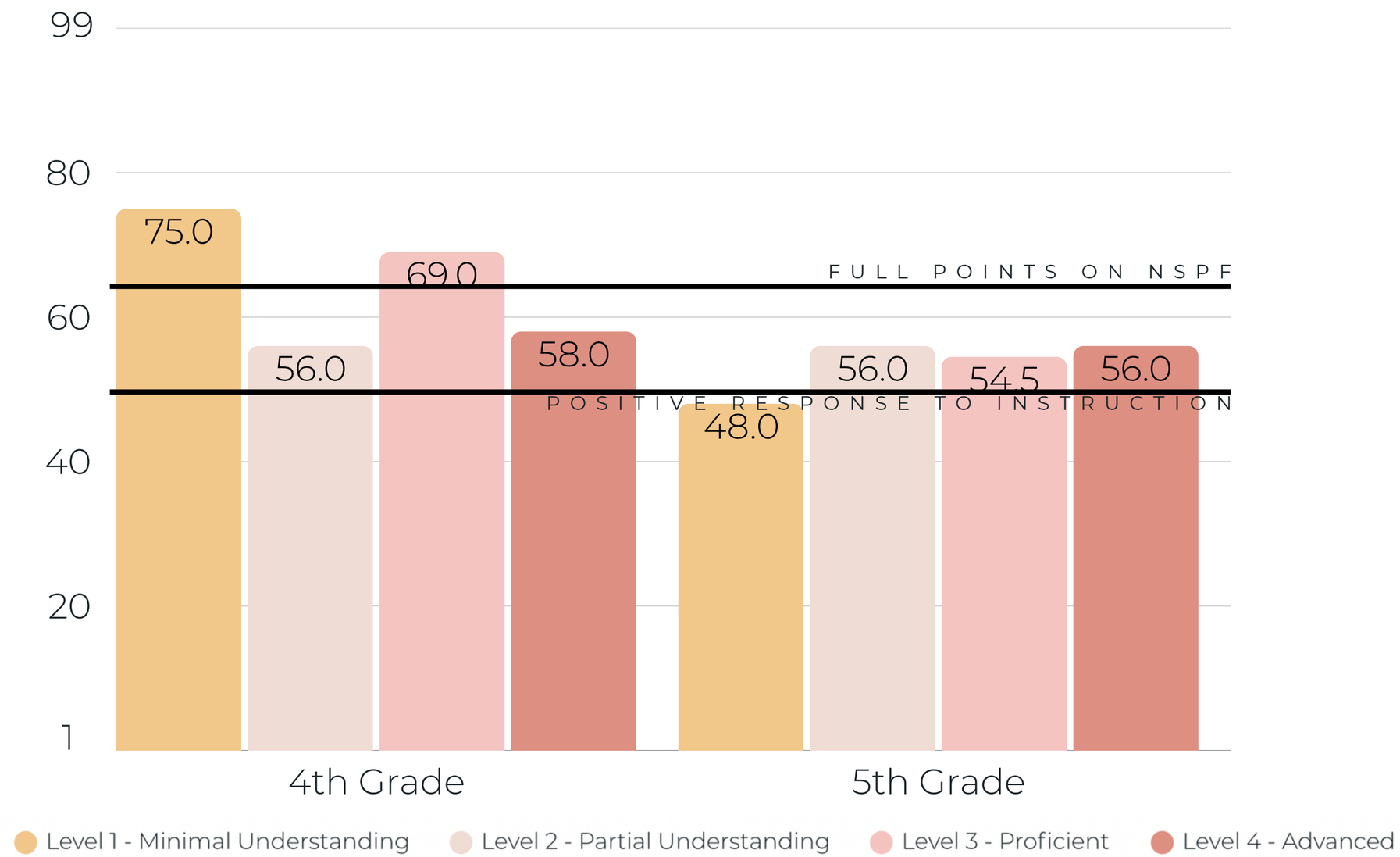
AMPLUS DURANGO ELEMENTARY SBAC 2026 ELA MGP BY GRADE



AMPLUS DURANGO ELEMENTARY SBAC 2026 ELA STATE REPORTED AGP & GAP BY GRADE

	4TH	5TH
AGP	72%	59.6%
	+2.5% from 2025	-9.4% from 2025
GAP	59.5%	37.5%
	+1.6% from 2025	-14.0% from 2025

AMPLUS DURANGO ELEMENTARY SBAC 2026 ELA MGP BY PRIOR SBAC LEVEL



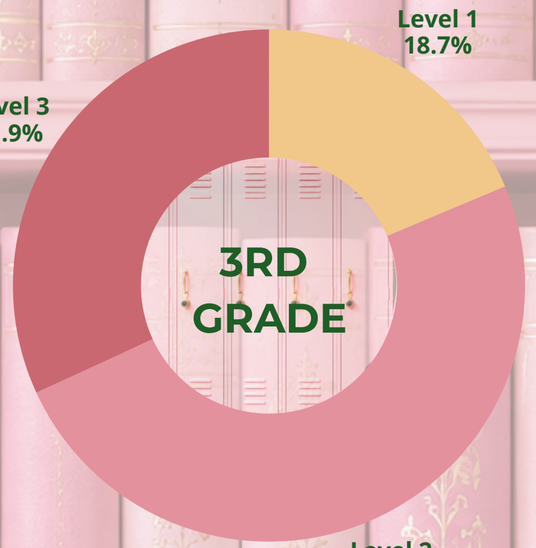
AMPLUS DURANGO ELEMENTARY SBAC 2026 ELA PERFORMANCE LEVELS CLAIM 1

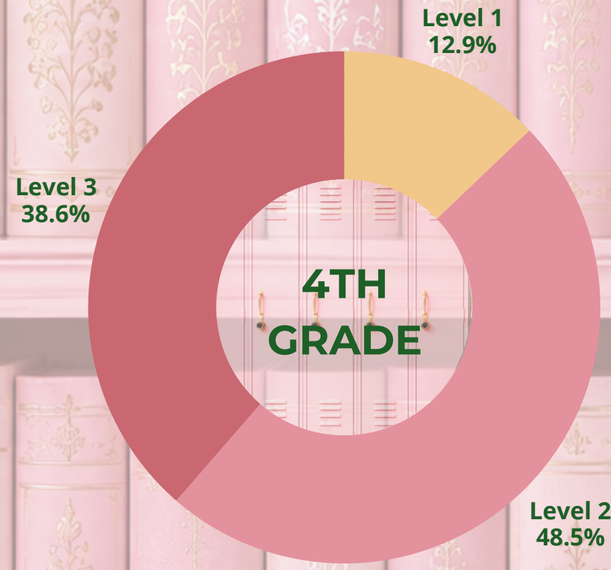
ELA HYBRID CLAIM 1: READING & LISTENING

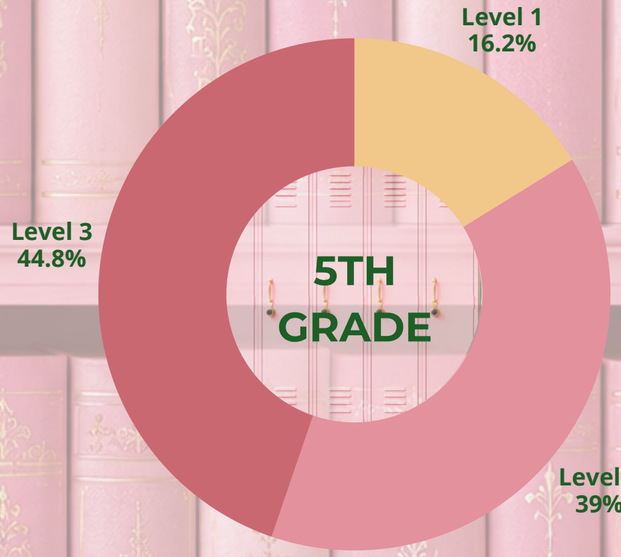
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD







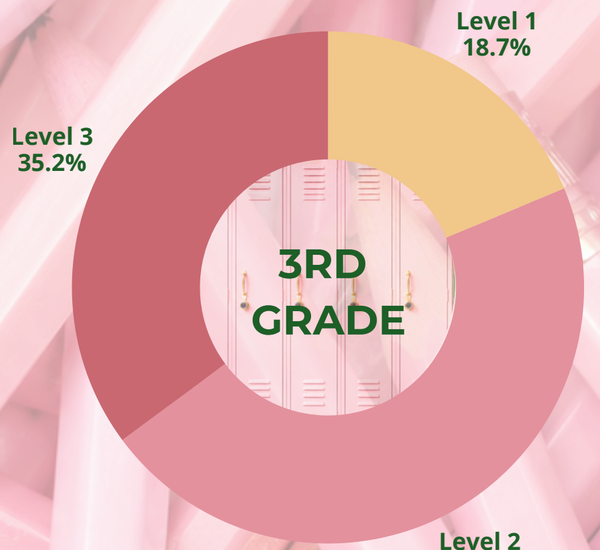
AMPLUS DURANGO ELEMENTARY SBAC 2026 ELA PERFORMANCE LEVELS CLAIM 2

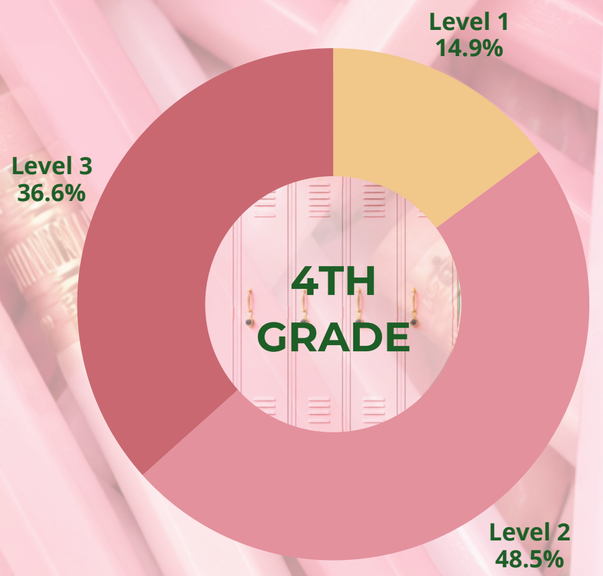
ELA HYBRID CLAIM 2: WRITING & RESEARCH/INQUIRY

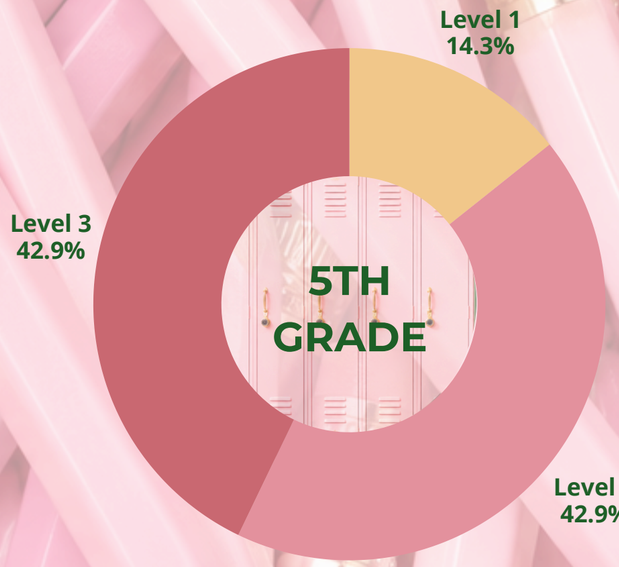
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD

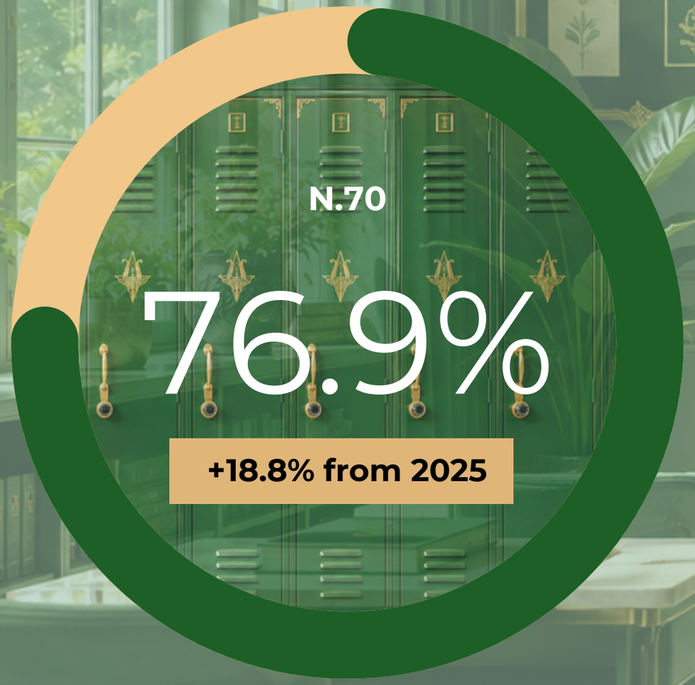




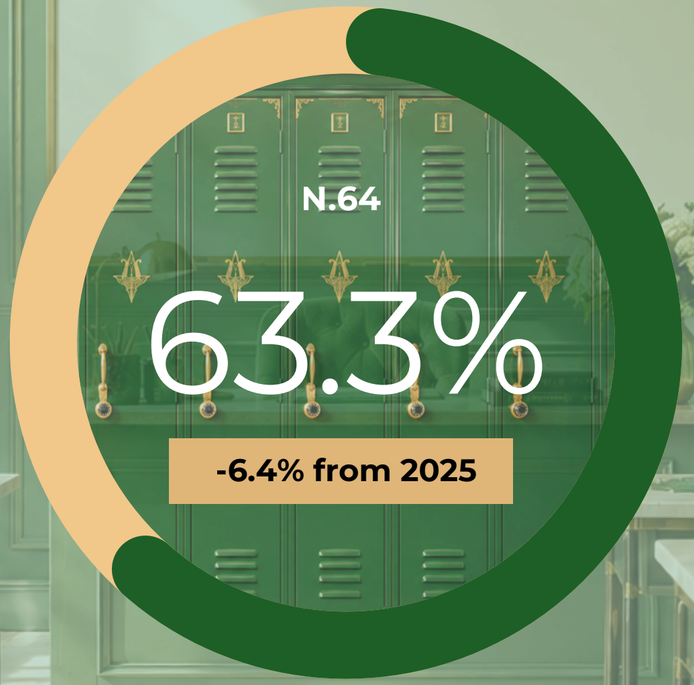


AMPLUS DURANGO ELEMENTARY SBAC 2026 3-5 MATH ACADEMIC ACHIEVEMENT BY GRADE

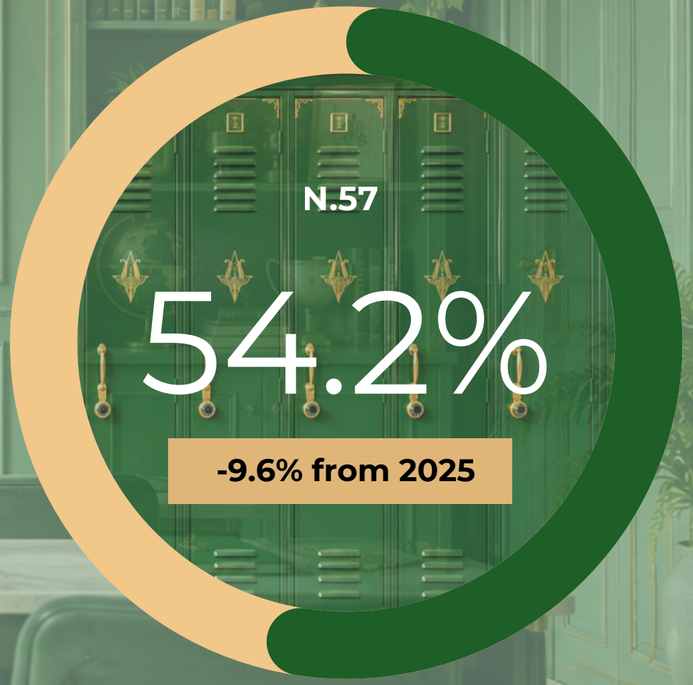
3RD



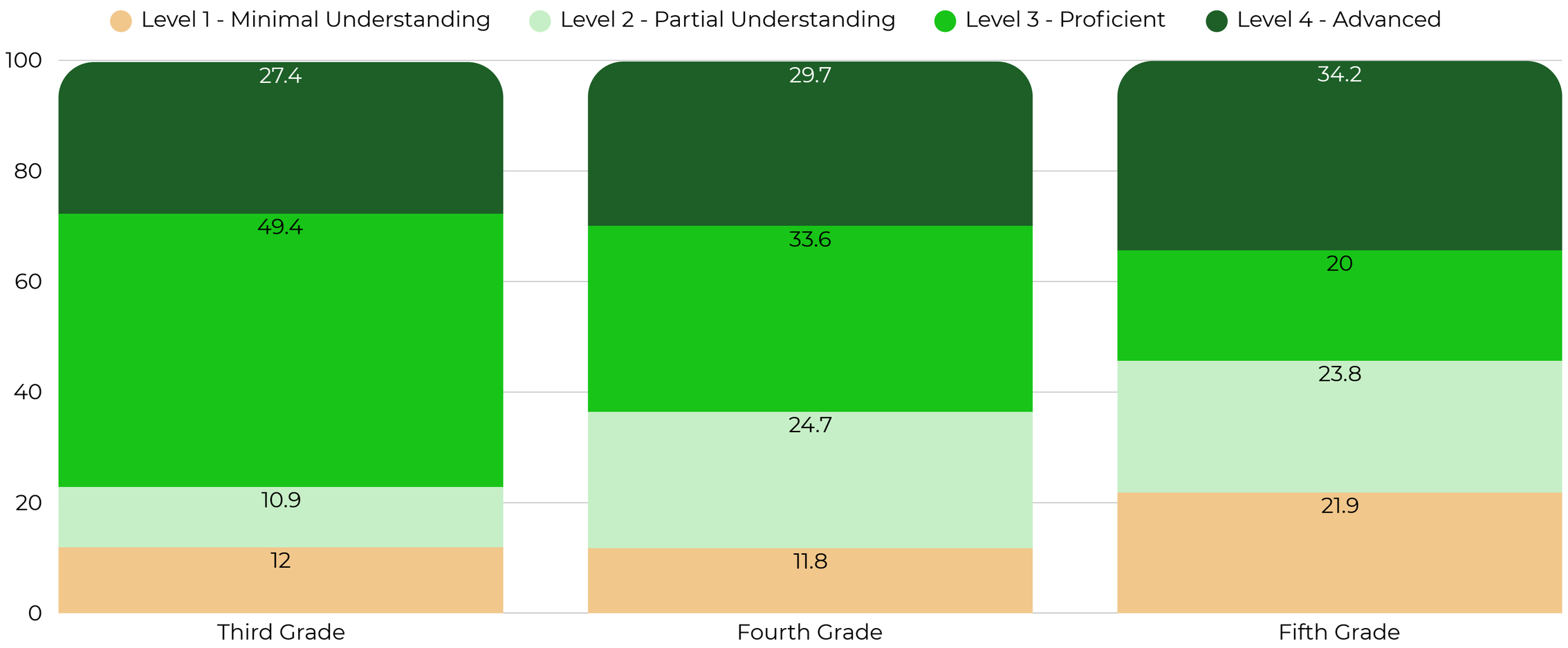
4TH



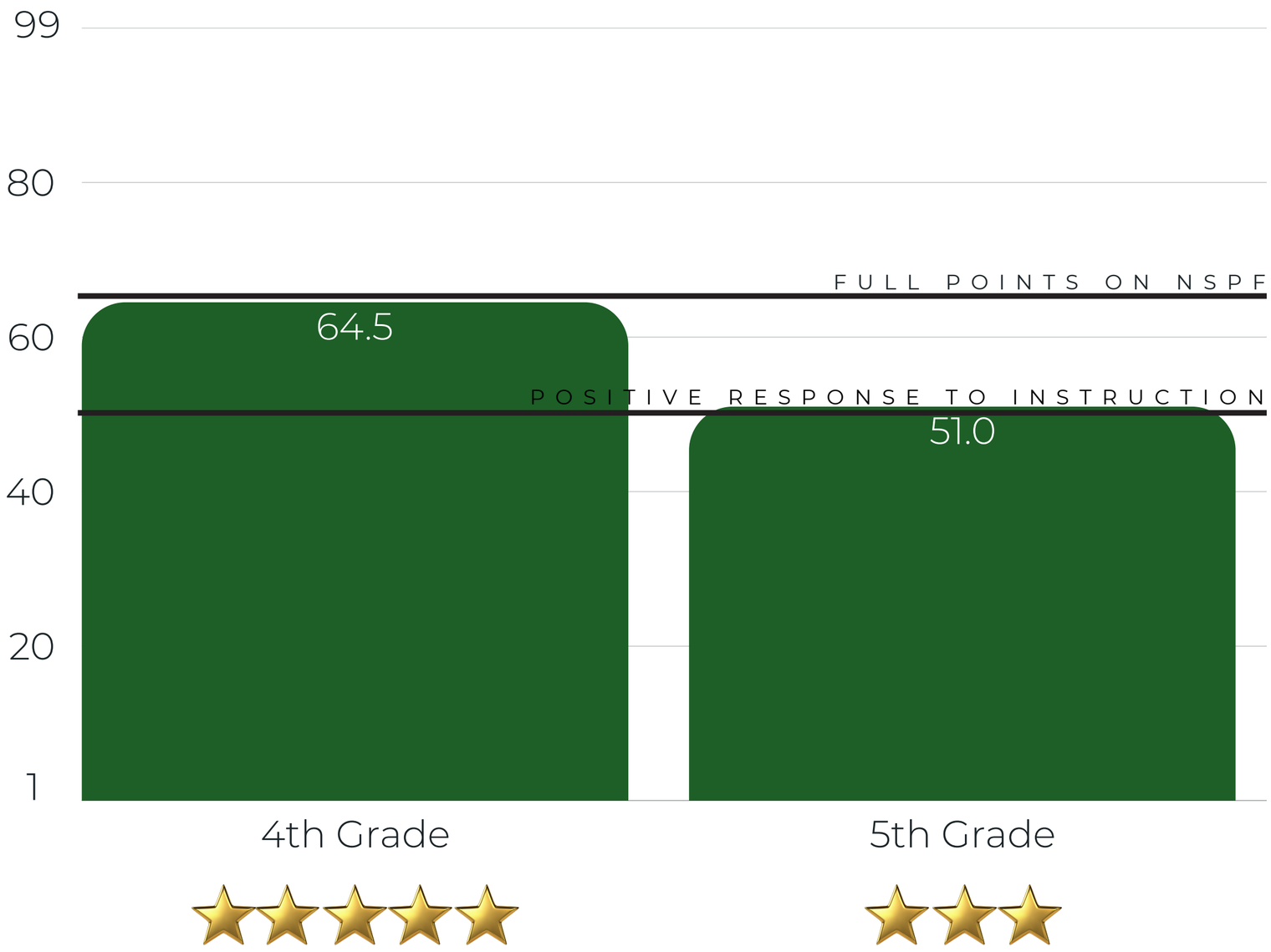
5TH



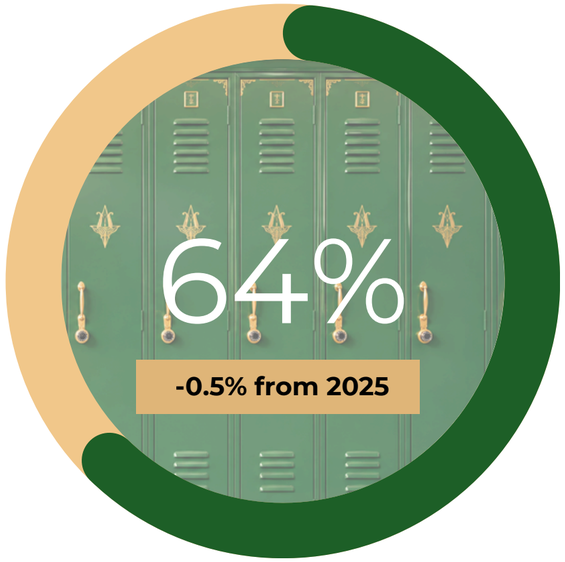
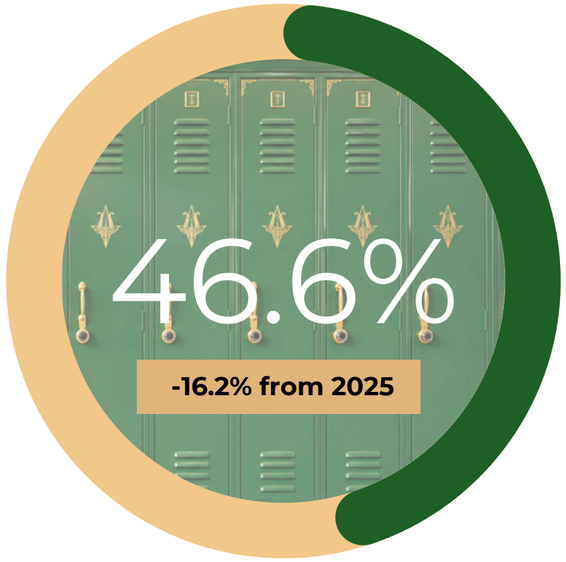
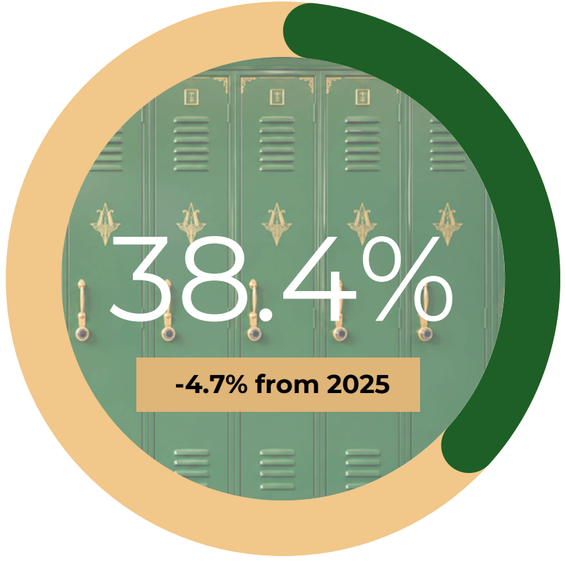
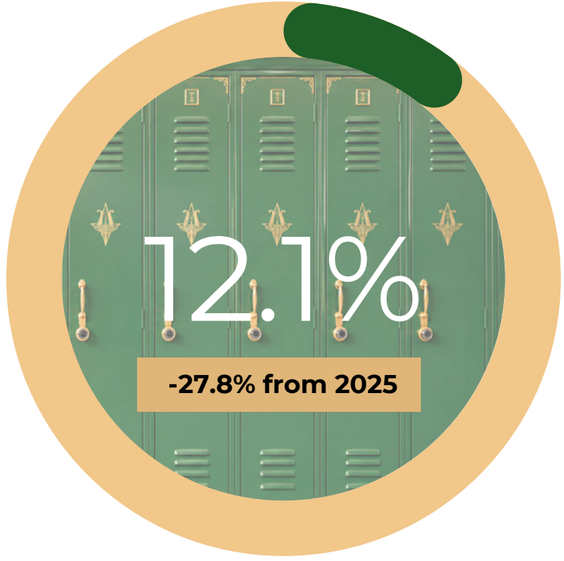
AMPLUS DURANGO ELEMENTARY SBAC 2026 3-5 MATH ACADEMIC ACHIEVEMENT LEVELS BY GRADE



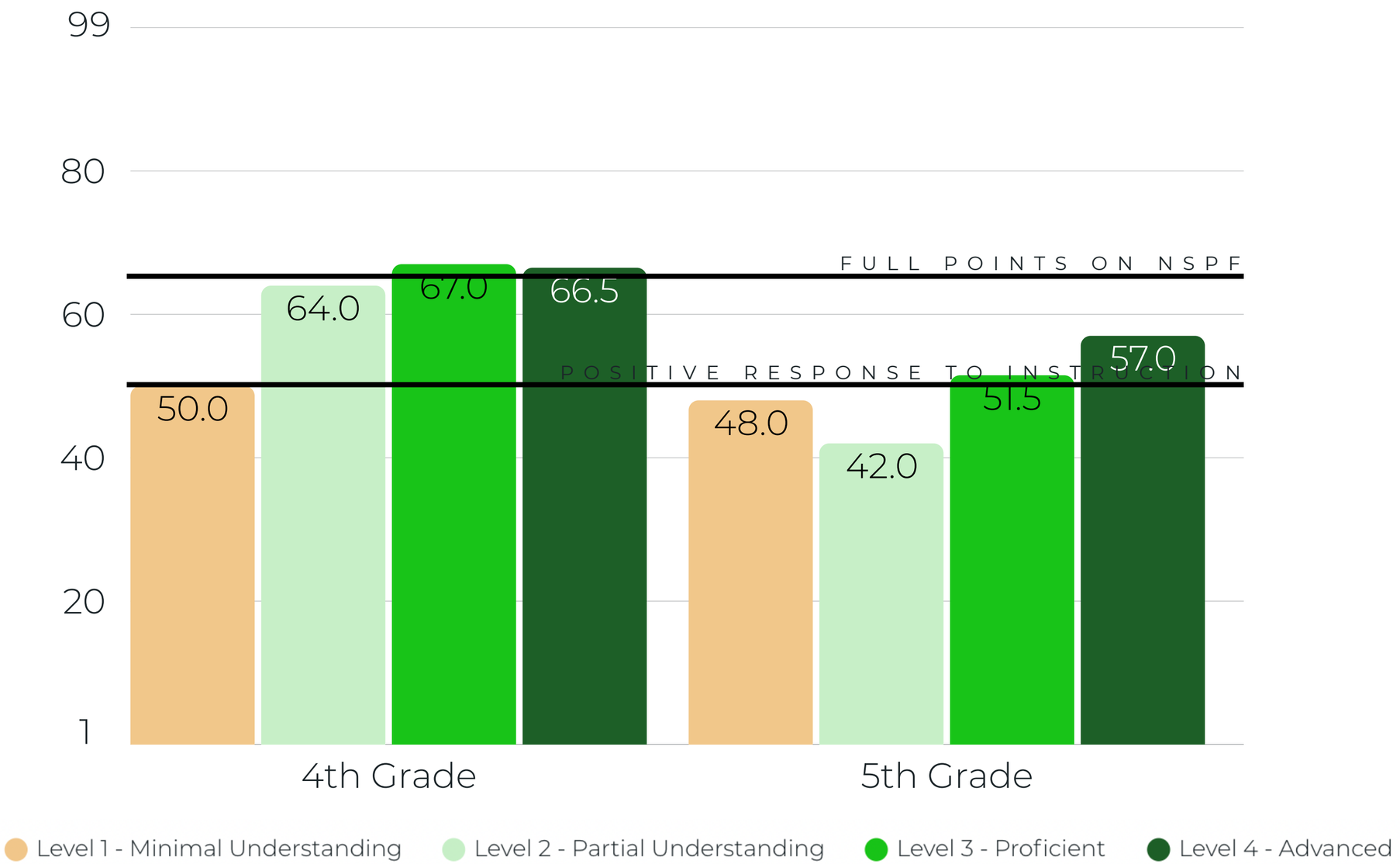
AMPLUS DURANGO ELEMENTARY SBAC 2026 MATH MGP BY GRADE



AMPLUS DURANGO ELEMENTARY SBAC 2026 MATH STATE REPORTED AGP & GAP BY GRADE

	4TH	5TH
AGP		
GAP		

AMPLUS DURANGO ELEMENTARY SBAC 2026 MATH MGP BY PRIOR SBAC LEVEL



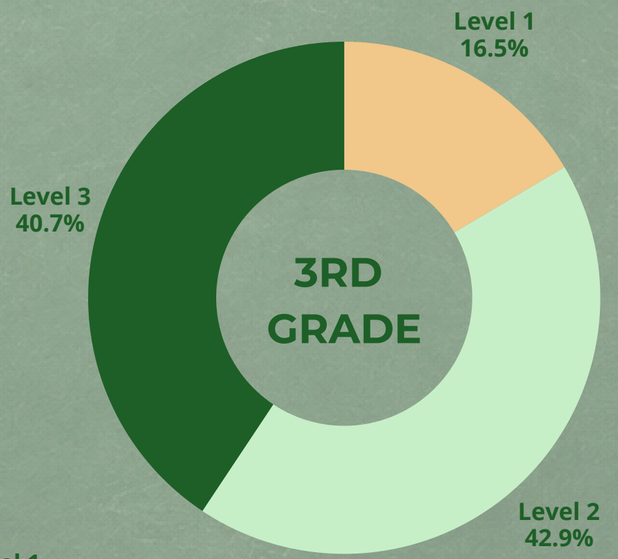
AMPLUS DURANGO ELEMENTARY SBAC 2026 MATH PERFORMANCE LEVELS CLAIM 1

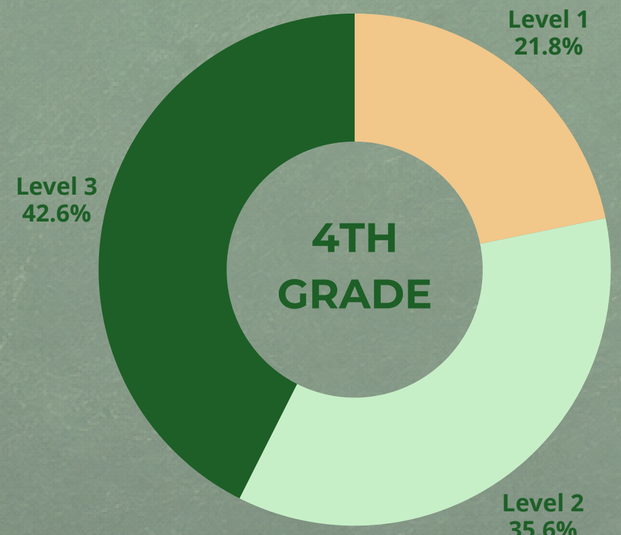
MATH HYBRID CLAIM 1: CONCEPTS & PROCEDURES

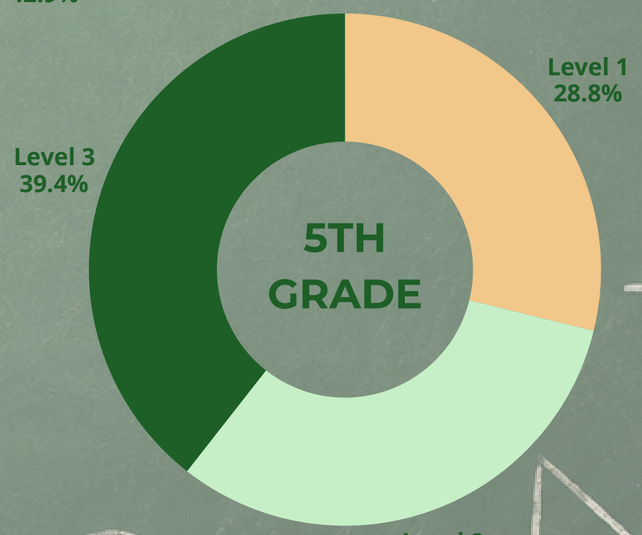
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD







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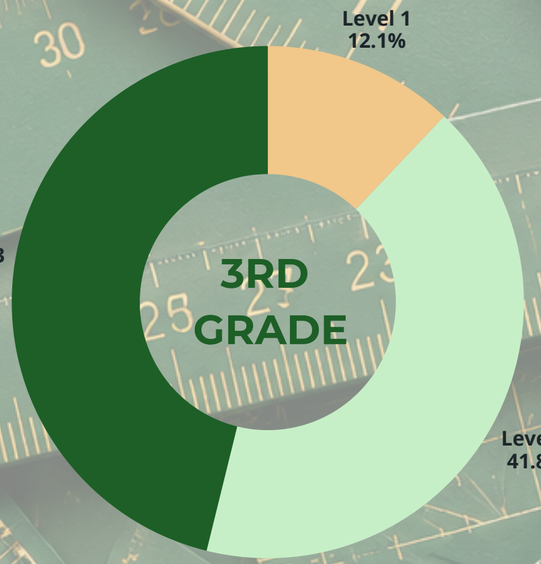
AMPLUS DURANGO ELEMENTARY SBAC 2026 MATH PERFORMANCE LEVELS CLAIM 2

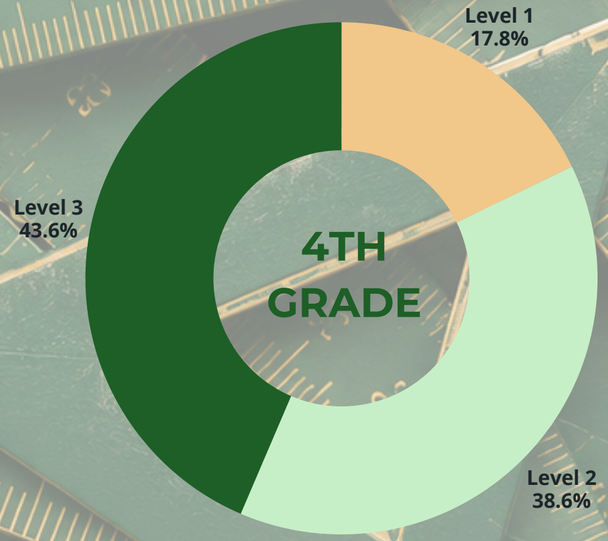
HYBRIC CLAIM 2: MATHEMATICAL PRACTICES

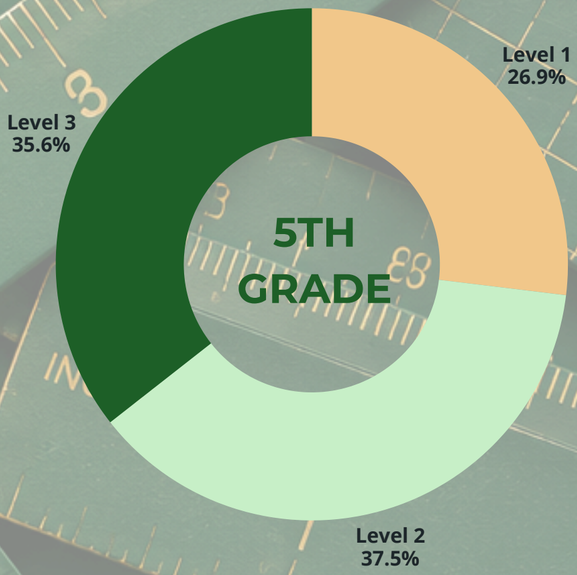
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD







MIDDLE SCHOOL

SBAC 2025 - 26 RESULTS

PACKED FOR PERFORMANCE:

WHAT'S IN OUR MS RATING LOCKER?

ACADEMIC ACHIEVEMENT → "OUR REPORT CARD"

THIS SHOWS HOW WELL WE'RE SCORING ON OUR ASSIGNMENTS (STATE TESTS IN **READING**, **MATH**, & **SCIENCE)**.

CHRONIC ABSENTEEISM → "OUR HALL PASS"

YOU'VE GOT TO BE IN CLASS TO LEARN! HOW MANY STUDENTS ARE MISSING TOO MUCH SCHOOL?

GROWTH TOWARD PROFICIENCY (AGP & GAP) → "OUR GOAL SHEET"

ARE STUDENTS ON TRACK TO MAINTAIN PROFICIENT/ADVANCED STATUS? OR, IF THEY ARE NOT PROFICIENT, ARE THEY GROWING AT A RATE THAT THEY WILL ACHIEVE IT IN THE NEXT 2-3 YEARS?

ENGLISH LANGUAGE PROFICIENCY → "OUR DICTIONARY"

ARE OUR ENGLISH LANGUAGE LEARNERS GROWING AT A RATE THAT THEY WILL EXIT FROM NEEDING EL SERVICES IN THE NEXT 5 YEARS OR BEFORE THEY GRADUATE HIGH SCHOOL?

ACADEMIC LEARNING PLANS & NAC → "OUR PLANNER"

ARE STUDENTS ON TRACK TO MEET CREDIT REQUIREMENTS AND BE READY FOR HIGH SCHOOL?

STUDENT GROWTH (MGP) → "OUR MEASUREMENT STICK"

HOW ARE WE GROWING OUR STUDENTS COMPARED TO STUDENTS ACADEMICALLY THE SAME AS THEM?

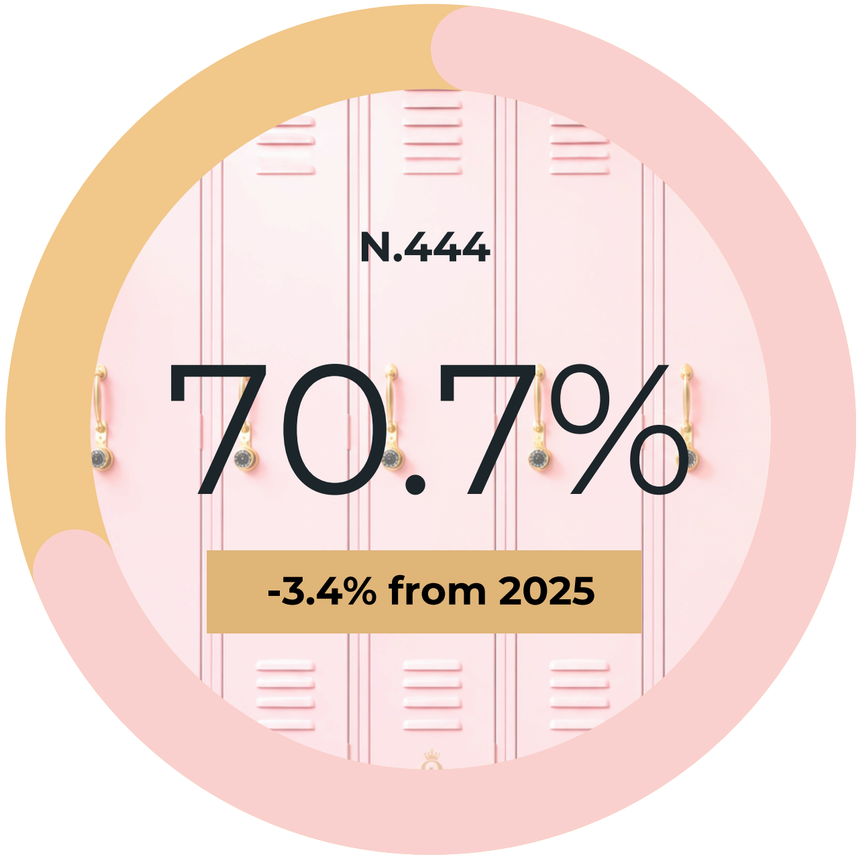
AMPLUS DURANGO MS REPORT CARD

ACADEMIC ACHIEVEMENT	GROWTH INDICATOR	ENGLISH LANGUAGE	OPPORTUNITY GAP	ENGAGEMENT
ELA 70.7% ★★★★★	ELA MGP 62 ★★★★★	WIDA AGP 29.0% ★★★★	ELA GAP 38.5% ★★★★★	C.A. 5.8% ★★★★
MATH 54.9% ★★★★★	MATH MGP 48 ★★★		MATH GAP 14.1% ★★★	ALP 100% ★★★★★
SCIENCE 58.6% ★★★★★	ELA AGP 70.2% ★★★★★			NAC 87.6% ★★★
	MATH AGP 51.9% ★★★★★			

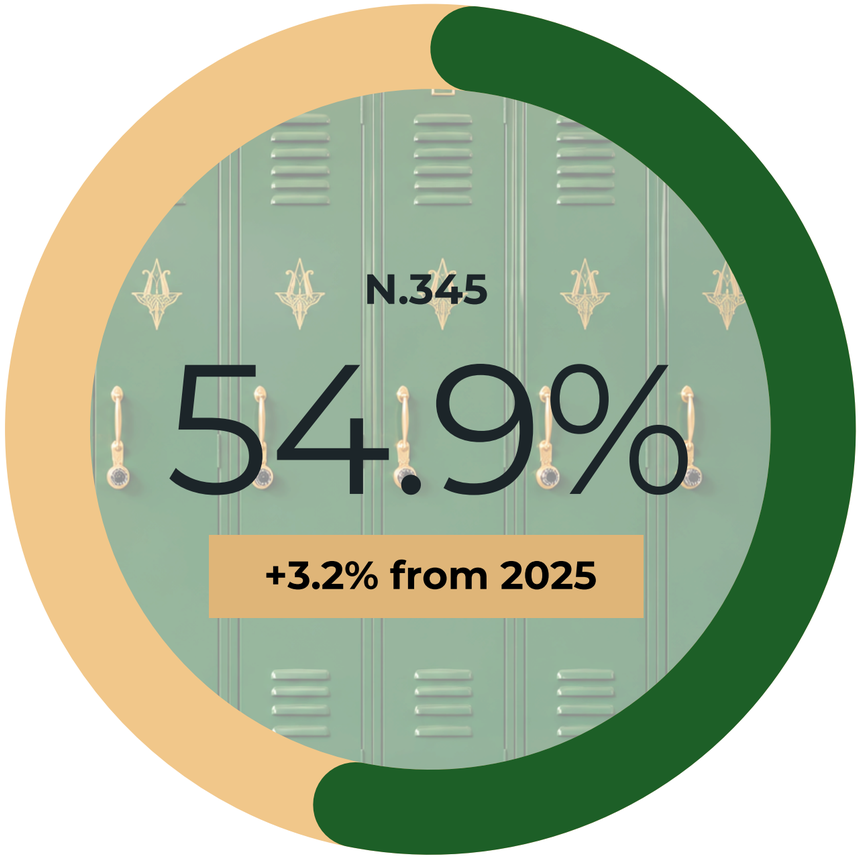
5
85.5

AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 OVERALL 6-8 ACADEMIC ACHIEVEMENT

E L A



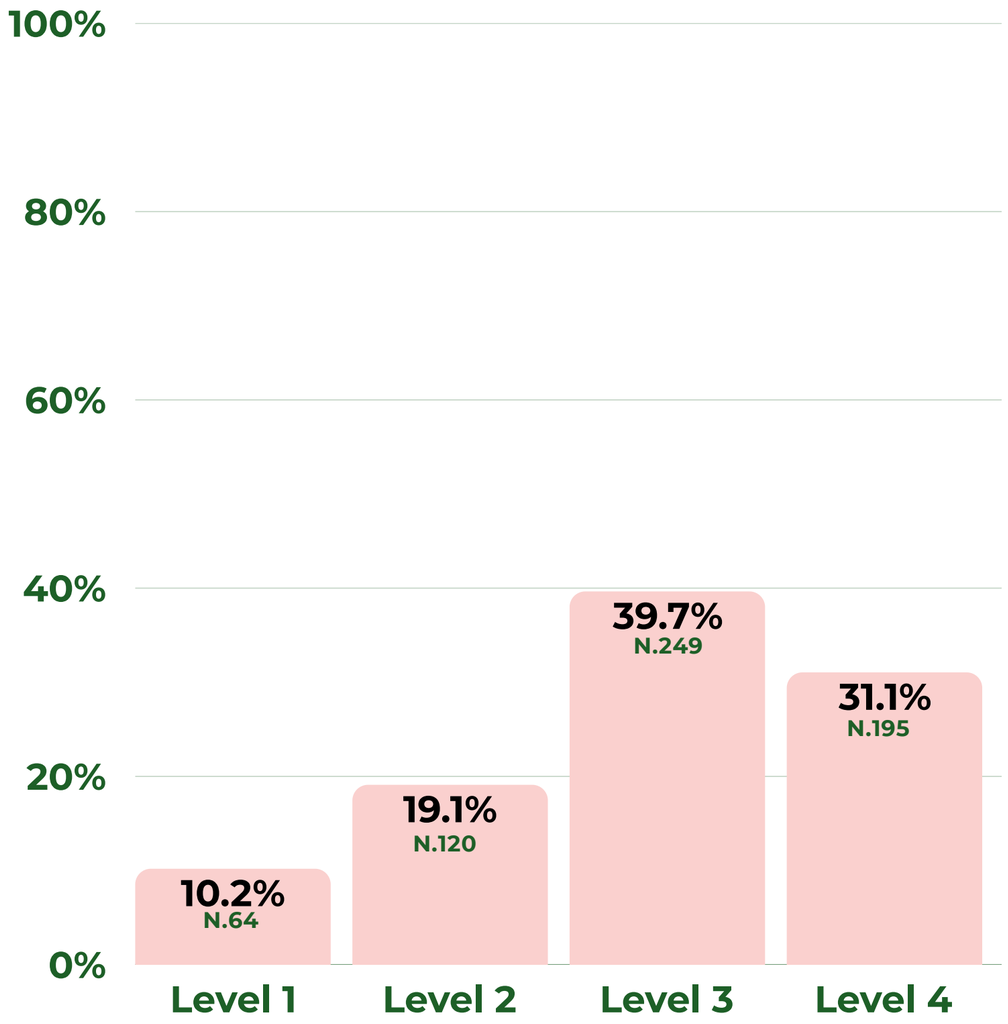
M A T H



POOLED PROFICIENCY (MATH, ELA, SCIENCE, & NAA) = 61.9%

AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 OVERALL ACADEMIC ACHIEVEMENT LEVELS

E L A



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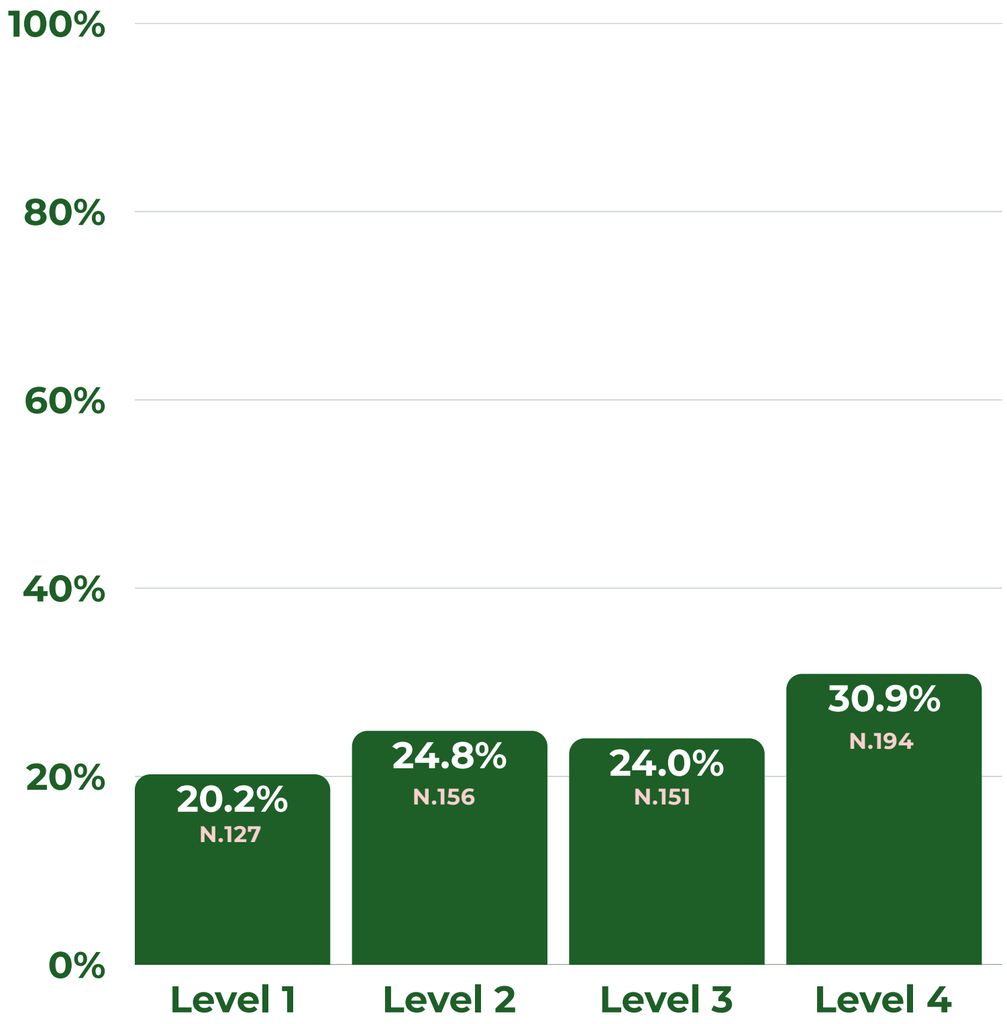
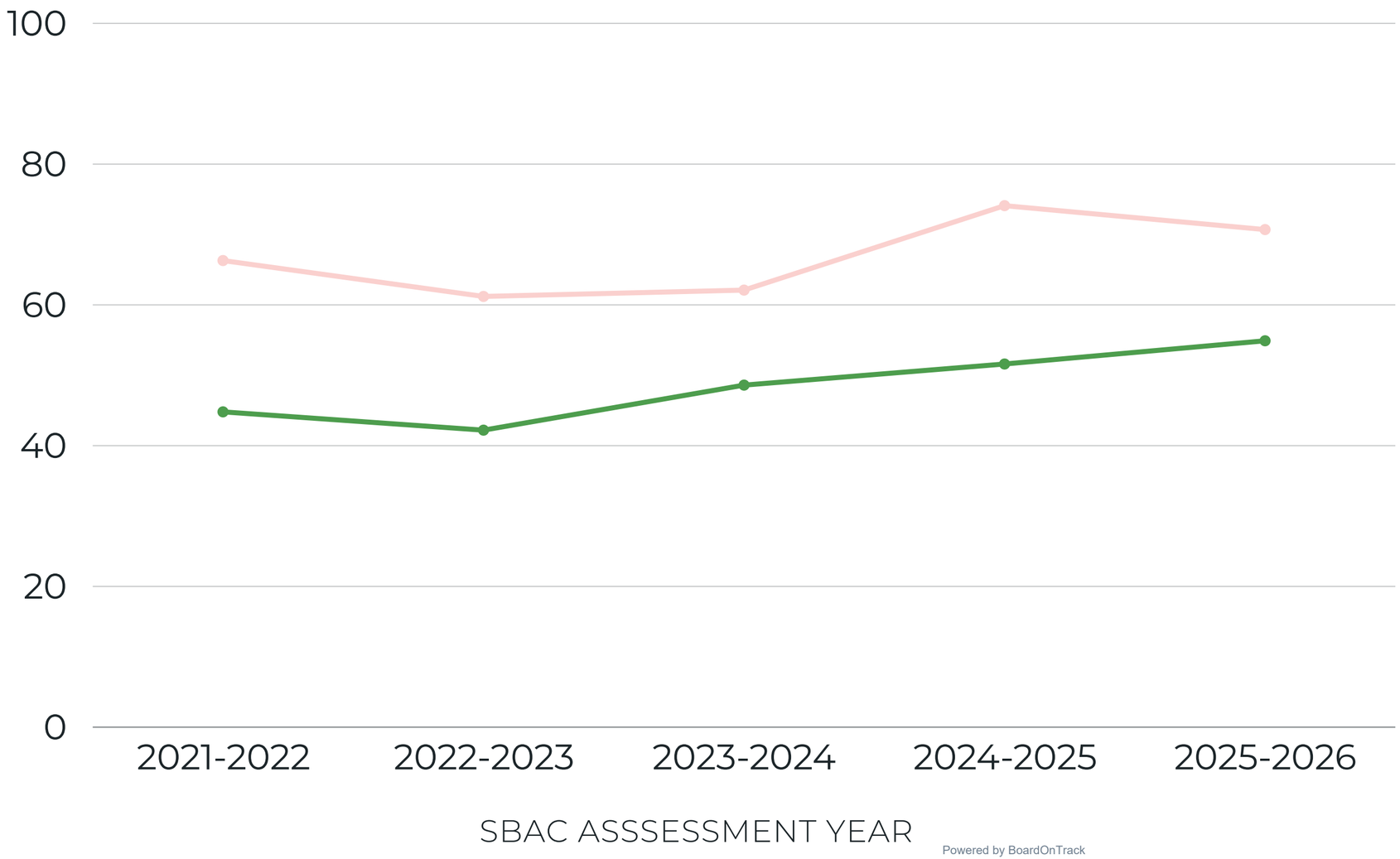


AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 OVERALL ACADEMIC ACHIEVEMENT TRENDS



PROGRESSION OF ACADEMIC ACHIEVEMENT

ELA

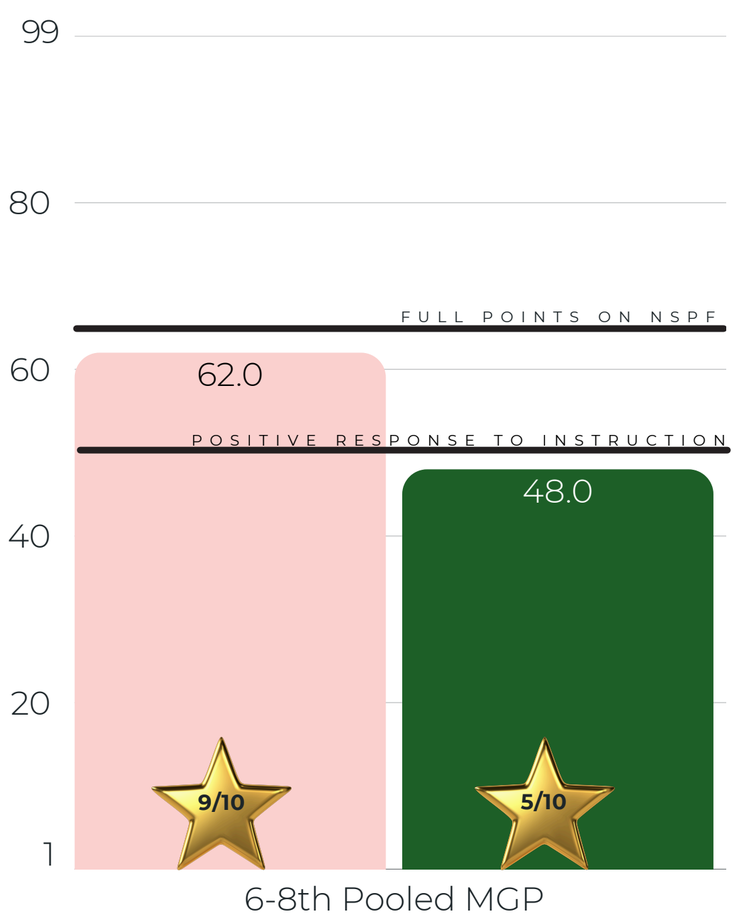
2021-2022	66.3%
2022-2023	61.2%
2023-2024	62.1%
2024-2025	74.1%
2025-2026	70.7%

MATH

2021-2022	44.8%
2022-2023	42.2%
2023-2024	48.6%
2024-2025	51.6%
2025-2026	54.9%

AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 OVERALL MGP & STATE REPORTED AGP

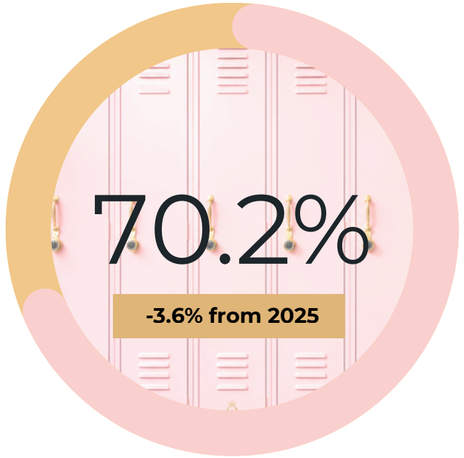
M G P



A G P

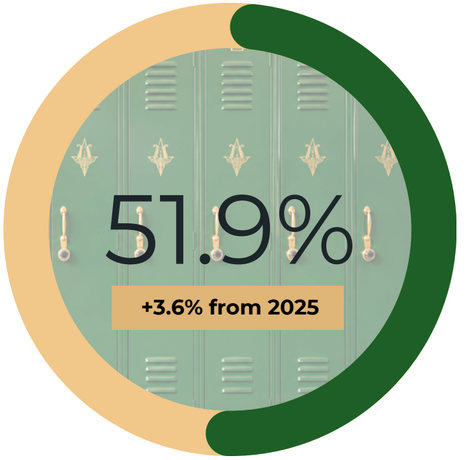
E L A

5/5



M A T H

5/5



*Data represented only includes previously enrolled students with known 24-25 3-Year SGP Targets from the 24-25 SBAC Growth File. Students not enrolled in the 24-25 school year, are not included in the displayed results.

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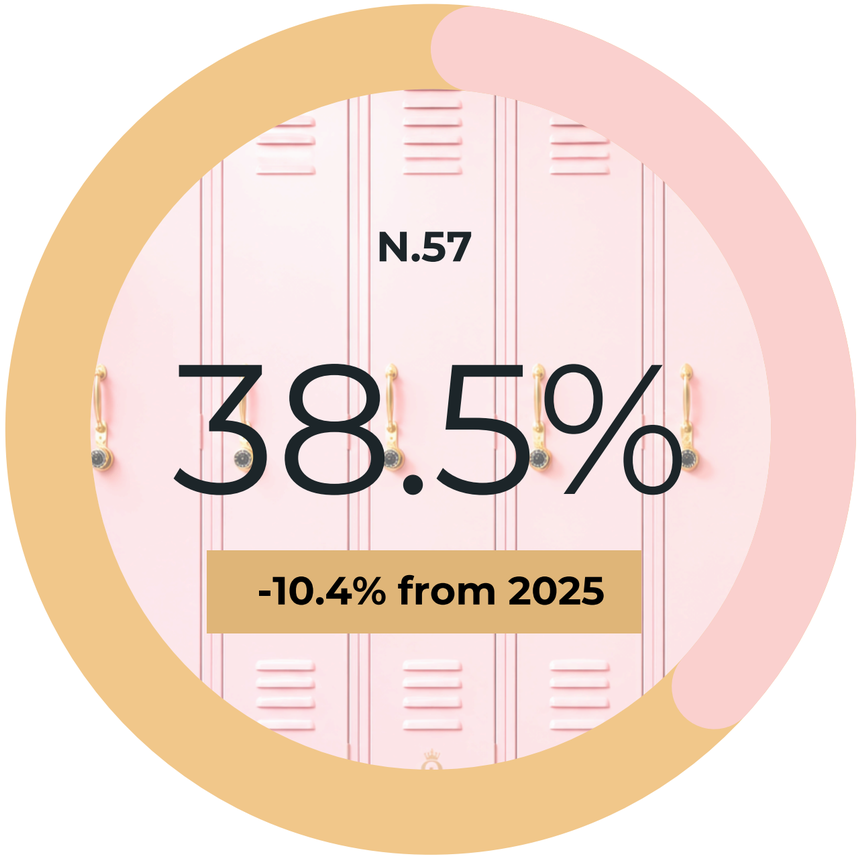
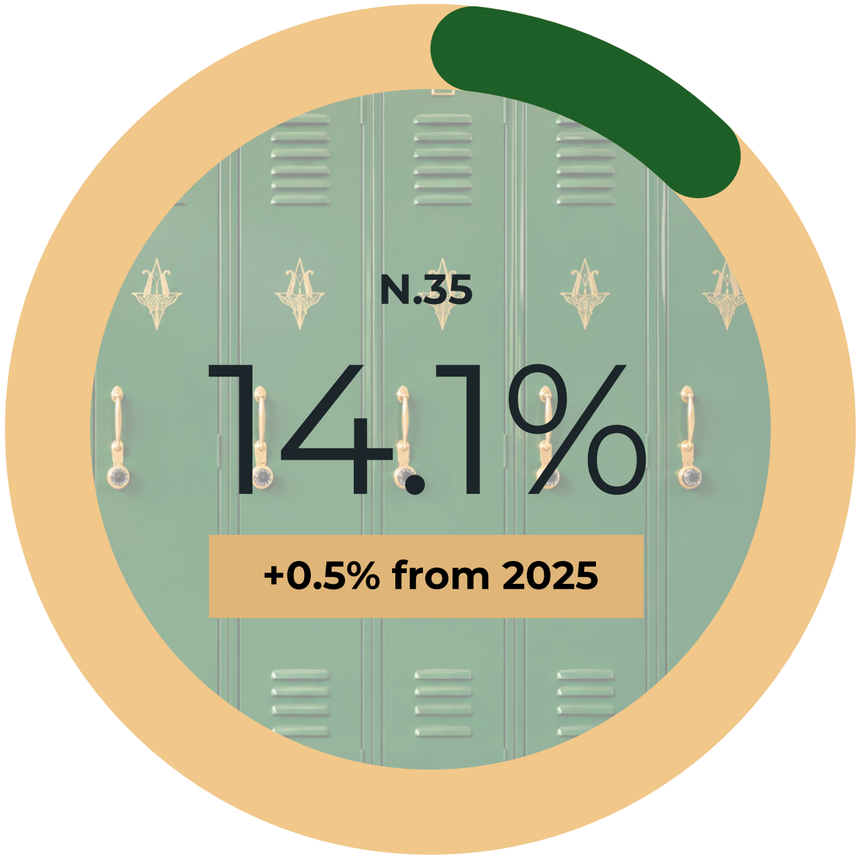
AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 OVERALL STATE REPORTED GAP

E L A



M A T H



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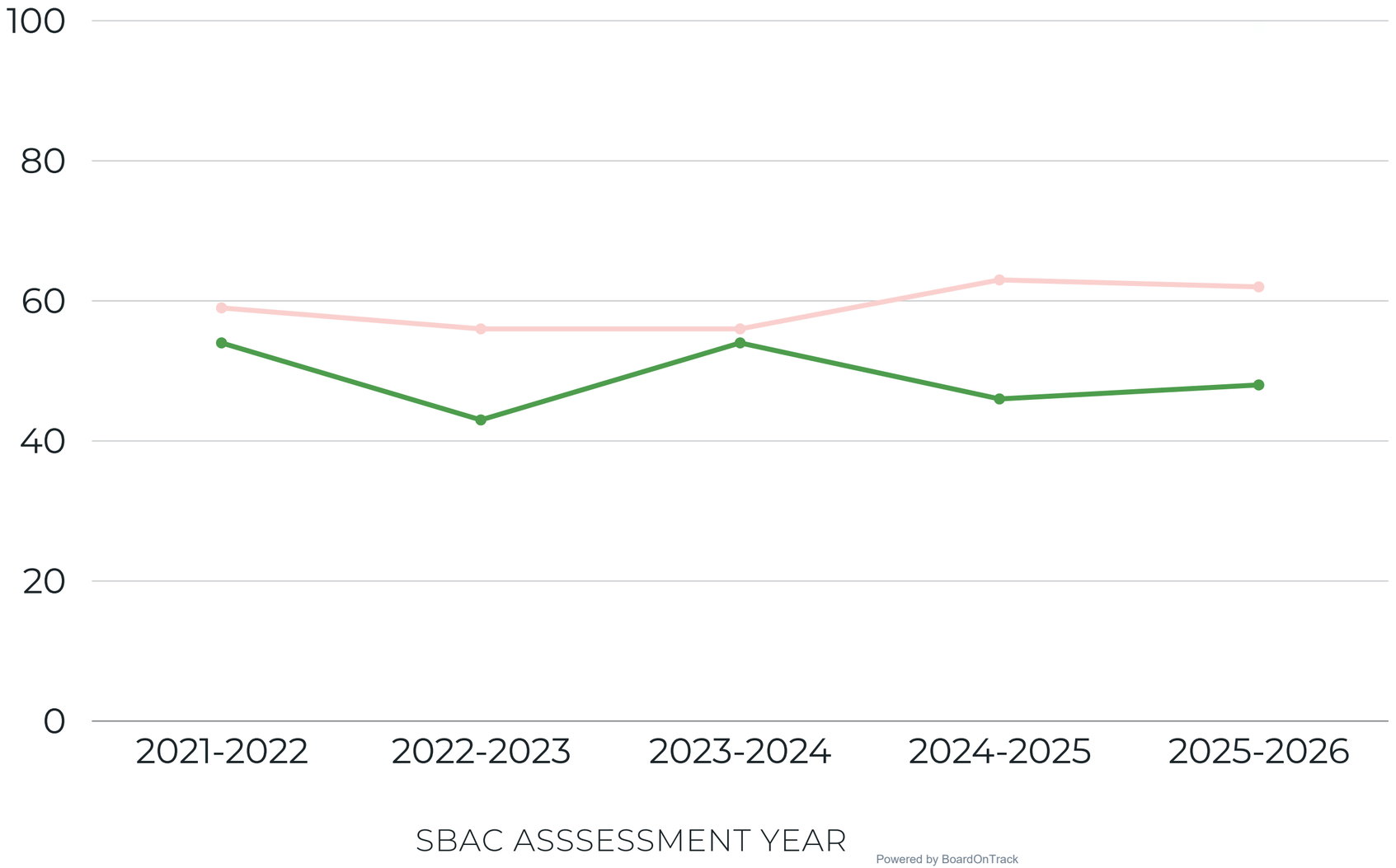
AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 OVERALL GROWTH TRENDS



PROGRESSION OF GROWTH

ELA

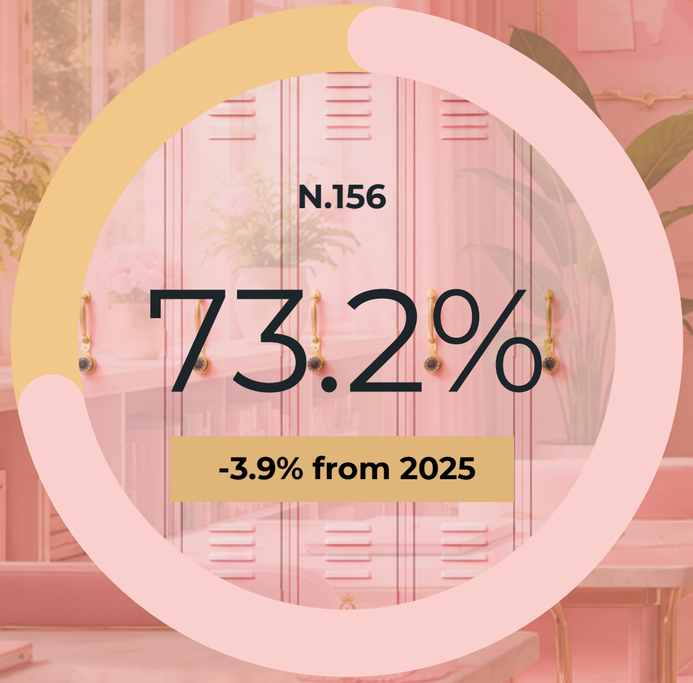
2021-2022	59.0
2022-2023	56.0
2023-2024	56.0
2024-2025	63.0
2025-2026	62.0

MATH

2021-2022	54.0
2022-2023	43.0
2023-2024	54.0
2024-2025	46.0
2025-2026	48.0

AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 6-8 ELA ACADEMIC ACHIEVEMENT BY GRADE

6 T H



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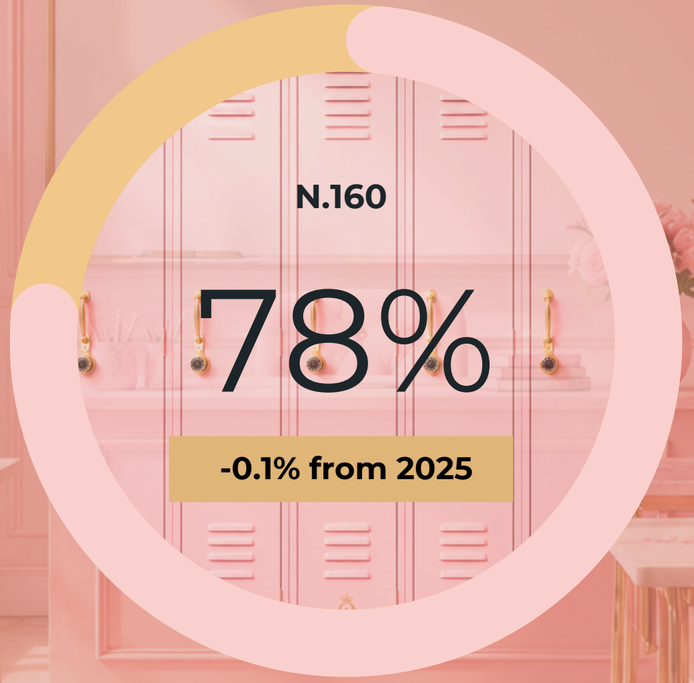

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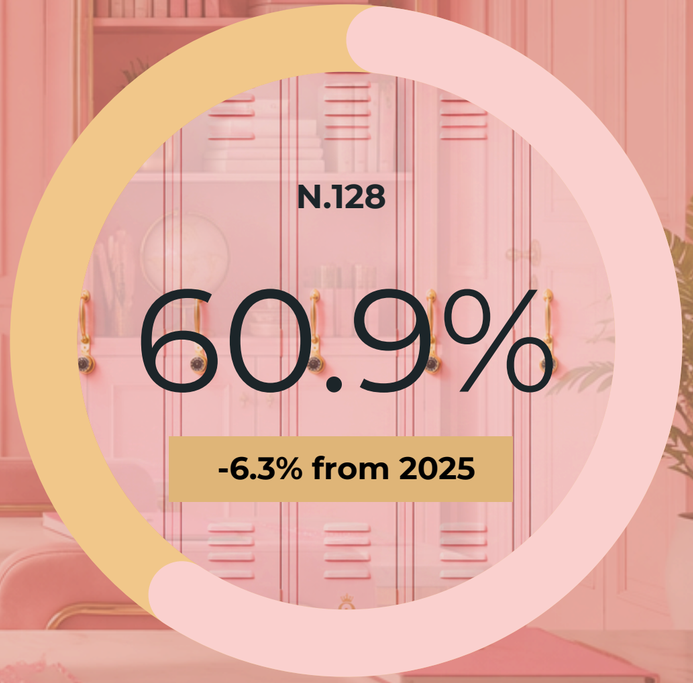
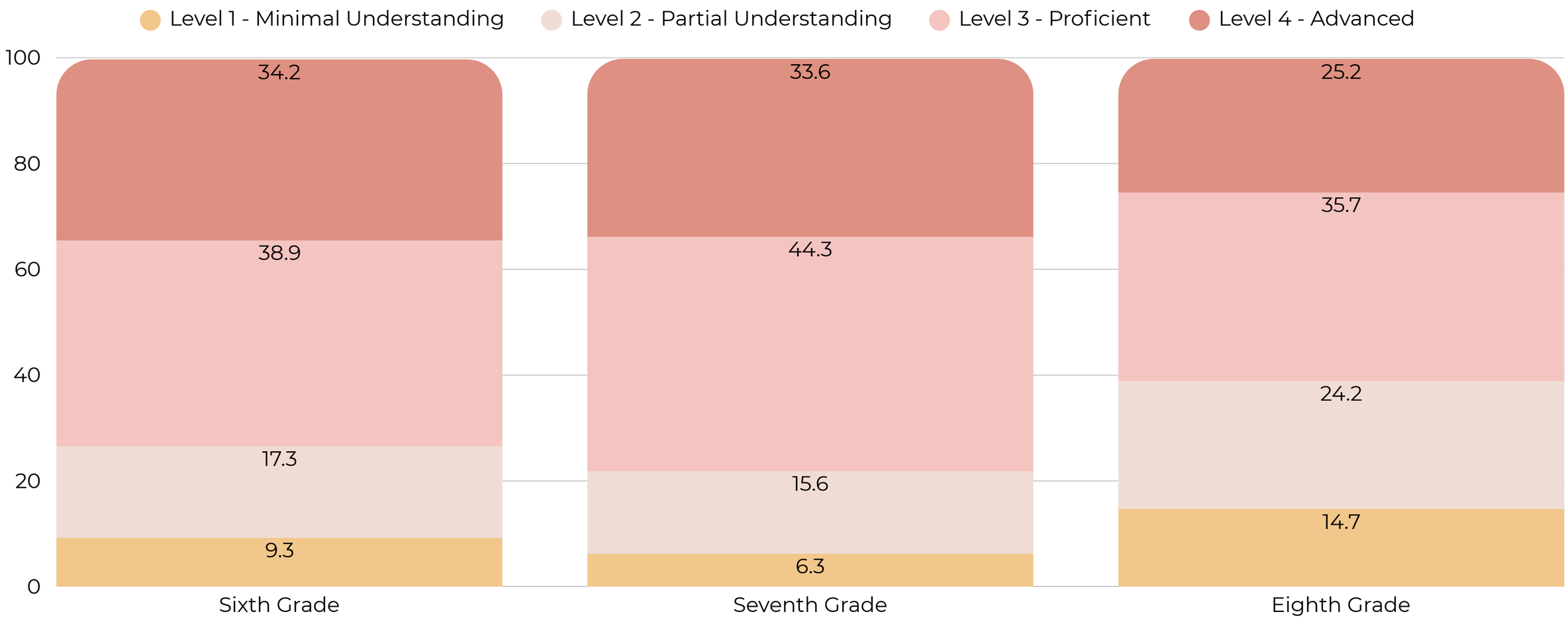
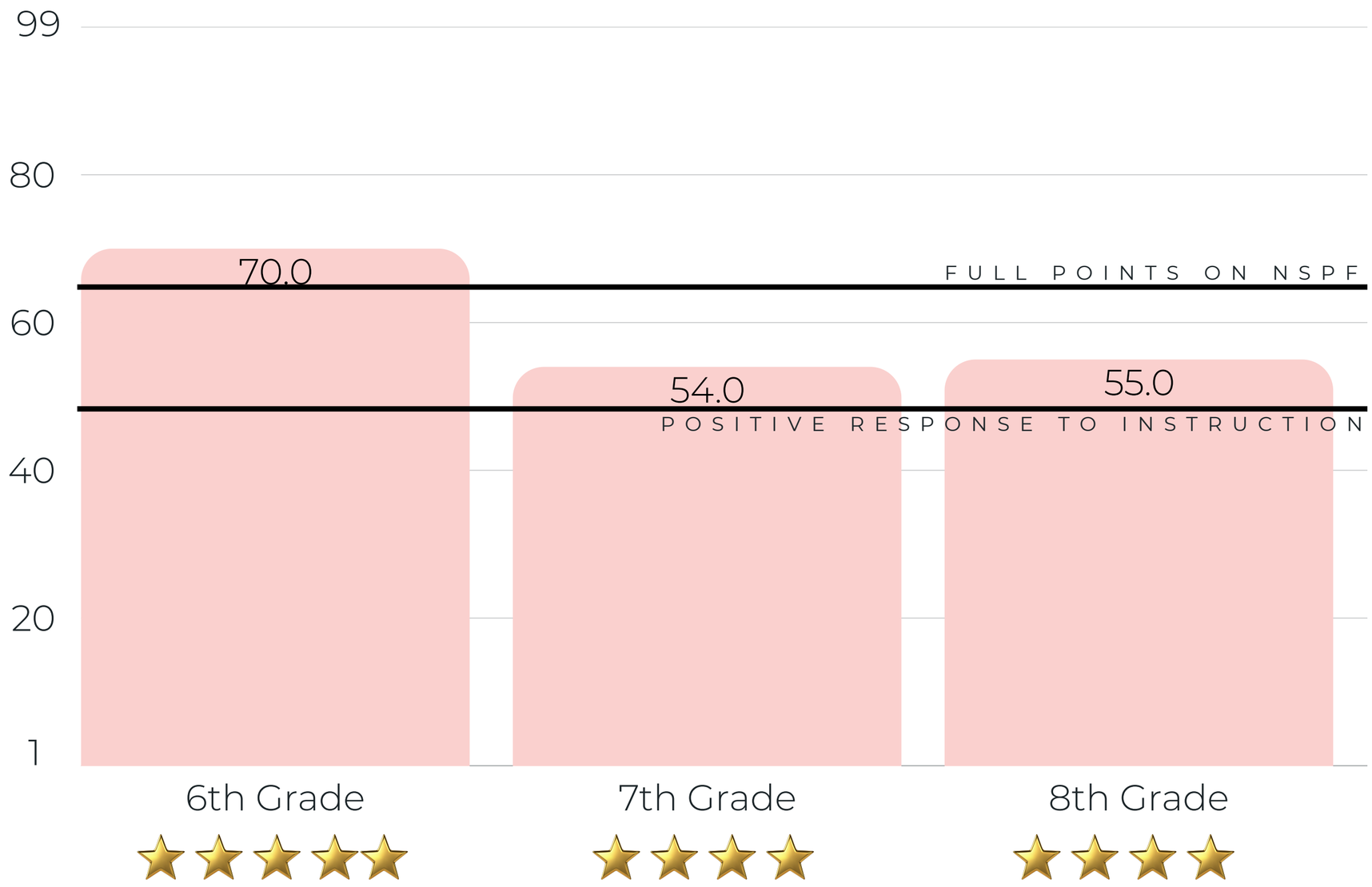


AMPLUS DURANGO MIDDLE SBAC 2026 6-8 ELA ACADEMIC ACHIEVEMENT LEVELS BY GRADE



AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 ELA MGP BY GRADE



AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 ELA STATE REPORTED AGP & GAP BY GRADE

	6TH	7TH	8TH
AGP	75.8%	74%	60.9%
	-4.5% from 2025	-1.1% from 2025	-5.5% from 2025
GAP	58.1%	39.5%	13.3%
	-5.1% from 2025	-19.4% from 2025	-7.0% from 2025

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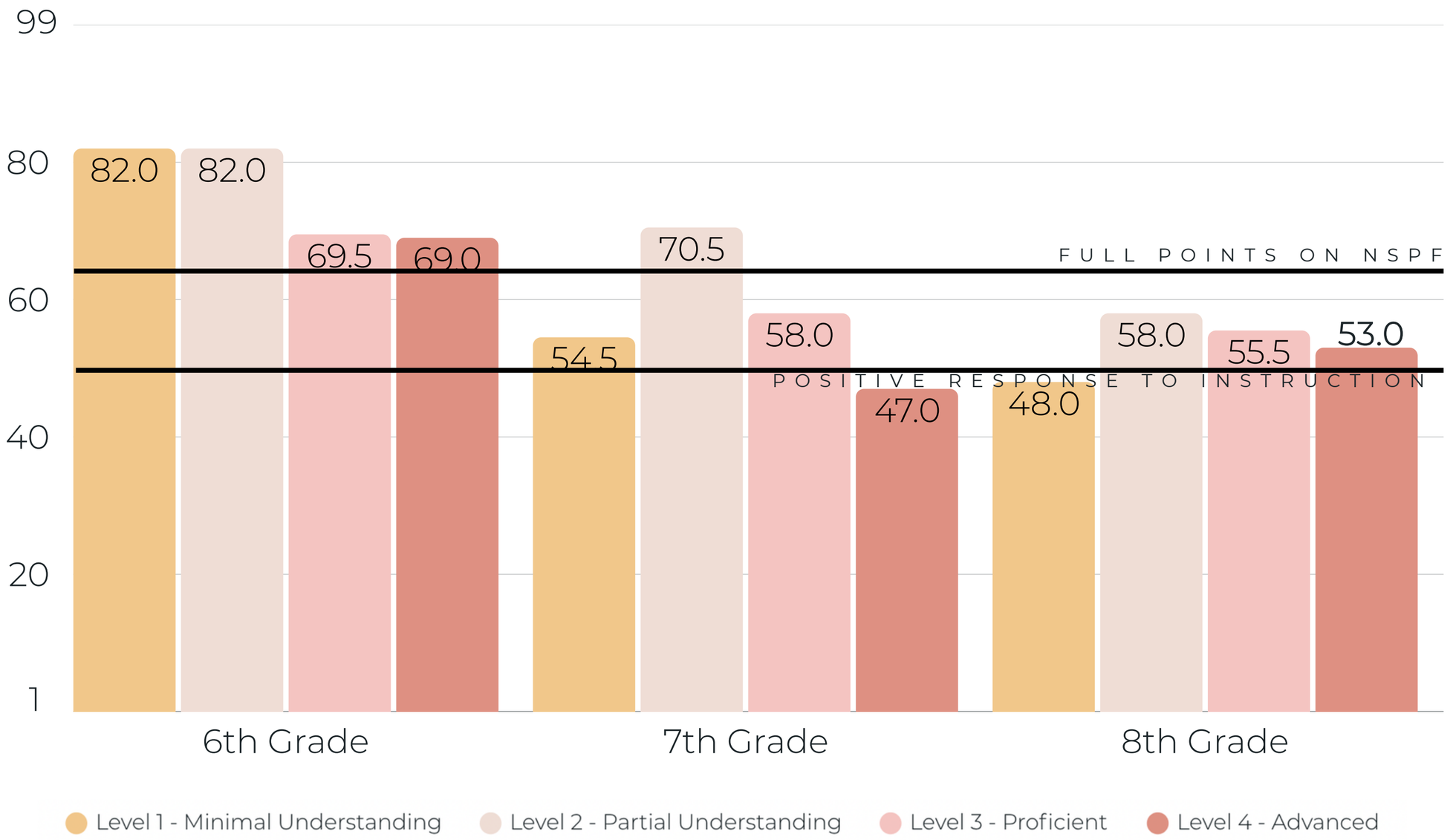
AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 ELA MGP BY PRIOR SBAC LEVEL



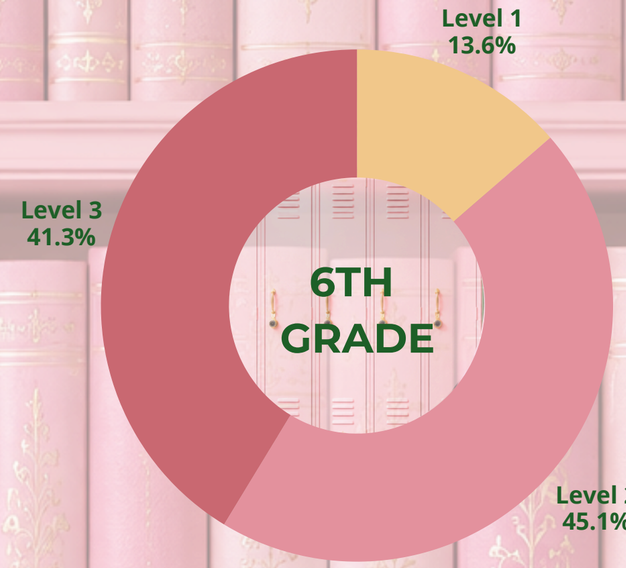
AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 ELA PERFORMANCE LEVELS CLAIM 1

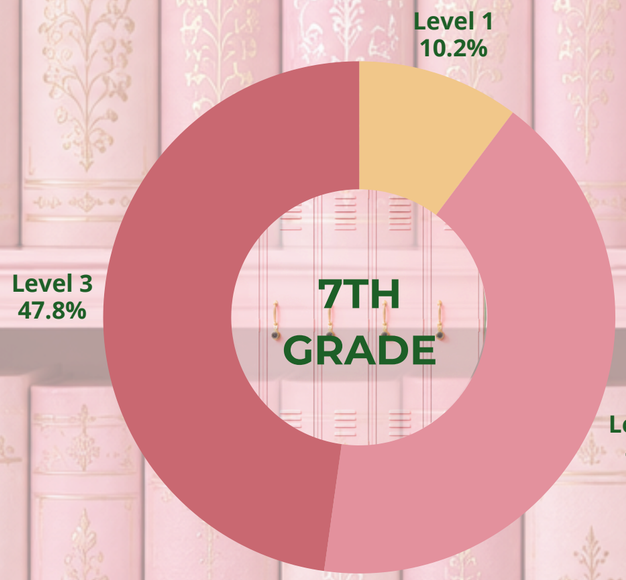
ELA HYBRID CLAIM 1: READING & LISTENING

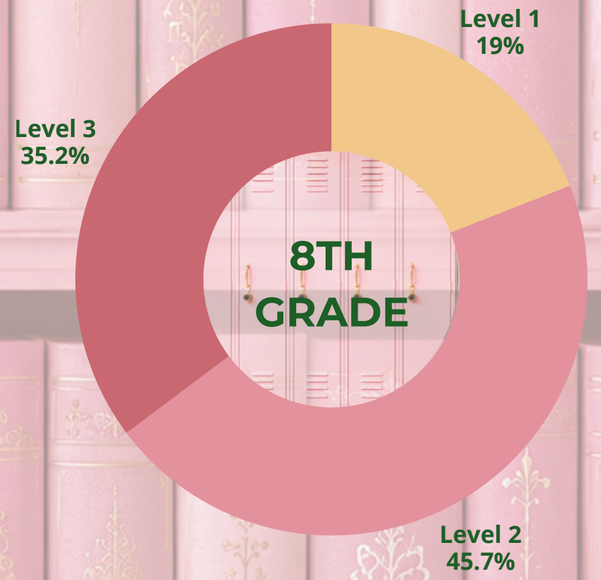
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD







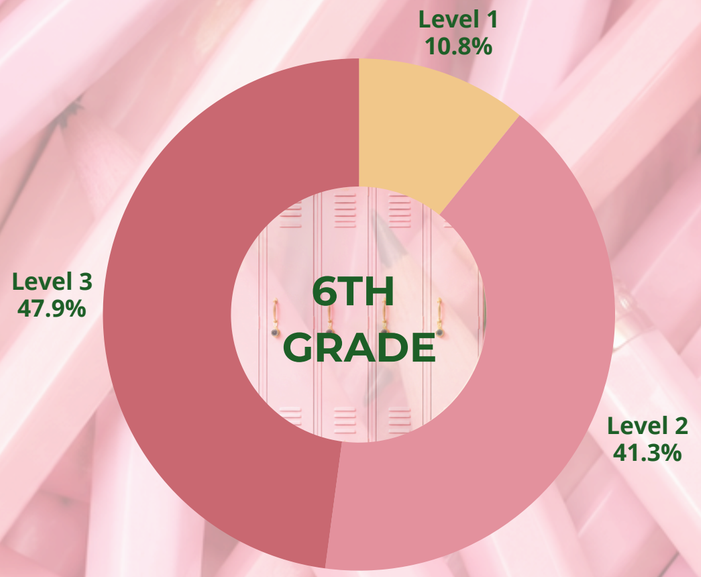
AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 ELA PERFORMANCE LEVELS CLAIM 2

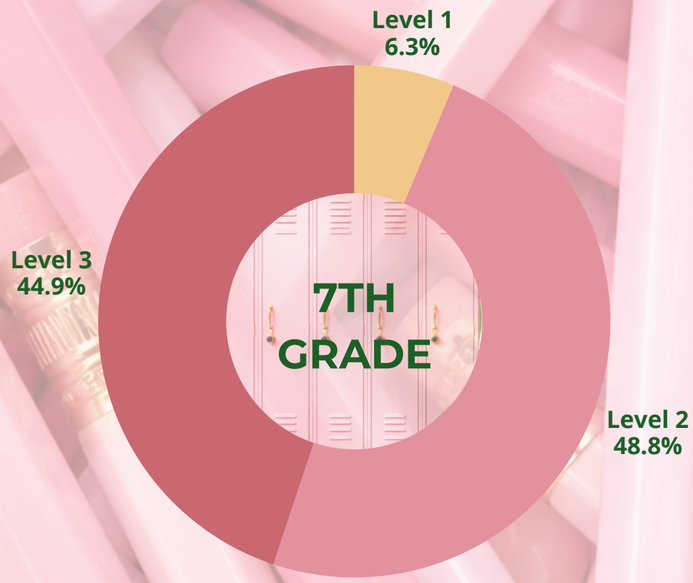
ELA HYBRID CLAIM 2: WRITING & RESEARCH

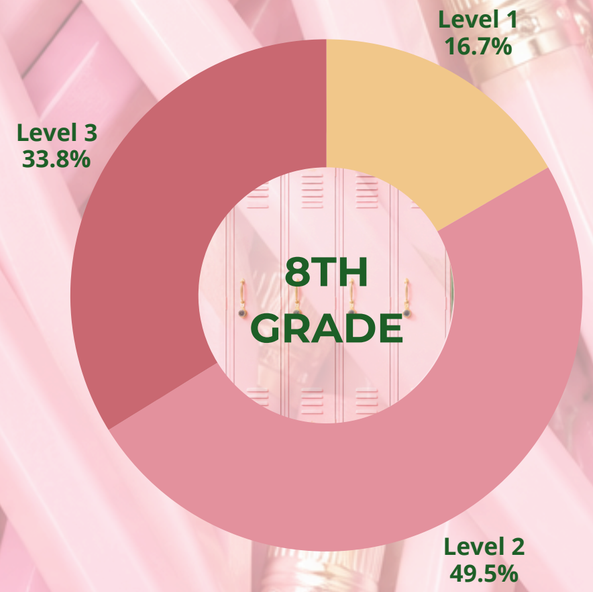
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD

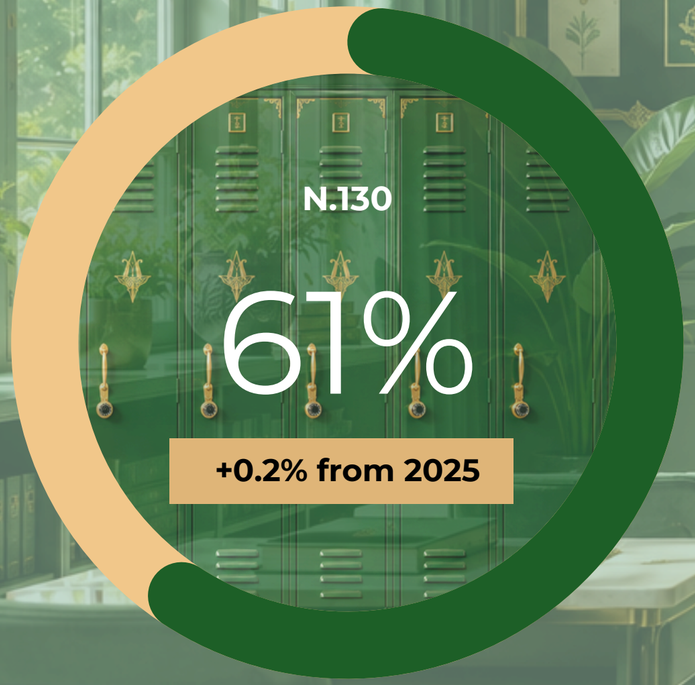






AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 6-8 MATH ACADEMIC ACHIEVEMENT BY GRADE

6 T H



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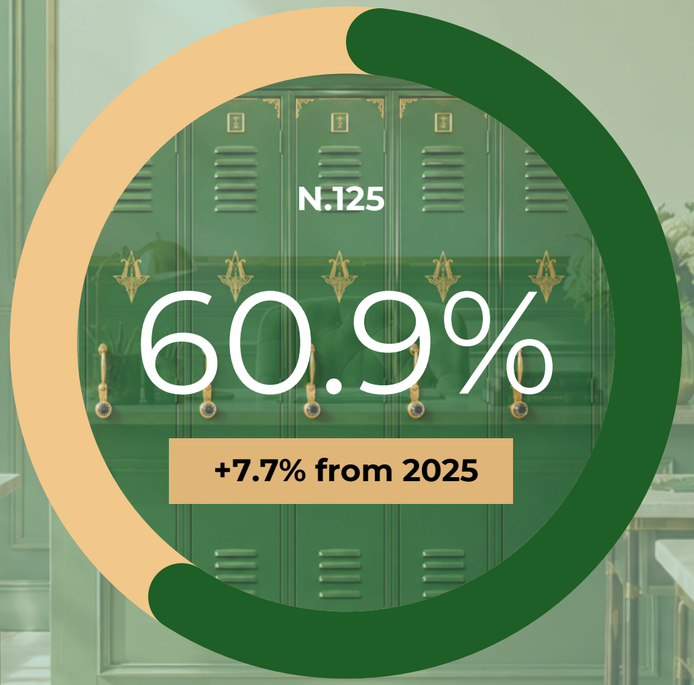

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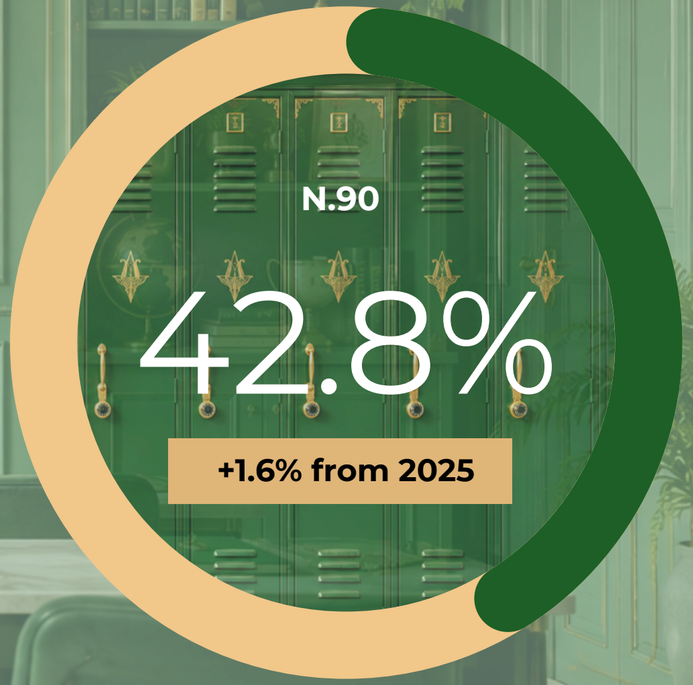
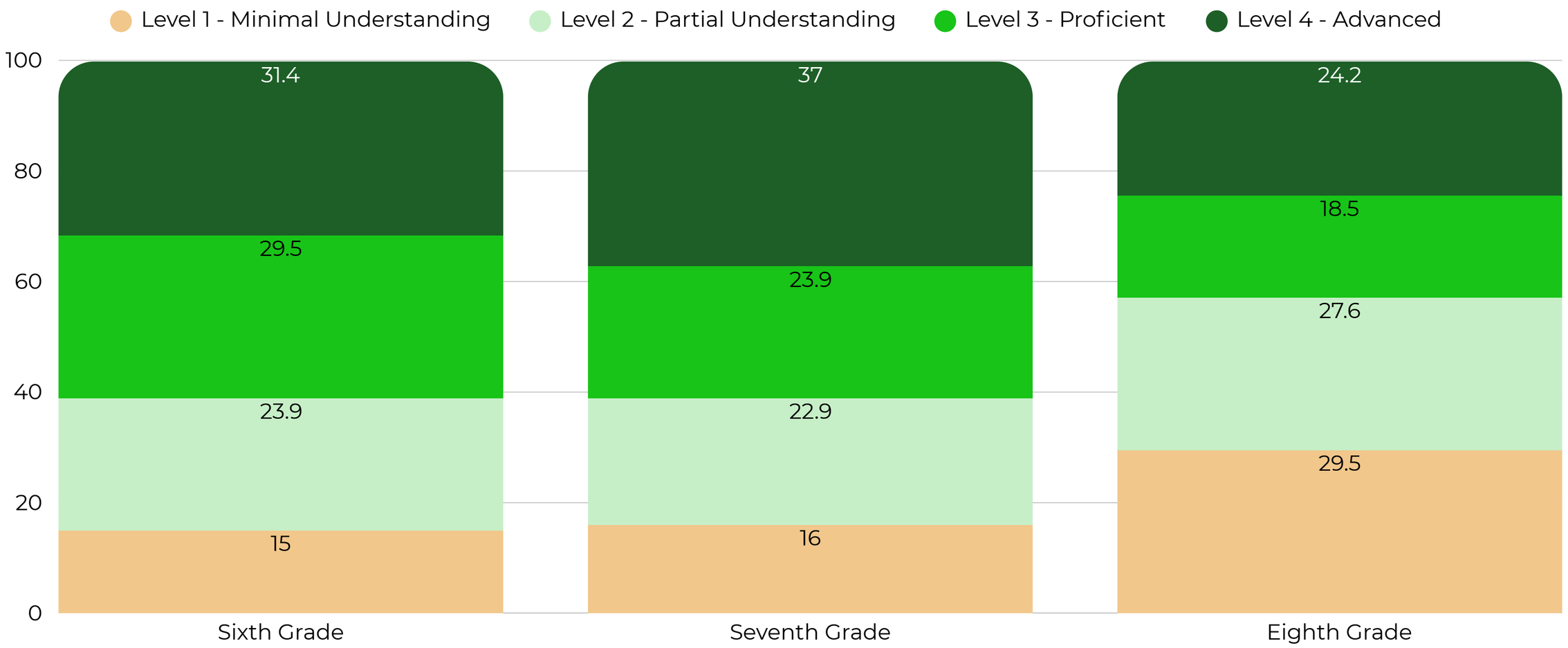
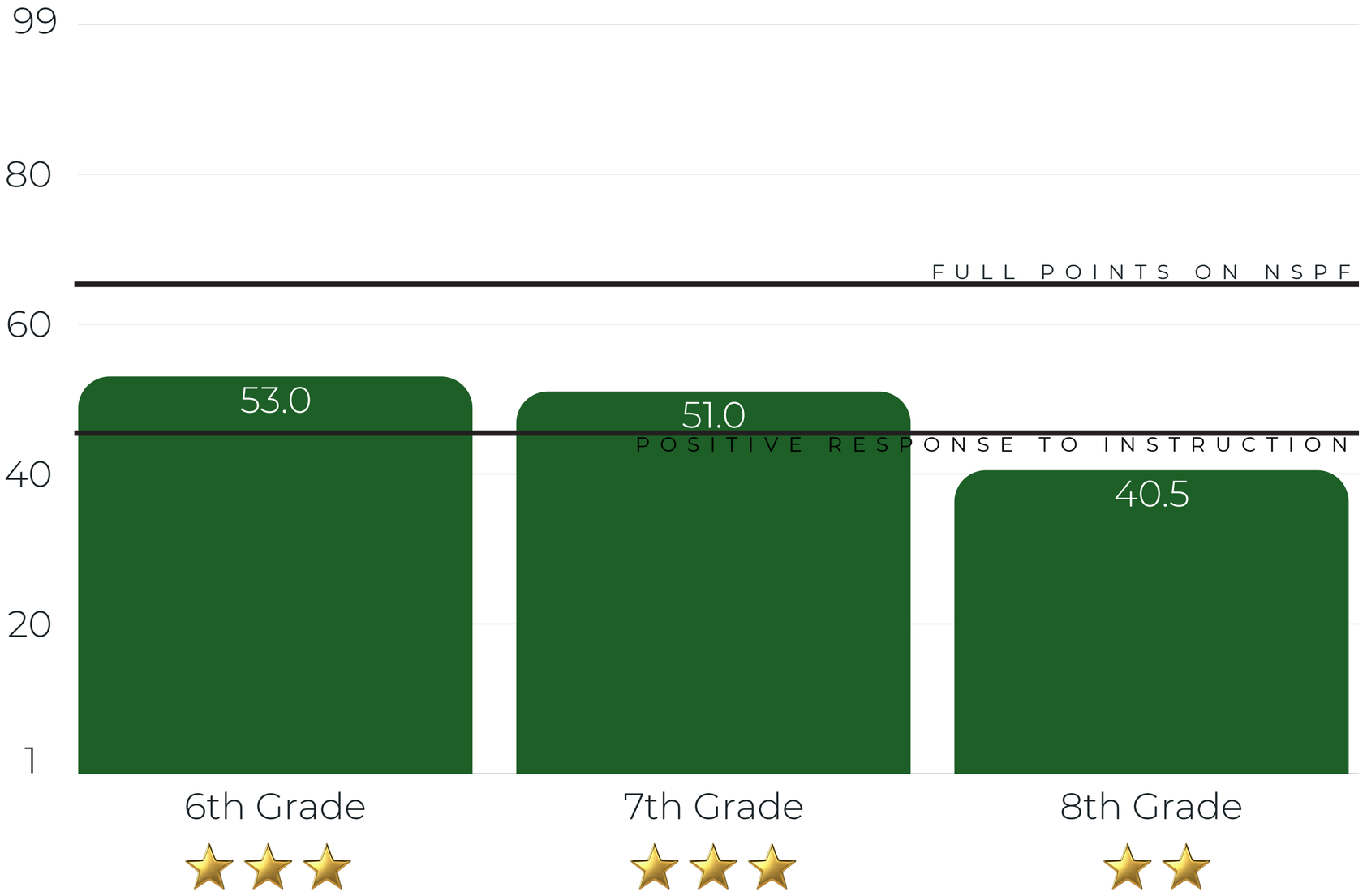


AMPLUS DURANGO MIDDLE SBAC 2026 6-8 MATH ACADEMIC ACHIEVEMENT LEVELS BY GRADE

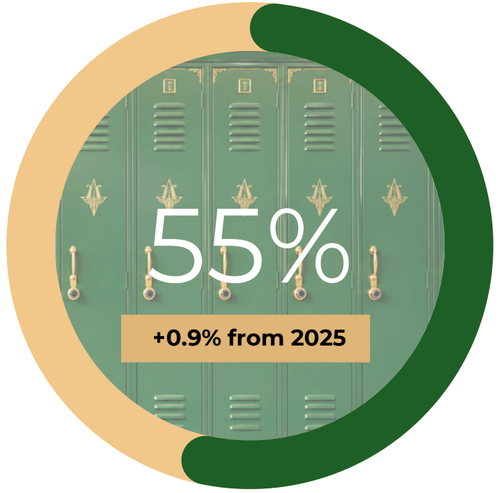


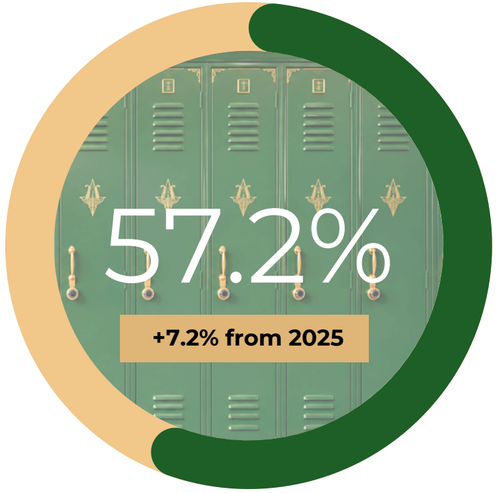
AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 MATH MGP BY GRADE

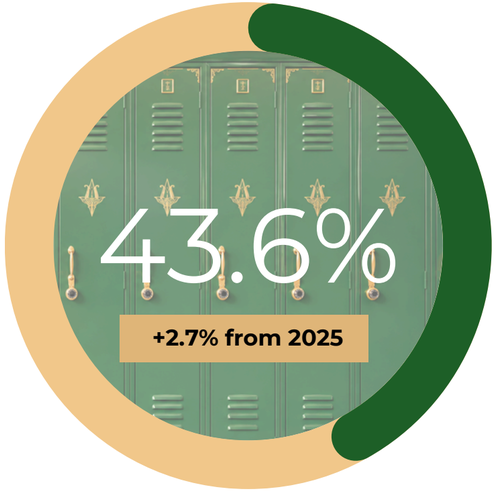


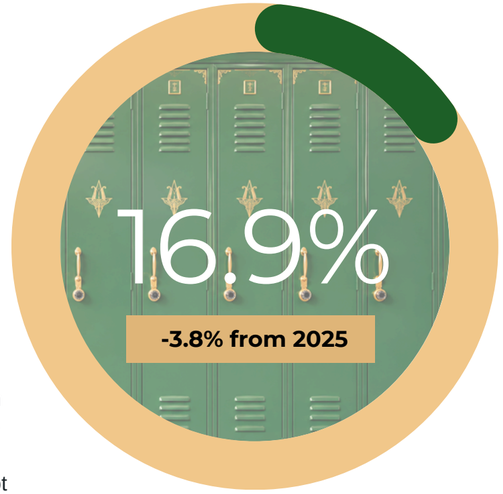
AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 MATH STATE REPORTED AGP & GAP BY GRADE

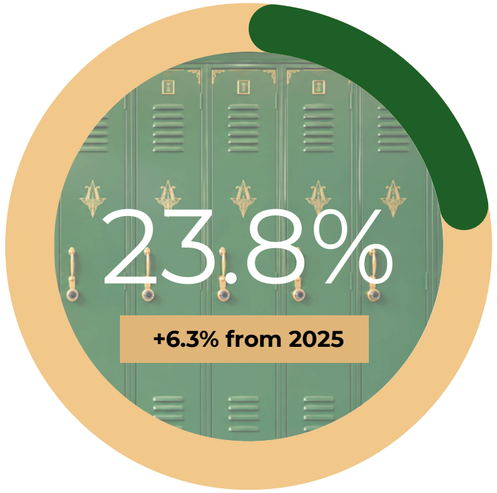
	6TH	7TH	8TH
AGP	55%	57.2%	43.6%
	+0.9% from 2025	+7.2% from 2025	+2.7% from 2025
GAP	16.9%	23.8%	4%
	-3.8% from 2025	+6.3% from 2025	-0.8% from 2025

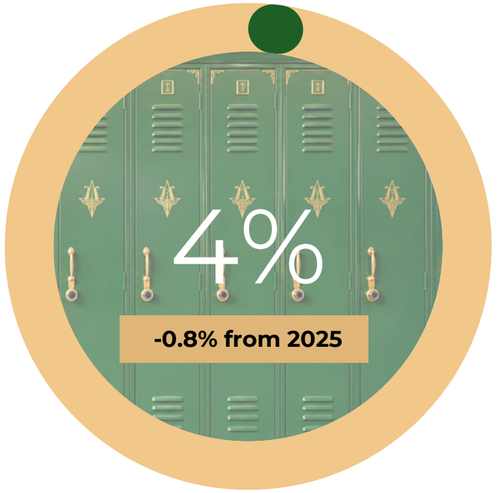






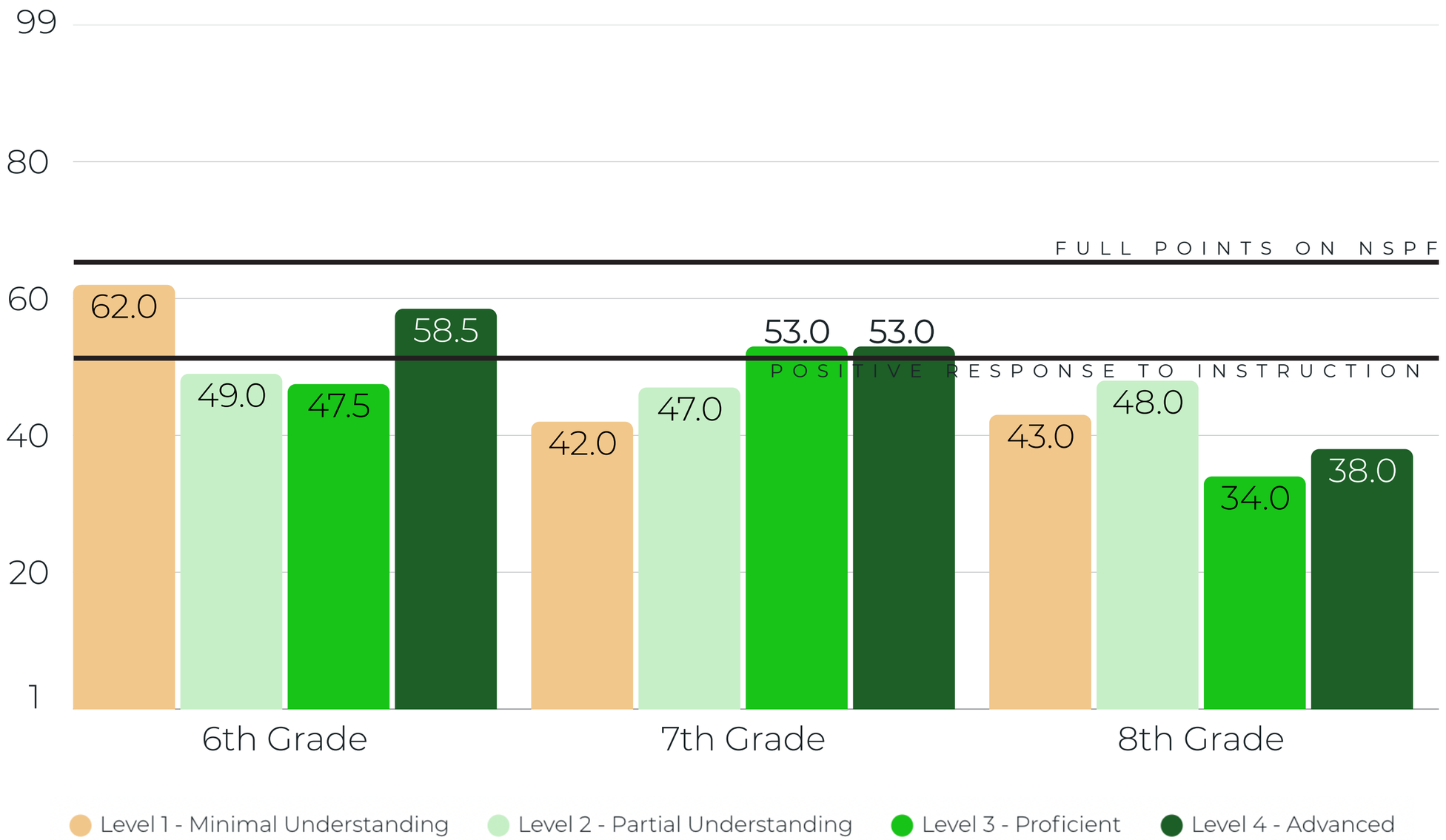






*Data represented only includes previously enrolled students with known 24-25 3-Year SGP Targets from the 24-25 SBAC Growth File. Students not enrolled in the 24-25 school year, are not included in the displayed results.

AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 MATH MGP BY PRIOR SBAC LEVEL



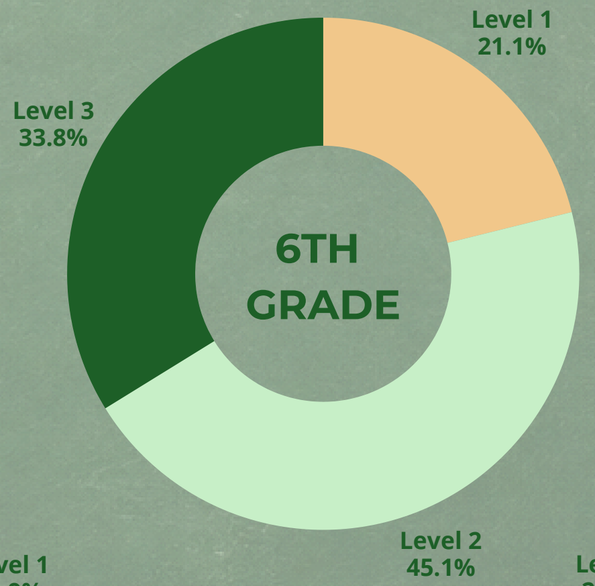
AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 MATH PERFORMANCE LEVELS CLAIM 1

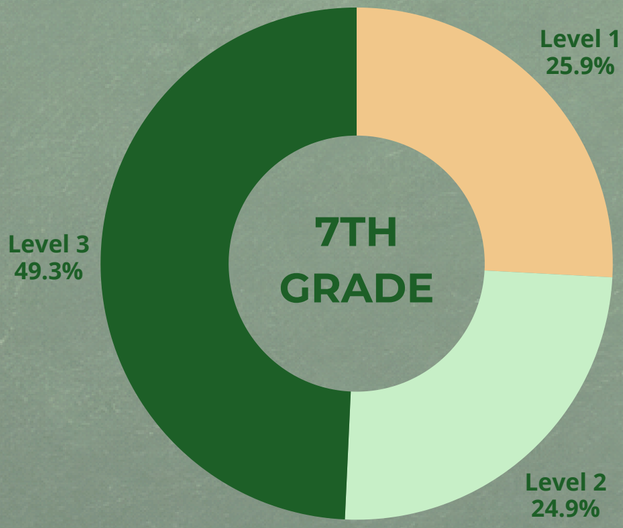
MATH HYBRID CLAIM 1: CONCEPTS & PROCEDURES

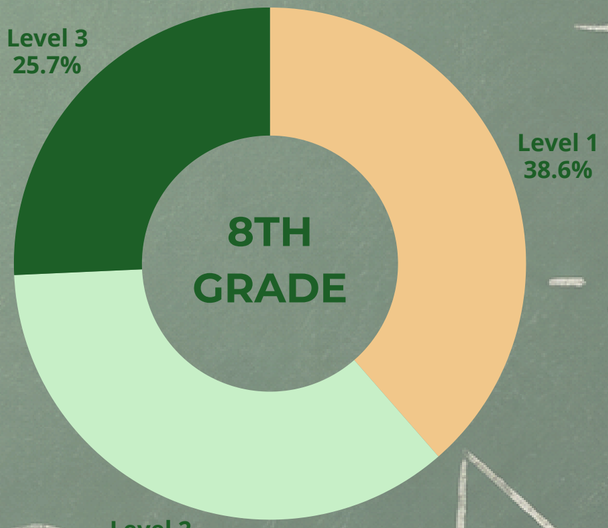
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD







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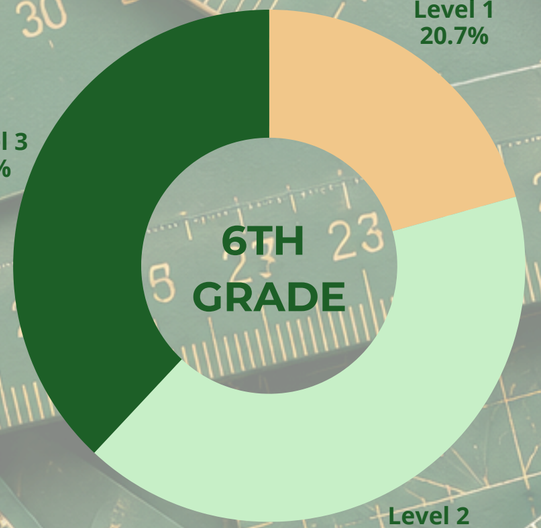
AMPLUS DURANGO MIDDLE SCHOOL SBAC 2026 MATH PERFORMANCE LEVELS CLAIM 2/4

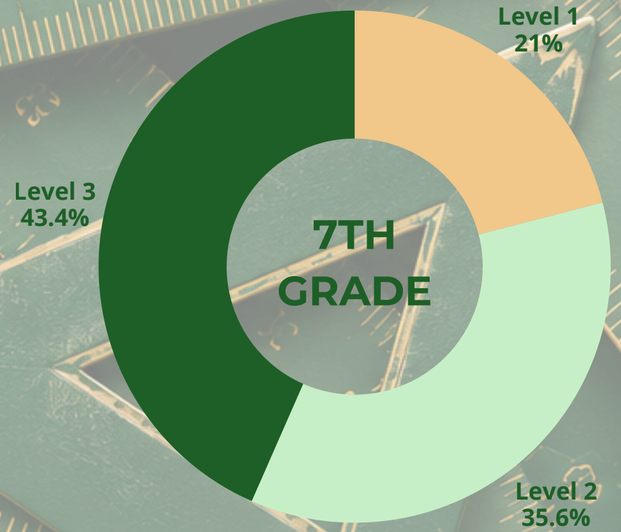
HYBRIC CLAIM 2: MATHEMATICAL PRACTICES

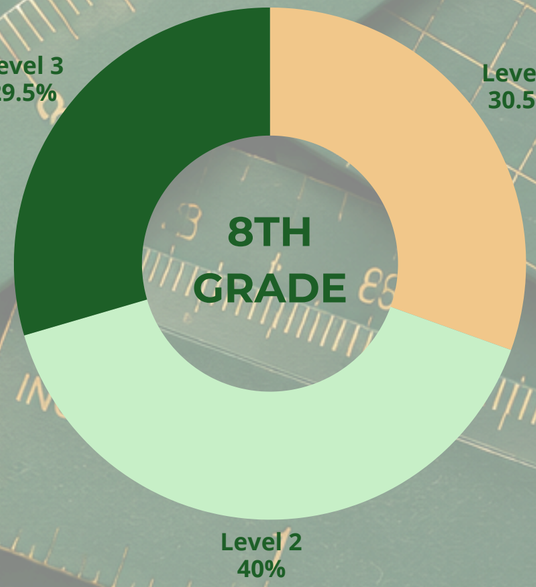
1 = BELOW THE STANDARD

2 = AT/NEAR THE STANDARD

3 = ABOVE THE STANDARD







HIGH SCHOOL

SBAC 2025 - 26 RESULTS

PACKED FOR PERFORMANCE:

WHAT'S IN OUR HS RATING LOCKER?

ACADEMIC ACHIEVEMENT → "OUR REPORT CARD"

THIS SHOWS HOW WELL WE'RE SCORING ON OUR ASSIGNMENTS (STATE TESTS IN **READING**, **MATH**, & **SCIENCE)**.

CHRONIC ABSENTEEISM → "OUR HALL PASS"

YOU'VE GOT TO BE IN CLASS TO LEARN! HOW MANY STUDENTS ARE MISSING TOO MUCH SCHOOL?

GRADUATION RATE & CCR → "OUR SENIOR YEAR CHECKLIST"

DID I GRADUATE IN 4–5 YEARS? DID I GRADUATE WITH AN ADVANCED DIPLOMA? IN MY FIRST 4 YEARS OF HIGH SCHOOL DID I PARTICIPATE IN & COMPLETE ONE OF THE FOLLOWING: AN AP CLASS, A CTE PATHWAY, IB, OR DUAL CREDIT PROGRAMS?

ENGLISH LANGUAGE PROFICIENCY → "OUR DICTIONARY"

ARE OUR ENGLISH LANGUAGE LEARNERS GROWING AT A RATE THAT THEY WILL EXIT FROM NEEDING EL SERVICES IN THE NEXT 5 YEARS OR BEFORE THEY GRADUATE HIGH SCHOOL?

9TH GRADE CREDIT SUFFICIENCY → "OUR PLANNER"

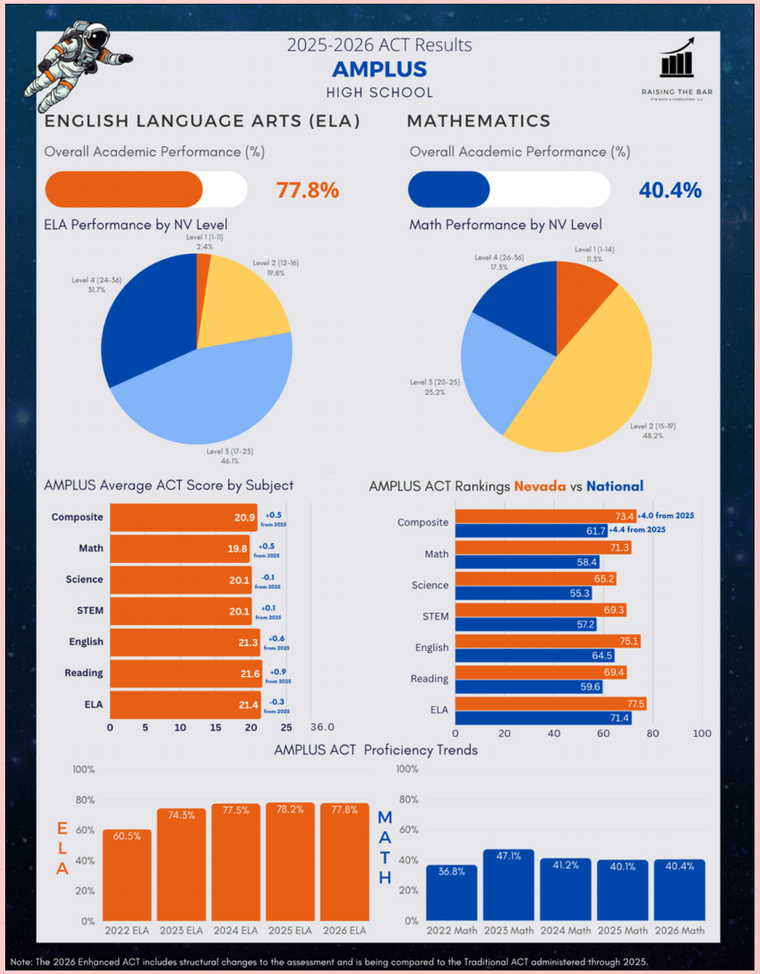
DID STUDENTS MEET THEIR 9TH GRADE CREDIT REQUIREMENTS?

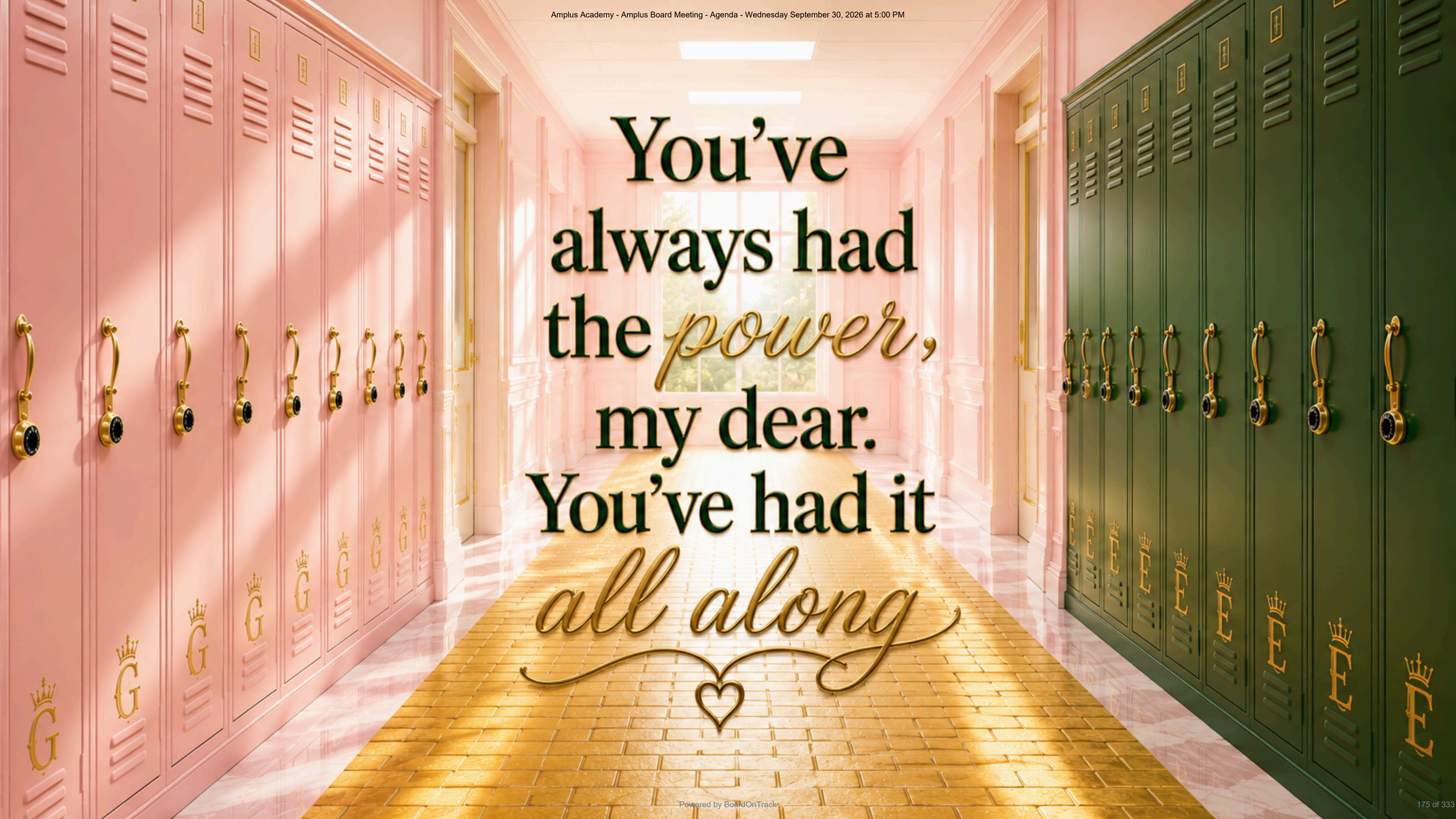
AMPLUS DURANGO HS REPORT CARD

ACADEMIC ACHIEVEMENT	GRADUATION RATES	ENGLISH LANGUAGE	COLLEGE & CAREER READINESS	ENGAGEMENT
ACT ELA 77.4% ★★★★★	4 YEAR 99.2 ★★★★	WIDA AGP 25.0% ★★★★★	PARTICIPATION 70.0% ★★★★★	C.A. 14.5% ★★★
ACT MATH 39.6% ★★★★★	5 YEAR 100 ★★★★★		COMPLETION 62.4% ★★★★★	9TH GRADE CREDITS 96.9% ★★★★
SCIENCE 36.2% ★★★			ADVANCED DIPLOMA 77.9% ★★★★★	

5
91.5

ACT Snapshot




You've always had the power, my dear. You've had it all along

NV Science

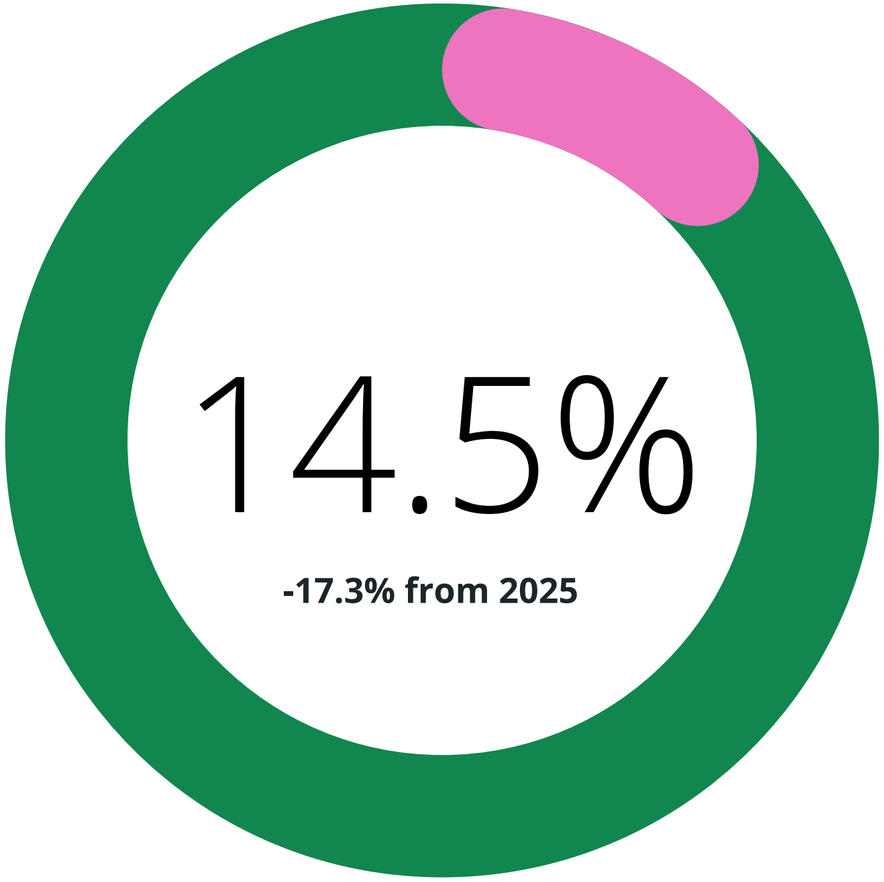
Amplus Durango

2025-2026

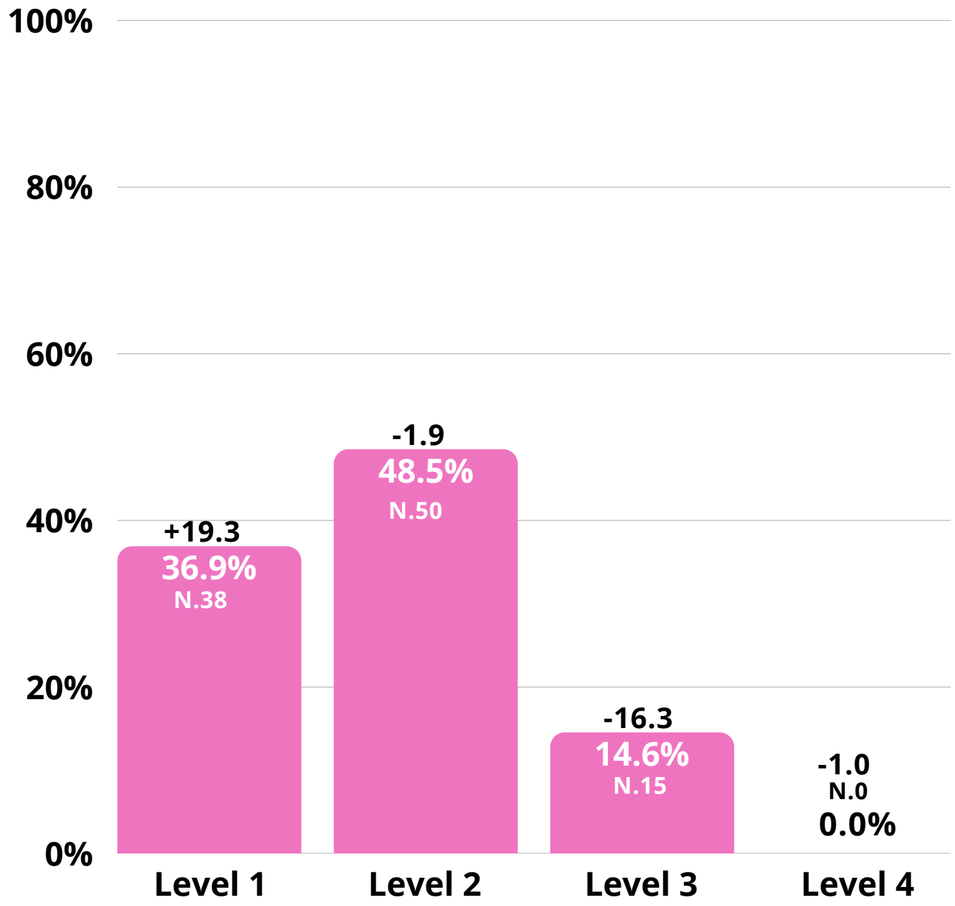
AMPLUS DURANGO ELEMENTARY SCIENCE

AMPLUS DURANGO ELEMENTARY SCHOOL SCIENCE ACHIEVEMENT & LEVELS

ACHIEVEMENT



ACHIEVEMENT LEVELS



*CHANGE DATA FROM SCIENCE 2025

EXPLANATION OF SCIENCE DOMAINS

DOMAIN 1:
SCIENCE & ENGINEERING PRACTICES

DOMAIN 2:
DISCIPLINARY CORE IDEAS

DOMAIN 3:
CROSS-CUTTING CONCEPTS

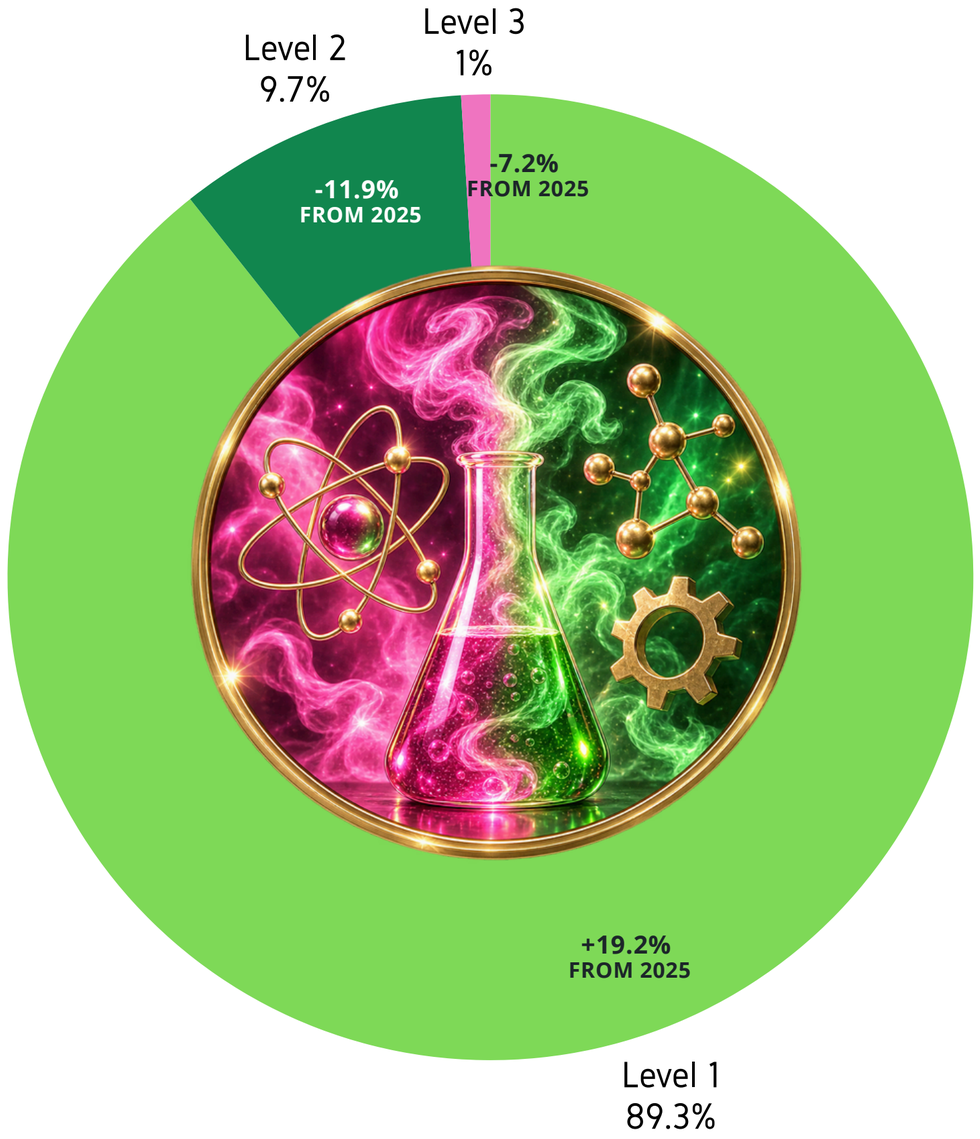
The following slides review student performance within the three Elementary School Science domains. Each domain has a designated set of claims and the three possible performance category levels students achieved are displayed; i.e., below expectations, on grade level, and above grade level.

AMPLUS DURANGO ELEMENTARY SCIENCE PERFORMANCE LEVELS DOMAIN 1

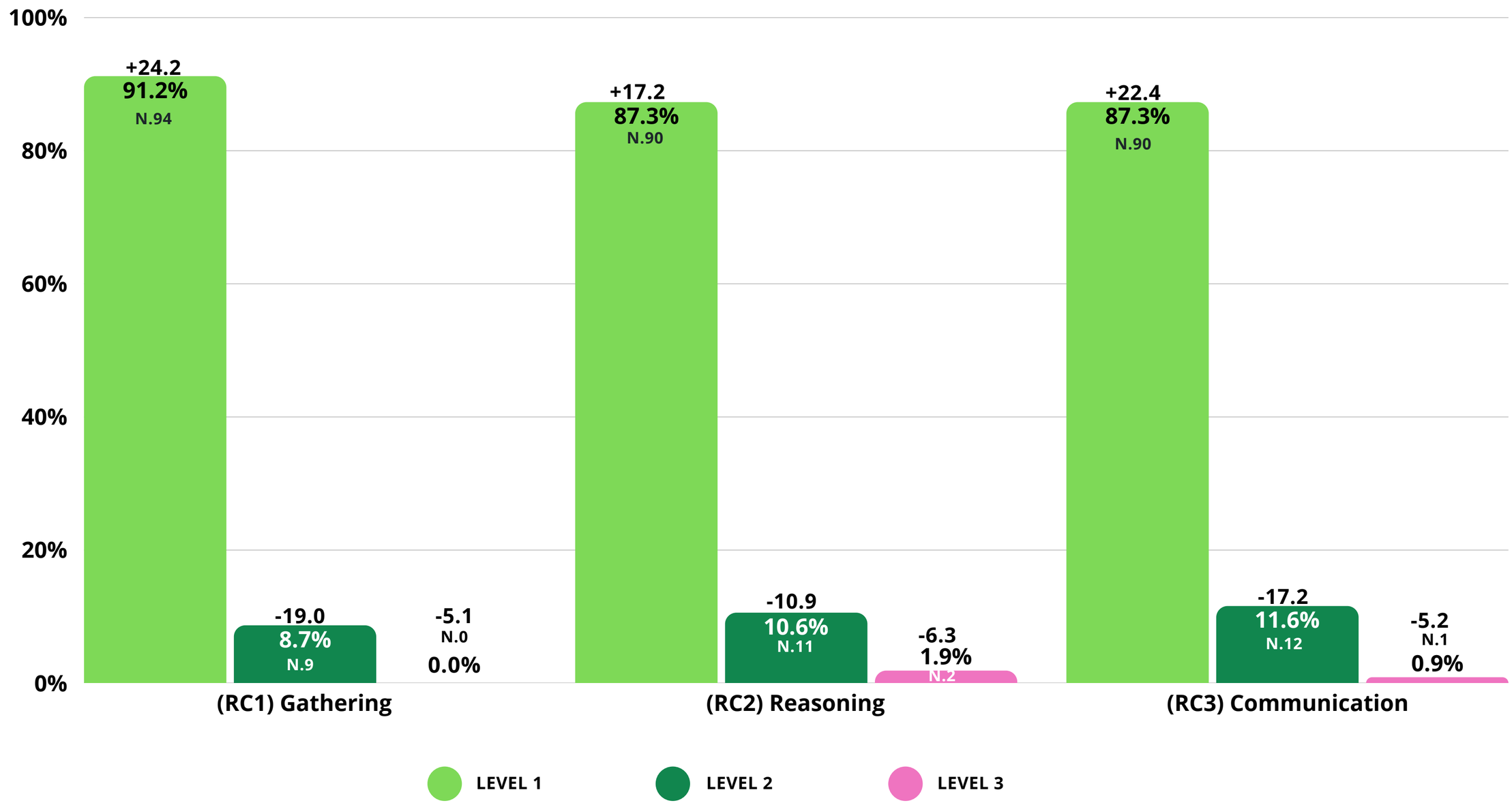
DOMAIN 1: SCIENCE & ENGINEERING PRACTICES

THIS DOMAIN CONTAINS REPORTING CATEGORIES FOR GATHERING, REASONING, AND COMMUNICATION

LEVEL 1 - BELOW EXPECTATIONS
LEVEL 2 - ON GRADE LEVEL
LEVEL 3 - ABOVE GRADE LEVEL



AMPLUS DURANGO ELEMENTARY SCIENCE PERFORMANCE LEVELS DOMAIN 1 CLAIMS RC1-RC3



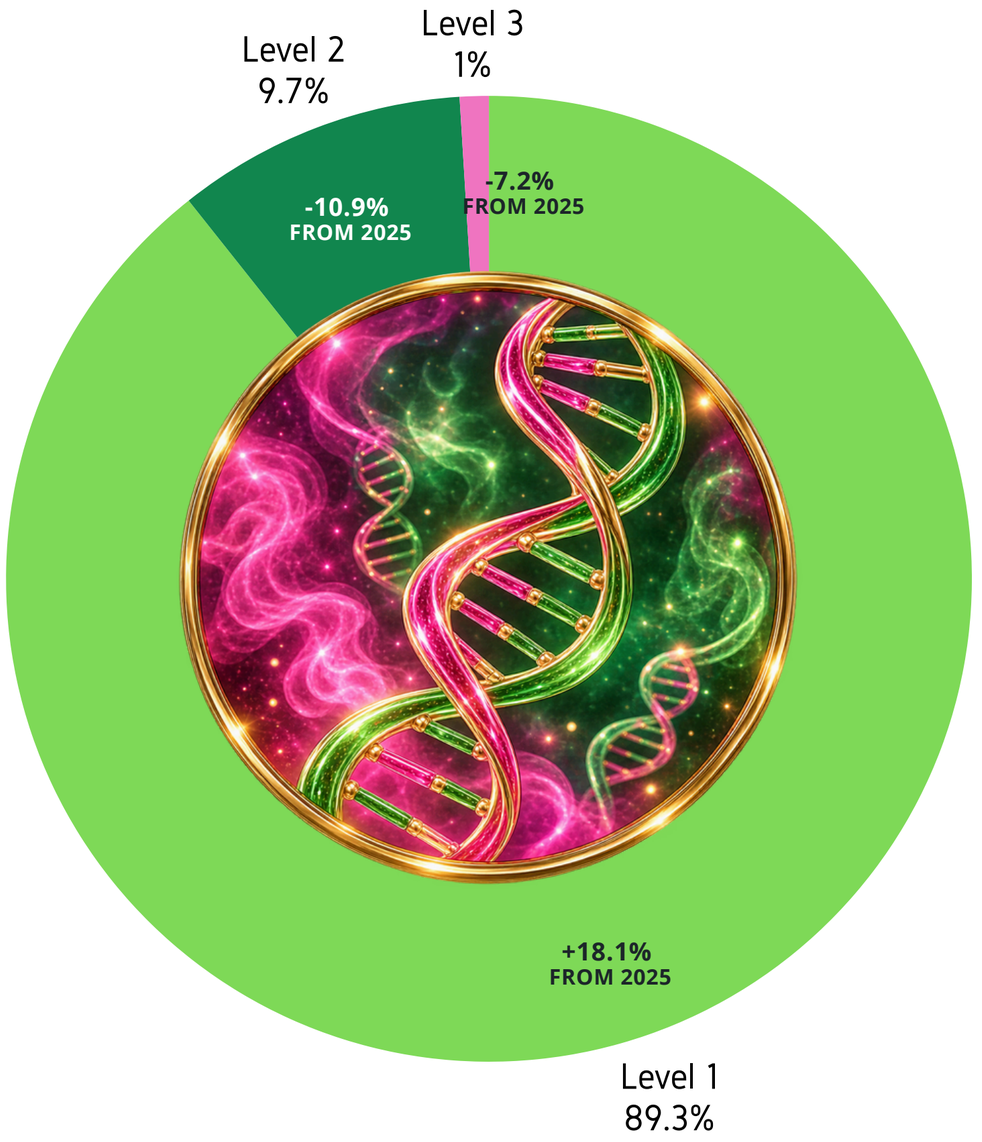
*CHANGE DATA FROM SCIENCE 2025

AMPLUS DURANGO ELEMENTARY SCIENCE PERFORMANCE LEVELS DOMAIN 2

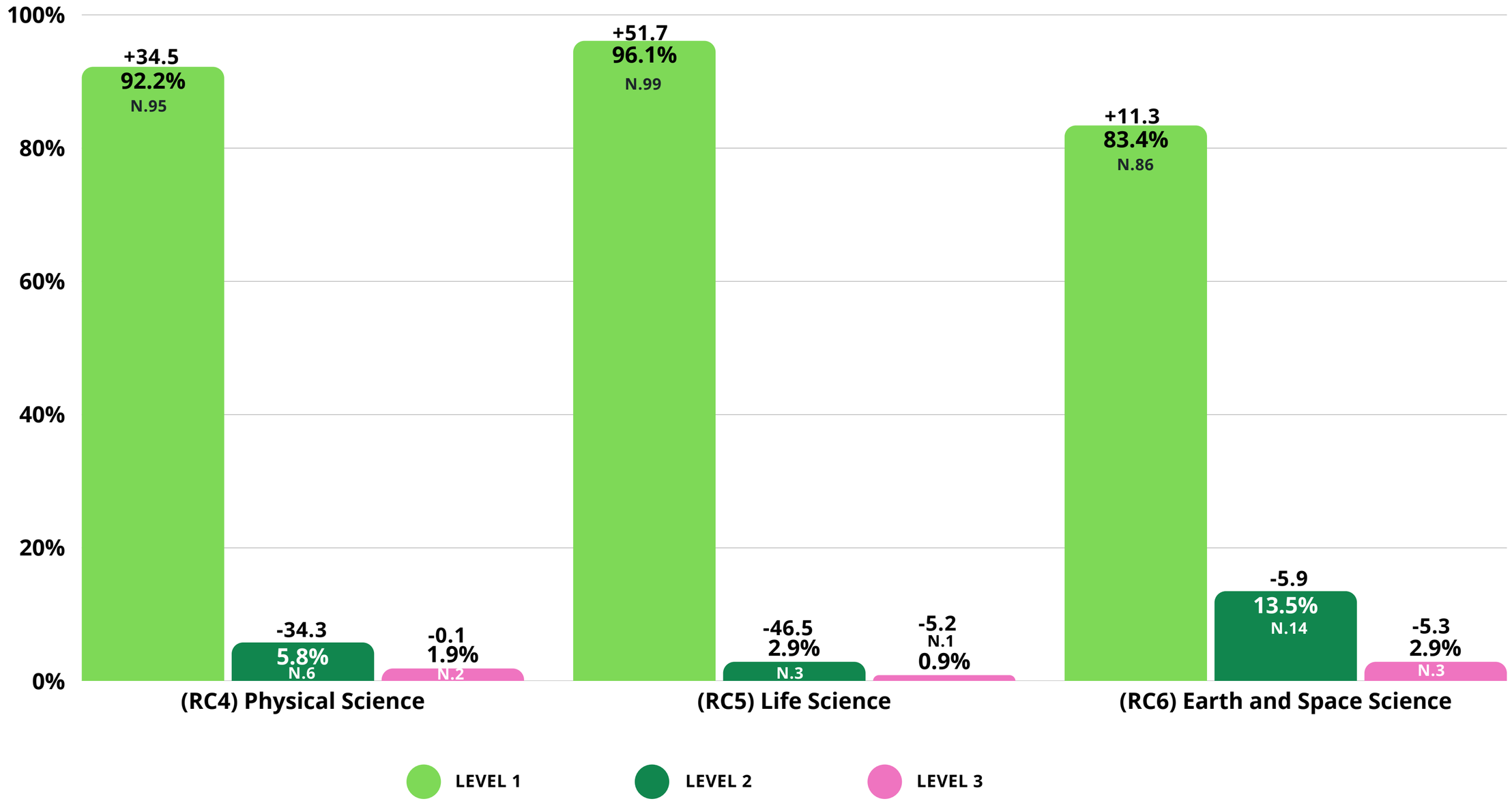
DOMAIN 2: DISCIPLINARY CORE IDEAS

THIS DOMAIN CONTAINS REPORTING CATEGORIES FOR LIFE SCIENCE, PHYSICAL SCIENCE, & EARTH AND SPACE SCIENCE

LEVEL 1 - BELOW EXPECTATIONS
LEVEL 2 - ON GRADE LEVEL
LEVEL 3 - ABOVE GRADE LEVEL



AMPLUS DURANGO ELEMENTARY SCIENCE PERFORMANCE LEVELS DOMAIN 2 CLAIMS RC4-RC6



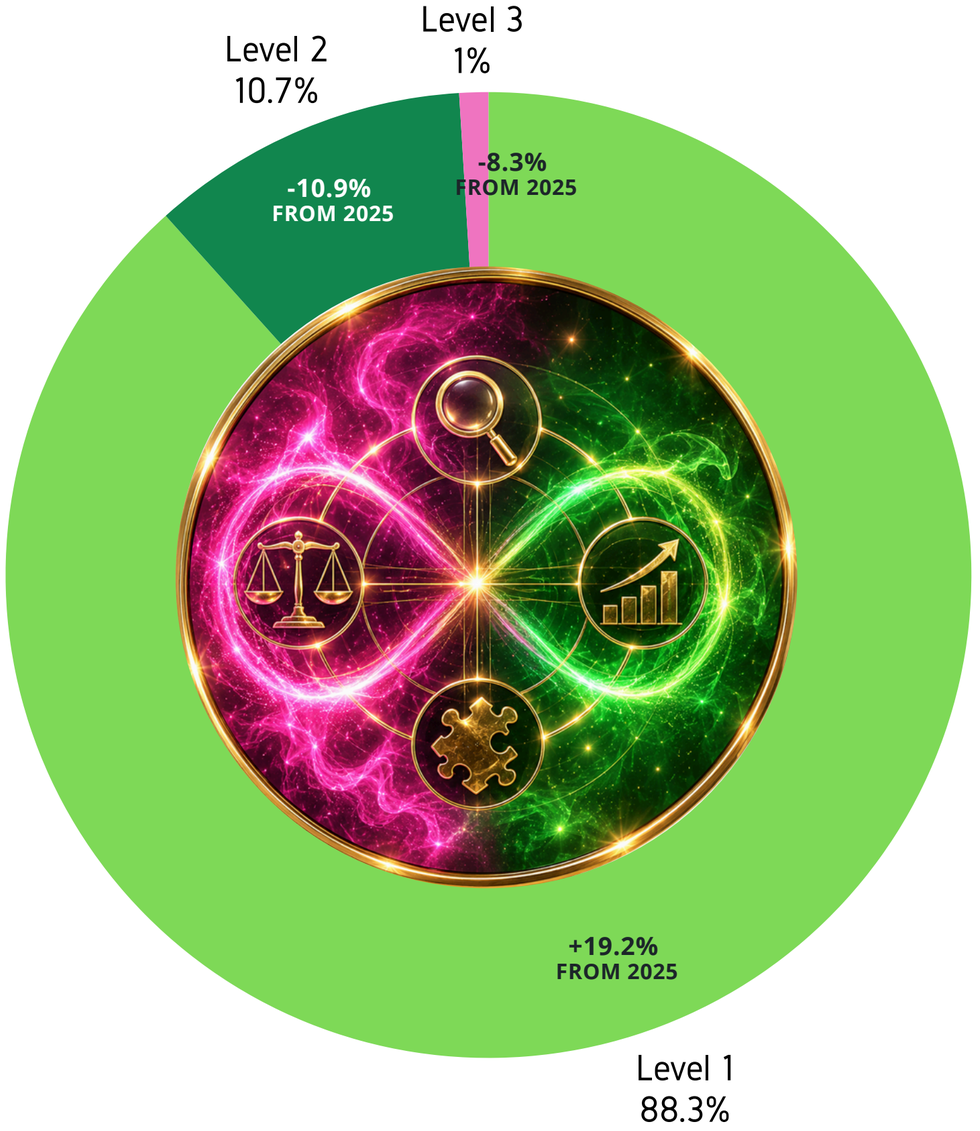
*CHANGE DATA FROM SCIENCE 2025

AMPLUS DURANGO ELEMENTARY SCIENCE PERFORMANCE LEVELS DOMAIN 3

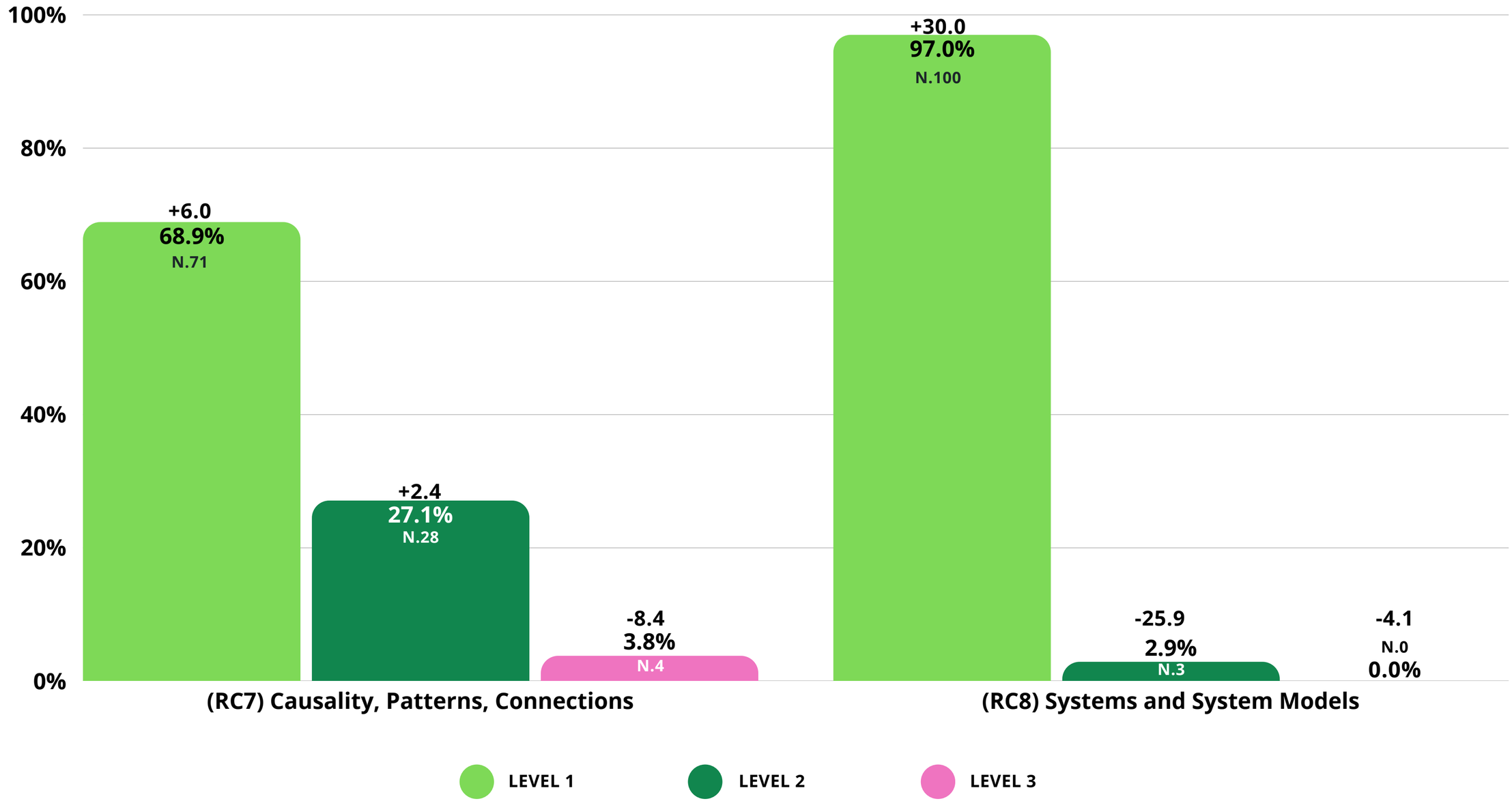
DOMAIN 3: CROSS CUTTING CONCEPTS

THIS DOMAIN CONTAINS REPORTING CATEGORIES FOR CAUSALITY, PATTERNS, AND CONNECTIONS & SYSTEMS AND SYSTEM MODELS

LEVEL 1 - BELOW EXPECTATIONS
LEVEL 2 - ON GRADE LEVEL
LEVEL 3 - ABOVE GRADE LEVEL



AMPLUS DURANGO ELEMENTARY SCIENCE PERFORMANCE LEVELS DOMAIN 3 CLAIMS RC7-RC8

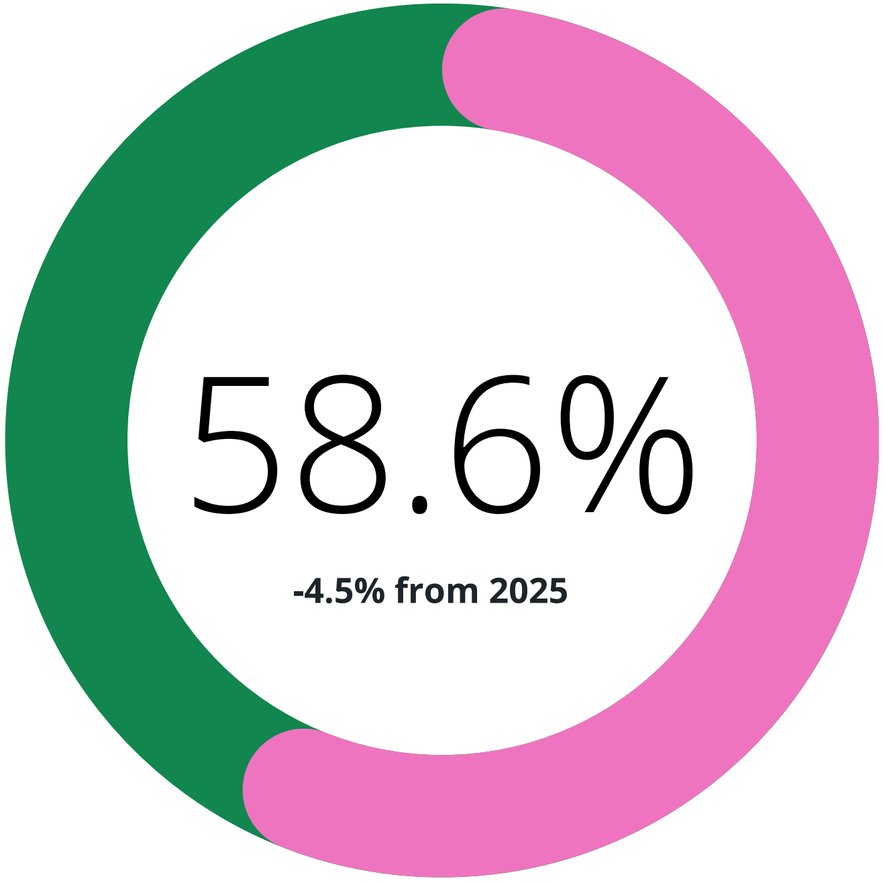


*CHANGE DATA FROM SCIENCE 2025

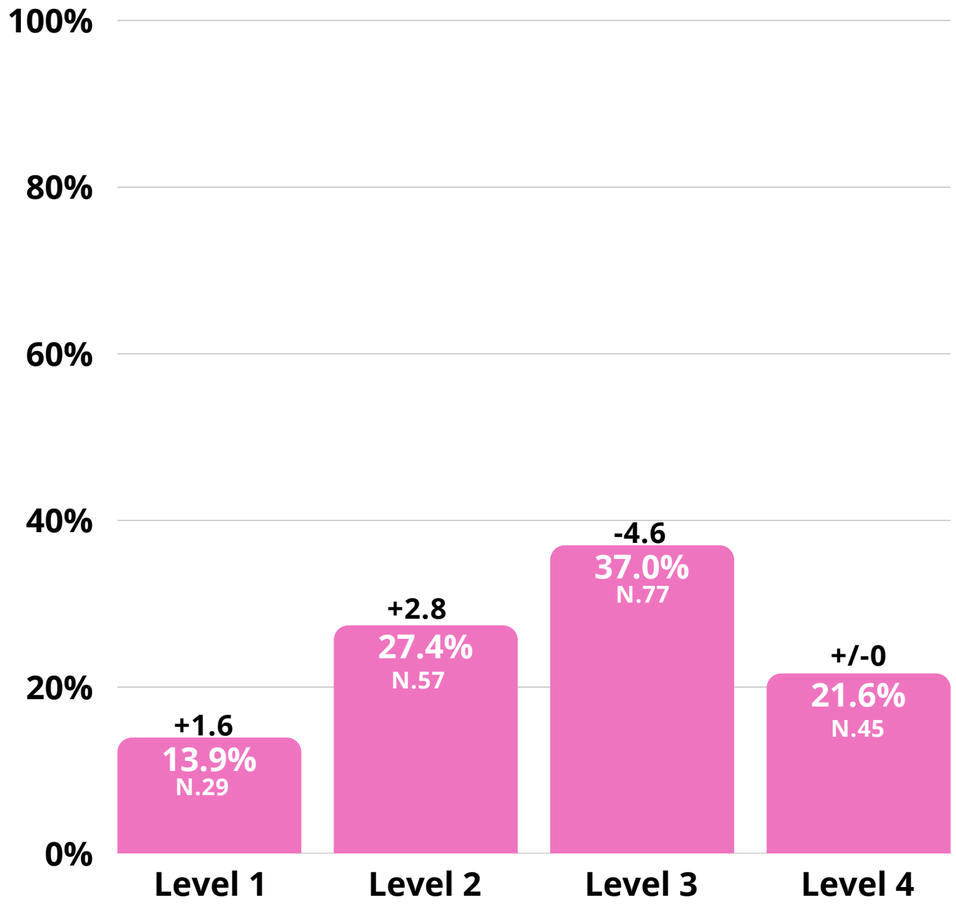
AMPLUS DURANGO
MIDDLE SCHOOL SCIENCE

AMPLUS DURANGO MIDDLE SCHOOL SCIENCE ACHIEVEMENT & LEVELS

ACHIEVEMENT



ACHIEVEMENT LEVELS



*CHANGE DATA FROM SCIENCE 2025

EXPLANATION OF SCIENCE DOMAINS

DOMAIN 1:
SCIENCE & ENGINEERING PRACTICES

DOMAIN 2:
DISCIPLINARY CORE IDEAS

DOMAIN 3:
CROSS-CUTTING CONCEPTS

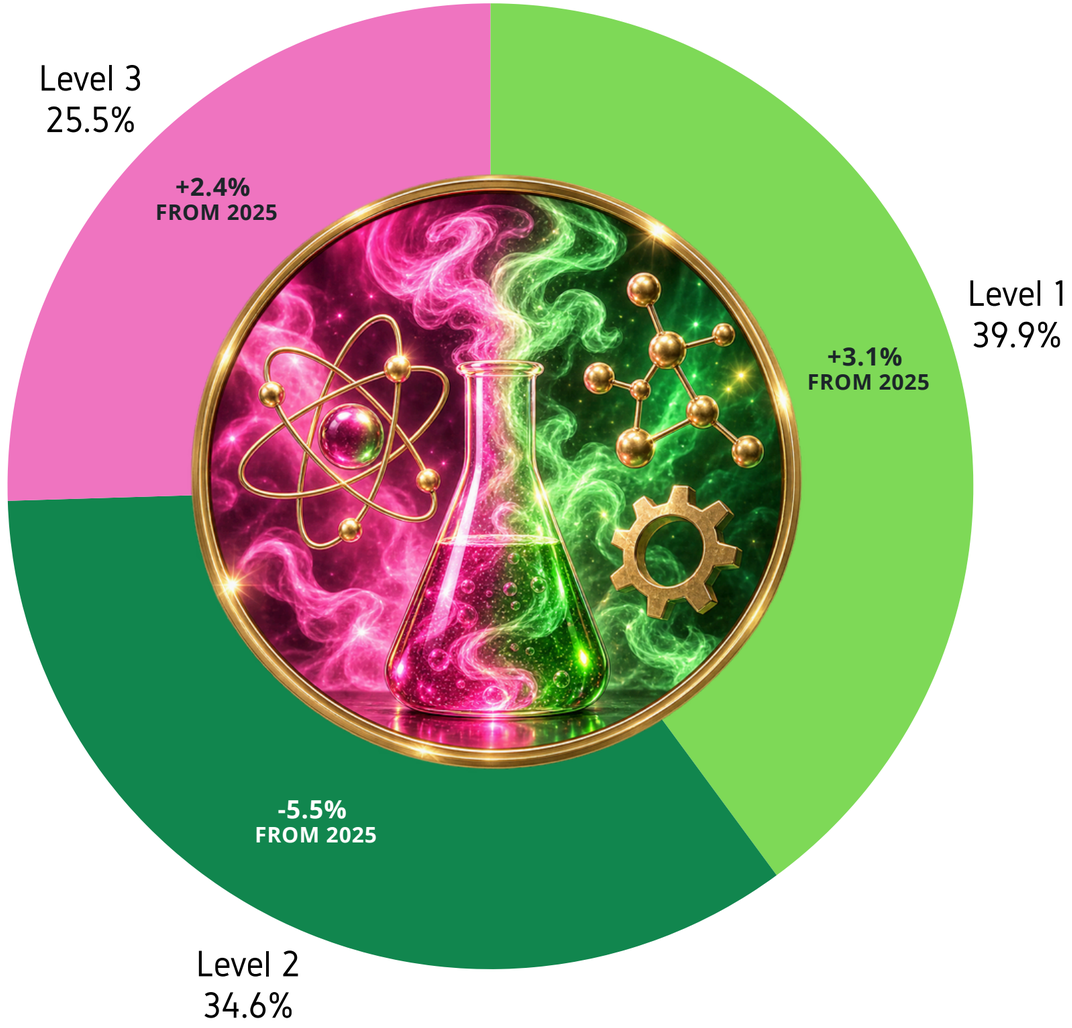
The following slides review student performance within the three Middle School Science domains. Each domain has a designated set of claims and the three possible performance category levels students achieved are displayed; i.e., below expectations, on grade level, and above grade level.

AMPLUS DURANGO MIDDLE SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 1

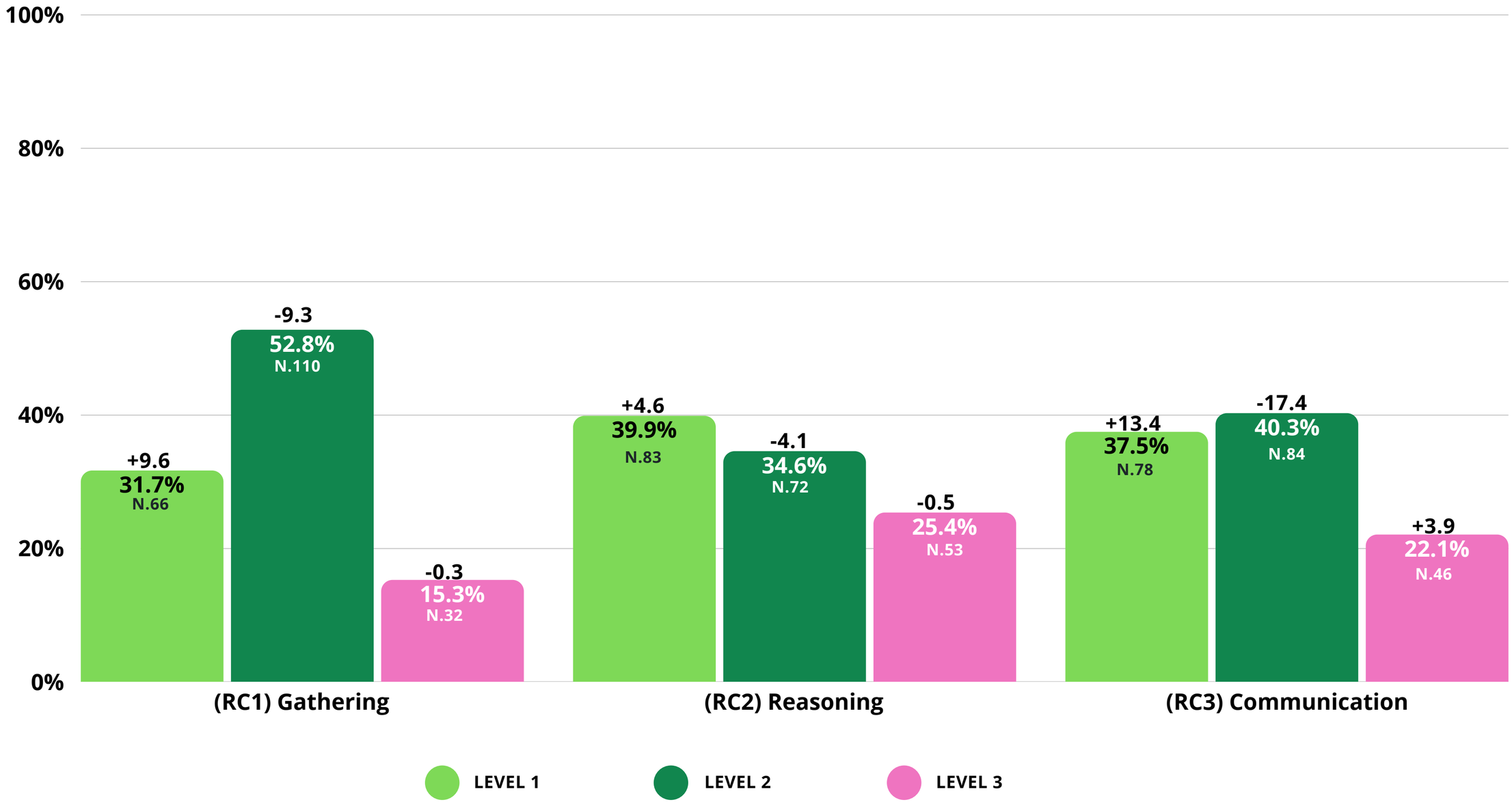
DOMAIN 1: SCIENCE & ENGINEERING PRACTICES

THIS DOMAIN CONTAINS REPORTING CATEGORIES FOR GATHERING, REASONING, AND COMMUNICATION

LEVEL 1 - BELOW EXPECTATIONS
LEVEL 2 - ON GRADE LEVEL
LEVEL 3 - ABOVE GRADE LEVEL



AMPLUS DURANGO MIDDLE SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 1 CLAIMS RC1-RC3

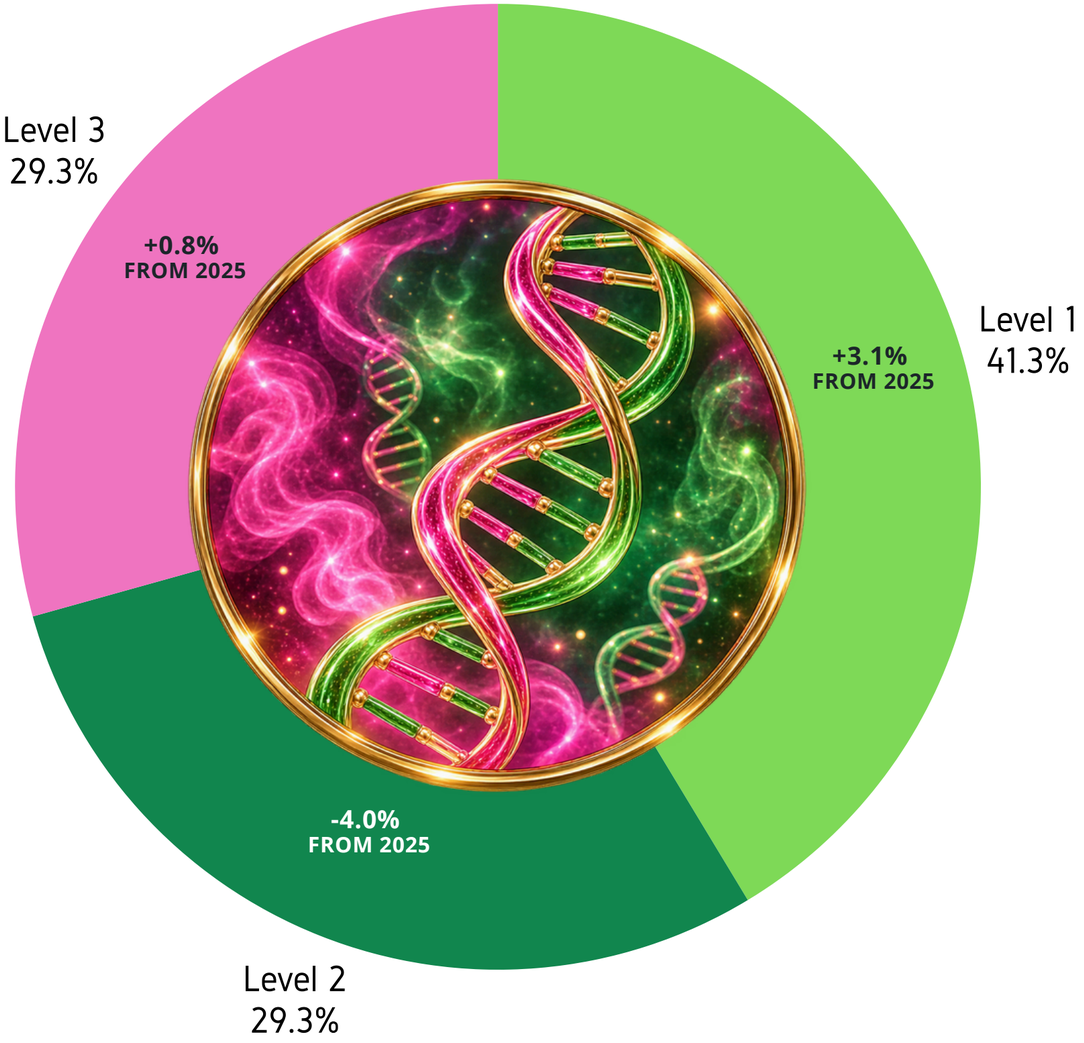


AMPLUS DURANGO MIDDLE SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 2

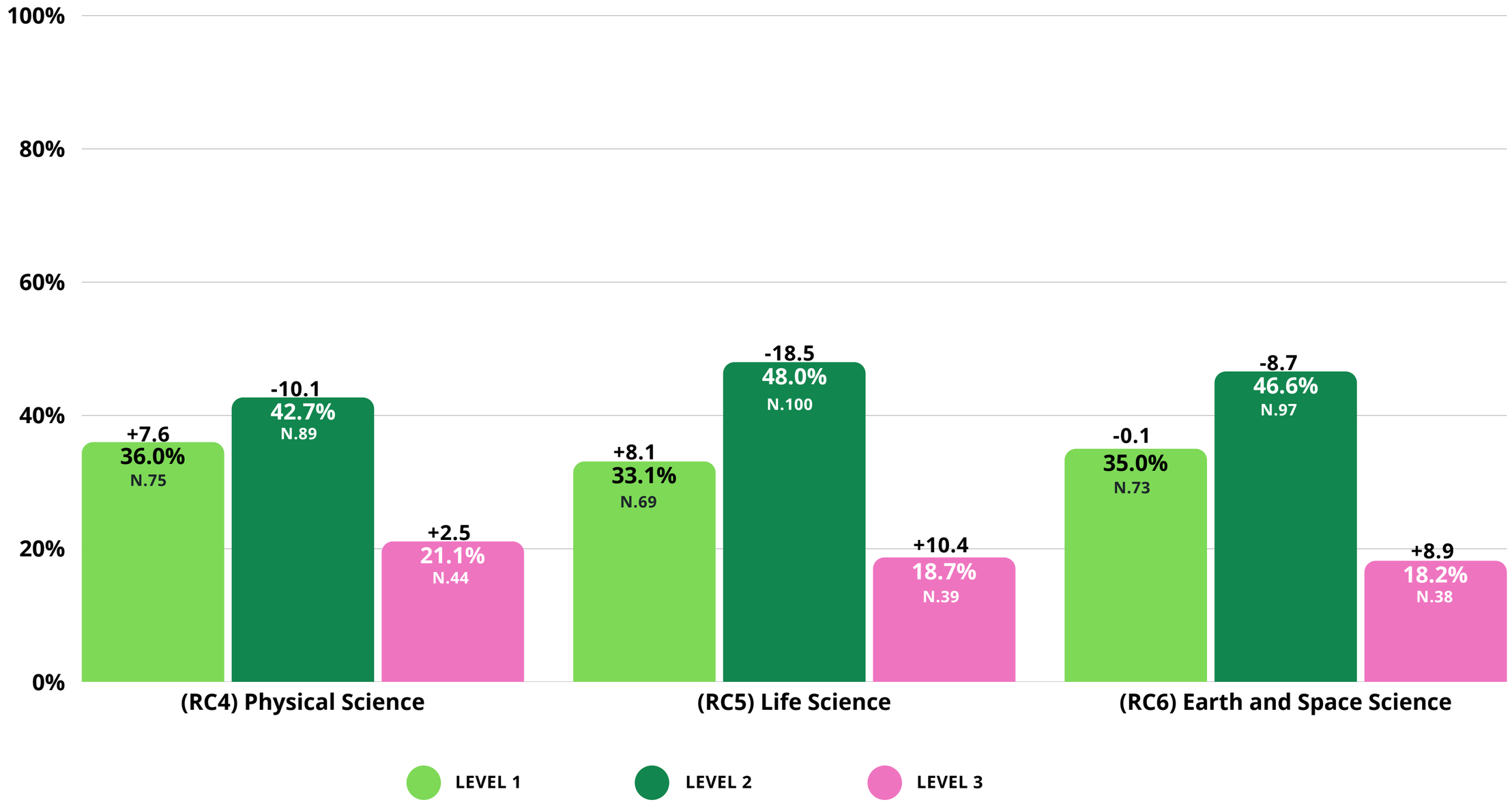
DOMAIN 2: DISCIPLINARY CORE IDEAS

THIS DOMAIN CONTAINS REPORTING CATEGORIES FOR LIFE SCIENCE, PHYSICAL SCIENCE, & EARTH AND SPACE SCIENCE

LEVEL 1 - BELOW EXPECTATIONS
LEVEL 2 - ON GRADE LEVEL
LEVEL 3 - ABOVE GRADE LEVEL



AMPLUS DURANGO MIDDLE SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 2 CLAIMS RC4-RC6



*CHANGE DATA FROM SCIENCE 2025

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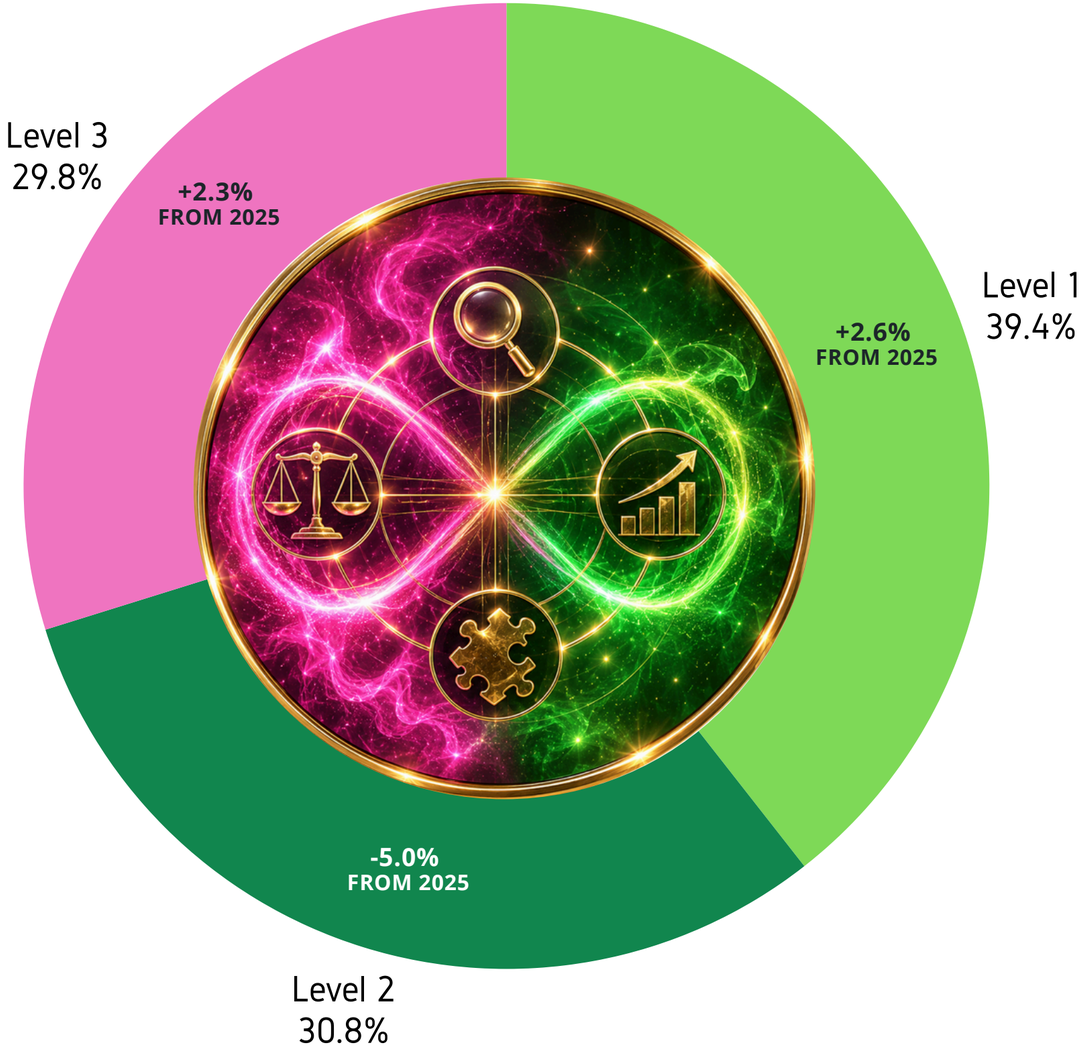
AMPLUS DURANGO MIDDLE SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 3

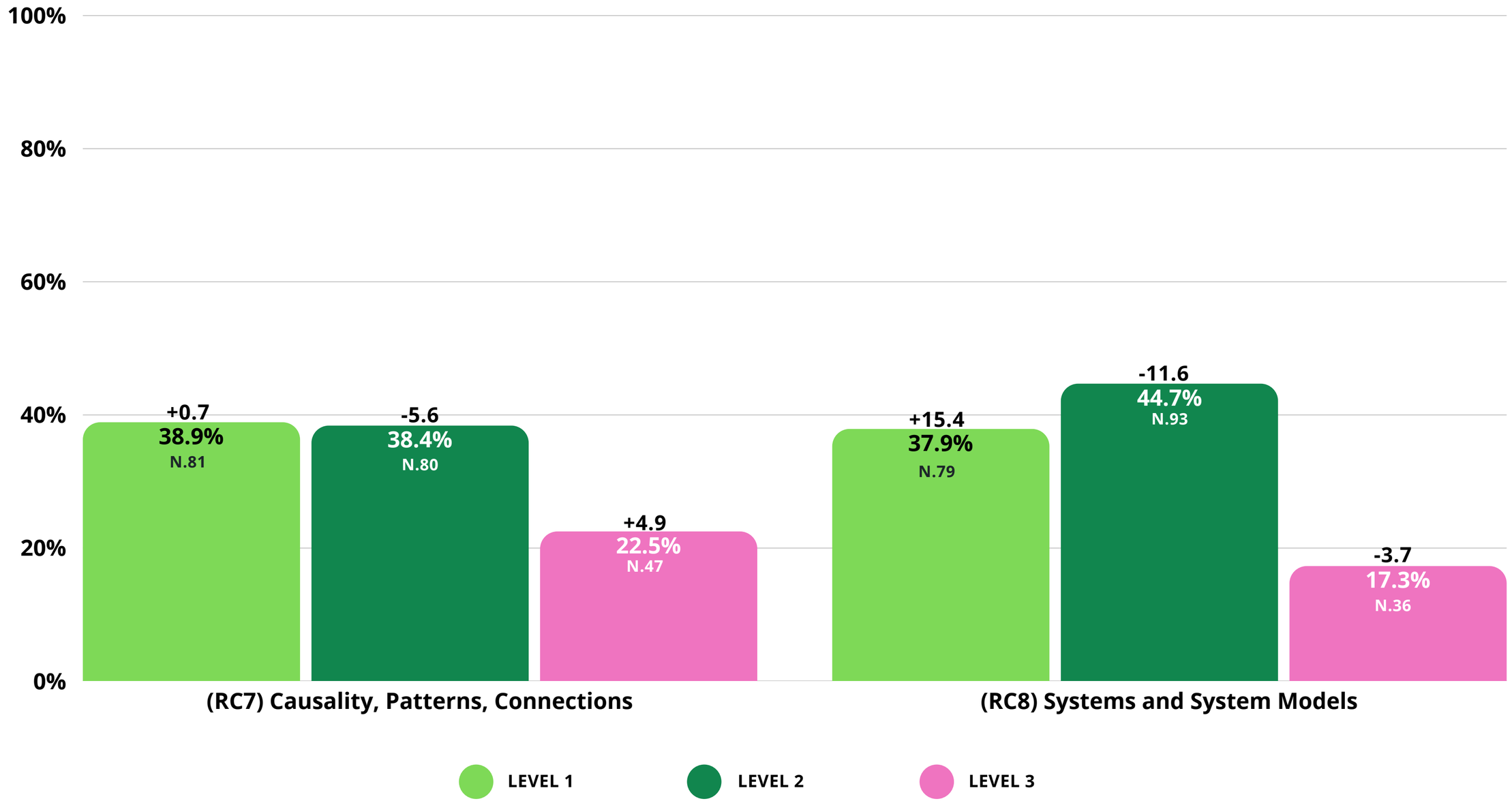
DOMAIN 3: CROSS CUTTING CONCEPTS

THIS DOMAIN CONTAINS REPORTING CATEGORIES FOR CAUSALITY, PATTERNS, AND CONNECTIONS & SYSTEMS AND SYSTEM MODELS

LEVEL 1 - BELOW EXPECTATIONS
LEVEL 2 - ON GRADE LEVEL
LEVEL 3 - ABOVE GRADE LEVEL



AMPLUS DURANGO MIDDLE SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 3 CLAIMS RC7-RC8

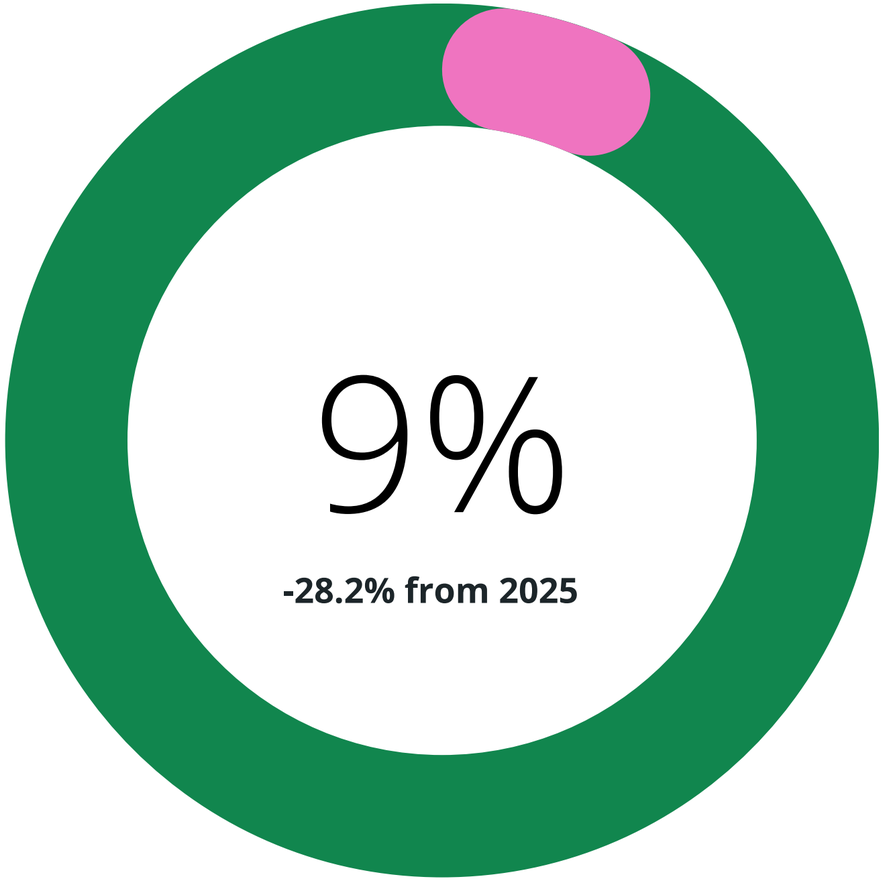


*CHANGE DATA FROM SCIENCE 2025

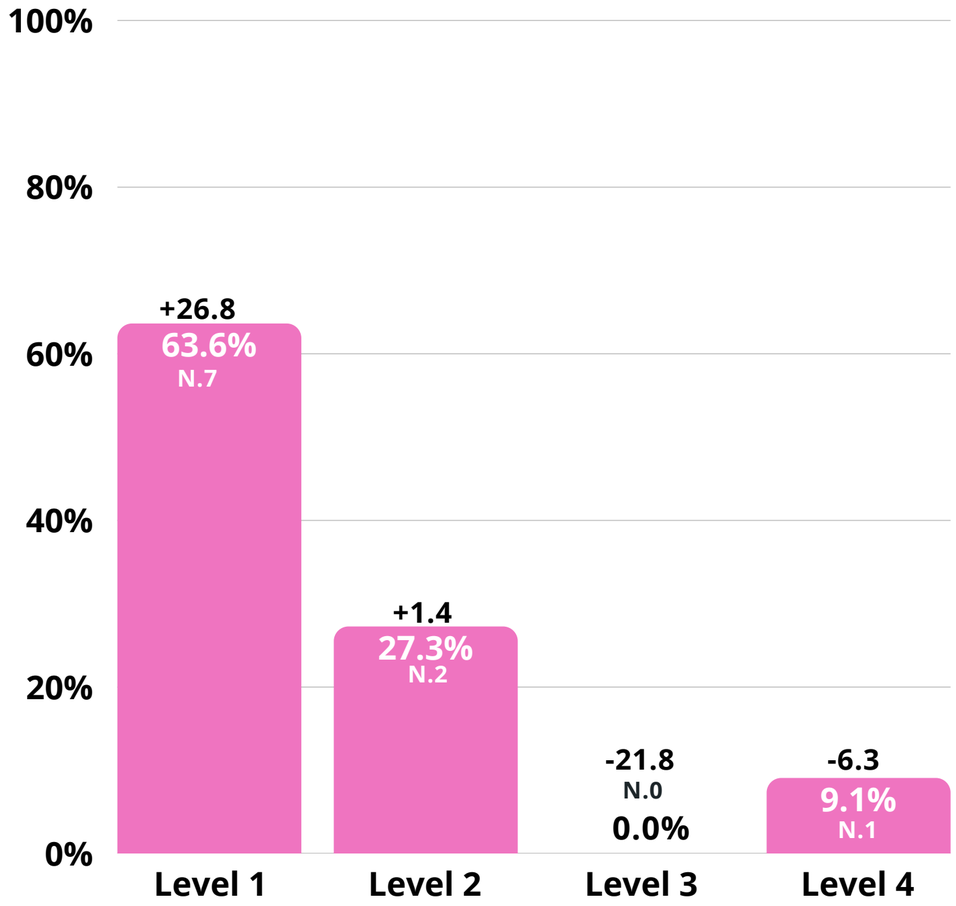
AMPLUS DURANGO HIGH SCHOOL SCIENCE

AMPLUS DURANGO HIGH SCHOOL SCIENCE ACHIEVEMENT & LEVELS

ACHIEVEMENT



ACHIEVEMENT LEVELS



*CHANGE DATA FROM SCIENCE 2025

EXPLANATION OF SCIENCE DOMAINS

DOMAIN 1: SCIENCE & ENGINEERING PRACTICES

DOMAIN 2: DISCIPLINARY CORE IDEAS

DOMAIN 3: CROSS-CUTTING CONCEPTS

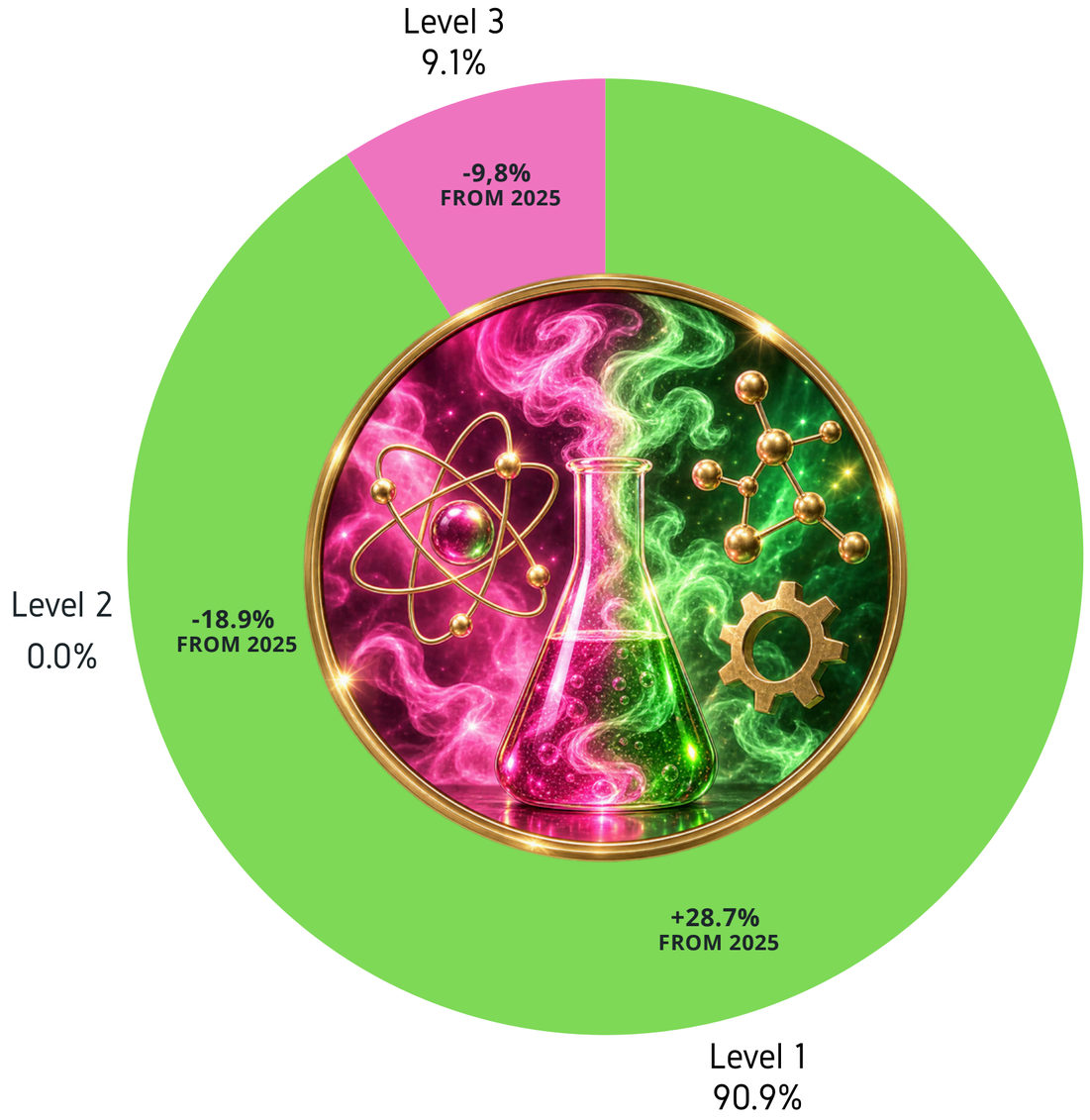
The following slides review student performance within the three High School Science domains. Each domain has a designated set of claims and the three possible performance category levels students achieved are displayed; i.e., below expectations, on grade level, and above grade level.

AMPLUS DURANGO HIGH SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 1

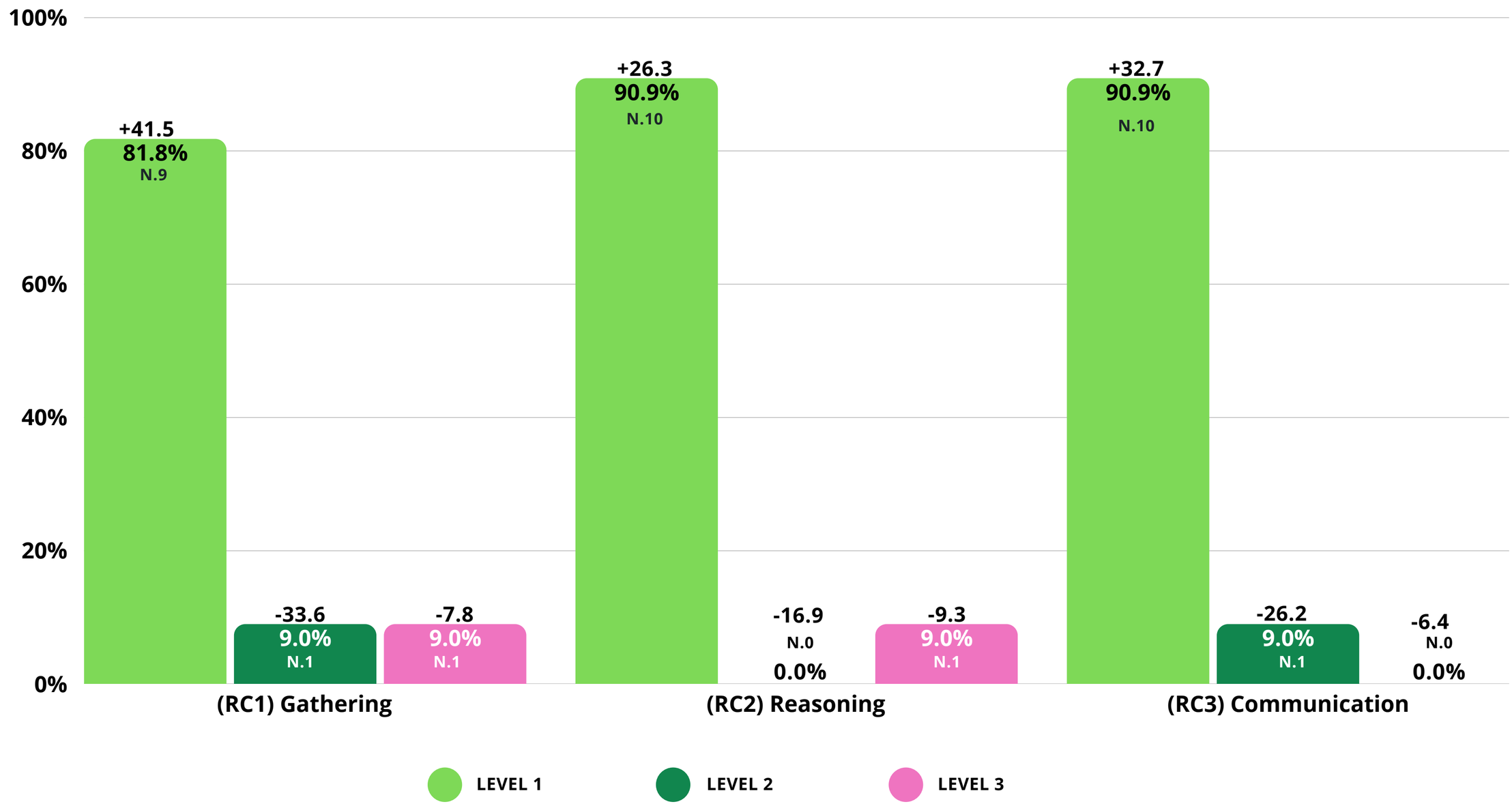
DOMAIN 1: SCIENCE & ENGINEERING PRACTICES

THIS DOMAIN CONTAINS REPORTING CATEGORIES FOR GATHERING, REASONING, AND COMMUNICATION

LEVEL 1 - BELOW EXPECTATIONS
LEVEL 2 - ON GRADE LEVEL
LEVEL 3 - ABOVE GRADE LEVEL



AMPLUS DURANGO HIGH SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 1 CLAIMS RC1-RC3



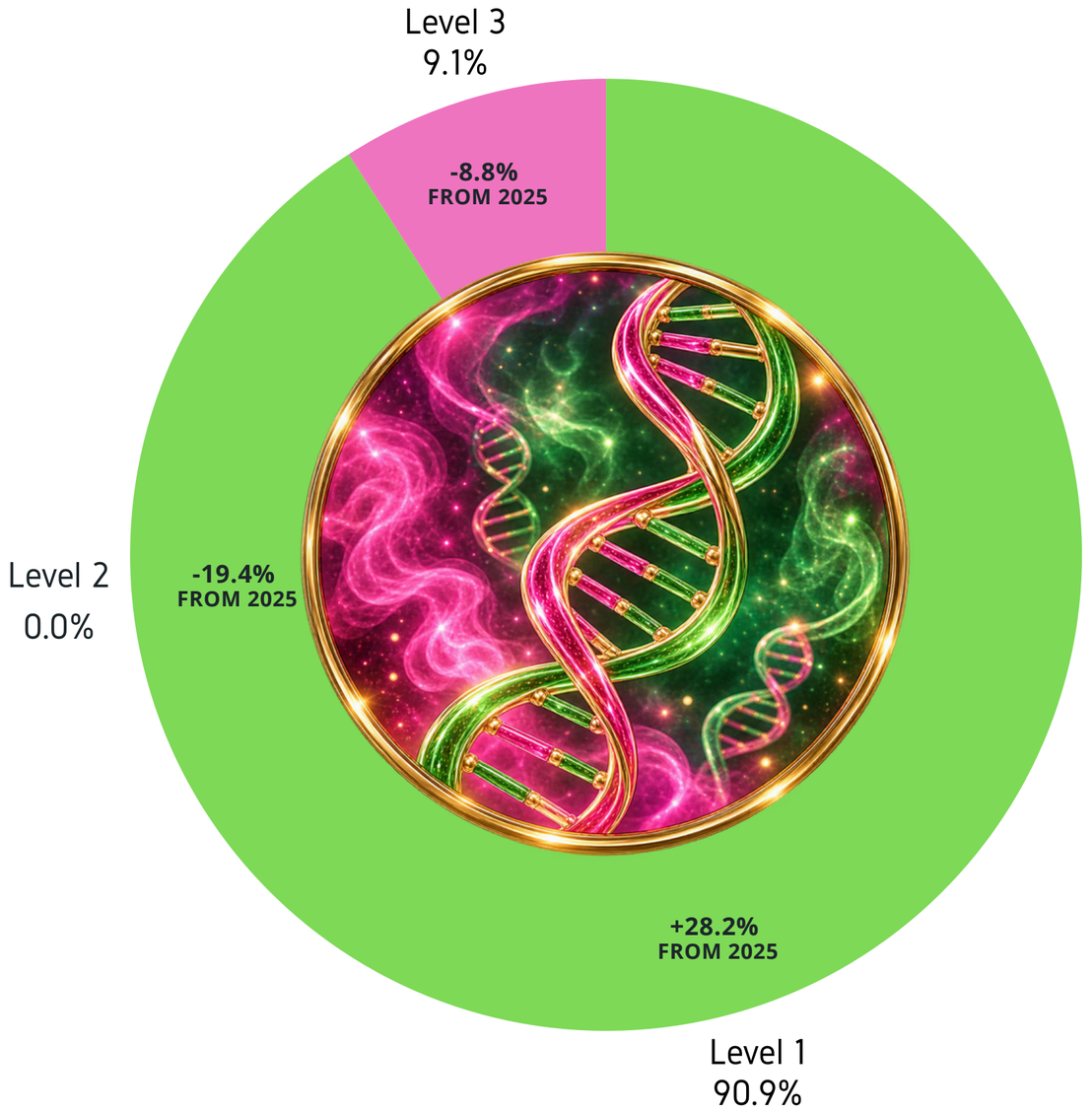
*CHANGE DATA FROM SCIENCE 2025

AMPLUS DURANGO HIGH SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 2

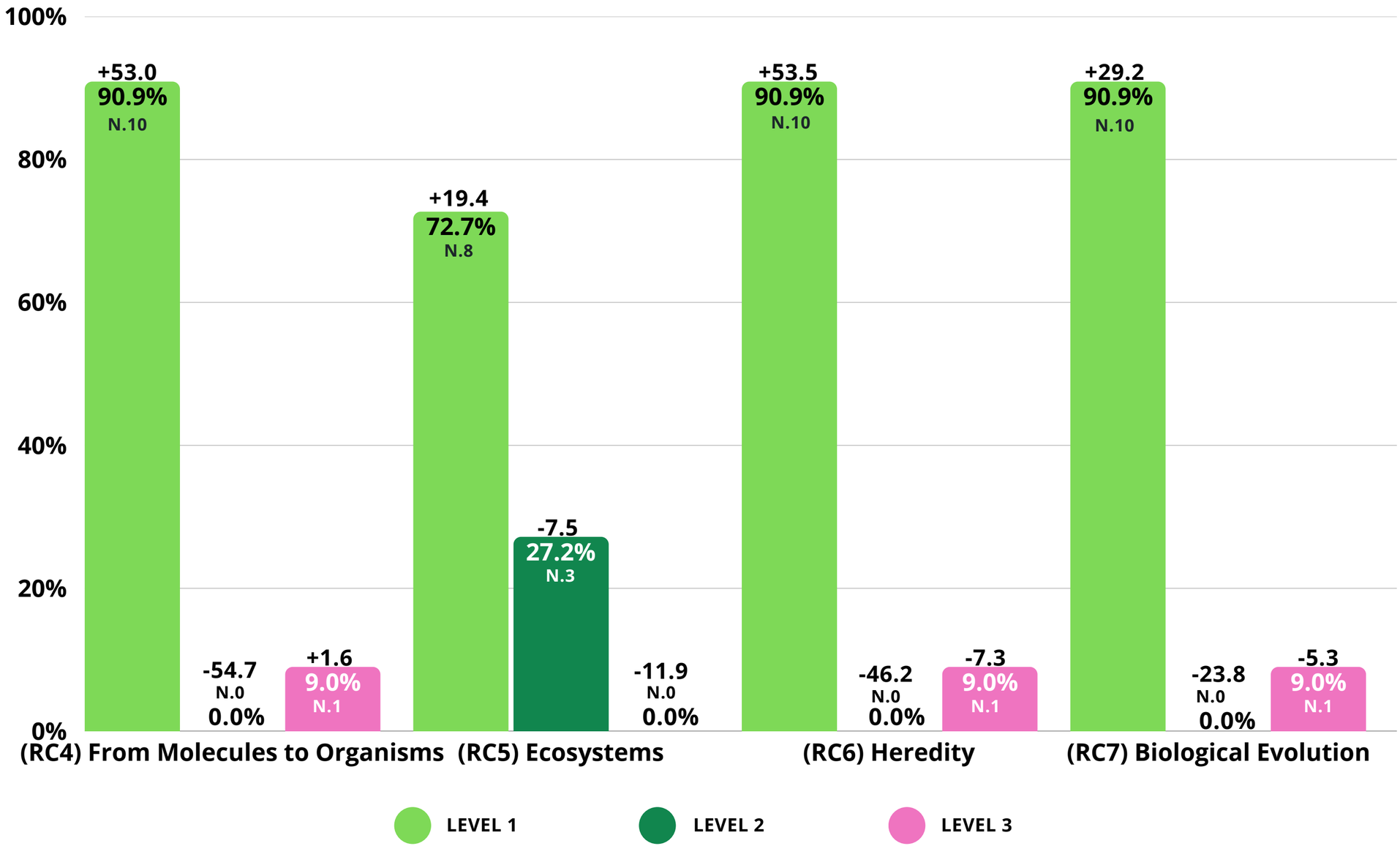
DOMAIN 2: DISCIPLINARY CORE IDEAS

THIS DOMAIN CONTAINS REPORTING CATEGORIES FOR LIFE SCIENCE, PHYSICAL SCIENCE, & EARTH AND SPACE SCIENCE

LEVEL 1 - BELOW EXPECTATIONS
LEVEL 2 - ON GRADE LEVEL
LEVEL 3 - ABOVE GRADE LEVEL



AMPLUS DURANGO HIGH SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 2 CLAIMS RC4-RC7



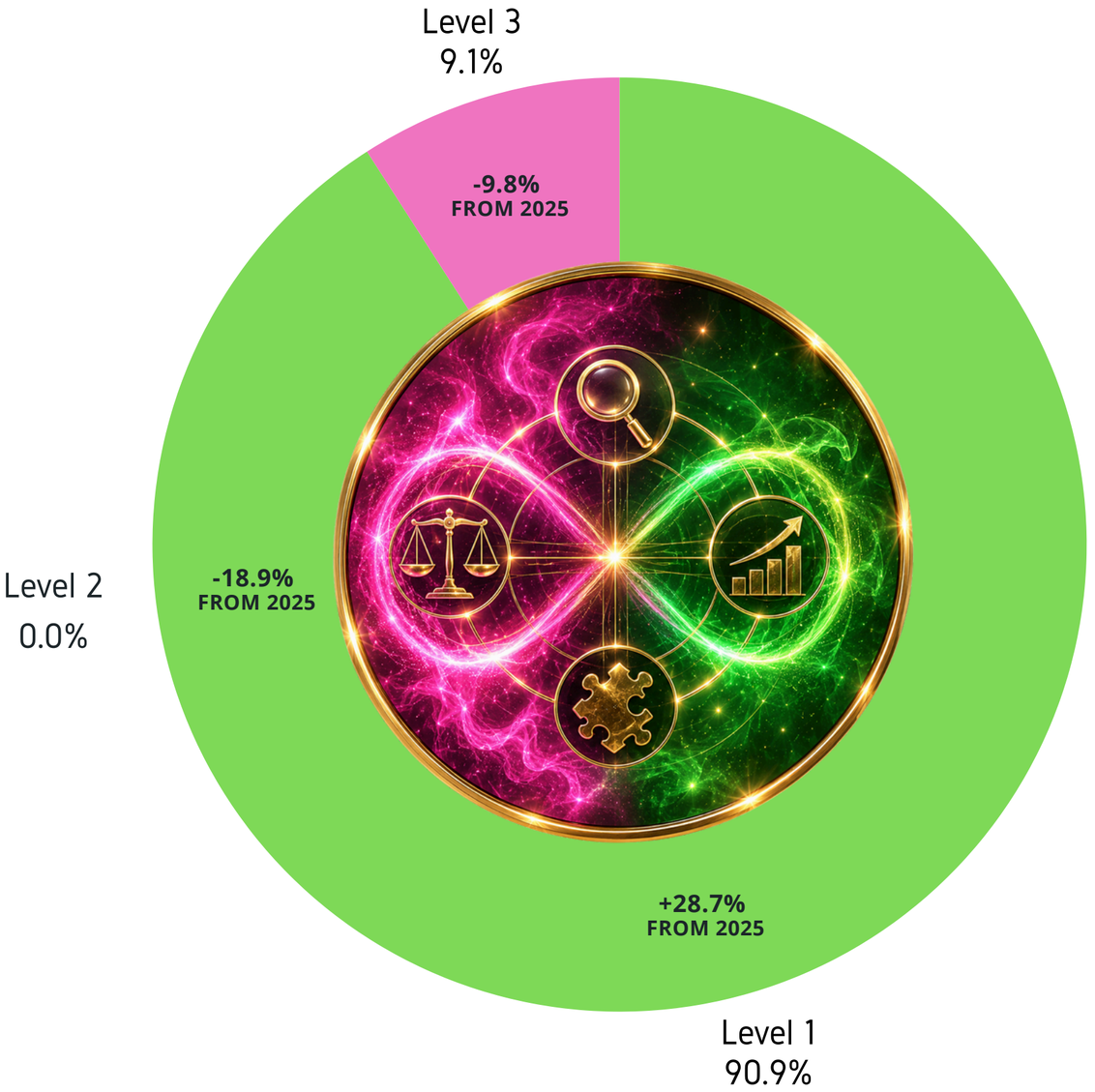
*CHANGE DATA FROM SCIENCE 2025

AMPLUS DURANGO HIGH SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 3

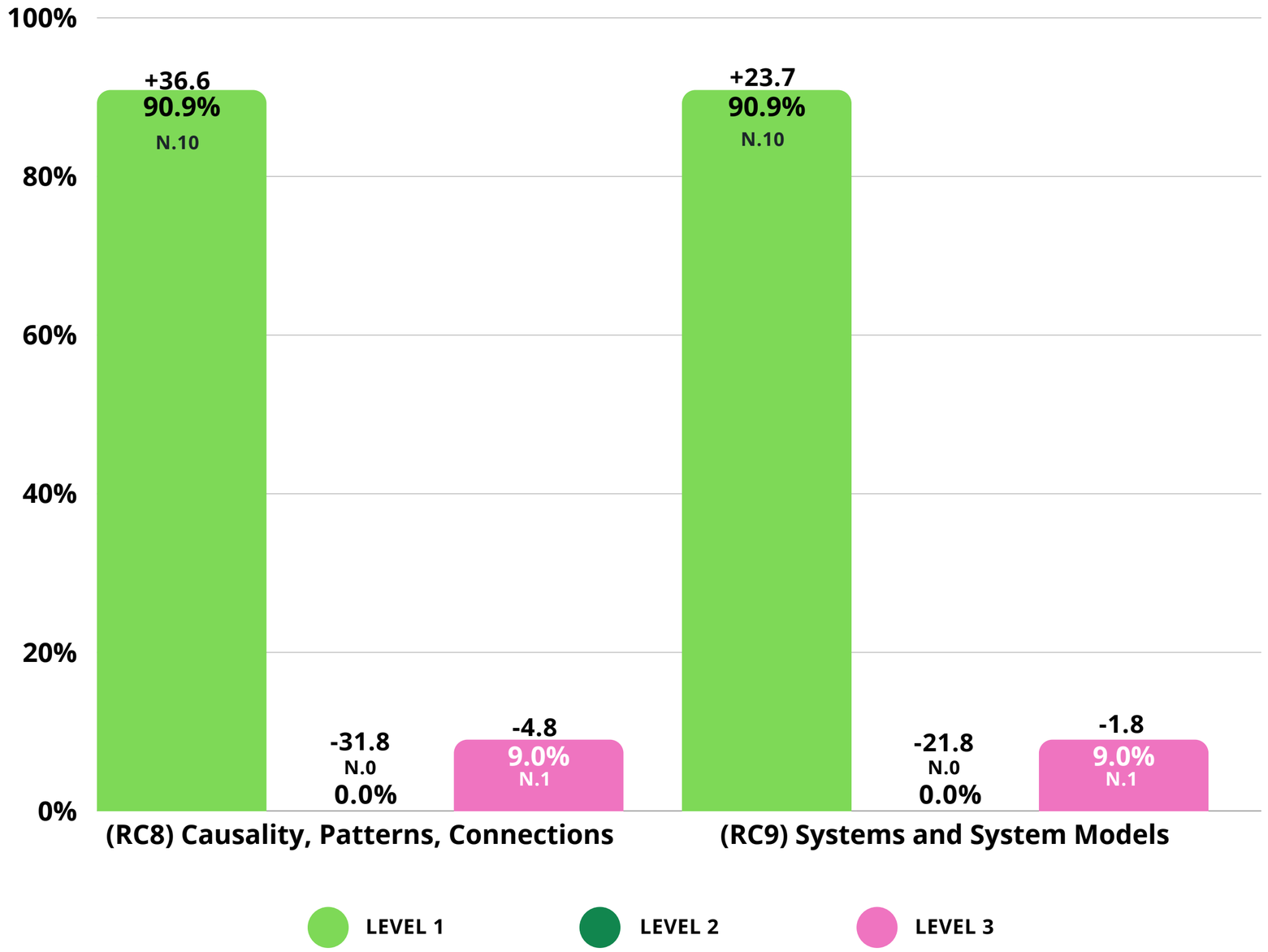
DOMAIN 3: CROSS CUTTING CONCEPTS

THIS DOMAIN CONTAINS REPORTING CATEGORIES FOR CAUSALITY, PATTERNS, AND CONNECTIONS & SYSTEMS AND SYSTEM MODELS

LEVEL 1 - BELOW EXPECTATIONS
LEVEL 2 - ON GRADE LEVEL
LEVEL 3 - ABOVE GRADE LEVEL



AMPLUS DURANGO HIGH SCHOOL SCIENCE PERFORMANCE LEVELS DOMAIN 3 CLAIMS RC8-RC9

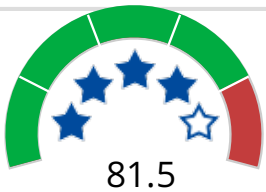


*CHANGE DATA FROM SCIENCE 2025

Amplus Durango

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 8377 W Patrick Lane Las Vegas, NV 89113



81.5
Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

22.6% White/Caucasian
22.6% Black/African American
20.2% Hispanic/Latino
22.4% Asian
N/A% American Indian/Alaska Native
2.1% Pacific Islander
9.9% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	96 ★★★★★
2023-2024	76.5 ★★★★

Additional Student Groups

8.6% English Learners
9.2% Students with Disabilities
23.9% Economically Disadvantaged

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

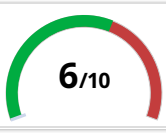
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance

Academic Achievement Indicator

23/25

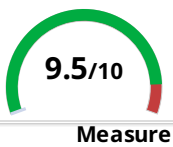
Measure	School Rate	District Rate
Pooled Proficiency	**57.5**	52.5
Math Proficiency	64.3	54.9
ELA Proficiency	65.6	59.6
Science Proficiency	14.5	24.2
Read-by-Grade-3 Proficiency	63.7	55.2



English Language Proficiency Indicator

6/10

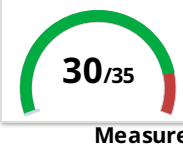
Measure	School Rate	District Rate
Met EL AGP Target	47.2	53.8



Student Engagement Indicator

9.5/10

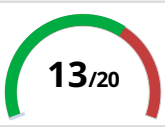
Measure	School Rate	District Rate
Chronic Absenteeism	5.6	8.7



Growth Indicator

30/35

Measure	School Median	District Median
Math MGP	56	56
ELA MGP	59.5	55
	School Rate	**District Rate**
Met Math AGP Target	55.1	49.9
Met ELA AGP Target	65.6	59.4



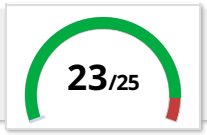
Closing Opportunity Gaps Indicator

13/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.3	28.2
Prior Non-Proficient Met ELA AGP Target	50	44.5

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

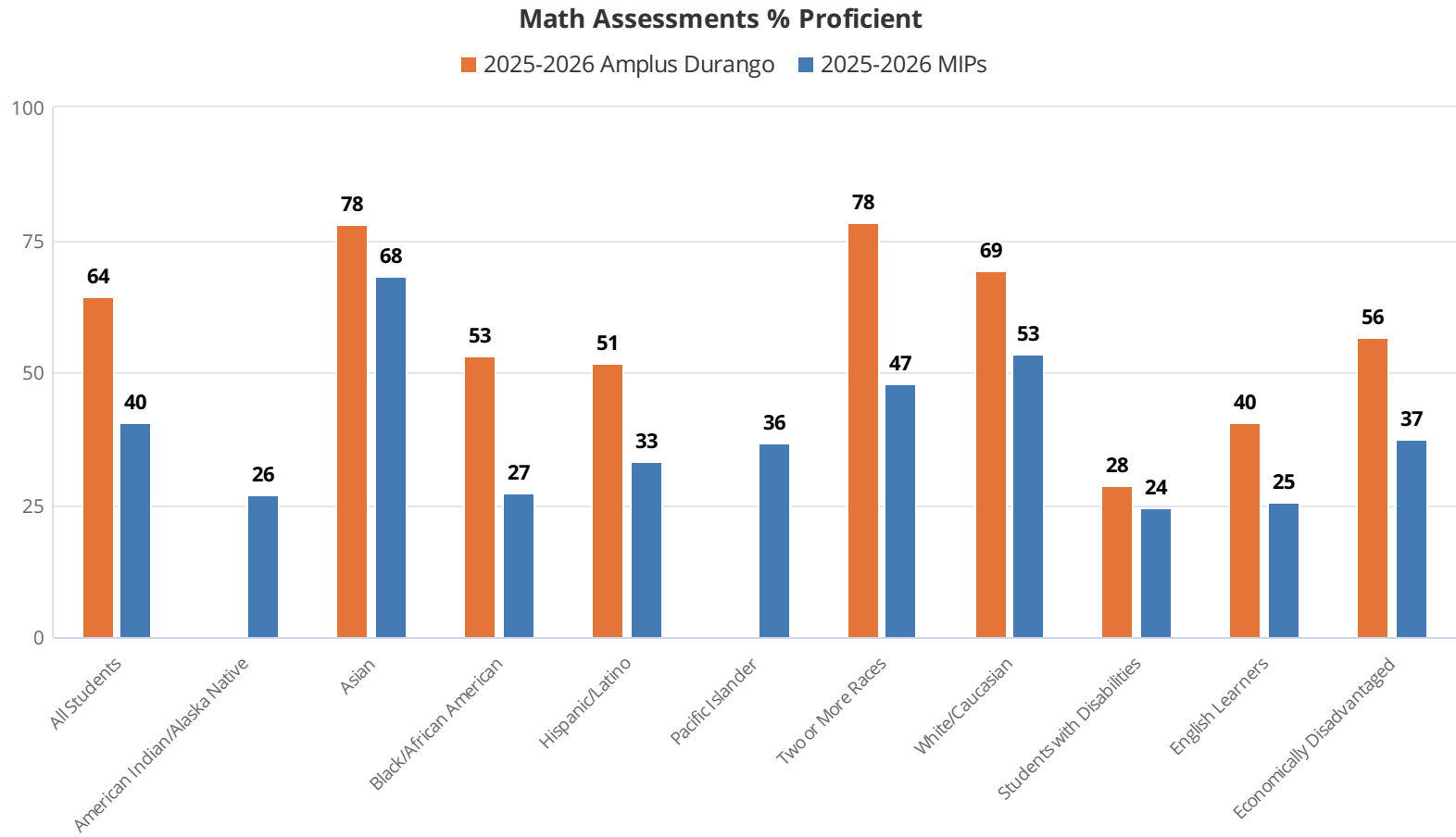
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 18/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	57.5	52.5	60.4	53.2

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	64.3	54.9	40.4	63.9	55.7	39.2
American Indian/ Alaska Native	N/A	62.5	26.8	-	48.2	23
Asian	78.1	77.3	68.2	75	78.2	67.5
Black/ African American	53.1	37.2	27.4	56	35.8	25.2
Hispanic/ Latino	51.6	47.7	33.3	50.9	47.5	31.3
Pacific Islander	-	46.1	36.6	-	49.2	35.3
Two or More Races	78.2	58.7	47.9	73	61.3	46.8
White/ Caucasian	69.3	65.5	53.4	67.6	66.8	52.4
Students with Disabilities	28.5	28.2	24.5	26	28.6	20.5
English Learners	40.7	31	25.4	40	30.6	21.5
Economically Disadvantaged	56.7	44	37.5	52	49.4	36.3



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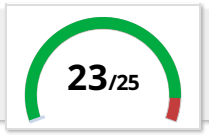
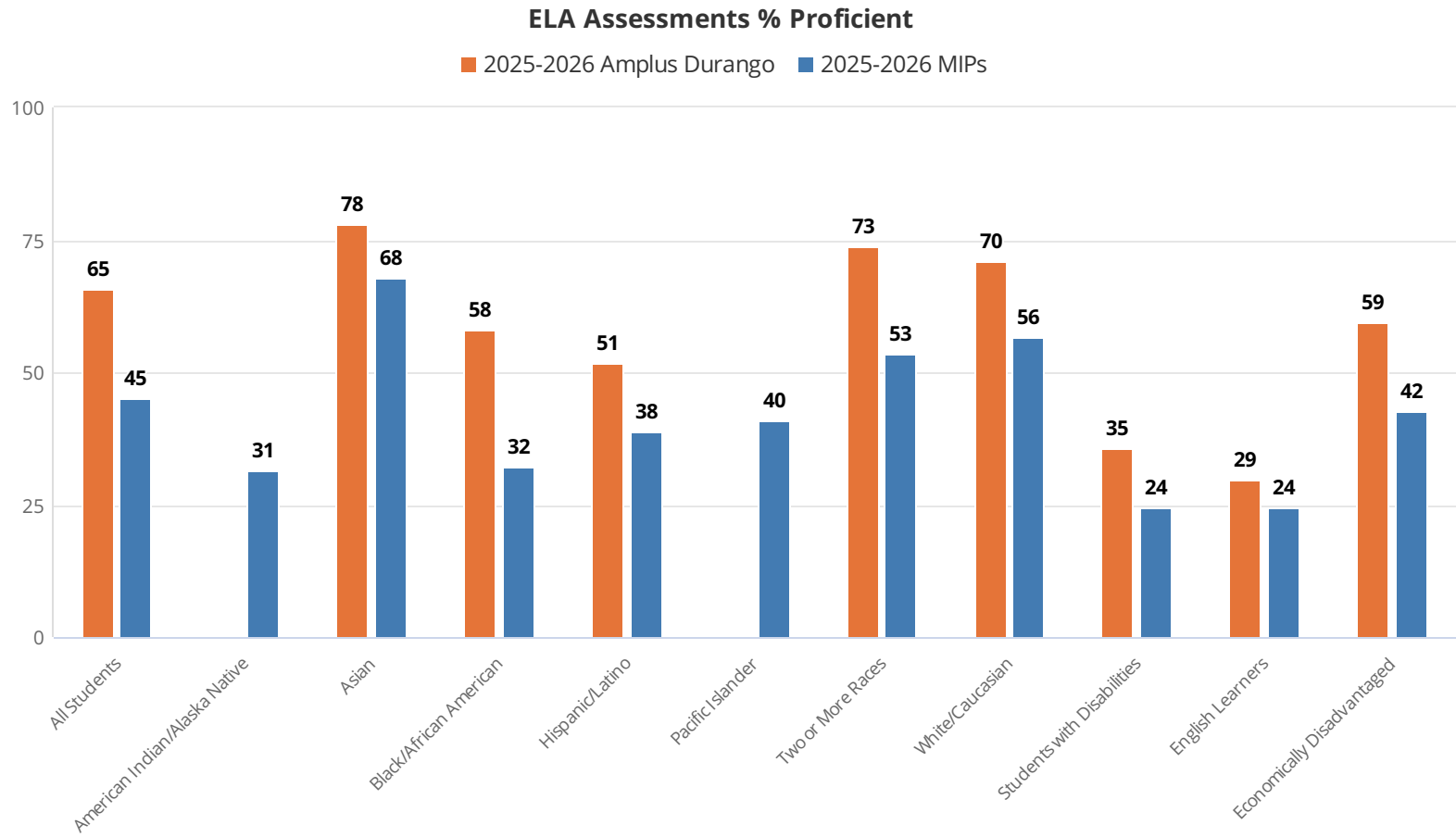


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	65.6	59.6	45	66.6	59.6	43.9
American Indian/ Alaska Native	N/A	62.5	31.5	-	48.2	27.9
Asian	78.1	77.4	68	76.4	79.5	67.3
Black/ African American	58.2	45.6	32.3	54.5	44.2	30.2
Hispanic/ Latino	51.6	53.5	38.7	50	52.1	36.8
Pacific Islander	-	51.7	40.9	-	54.8	39.7
Two or More Races	73.9	64.1	53.5	73	63.4	52.5
White/ Caucasian	70.9	68.1	56.8	77.4	69.2	55.9
Students with Disabilities	35.7	28.6	24.6	22.7	29	20.6
English Learners	29.6	29.3	24.4	24.1	30.7	20.4
Economically Disadvantaged	59.4	50	42.5	57.7	53.6	41.3



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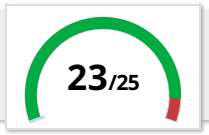
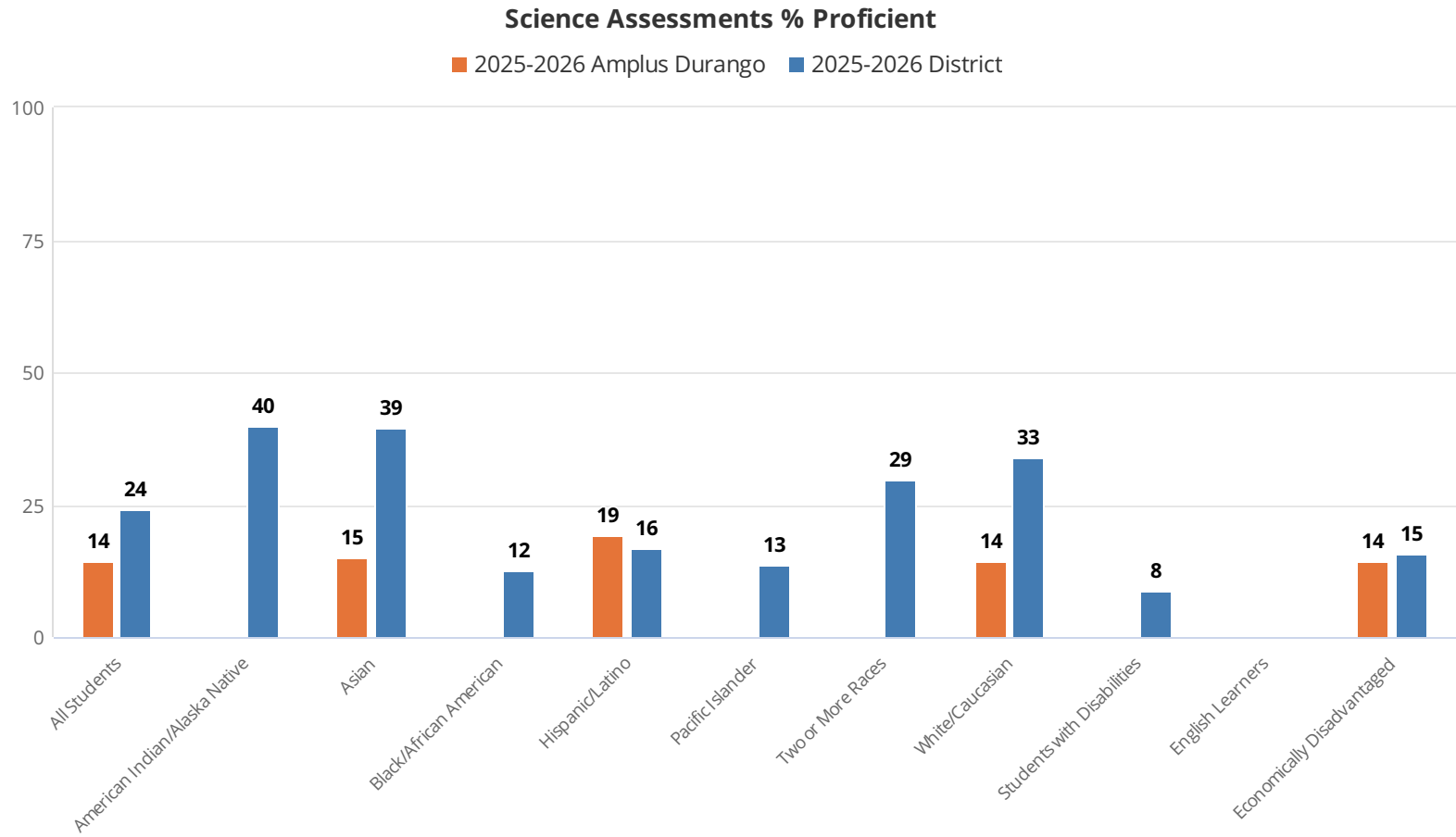


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	14.5	24.2	31.9	26.6
American Indian/ Alaska Native	N/A	40	-	16
Asian	15	39.5	33.3	44.4
Black/ African American	<5	12.7	16.6	11.6
Hispanic/ Latino	19.2	16.7	23	17.9
Pacific Islander	-	13.7	N/A	17.6
Two or More Races	-	29.6	50	30
White/ Caucasian	14.2	33.8	35.7	38.8
Students with Disabilities	-	8.8	-	9.8
English Learners	-	<5	-	<5
Economically Disadvantaged	14.2	15.8	18.4	19.4



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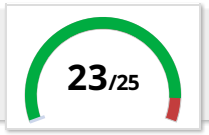


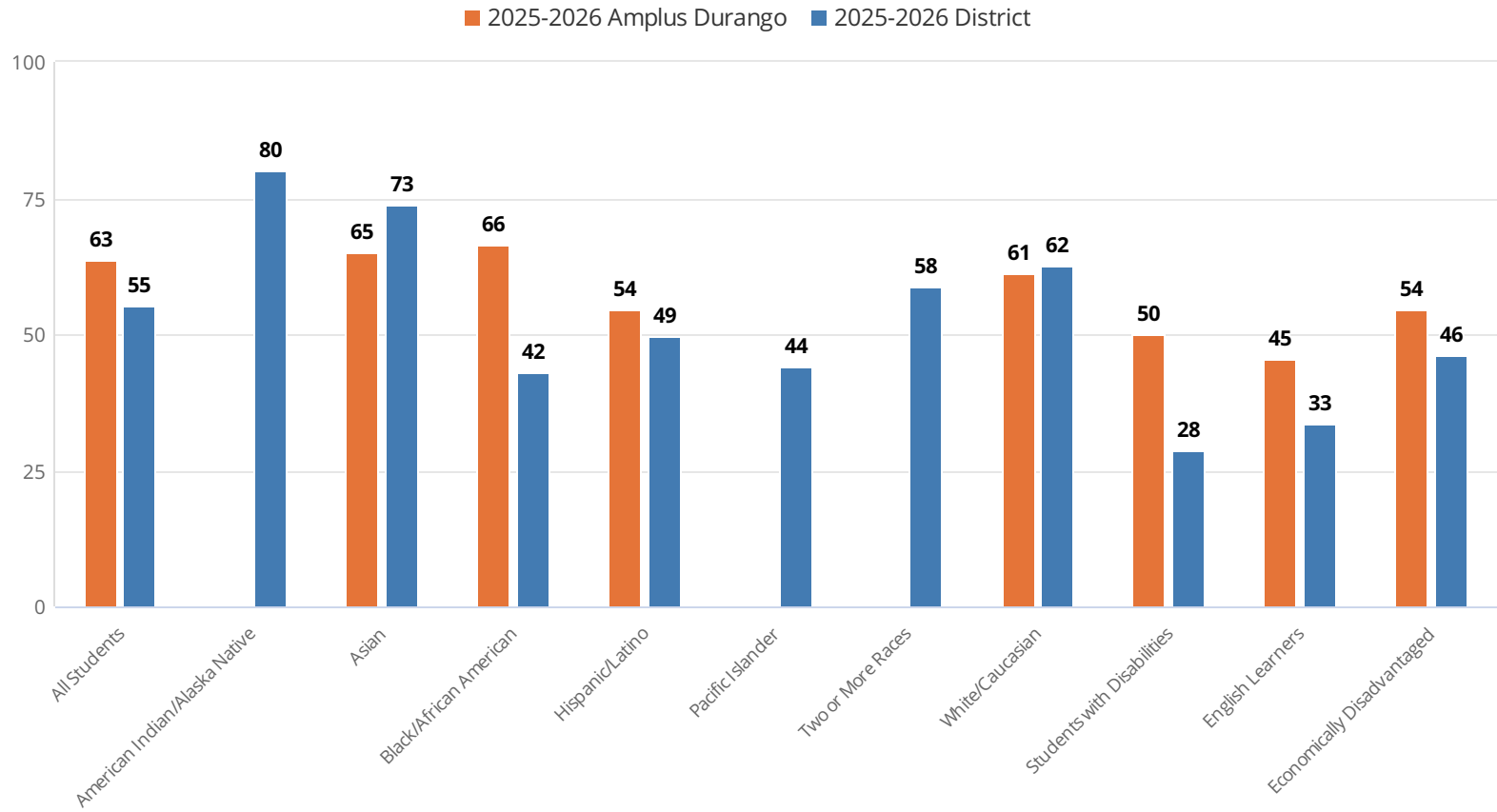
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	63.7	55.2	59.1	57.4
American Indian/ Alaska Native	N/A	80	N/A	35.7
Asian	65	73.9	71.4	78
Black/ African American	66.6	42.9	62.5	43.6
Hispanic/ Latino	54.5	49.6	46.6	50.2
Pacific Islander	-	44.1	-	60
Two or More Races	-	58.8	-	61.5
White/ Caucasian	61.1	62.7	56.5	66.2
Students with Disabilities	50	28.5	18.1	30.7
English Learners	45.4	33.4	45.4	36.4
Economically Disadvantaged	54.5	46.1	54.8	51.7

Read by Grade 3 % Proficient



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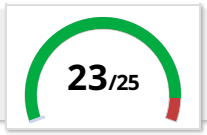

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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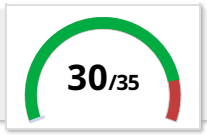

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10 **ELA MGP Points Earned: 8/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	56	56	59.5	55	69	55	60.5	55
American Indian/ Alaska Native	N/A	41	N/A	63.5	-	63	-	46
Asian	67	58	63	60.5	73	57	65	60.5
Black/ African American	48	47	56	50	53	49	49.5	52
Hispanic/ Latino	56	57	66	55	60	55	59	54
Pacific Islander	-	50	-	50	-	52.5	-	55
Two or More Races	52	55	52	54	73.5	56	73	53
White/ Caucasian	60	57	58	56	72.5	56	64.5	57
Students with Disabilities	50	52	73	47	37	51	40	49
English Learners	45.5	58	48.5	50	55	58	50.5	54
Economically Disadvantaged	60	55	54	54	66	55	62	55

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	55.1	49.9	65.6	59.4	63.7	51.4	69.2	63.2
American Indian/ Alaska Native	N/A	36.6	N/A	66.6	-	66.6	-	61.5
Asian	72.7	64.9	72.7	71.1	72.3	67	74.4	74.4
Black/ African American	46.5	33.8	58.6	48.9	52.3	34.2	52.3	54.3
Hispanic/ Latino	47.5	46.4	58.9	55.6	44.4	46.6	57.1	59
Pacific Islander	-	36.7	-	52.9	-	44.7	-	60
Two or More Races	50	51.8	81.2	61.6	88.8	53.5	83.3	64.7
White/ Caucasian	56.8	57.2	68.1	65.3	70.8	59.2	83.3	68.8
Students with Disabilities	16.6	29.9	35.2	36.8	8.3	31.7	27.2	43.8
English Learners	37.5	33.9	31.2	38	21	35.6	38.8	47.3
Economically Disadvantaged	56.8	42.7	56	53.7	49.2	47.6	65.1	60.3

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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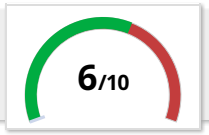
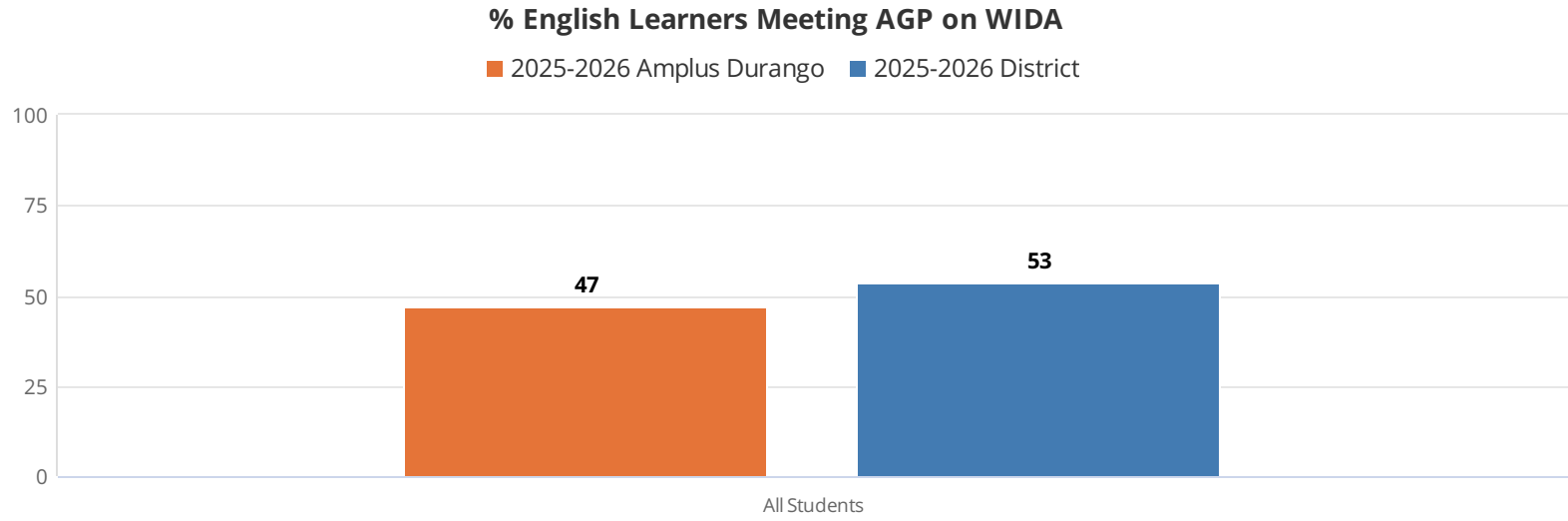


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 6/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	36	47.2	53.8	43	60.4	55.3



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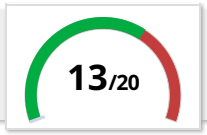

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 4/10 **ELA AGP Points Earned: 9/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	26.3	28.2	50	44.5	41.6	31.2	54.9	51.8
American Indian/ Alaska Native	N/A	23	N/A	66.6	N/A	47.6	N/A	46.6
Asian	45.4	36.8	63.6	53.8	38.4	37.1	63.6	59
Black/ African American	20.8	18.9	42.8	36.6	40	22.3	39.1	46.4
Hispanic/ Latino	31.5	28.9	44.4	42.5	28.5	30.2	50	50
Pacific Islander	-	17.9	-	41.6	N/A	24.2	N/A	54.4
Two or More Races	-	30.4	-	47.6	-	32.9	-	52.6
White/ Caucasian	23	32	63.6	51.5	57.1	38.7	73.3	57.7
Students with Disabilities	12.5	16.5	33.3	27.6	-	21.4	30	37.7
English Learners	16.6	28.1	26.6	35.7	6.6	28.9	38.8	44.4
Economically Disadvantaged	33.3	26.2	31.8	40.7	34.4	29.6	54.2	50.7

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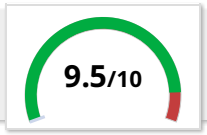
Amplus Durango

School Year 2025-2026 Nevada School Rating



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

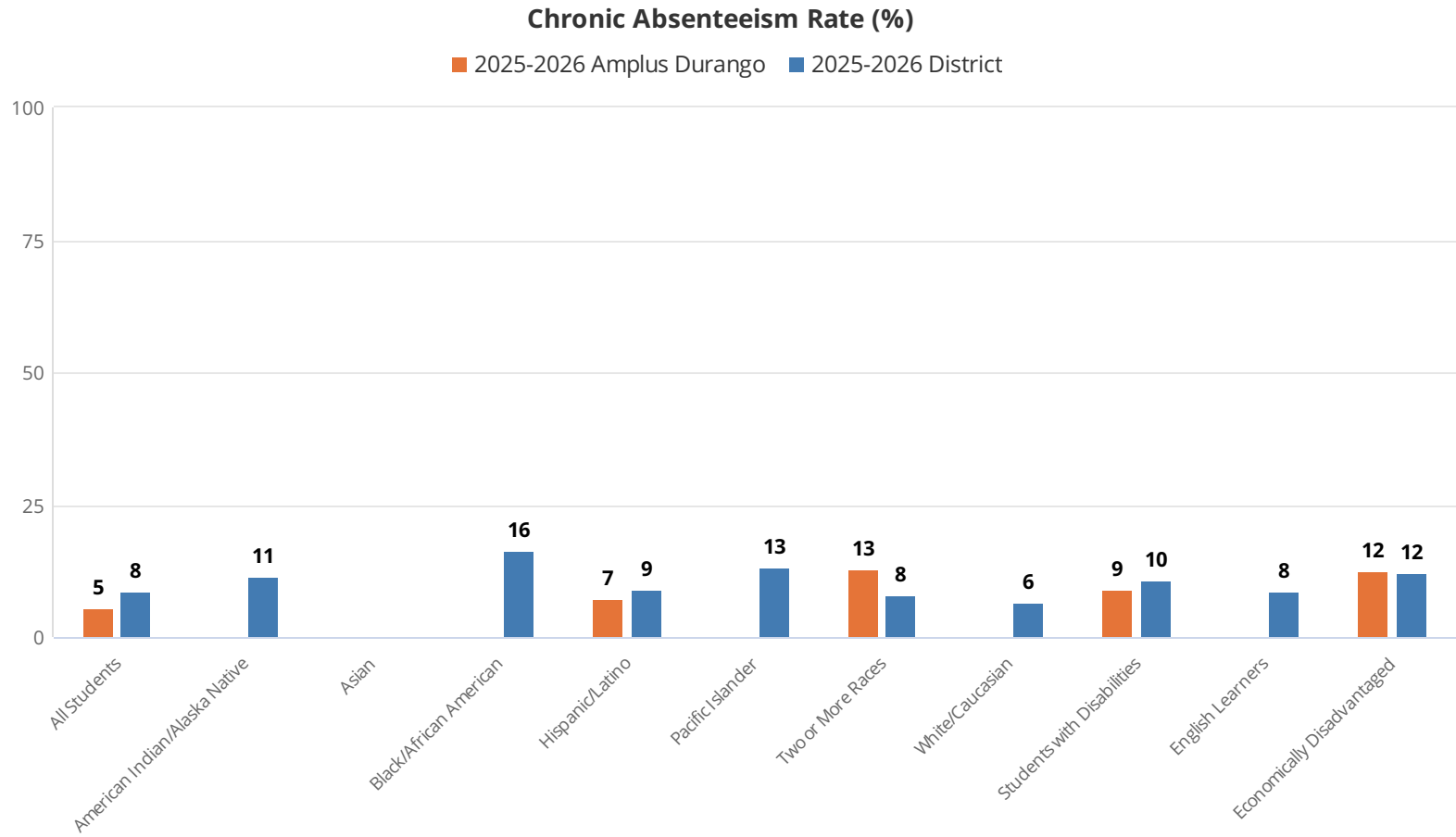
Chronic Absenteeism Points Earned: 9.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	5.6	8.7	6.4	16.4
American Indian/ Alaska Native	N/A	11.6	-	13.5
Asian	<5	<5	<5	7.5
Black/ African American	<5	16.4	<5	23.7
Hispanic/ Latino	7.4	9	12.9	19.3
Pacific Islander	<5	13.4	-	25
Two or More Races	13	8	9.3	15.5
White/ Caucasian	<5	6.5	<5	11.3
Students with Disabilities	9	10.7	7.5	20.9
English Learners	<5	8.6	6.2	18
Economically Disadvantaged	12.6	12.1	8.6	19.9

All Students Chronic Absenteeism Percent Change: -12.5%

Points Earned by the Chronic Absenteeism Rate: 9.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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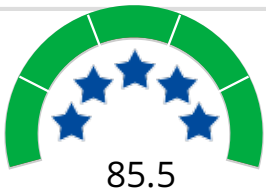
Amplus Durango

School Year 2025-2026 Nevada School Rating

School Level: Middle School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 8377 W Patrick Lane Las Vegas, NV 89113



85.5
Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

26.9% White/Caucasian
22.5% Black/African American
17% Hispanic/Latino
23.7% Asian
0.3% American Indian/Alaska Native
1.4% Pacific Islander
7.9% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	88 ★★★★★
2023-2024	69.5 ★★★

Additional Student Groups

5.6% English Learners
7% Students with Disabilities
22.3% Economically Disadvantaged

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

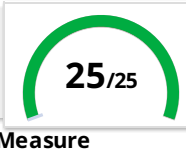
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

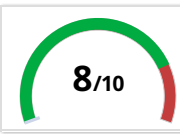
Below 29 ★
At or above 29 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 80 ★★★★
At or above 80 ★★★★★

2025-2026 School Performance



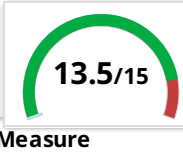
25/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**61.9**	49.7
Math Proficiency	54.7	44
ELA Proficiency	70.4	57
Science Proficiency	58	44.9



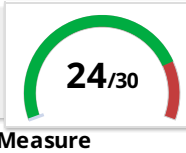
8/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	29	24.1



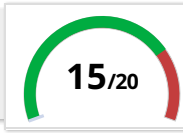
13.5/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	5.8	8.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	87.2	92.4



24/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	48	56
ELA MGP	62	56
	School Rate	**District Rate**
Met Math AGP Target	51.9	45.1
Met ELA AGP Target	70.2	57



15/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	14.1	18.5
Prior Non-Proficient Met ELA AGP Target	38.5	27.7

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

25/25

Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

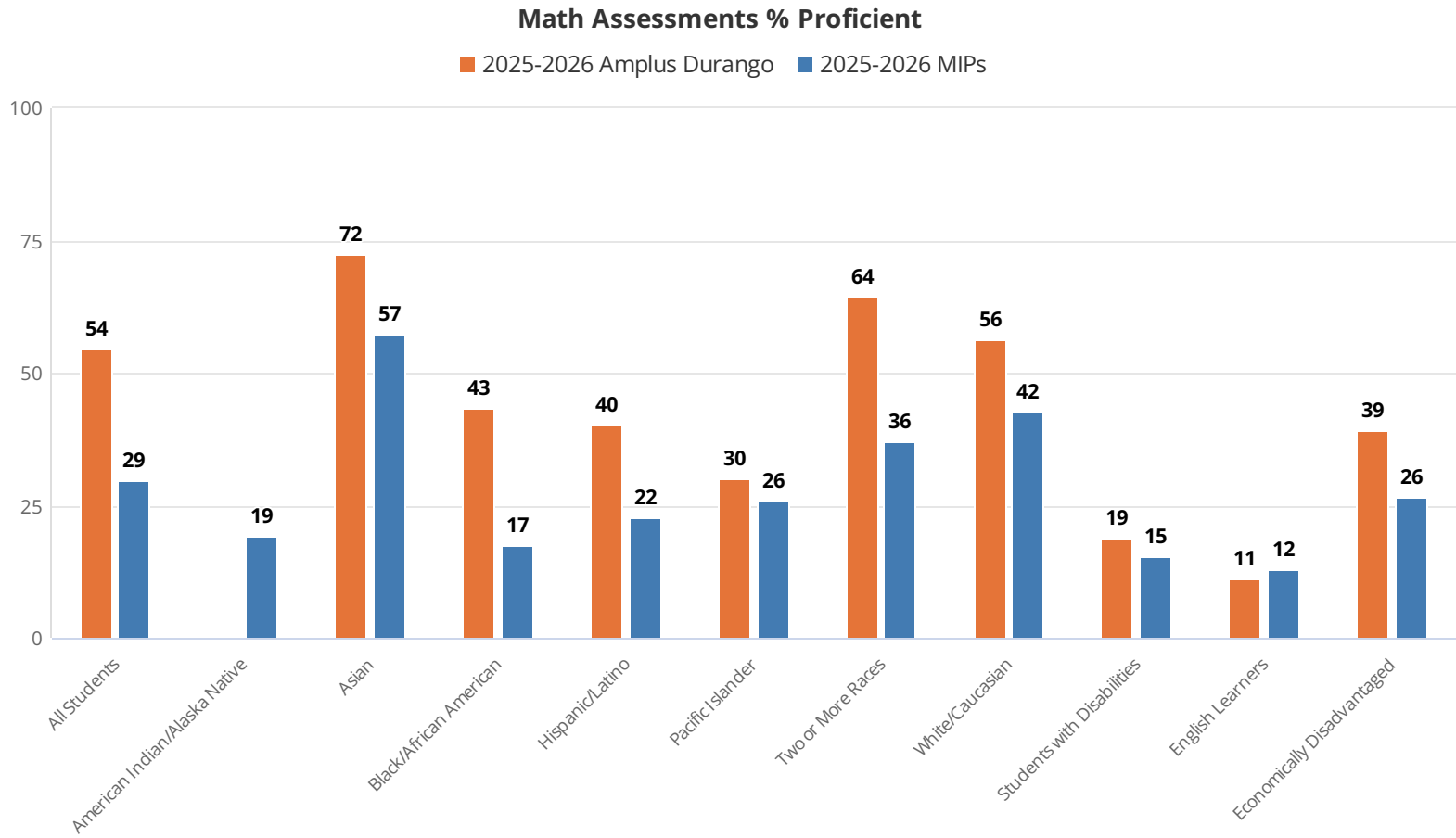
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	61.9	49.7	62.7	52

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	54.7	44	29.6	51.4	43.6	28.2
American Indian/ Alaska Native	-	28.1	19.1	N/A	31.5	16.6
Asian	72.5	69.9	57.5	69.5	70	56.6
Black/ African American	43.2	26.8	17.4	45.7	25.5	14.9
Hispanic/ Latino	40.3	34.1	22.7	43.1	33.2	20.3
Pacific Islander	30	35.9	26	27.7	38.6	24.5
Two or More Races	64.4	51.5	36.9	43.1	49.3	35.7
White/ Caucasian	56.4	57.4	42.8	51.2	57.1	41.6
Students with Disabilities	19	13.7	15.5	18.1	14.2	11
English Learners	11.1	7.4	12.8	8.1	8.1	8.2
Economically Disadvantaged	39	31.1	26.4	40.4	36.2	24.9



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Amplus Durango

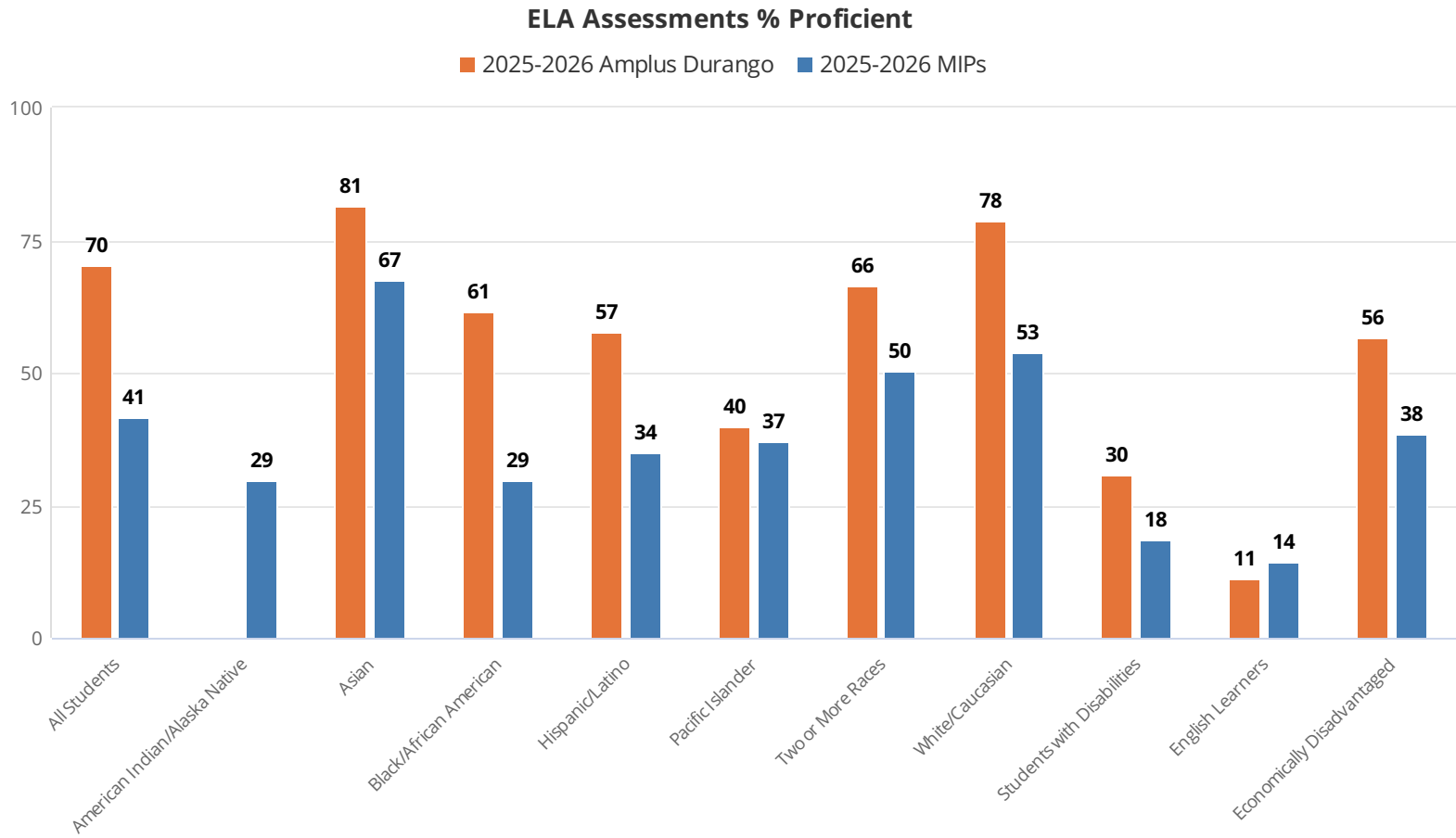
School Year 2025-2026 Nevada School Rating

25/25

Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	70.4	57	41.5	73.9	60.7	40.3
American Indian/ Alaska Native	-	46.4	29.6	N/A	52.6	27.5
Asian	81.6	77.8	67.5	84.7	81.1	66.8
Black/ African American	61.7	42.1	29.6	65.2	46.7	27.4
Hispanic/ Latino	57.7	49.5	34.8	66.3	53	32.8
Pacific Islander	40	44.7	37.2	64.7	60.3	35.9
Two or More Races	66.6	64.2	50.3	78.2	66.5	49.3
White/ Caucasian	78.8	67.5	53.8	77.3	69.9	52.8
Students with Disabilities	30.9	20.3	18.4	32.2	22.3	14.1
English Learners	11.1	12.4	14.3	25	18.2	9.8
Economically Disadvantaged	56.7	44.6	38.3	62.9	53.9	37



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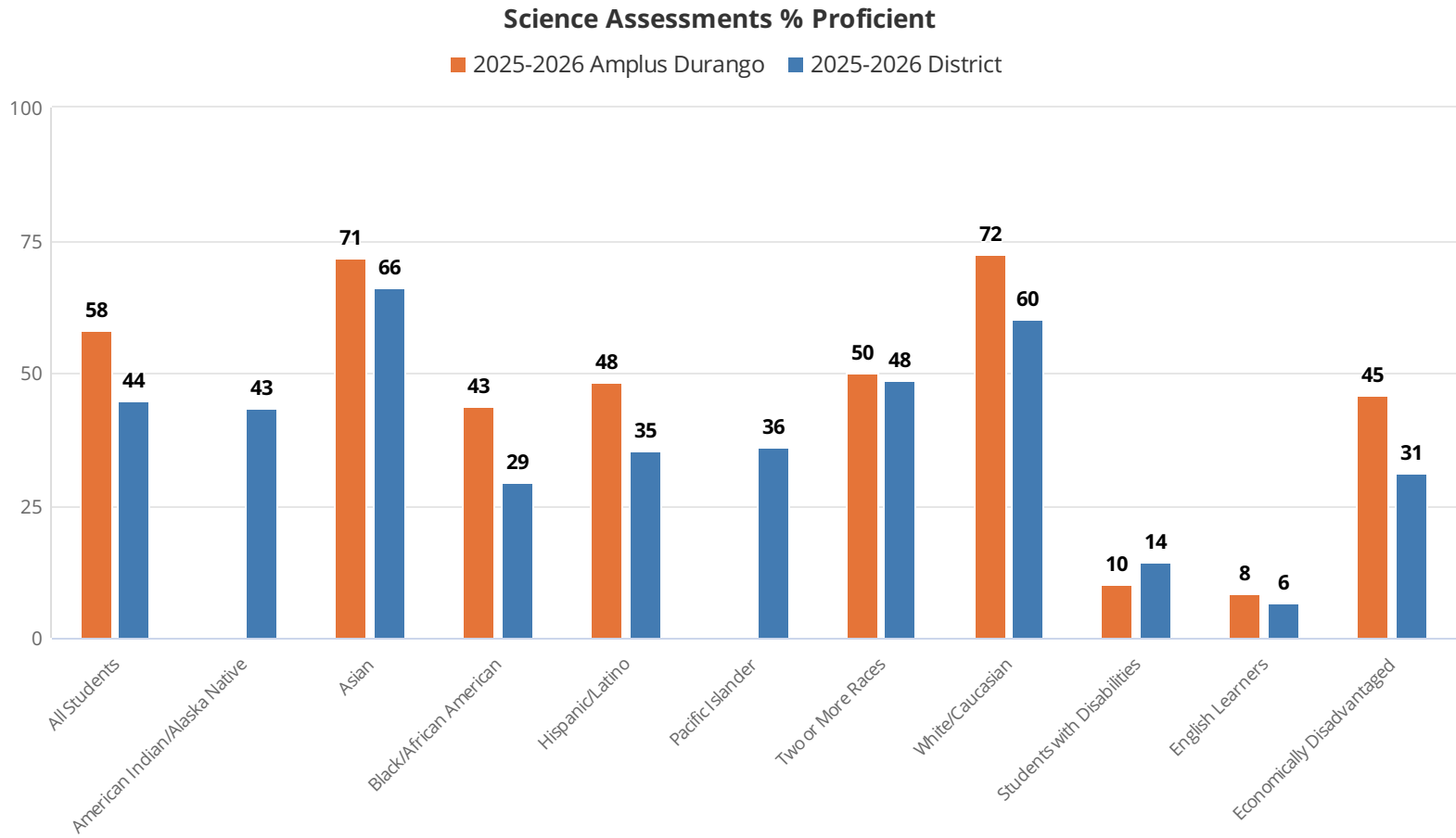
25/25

Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	58	44.9	63.2	50.8
American Indian/ Alaska Native	-	43.4	N/A	38
Asian	71.7	66.1	72.5	75.3
Black/ African American	43.6	29.5	47.9	34.6
Hispanic/ Latino	48.4	35.4	54	40.6
Pacific Islander	-	36.1	-	46.9
Two or More Races	50	48.7	57.1	55.2
White/ Caucasian	72.4	60.1	81.3	64.1
Students with Disabilities	10	14.4	28.5	21.2
English Learners	8.3	6.8	7.6	9
Economically Disadvantaged	45.7	31.2	55.5	42.8



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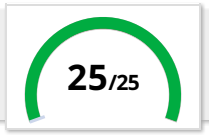

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	N/A	N/A
Asian	>=95%	>=95%	>=95%	>=95%
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	94.8%	94.8%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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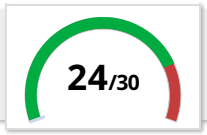

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 5/10 **ELA MGP Points Earned: 9/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	48	56	62	56	46	56	63	59
American Indian/ Alaska Native	-	55	-	53	N/A	56	N/A	59.5
Asian	60	62	62	60	47.5	62	73	64
Black/ African American	43	52.5	59.5	54	40	53	60	58.5
Hispanic/ Latino	42	55	64	57	54	56	62.5	59
Pacific Islander	34	52	-	51	50.5	57	58	64
Two or More Races	45	55	61	57	46	55	70	60
White/ Caucasian	48	58	62.5	56	49	56	59.5	58
Students with Disabilities	50.5	55	70	54	43	51	46	51
English Learners	39.5	52	75	56	45	53	52.5	60
Economically Disadvantaged	46.5	55	54	55	46	56	65	59

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 5/5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	51.9	45.1	70.2	57	48.2	44.3	73.9	64
American Indian/ Alaska Native	-	35.8	-	46.2	N/A	33.3	N/A	51.8
Asian	70.8	69.4	78.8	75.6	66.1	68.5	83.9	82.2
Black/ African American	41.6	29.5	61.7	44.1	43	28.6	66.1	53.3
Hispanic/ Latino	36.8	36	60.1	50.7	41.9	34.8	62.2	57.1
Pacific Islander	30	38.4	-	47.2	22.2	38.7	70.5	65.9
Two or More Races	53.4	51.4	72	63	33.3	49.8	78.7	69
White/ Caucasian	53.5	57	77.3	65.4	47.7	56	79.2	71.3
Students with Disabilities	27.5	18.1	46.1	25.6	20	17.1	41.3	29.7
English Learners	6.2	11.7	22.5	18.5	5.7	11	32.3	27.8
Economically Disadvantaged	36.5	33.5	57.1	46.4	39.7	38	67	58.7

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

District percentages reflect the district the school was associated with when the data was collected.
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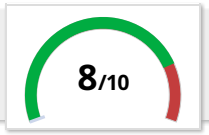
School Year 2025-2026 Nevada School Rating

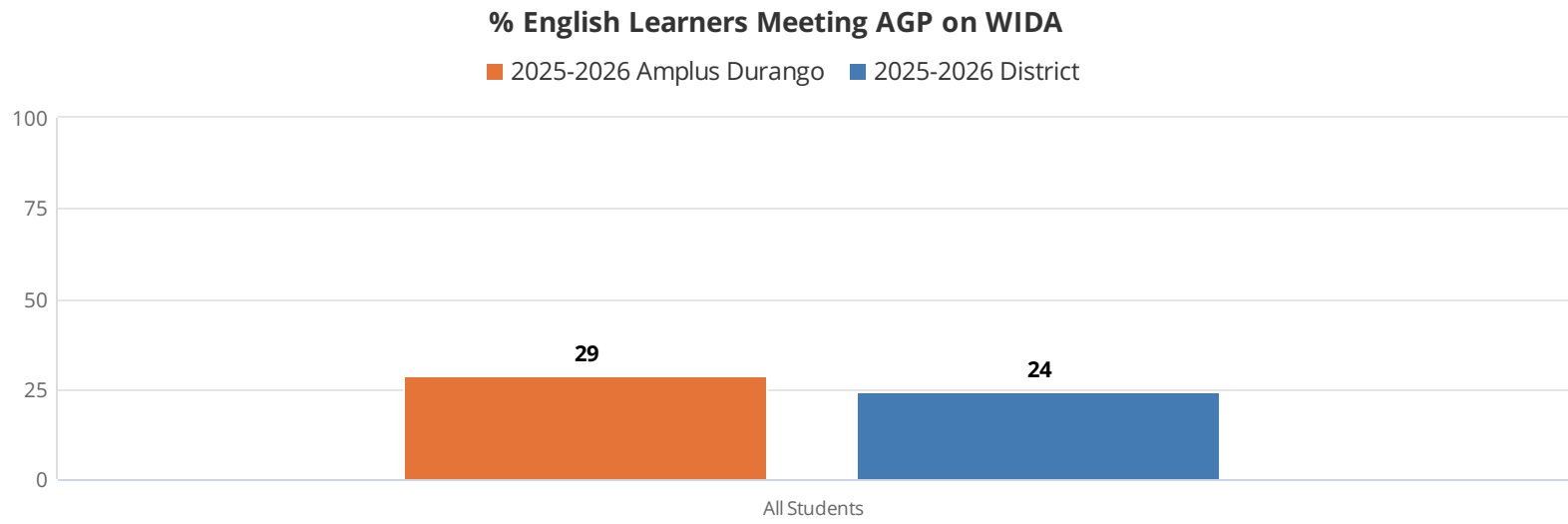


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 8/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	31	29	24.1	33	39.3	28.5



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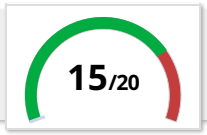

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 5/10 **ELA AGP Points Earned: 10/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	14.1	18.5	38.5	27.7	13.6	18.5	49	39.2
American Indian/ Alaska Native	-	17	-	22.2	N/A	8.3	N/A	26.9
Asian	21	27.1	47.6	38.1	23	29.4	61.2	55.3
Black/ African American	12.1	14.2	28.9	21.7	11.4	13.1	44.8	35.5
Hispanic/ Latino	9.6	16.5	42.5	26.4	15.2	16.8	34.6	36.4
Pacific Islander	-	16.2	-	24.3	<5	17.1	-	43.5
Two or More Races	12.5	22.1	41.6	31.4	<5	20.8	60	45.5
White/ Caucasian	16.6	23.6	39.3	32.6	14.7	23.7	58.6	42.8
Students with Disabilities	15.1	9.8	35.7	16.1	8.6	9.5	27.2	21.1
English Learners	<5	9.4	24	15	<5	8.6	25.8	25
Economically Disadvantaged	16.8	15.6	30	24.2	12.5	17.2	47.9	37.2

District percentages reflect the district the school was associated with when the data was collected.
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13.5/15

Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

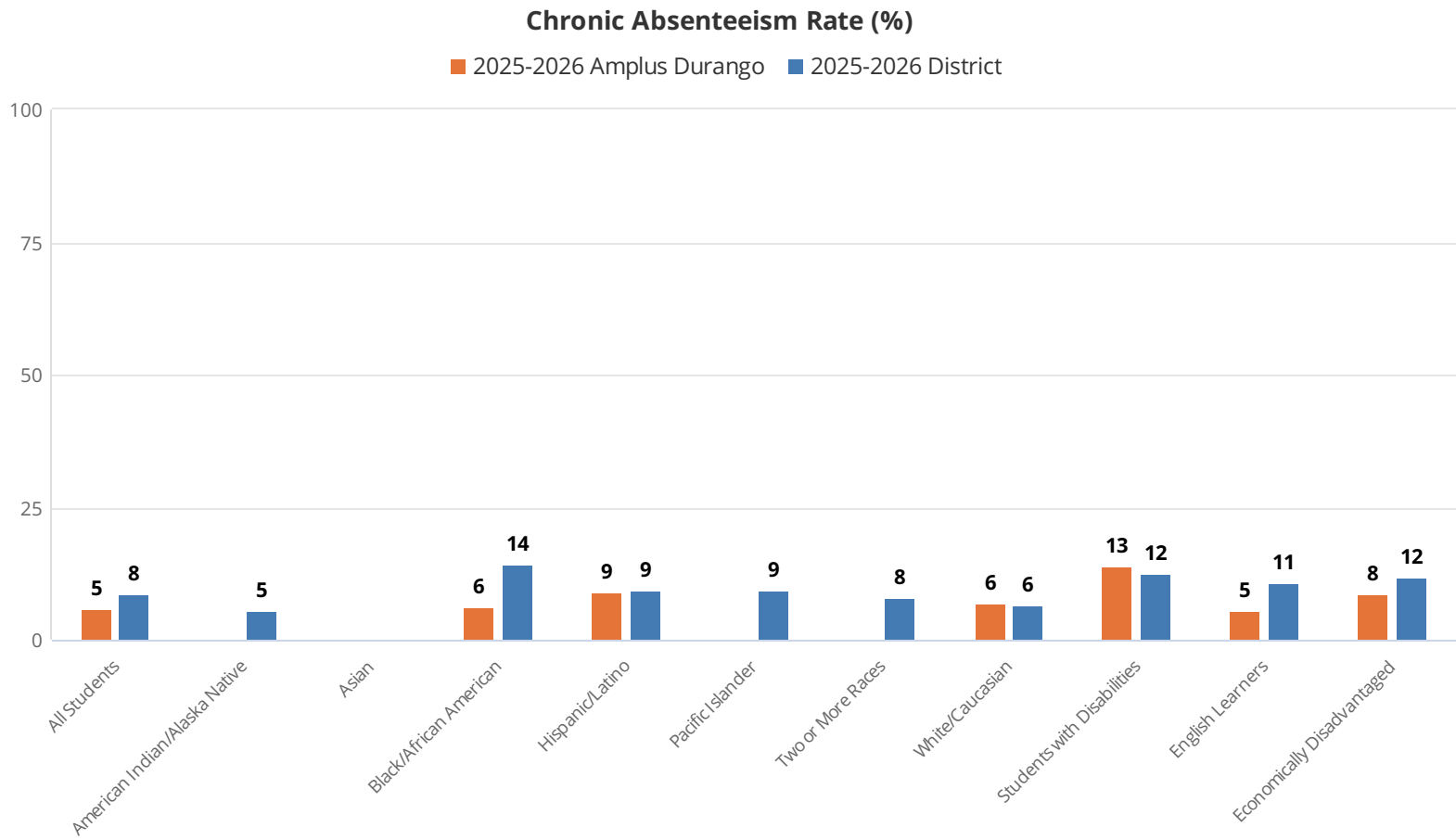
Chronic Absenteeism Points Earned: 9.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	5.8	8.7	6.5	13.7
American Indian/ Alaska Native	-	5.7	N/A	15.5
Asian	<5	<5	<5	5.8
Black/ African American	6.3	14.5	<5	18.5
Hispanic/ Latino	9.2	9.4	11.7	14.7
Pacific Islander	<5	9.5	10.5	12.7
Two or More Races	<5	8.2	<5	14.5
White/ Caucasian	6.9	6.8	9.4	12.4
Students with Disabilities	13.9	12.6	<5	18.3
English Learners	5.5	11	<5	15.9
Economically Disadvantaged	8.6	12	5.8	16.7

All Students Chronic Absenteeism Percent Change: -10.7%

Points Earned by the Chronic Absenteeism Rate: 9.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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13.5/15

Student Engagement

Academic Learning Plans

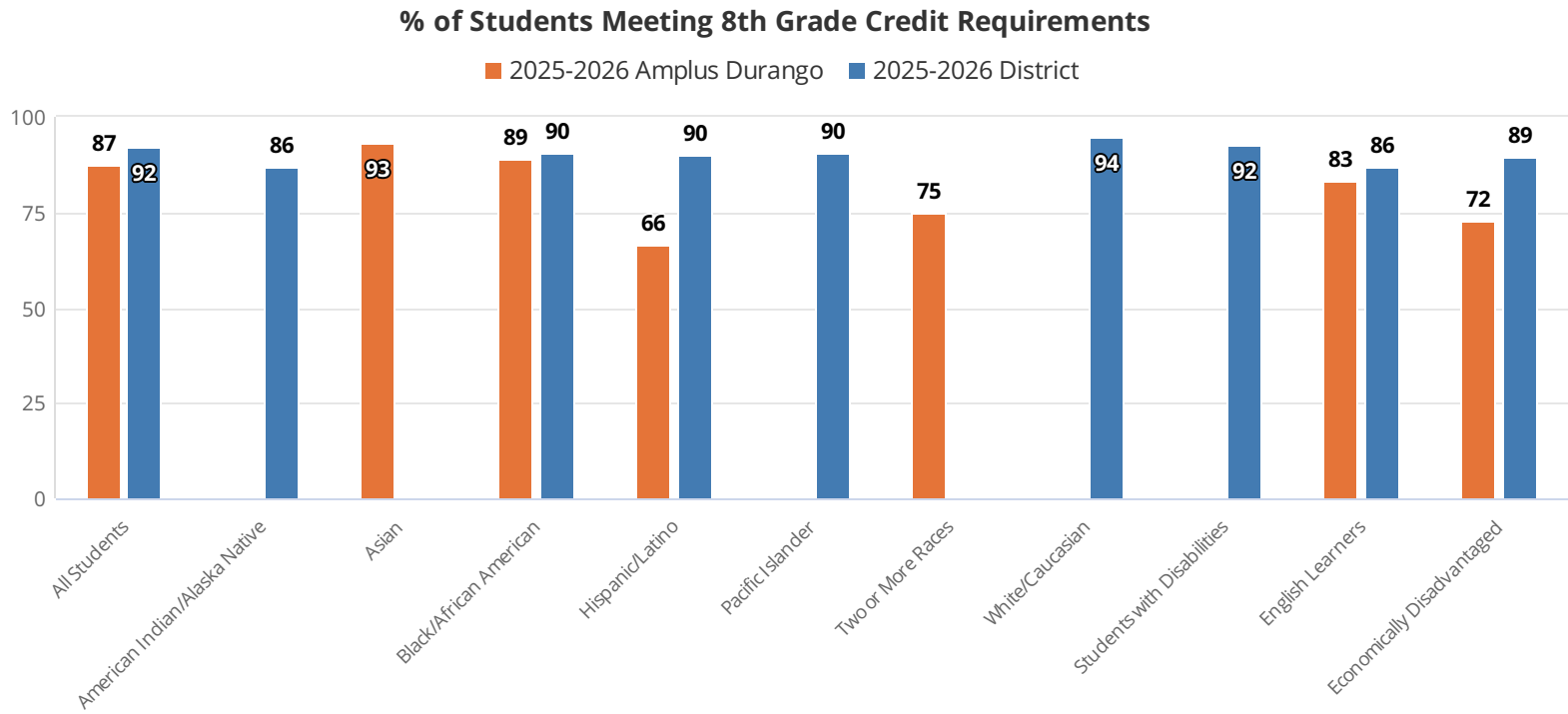
Academic Learning Plans Points Earned 2/2

Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	N/A	>95
Asian	>95	>95	>95	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	87.2	92.4	>95	94.7
American Indian/ Alaska Native	-	86.9	N/A	82.6
Asian	93.4	>95	>95	>95
Black/ African American	89.2	90.5	>95	93.5
Hispanic/ Latino	66.6	90.1	>95	93.6
Pacific Islander	-	90.4	>95	92.4
Two or More Races	75	>95	>95	94.5
White/ Caucasian	>95	94.6	>95	>95
Students with Disabilities	>95	92.7	>95	94.3
English Learners	83.3	86.9	-	90.1
Economically Disadvantaged	72.9	89.3	>95	93.9



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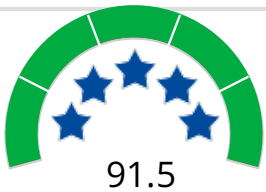
Amplus Durango

School Year 2025-2026 Nevada School Rating

School Level: High School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 8377 W Patrick Lane Las Vegas, NV 89113



91.5
Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

24% White/Caucasian
18.2% Black/African American
26.1% Hispanic/Latino
21.2% Asian
N/A% American Indian/Alaska Native
2.6% Pacific Islander
7.6% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	92
2023-2024	86.5

Additional Student Groups

5.6% English Learners
7.7% Students with Disabilities
23.3% Economically Disadvantaged

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

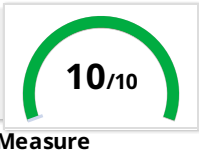
How are star ratings determined based on total index score?

Below 27
At or above 27 but less than 50
At or above 50 and less than 70
At or above 70 and less than 82
At or above 82

2025-2026 School Performance

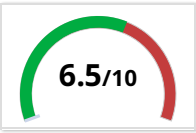
21.5/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	39.0	23.4
ELA Proficiency	77.4	55.3
Science Proficiency	36.0	27.3



10/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	25.0	16.5



6.5/10 Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	97.4	95.6
Chronic Absenteeism	14.6	13.4

30/30 Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	>95	82.6
5-Year	>95	86.8

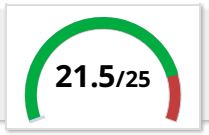
23.5/25 College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	70.0	67.4
Post-Secondary Preparation Completion	62.4	57.7
Advanced or CCR Diploma	77.9	53.5

Graduation and diploma rates are based on the class of 2024-2025.

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

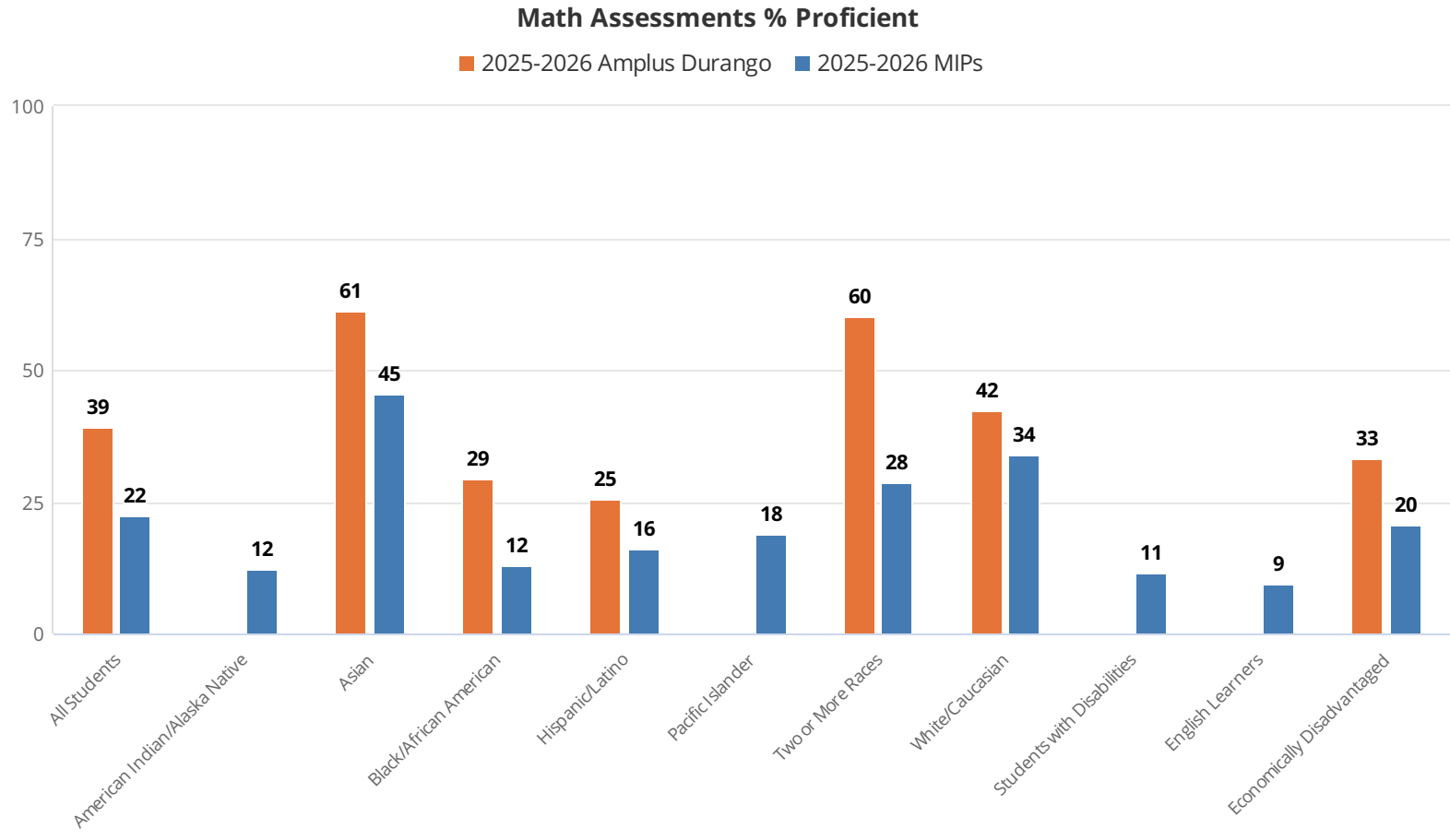
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 8.5/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	39	23.4	22.5	40.6	25.2	21
American Indian/ Alaska Native	N/A	28.5	12.1	N/A	14.2	9.4
Asian	61.2	48	45.6	54.1	55.7	44.5
Black/ African American	29.4	12.7	12.9	30	8.4	10.2
Hispanic/ Latino	25.6	15.5	16	26.8	15.3	13.4
Pacific Islander	-	17.8	18.9	-	25.9	17.2
Two or More Races	60	24.7	28.8	37.5	27.9	27.3
White/ Caucasian	42.2	33.6	34	52.3	38.6	32.6
Students with Disabilities	-	9.5	11.4	6.2	5.6	8.7
English Learners	-	5.1	9.6	-	<5	6.8
Economically Disadvantaged	33.3	14	20.5	17.7	18.9	18.9



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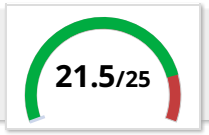
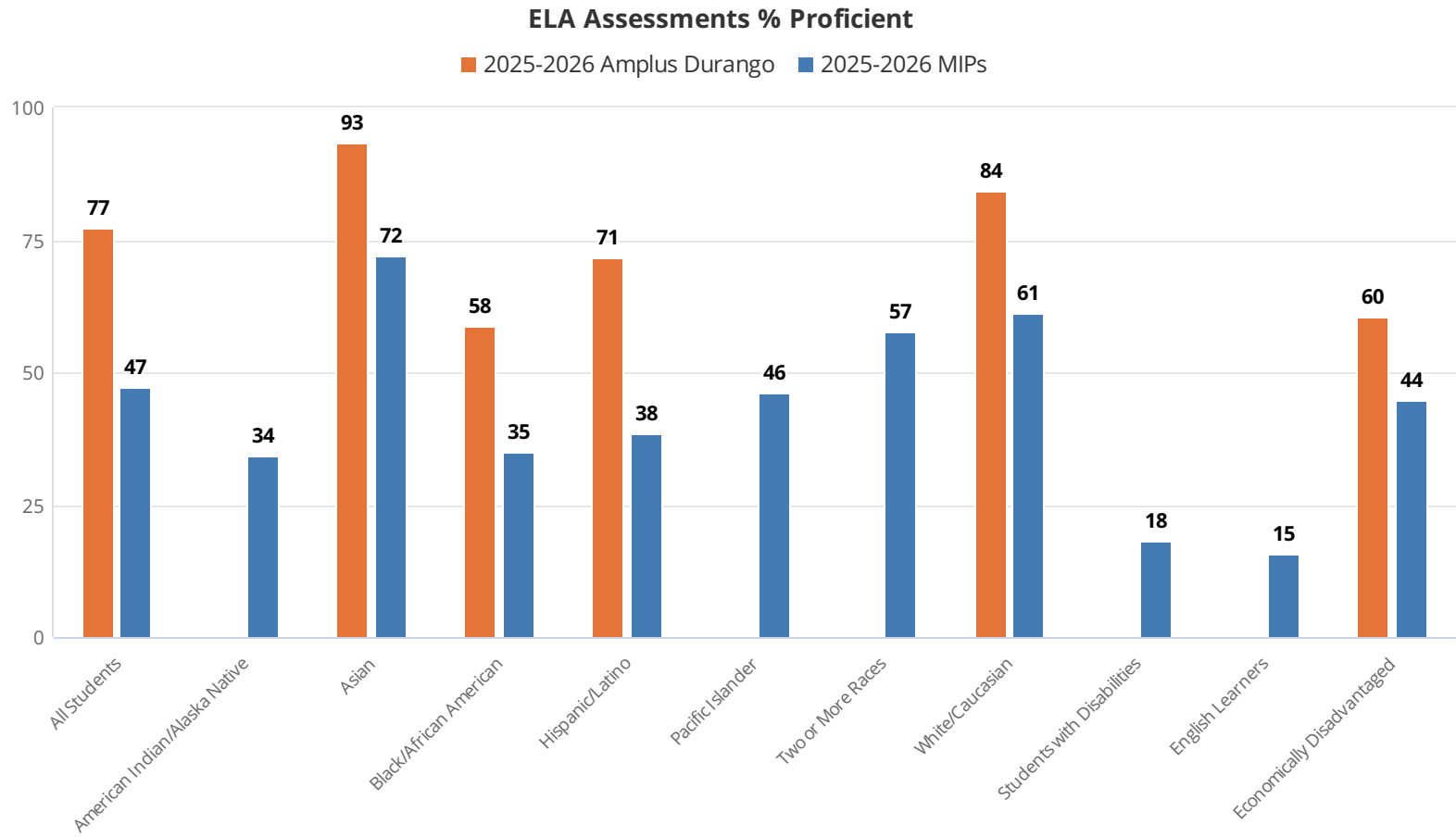


Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	77.4	55.3	47.3	76.7	56.9	46.2
American Indian/ Alaska Native	N/A	42.8	34.2	N/A	28.5	32.1
Asian	93.5	80.7	72.2	93.2	86.2	71.6
Black/ African American	58.8	39.9	35.1	65	39.2	33.1
Hispanic/ Latino	71.7	47.6	38.5	58.5	46.8	36.6
Pacific Islander	-	50.9	46.1	-	55.5	45
Two or More Races	>95	61.4	57.7	68.7	61.6	56.8
White/ Caucasian	84.4	65.5	61.1	90.4	70.7	60.3
Students with Disabilities	-	21.1	18.2	31.2	22.4	13.9
English Learners	-	13.6	15.8	-	13.1	11.4
Economically Disadvantaged	60.6	42.7	44.8	55.5	47.8	43.7



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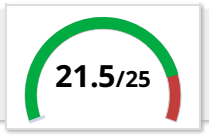
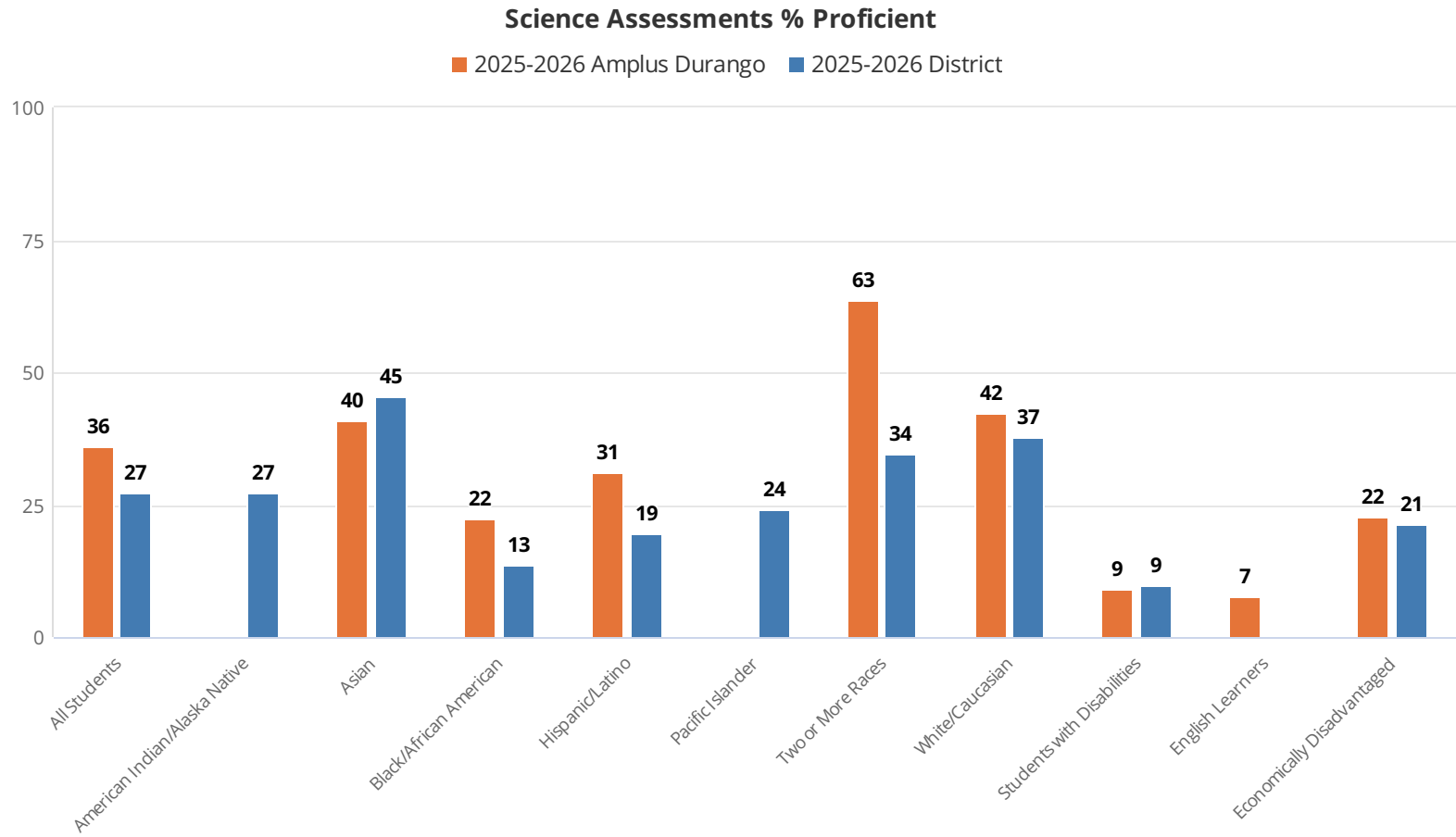


Academic Achievement

Science Proficient

Science Proficient Points Earned: 3/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	36	27.3	25.1	23.5
American Indian/ Alaska Native	N/A	27.2	N/A	35
Asian	40.8	45.6	44.7	45.5
Black/ African American	22.5	13.6	16.6	12.8
Hispanic/ Latino	31.1	19.6	26.6	16.4
Pacific Islander	-	24	-	22
Two or More Races	63.6	34.5	29.4	28.9
White/ Caucasian	42.3	37.6	18.1	31.4
Students with Disabilities	9	9.7	8.3	9.9
English Learners	7.6	<5	<5	<5
Economically Disadvantaged	22.9	21.3	13.8	17.3



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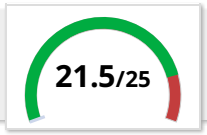
School Year 2025-2026 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	>=95%	>=95%	94.2%	94.2%
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	-	-	-	-
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

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30/30

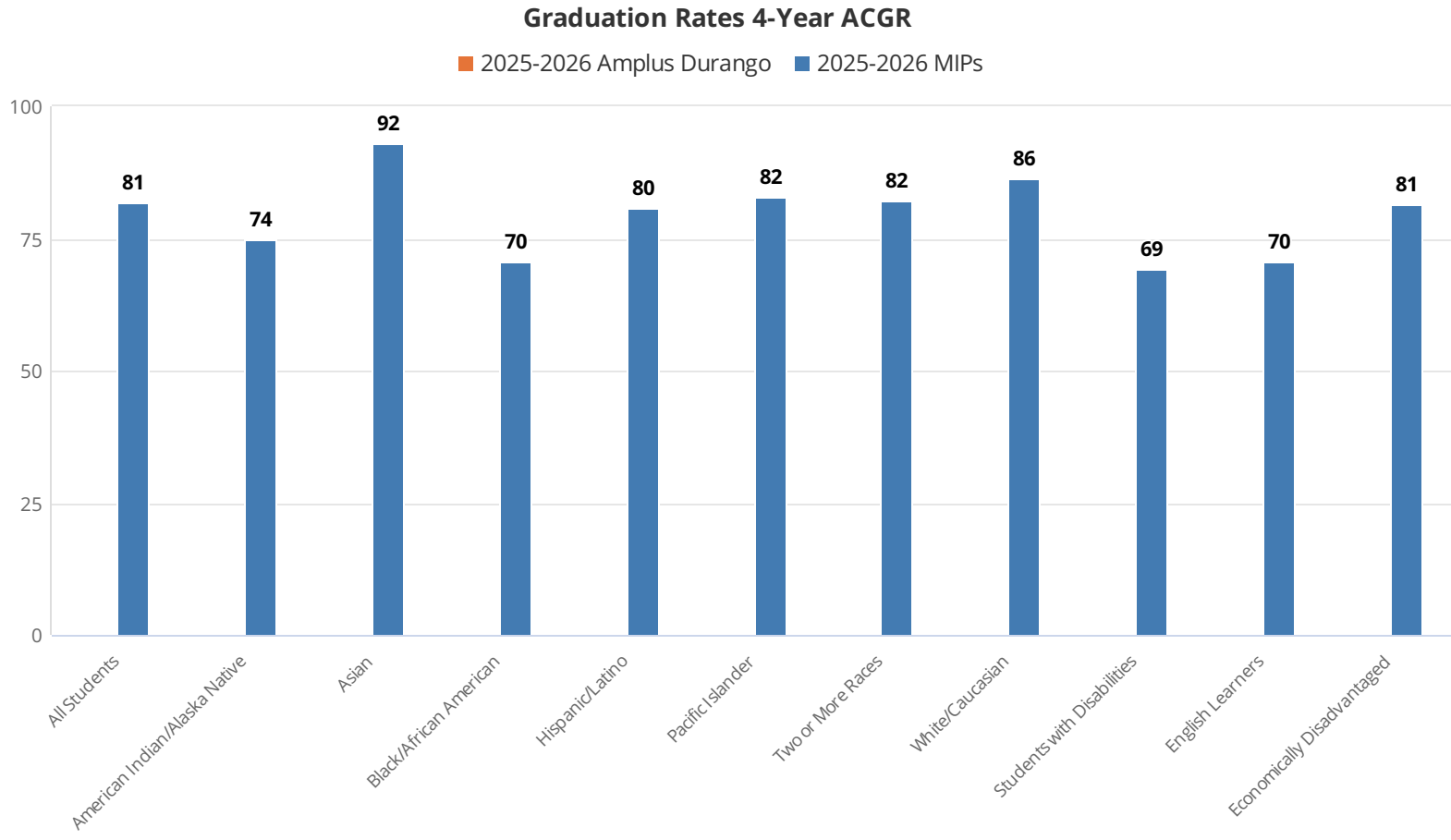
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2025 % 4-Year ACGR	2025 % District	2025 % 4-Year ACGR MIP	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP
All Students	>95	82.6	81.9	>95	83.3	89.4
American Indian/ Alaska Native	N/A	94.1	74.7	N/A	92.3	83.9
Asian	>95	>95	92.9	>95	>95	94.2
Black/ African American	>95	71.9	70.7	>95	71.6	78.2
Hispanic/ Latino	>95	78.3	80.6	>95	78.4	88.7
Pacific Islander	-	83.3	82.7	-	84.2	90.3
Two or More Races	-	83.3	82.3	>95	84.1	89.8
White/ Caucasian	>95	91.7	86.4	>95	91.5	90.7
Students with Disabilities	-	72.5	69.1	-	73.4	75.7
English Learners	N/A	90	70.6	N/A	89.7	
Economically Disadvantaged	>95	79.6	81.5	>95	78.3	86.3



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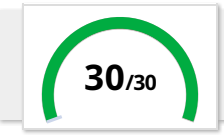
Amplus Durango School Year 2025-2026 Nevada School Rating

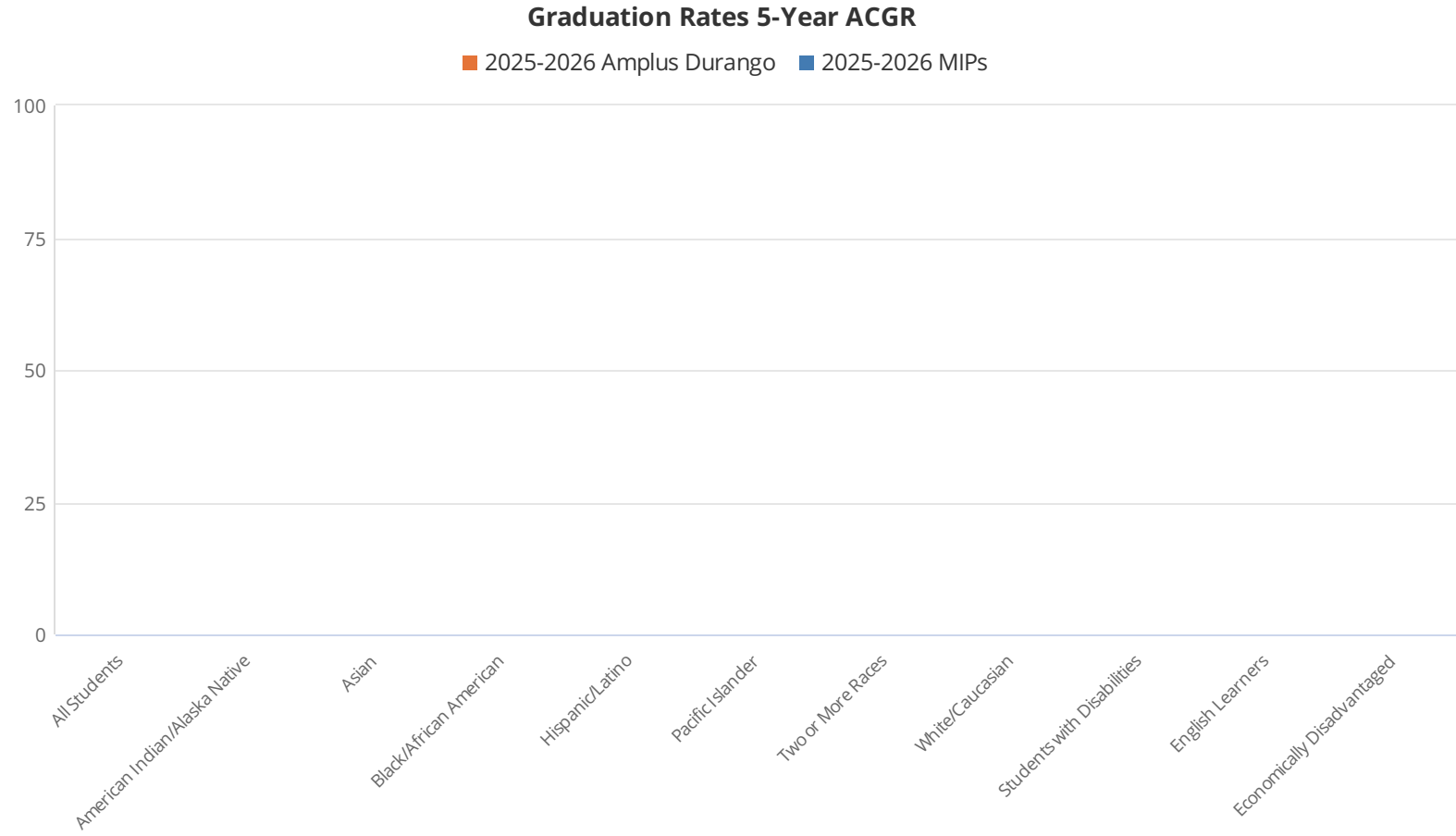


Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2025 % 5-Year ACGR	2025 % District	2025 % 5-Year ACGR MIP	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP
All Students	>95	86.8		>95	86.2	91.4
American Indian/ Alaska Native	N/A	>95		N/A	-	85.9
Asian	>95	>95		>95	>95	96.1
Black/ African American	>95	77.6		>95	77.2	80.2
Hispanic/ Latino	>95	82.5		>95	82.7	90.7
Pacific Islander	-	92.8		-	76	92.3
Two or More Races	>95	89		-	86.2	91.8
White/ Caucasian	>95	92.8		>95	92.5	92.7
Students with Disabilities	-	80.5		-	75.2	77.7
English Learners	N/A	86.4		-	93.6	
Economically Disadvantaged	>95	83.2		>95	81.6	88.3



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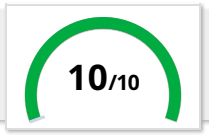
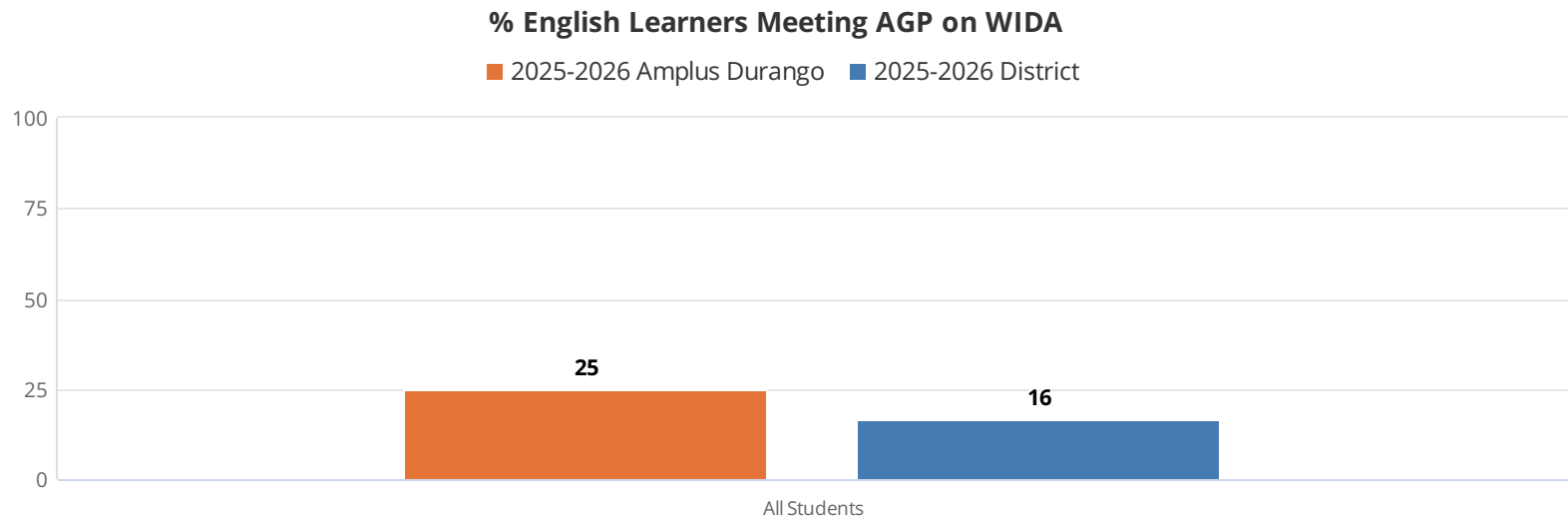


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	36	25	16.5	34	26.4	17.3



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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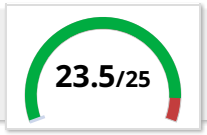

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 8.5/10

Groups	2026 % Participation	2026 % Participation District	2025 % Participation	2025 % Participation District
All Students	70	67.4	84.1	73
American Indian/ Alaska Native	N/A	50	N/A	64.7
Asian	88.5	84.3	88.4	85.8
Black/ African American	72.2	53.7	76.6	61.7
Hispanic/ Latino	54.7	64.6	80.7	70.7
Pacific Islander	-	62.8	-	59.6
Two or More Races	62.5	68.4	-	76
White/ Caucasian	74.4	75.1	86.4	79
Students with Disabilities	13.3	45.4	-	45.5
English Learners	-	56.2	-	58.9
Economically Disadvantaged	54.7	58.1	71.4	69

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2026 % Completion	2026 % Completion District	2025 % Completion	2025 % Completion District
All Students	62.4	57.7	73.8	59.7
American Indian/ Alaska Native	N/A	38.8	N/A	52.9
Asian	77.1	77.3	69.2	76.6
Black/ African American	61.1	42.5	76.6	43.1
Hispanic/ Latino	52.3	53.4	65.3	56.3
Pacific Islander	-	55.7	-	46.7
Two or More Races	62.5	60.1	-	61.7
White/ Caucasian	62.7	67.2	78.3	69.2
Students with Disabilities	<5	38.5	-	33
English Learners	-	44.6	-	41.8
Economically Disadvantaged	42.8	46.5	65.7	52.5

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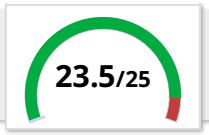
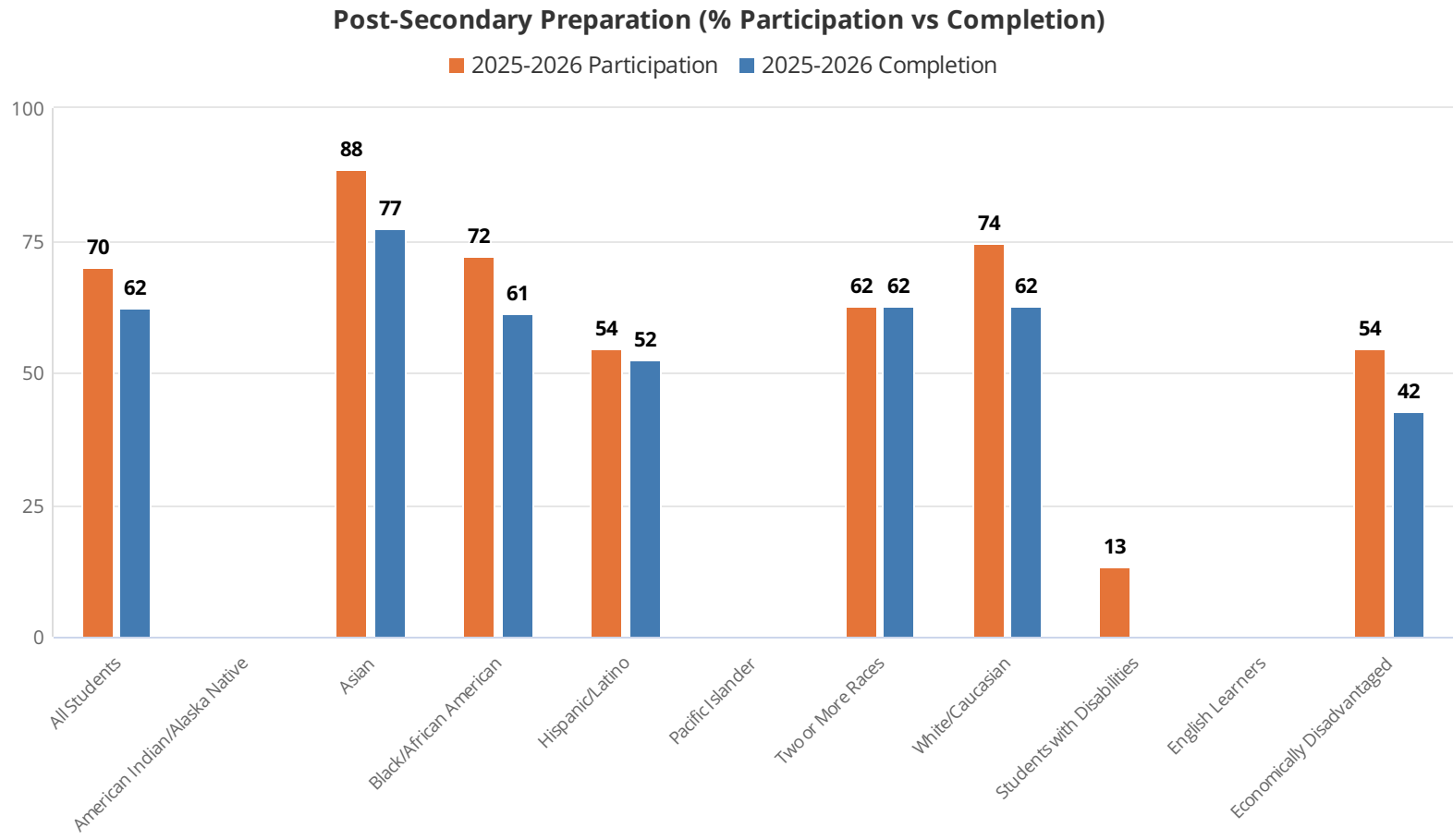


College and Career Readiness



Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 5/5

Groups	2026 % Advanced or CCR Diploma	2026 % Advanced or CCR Diploma District	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District
All Students	77.9	53.5	68.4	54.7
American Indian/ Alaska Native	N/A	25	N/A	41.6
Asian	88.4	77.4	80.6	81
Black/ African American	68.9	42.1	58.3	39.8
Hispanic/ Latino	69.2	47.8	47.8	48.9
Pacific Islander	-	36.6	-	47.9
Two or More Races	-	58	71.4	60.8
White/ Caucasian	84.6	60.4	71.8	58.7
Students with Disabilities	-	21.6	-	21.2
English Learners	N/A	11.1	N/A	73.7
Economically Disadvantaged	71.4	49.3	58.7	50.3

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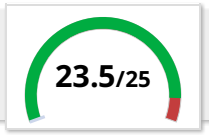
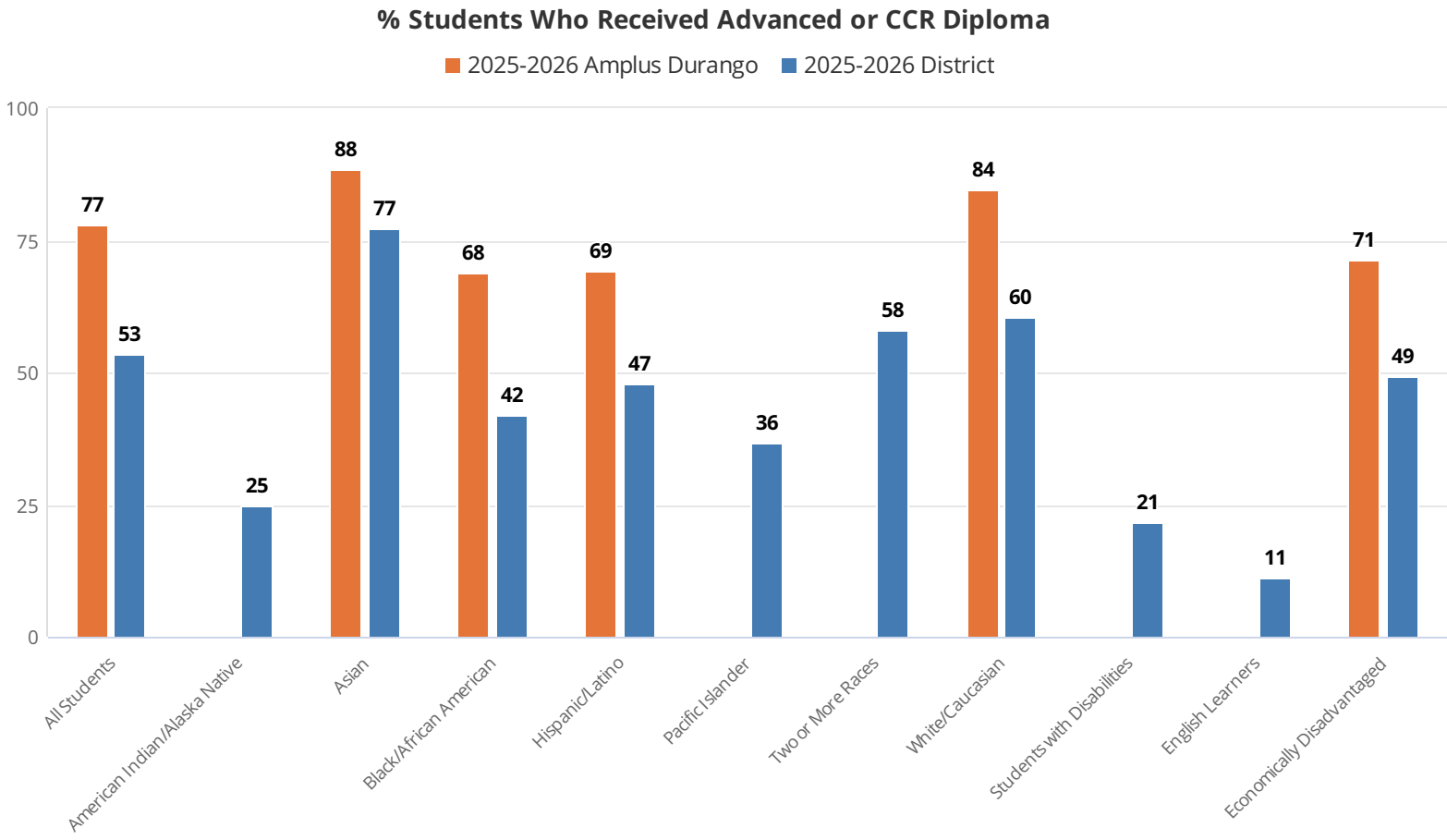


College and Career Readiness

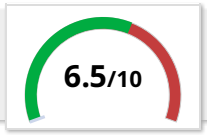


Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	50.3	40.7	16.5	14	<5	<5	33.1	30.5
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	71.4	62.8	17.1	17.1	<5	<5	28.5	25.7
Black/ African American	44.4	33.3	44.4	33.3	<5	<5	33.3	27.7
Hispanic/ Latino	38	30.9	11.9	9.5	<5	<5	33.3	33.3
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	50	37.5	12.5	12.5	<5	<5	37.5	37.5
White/ Caucasian	48.8	37.2	9.3	6.9	<5	<5	37.2	32.5
Students with Disabilities	6.6	<5	6.6	<5	<5	<5	<5	<5
English Learners	-	-	-	-	-	-	-	-
Economically Disadvantaged	30.9	21.4	16.6	11.9	<5	<5	28.5	23.8

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

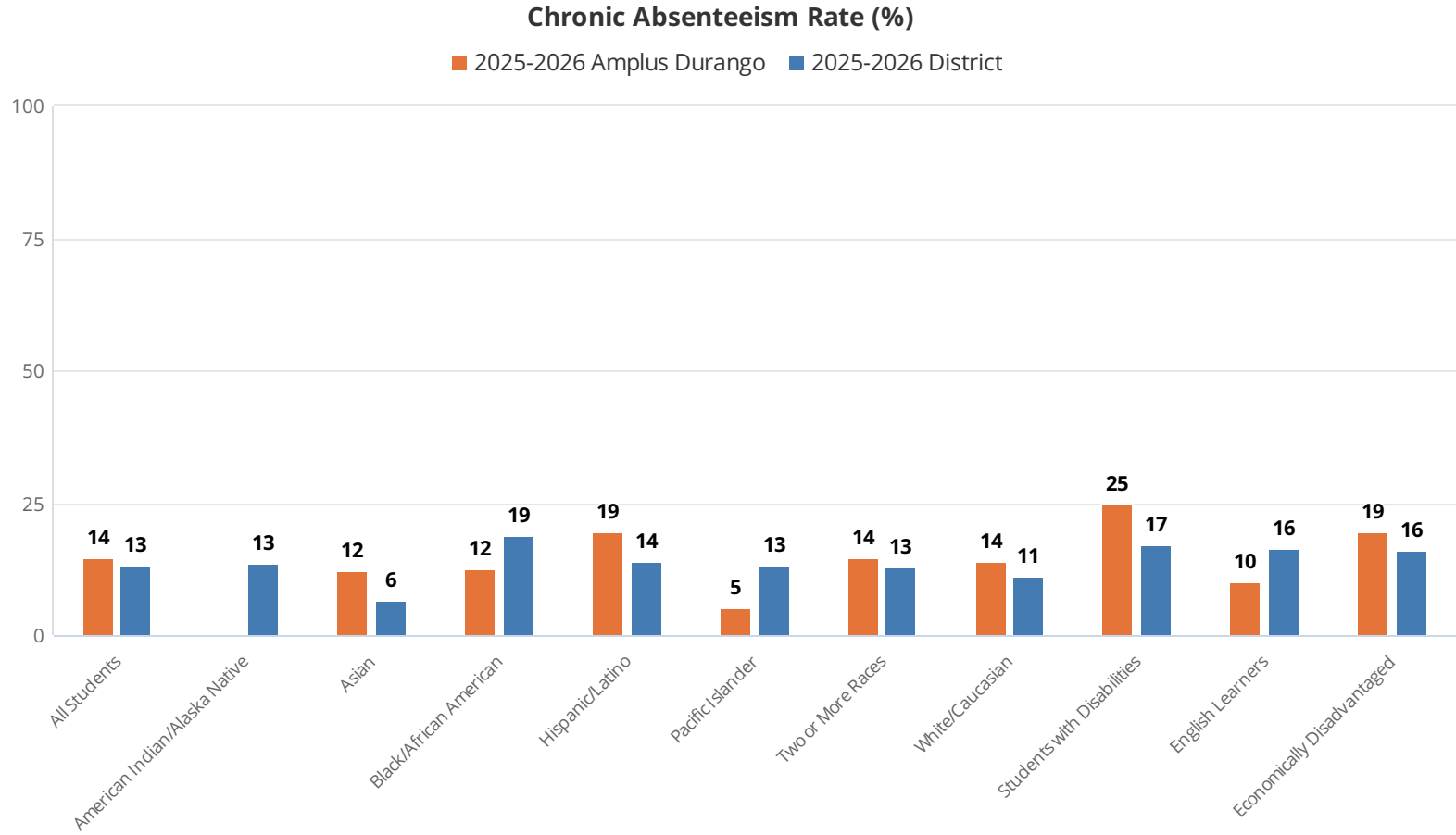
Chronic Absenteeism Points Earned: 2.5/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	14.6	13.4	12.7	19.3
American Indian/ Alaska Native	N/A	13.6	N/A	22.5
Asian	12.1	6.7	<5	9.6
Black/ African American	12.5	19	10.1	23.9
Hispanic/ Latino	19.5	14.1	18.6	20.8
Pacific Islander	5.2	13.3	14.2	22.3
Two or More Races	14.8	13.1	16.6	19.1
White/ Caucasian	14.1	11.1	14.2	16.9
Students with Disabilities	25	17.1	7.5	24.1
English Learners	10	16.5	16.6	23.9
Economically Disadvantaged	19.6	16.2	16.5	23.6

All Students Chronic Absenteeism Percent Change: 14.9%

Points Earned by the Chronic Absenteeism Rate: 2.5/5

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5



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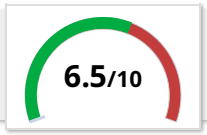
Amplus Durango

School Year 2025-2026 Nevada School Rating

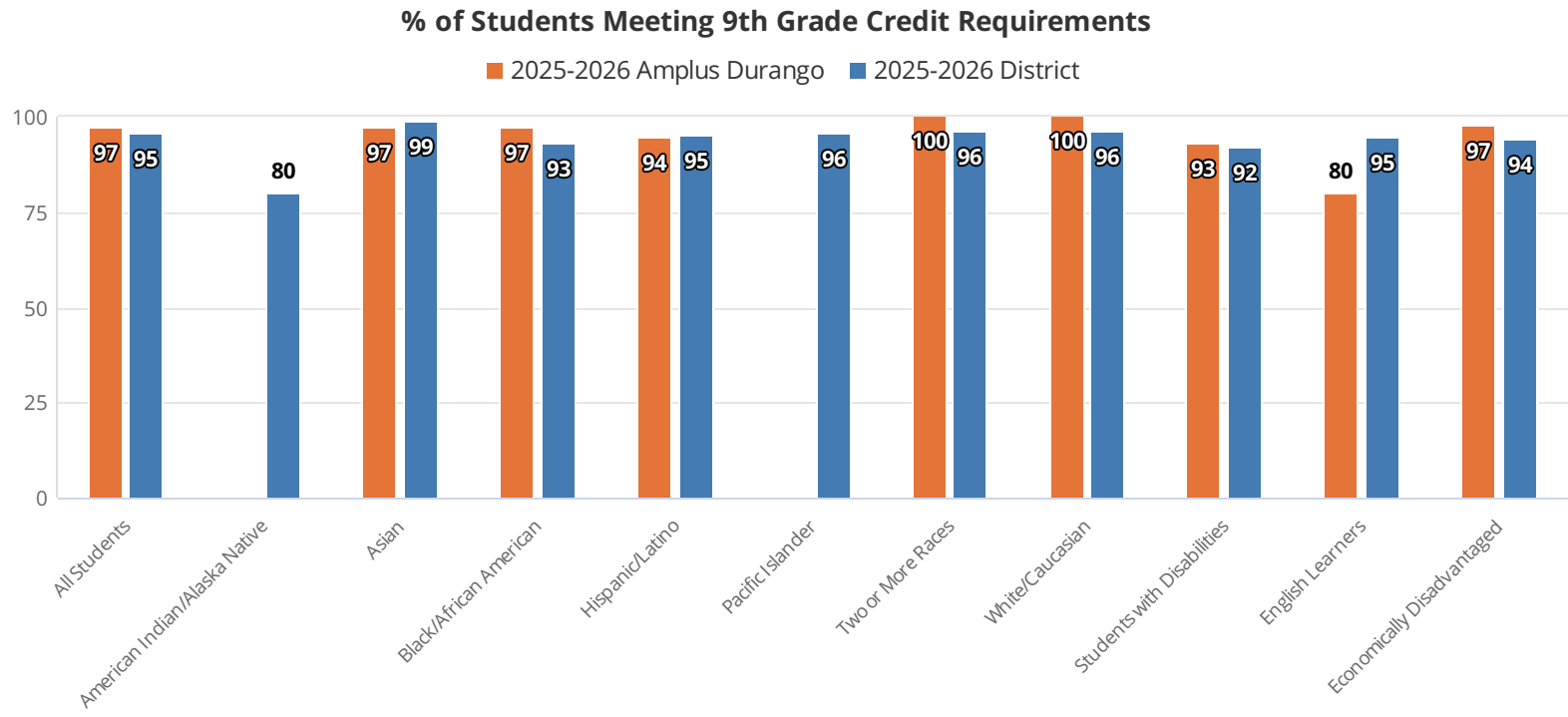


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2026 % 9th Grade Credit Sufficiency	2026 % 9th Grade Credit Sufficiency District	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District
All Students	97.4	95.6	89.7	95.6
American Indian/ Alaska Native	N/A	80	N/A	-
Asian	97.5	99.2	97.8	98.1
Black/ African American	97.5	93.4	75.7	92.2
Hispanic/ Latino	94.7	95.5	88.3	96.2
Pacific Islander	-	96	-	97.9
Two or More Races	100	96.1	100	96.9
White/ Caucasian	100	96.1	90.5	94.8
Students with Disabilities	93.3	92.2	83.3	93.9
English Learners	80	95	61.5	93.2
Economically Disadvantaged	97.8	94.2	83.8	95.5



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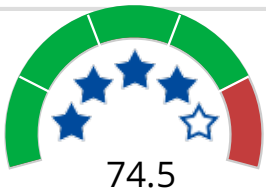
Amplus Rainbow

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-05
District: State Public Charter School Authority
School Address: 7077 W Patrick Lane Las Vegas, NV 89118



74.5
Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

23.7% White/Caucasian
13.6% Black/African American
21.1% Hispanic/Latino
28.8% Asian
N/A% American Indian/Alaska Native
0.7% Pacific Islander
11.7% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	98 ★★★★★
2023-2024	86.5 ★★★★★

Additional Student Groups

7.9% English Learners
6.2% Students with Disabilities
29.2% Economically Disadvantaged

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

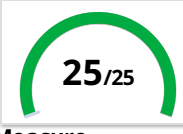
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance

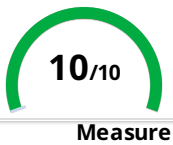


25/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**63.1**	52.5
Math Proficiency	63.4	54.9
ELA Proficiency	68.2	59.6
Science Proficiency	48	24.2
Read-by-Grade-3 Proficiency	68.1	55.2

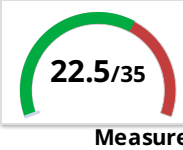
10/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	70.2	53.8



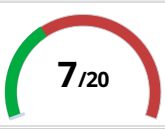
10/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	8.7



22.5/35 Growth Indicator

Measure	School Median	District Median
Math MGP	46.5	56
ELA MGP	50.5	55
	School Rate	**District Rate**
Met Math AGP Target	51	49.9
Met ELA AGP Target	59.2	59.4



7/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	21.4	28.2
Prior Non-Proficient Met ELA AGP Target	34.7	44.5

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

School Year 2025-2026 Nevada School Rating

25/25 Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

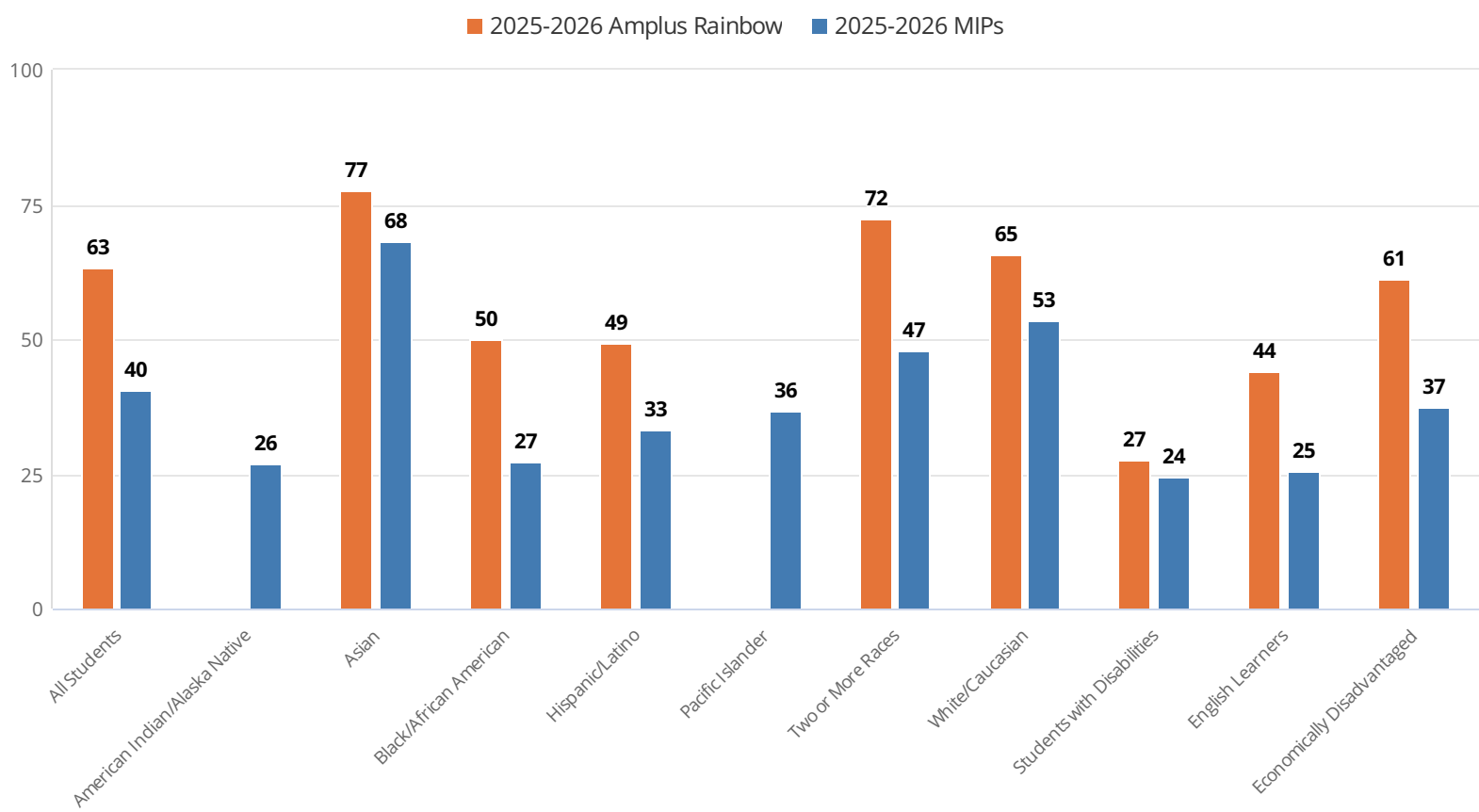
Pooled Proficiency Points Earned: 20/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	63.1	52.5	67.8	53.2

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	63.4	54.9	40.4	71.6	55.7	39.2
American Indian/ Alaska Native	N/A	62.5	26.8	N/A	48.2	23
Asian	77.5	77.3	68.2	84.7	78.2	67.5
Black/ African American	50	37.2	27.4	61.1	35.8	25.2
Hispanic/ Latino	49.2	47.7	33.3	56.8	47.5	31.3
Pacific Islander	-	46.1	36.6	-	49.2	35.3
Two or More Races	72.4	58.7	47.9	77.7	61.3	46.8
White/ Caucasian	65.6	65.5	53.4	75.7	66.8	52.4
Students with Disabilities	27.7	28.2	24.5	40	28.6	20.5
English Learners	44	31	25.4	38.4	30.6	21.5
Economically Disadvantaged	61.3	44	37.5	60.1	49.4	36.3

Math Assessments % Proficient



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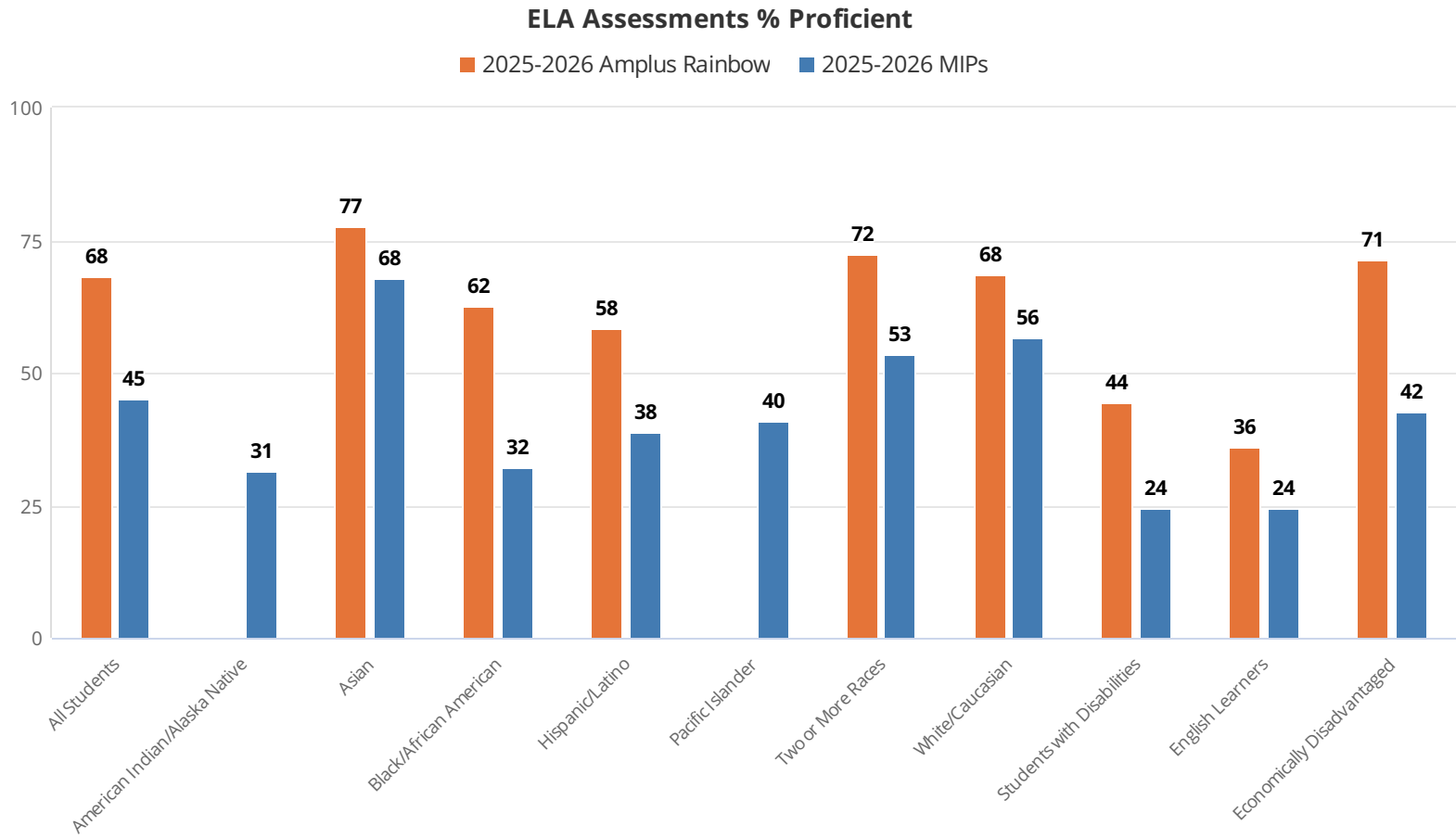
25/25

Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	68.2	59.6	45	74.3	59.6	43.9
American Indian/ Alaska Native	N/A	62.5	31.5	N/A	48.2	27.9
Asian	77.5	77.4	68	84.7	79.5	67.3
Black/ African American	62.5	45.6	32.3	64.1	44.2	30.2
Hispanic/ Latino	58.4	53.5	38.7	62.7	52.1	36.8
Pacific Islander	-	51.7	40.9	-	54.8	39.7
Two or More Races	72.4	64.1	53.5	70.3	63.4	52.5
White/ Caucasian	68.6	68.1	56.8	82.8	69.2	55.9
Students with Disabilities	44.4	28.6	24.6	40	29	20.6
English Learners	36	29.3	24.4	42.3	30.7	20.4
Economically Disadvantaged	71.5	50	42.5	66.9	53.6	41.3



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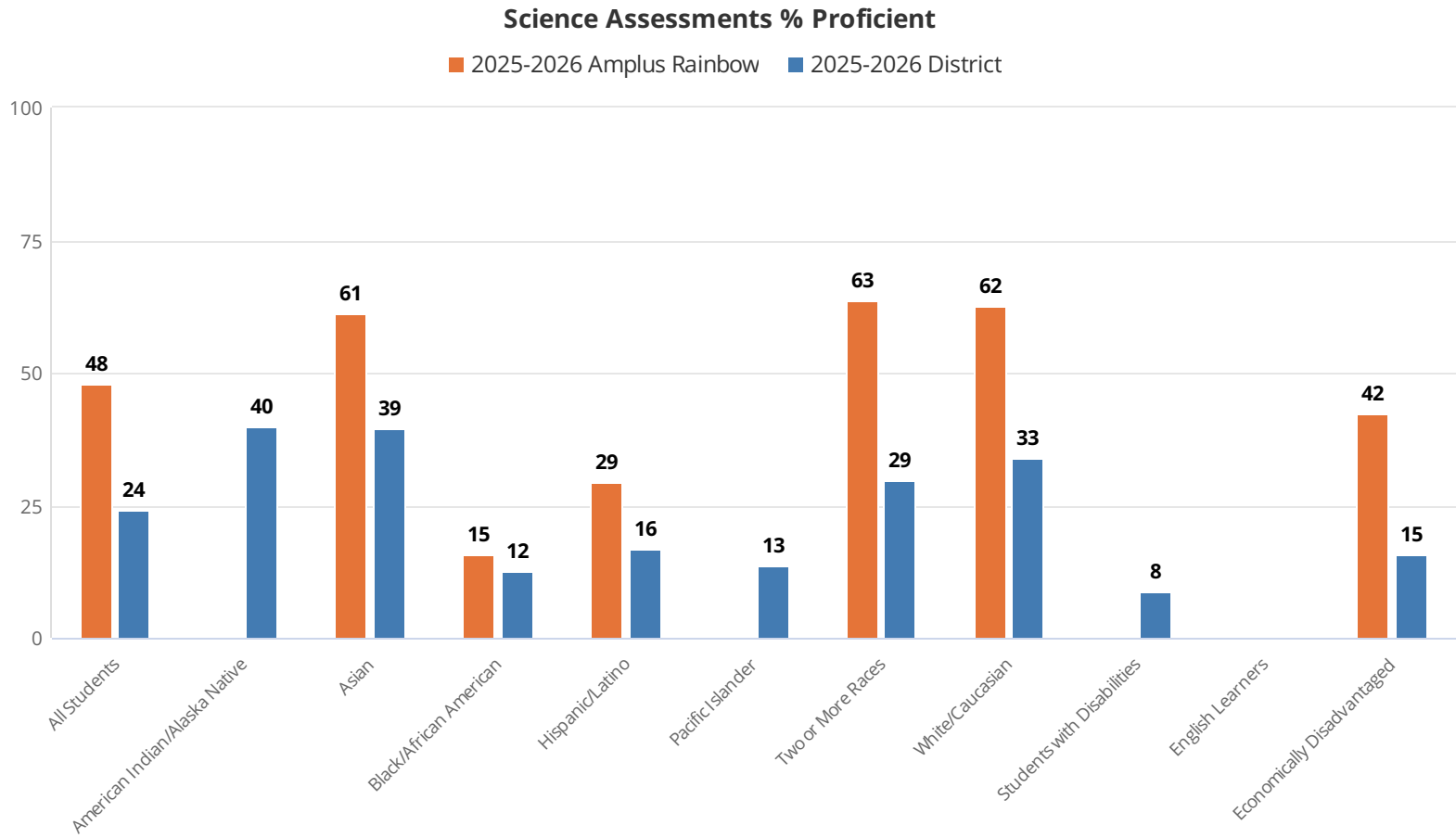
25/25

Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	48	24.2	38.6	26.6
American Indian/ Alaska Native	N/A	40	N/A	16
Asian	61.2	39.5	57.1	44.4
Black/ African American	15.7	12.7	22.2	11.6
Hispanic/ Latino	29.4	16.7	19	17.9
Pacific Islander	N/A	13.7	-	17.6
Two or More Races	63.6	29.6	-	30
White/ Caucasian	62.5	33.8	56.5	38.8
Students with Disabilities	-	8.8	-	9.8
English Learners	-	<5	-	<5
Economically Disadvantaged	42.4	15.8	21	19.4



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25/25

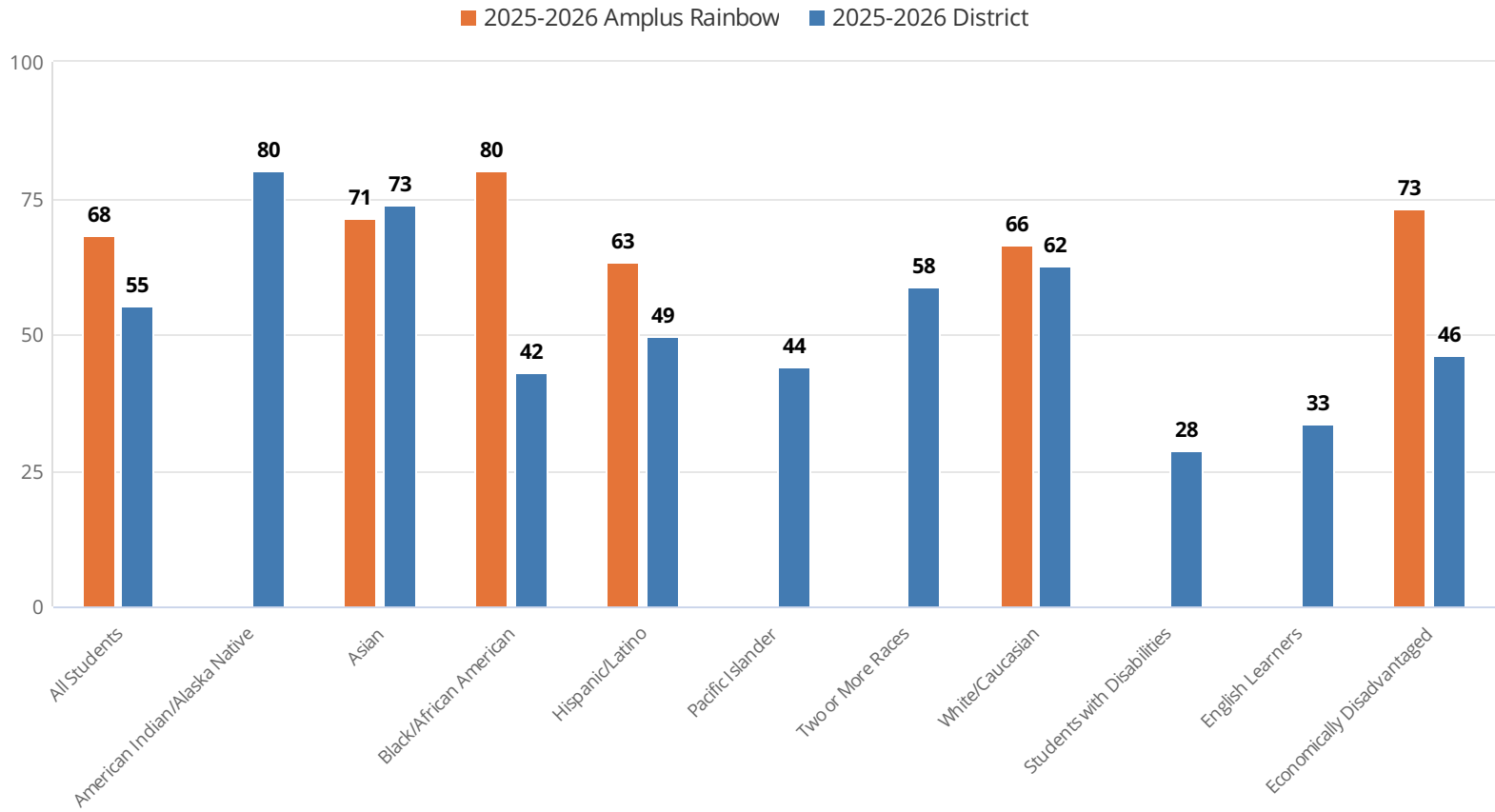
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	68.1	55.2	78.8	57.4
American Indian/ Alaska Native	N/A	80	N/A	35.7
Asian	71.4	73.9	86.9	78
Black/ African American	80	42.9	66.6	43.6
Hispanic/ Latino	63.3	49.6	71.4	50.2
Pacific Islander	N/A	44.1	-	60
Two or More Races	-	58.8	-	61.5
White/ Caucasian	66.6	62.7	81.8	66.2
Students with Disabilities	-	28.5	-	30.7
English Learners	-	33.4	-	36.4
Economically Disadvantaged	73	46.1	87.8	51.7

Read by Grade 3 % Proficient



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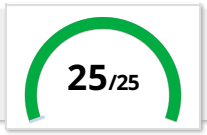

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	>=95%	>=95%	>=95%	>=95%
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	-	-	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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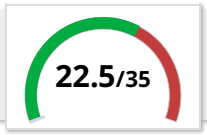

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10 **ELA MGP Points Earned: 5/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	46.5	56	50.5	55	62	55	61	55
American Indian/ Alaska Native	N/A	41	N/A	63.5	N/A	63	N/A	46
Asian	50	58	70	60.5	64	57	62	60.5
Black/ African American	41	47	36	50	56	49	55	52
Hispanic/ Latino	41	57	45	55	69	55	61	54
Pacific Islander	-	50	-	50	-	52.5	-	55
Two or More Races	56	55	61.5	54	58	56	52	53
White/ Caucasian	50	57	61	56	60	56	64	57
Students with Disabilities	38	52	47	47	81.5	51	78	49
English Learners	53.5	58	37.5	50	59.5	58	58	54
Economically Disadvantaged	46	55	55	54	61	55	61	55

AGP Growth Data

Math AGP Points Earned: 7/7.5 **ELA AGP Points Earned: 6.5/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	51	49.9	59.2	59.4	63	51.4	71.8	63.2
American Indian/ Alaska Native	N/A	36.6	N/A	66.6	N/A	66.6	N/A	61.5
Asian	57.8	64.9	70.1	71.1	73.4	67	73.4	74.4
Black/ African American	32.4	33.8	45.9	48.9	51.1	34.2	72	54.3
Hispanic/ Latino	40	46.4	48.5	55.6	62.1	46.6	59.4	59
Pacific Islander	-	36.7	-	52.9	-	44.7	-	60
Two or More Races	70	51.8	65	61.6	58.8	53.5	64.7	64.7
White/ Caucasian	56.8	57.2	61.3	65.3	64.4	59.2	82.2	68.8
Students with Disabilities	30.7	29.9	46.1	36.8	56.2	31.7	62.5	43.8
English Learners	50	33.9	35.7	38	37.5	35.6	50	47.3
Economically Disadvantaged	55.9	42.7	62.7	53.7	56.7	47.6	67.1	60.3

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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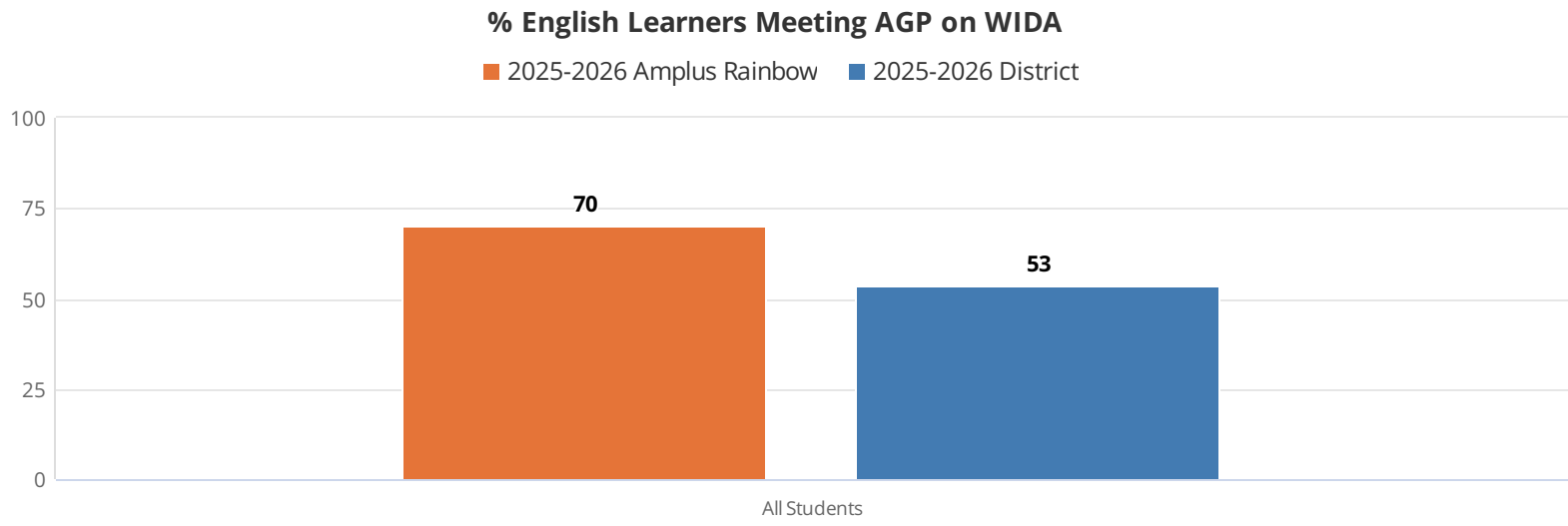
10/10

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	37	70.2	53.8	43	67.4	55.3



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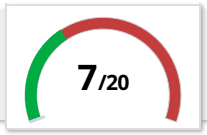
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Year 2025-2026 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 3/10 **ELA AGP Points Earned: 4/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	21.4	28.2	34.7	44.5	44.7	31.2	60.8	51.8
American Indian/ Alaska Native	N/A	23	N/A	66.6	N/A	47.6	N/A	46.6
Asian	40	36.8	63.6	53.8	50	37.1	57.1	59
Black/ African American	7.1	18.9	27.2	36.6	26.3	22.3	65	46.4
Hispanic/ Latino	22.2	28.9	18.1	42.5	50	30.2	55	50
Pacific Islander	N/A	17.9	N/A	41.6	N/A	24.2	N/A	54.4
Two or More Races	-	30.4	-	47.6	-	32.9	-	52.6
White/ Caucasian	10	32	-	51.5	60	38.7	76.9	57.7
Students with Disabilities	-	16.5	-	27.6	57.1	21.4	60	37.7
English Learners	-	28.1	-	35.7	27.2	28.9	50	44.4
Economically Disadvantaged	33.3	26.2	35.7	40.7	37.5	29.6	51.4	50.7

District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Year 2025-2026 Nevada School Rating

10/10

Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

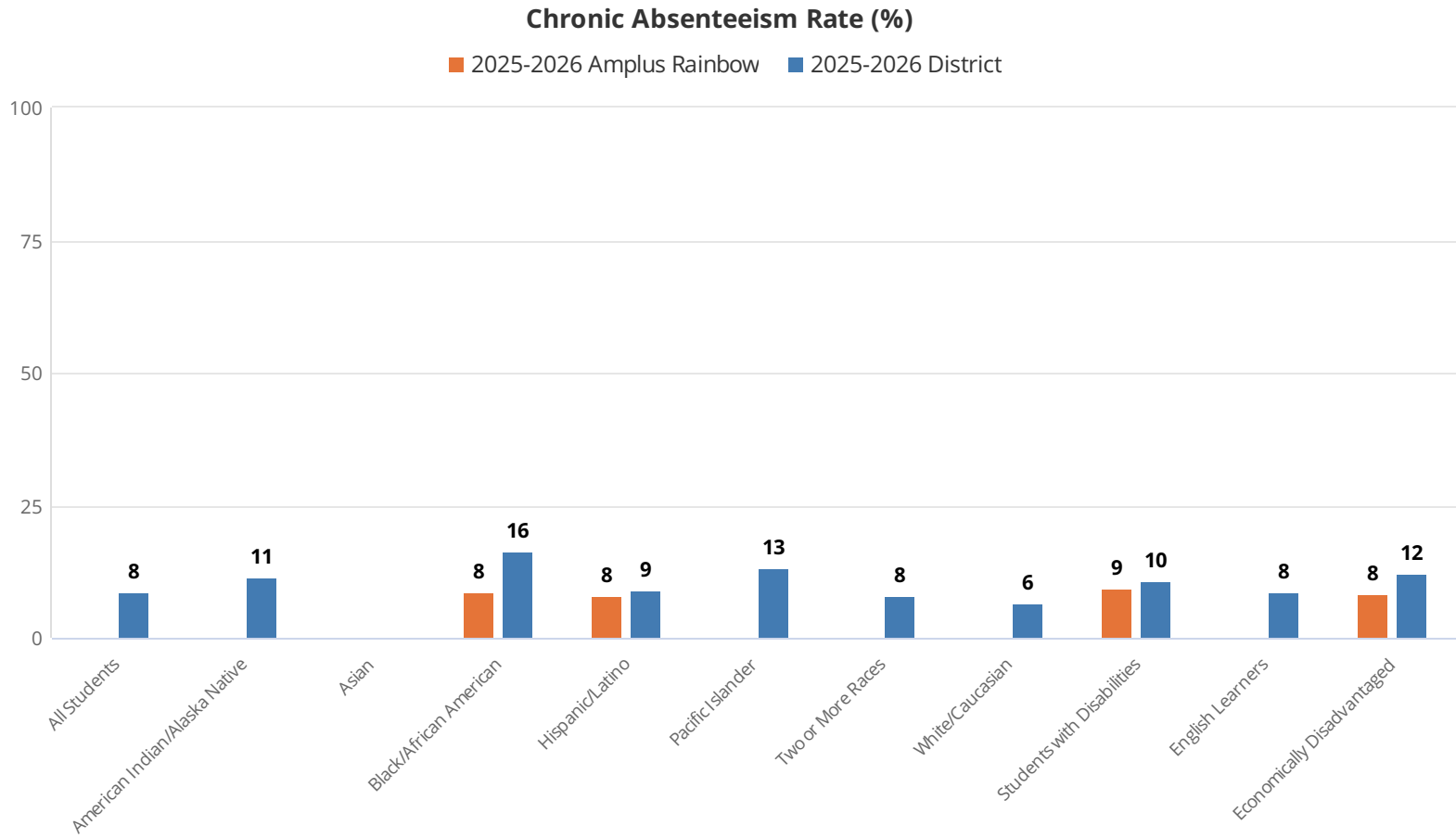
Chronic Absenteeism Points Earned: 10/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	<5	8.7	5.7	16.4
American Indian/ Alaska Native	N/A	11.6	N/A	13.5
Asian	<5	<5	<5	7.5
Black/ African American	8.8	16.4	7.3	23.7
Hispanic/ Latino	8.1	9	12.8	19.3
Pacific Islander	-	13.4	-	25
Two or More Races	<5	8	<5	15.5
White/ Caucasian	<5	6.5	<5	11.3
Students with Disabilities	9.3	10.7	13.4	20.9
English Learners	<5	8.6	9.5	18
Economically Disadvantaged	8.5	12.1	9.4	19.9

All Students Chronic Absenteeism Percent Change: -22.8%

Points Earned by the Chronic Absenteeism Rate: 10/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Coversheet

To review, discuss and possibly approve revised Policy 3007, Lottery (Enrollment) Policy, including the open enrollment window, lottery and waitlist procedures, and delegation of operational management to the Chief Executive Officer (For Possible Action)

Section: IX. New Business (Discussion and For Possible Action)
Item: A. To review, discuss and possibly approve revised Policy 3007, Lottery (Enrollment) Policy, including the open enrollment window, lottery and waitlist procedures, and delegation of operational management to the Chief Executive Officer (For Possible Action)
Purpose: Vote
Submitted by: Rachelle Hulet
Related Material: Amplus Compliance Section 3000.pdf

BACKGROUND:

Found in GAPP Compliance 3000-

3007: Lottery Policy- Key Modifications:

- **Authority & Delegation (NRS 388A.453–.456):** Cites statutory status as an open-enrollment charter school and delegates operational management to the CEO.
- **Open Enrollment Window:** Standardized to open the first Monday of January for at least 45 days, closing the last day of February.
- **Capacity Limits:** Grade and campus capacity remain governed by the SPCSA charter contract.
- **Lottery & Waitlist:** Uses a random lottery when applications exceed capacity. Admission offers are time-sensitive, and remaining applicants are placed on a sequential waitlist.
- **Compliance:** Reaffirms compliance with NRS 392.4675 (discipline review) and OCR non-discrimination standards.

RECOMMENDATION:

To approve the lottery policy

Amplus Academy

Generally Accepted Principles and Practices
Section 3000: Compliance-Board
Approved on: 08/28/2025

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Section 3000 - Compliance

TITLE: Athletic Office
SECTION: Compliance
POLICY NUMBER: 3001
LAST REVIEWED/REVISION: 08/28/2025

Transfer Plan

The Amplus Academy Board recognizes the benefits of a sporting program within the school system. Student athletics teach lessons to students that are unique to sports. Additionally athletics can help with school pride. The Board authorizes membership of the Nevada Interscholastic Activities Association (NIAA) for high school sports and membership of the Nevada Charter Schools Activities Association (NCSAA) for Elementary and Middle School Sports. Amplus sports will follow the regulations within the NIAA and NCSAA. All transfers of students will be according to scripted regulations internally and within NIAA and NCSAA.

TITLE: Attendance
SECTION: Compliance
POLICY NUMBER: 3002
LAST REVIEWED/REVISION: 08/28/2025

Introduction

The Amplus Academy Governing Board of Trustees recognizes the importance of in-person attendance. Amplus Academy, a K-12 Charter School, provides in-person instruction to its students to meet the total required minutes under an alternate calendar as required in the State of Nevada (NRS 388). The trustees authorize school administration to create a plan that outlines the compulsory education requirements for parents (NRS 392.040). Additionally the plan should outline support provided to students and families to help them to meet the mandatory education.

Explanation

The Board recognizes and understands that the ultimate success of a student, within the structure of Amplus Academy, is based upon regular and consistent attendance. There is a direct correlation between school attendance and student success. Missing class time and classroom interaction through absence cannot be fully regained. Except as provided specifically in the plan created by school leadership, reference Homebound Services, Amplus Academy will not provide distance education options. Educational support materials (some notes, assignments, educational links and aids) can be accessed through online applications (Google Classroom and Canvas). Outside of the aforementioned exception, all staff, students and families electing to attend Amplus Academy must plan on in-person attendance.

In accordance with NRS 392.040 which states, “Except as otherwise provided by law, each parent, custodial parent, guardian or other person in the State of Nevada having control or charge of any child between the ages of 6 and 18 years shall enroll the child in a public school and send the child to the public school for the full school day during all

the time the public school is in session in the school district in which the child resides unless the child has graduated from high school." The plan outlined by school leadership, in addition to meeting statutory requirements, will clearly provide to staff, students and families the expectations of continued enrollment at Amplus Academy, a school of choice. Regular and consistent, on-time, attendance as outlined in statute is a requirement for continued enrollment, promotion and credit retrieval at Amplus Academy. Absence from any class should be weighed against the aforementioned rationale and be avoided when possible.

The complete attendance plan, under the direction of the Board of Directors' policies below can be found HERE.

Recording Daily Attendance

Amplus staff will maintain an accurate record of attendance in Infinite Campus. Faculty will mark attendance each day and/or class period. Office staff will ratify daily attendance and appropriate coding. School leadership will designate specific policy and procedure for when absences will be marked by faculty in the Elementary and Secondary Schools.

Absences

The Governing Board of Amplus Academy asserts that there is no replacement for being present in classes. Every effort should be taken to attend school and classes daily. Students failing to meet attendance standards may face retention, loss of credit and/or loss of enrollment. The Board designates that the school leadership may find additional sanctions to encourage in-person attendance. Families should plan vacations, appointments, and time away around the published school calendar. Students marked absent on the first day of school may be unenrolled and may lose their seat at Amplus Academy for the school year.

Per NRS 392.130, The Board establishes that students must be in attendance 90% of school days in order to be promoted and receive credit. A student who does not satisfy the minimum attendance requirement may be subject to denial of credit for the affected course. Failure to satisfy the attendance requirement shall not result in automatic denial of credit without consideration of circumstances required by applicable federal or state law and the review procedures established by the School. ~~Students not meeting this threshold for attendance will risk retention, loss of credit and/or loss of enrollment. As a general rule, students should not exceed 8.5 absences per semester.~~ ¶

Excused Absence

Per NRS 392.050, children must be excused from attendance (a note in writing from any qualified physician, mental health professional or behavioral health professional) for a physical or mental condition or behavioral health condition. Additionally, the student absence will be excused for a verified legal or medical appointment, recognized religious holiday, or mandated court appearance.

Other Absences

The Governing Board of Amplus Academy recognizes that students will miss class/school for school activities. School leadership will establish which absences will be excused and marked as such based upon student missing class for

school activities or meetings with staff. Such absences will be notated in Infinite Campus and are considered "Excused."

Student Tardiness

Families must plan accordingly to provide students time to enter school, store items before entering class, and be in their classroom ready to learn by the initial school bell. Drop off should be well before that time to make sure students are ready to learn by 8:00am. Students arriving after the warning bell at 7:55am must be checked in by an adult/guardian. Parents must always be prepared to show a picture ID for check-in at the front office. Students are still considered "TARDY" regardless of check-in.

Excessive Absenteeism

More than 8.5 unexcused absences per semester qualify for Excessive Absenteeism. If a student is identified as having excessive absences, they will be required to meet with the designated Principal. Possible outcomes of this meeting include.

- *Limitations to after school sports and/or activities
- Possible retention.
- Denial of credit.
- Recommendation for enrollment at an alternate school.
- A referral for educational neglect.
- Administrative sanctions (loss of driving privilege) per NRS 392.148.

This policy along with appropriate statements in the Online Registration (OLR) serves as notice in compliance with, NRS 392.122.5.

> "A school shall inform the parents or legal guardian of each pupil who is enrolled in the school that the parents or legal guardian and the pupil are required to comply with the provisions governing the enrollment, attendance and truancy of pupils set forth in NRS 392.040 to 392.160, inclusive, and any other rules concerning attendance and truancy adopted by the board of trustees of the school district."

Truancy

Per NRS 392.130, except as otherwise stated regarding approved absences, "A pupil shall be deemed a truant who is absent from school without the written approval." "An unapproved absence for at least one period, or the equivalent of one period for the school, of a school day may be deemed a truancy."

The school will contact the family of a student who is identified as being in jeopardy of being declared a habitual truant. The school designee will meet with the family and complete the "School Attendance Improvement Plan" to prevent further possible consequences.

Special Circumstances

In special circumstances, student absences for a physical or mental condition or behavioral health condition may exceed 8.5 days per semester. As appropriate, and after a 504 plan meeting, school staff will share the application for Homebound Services, along with the appropriate acknowledgements with the parent/guardian. Upon approval, absences will be coded appropriately. Should the mental or behavioral health condition require extended care in a treatment facility, the school will work with the treatment facility to transfer the student records to said facility.

Due Process

"The parent or legal guardian of a pupil may request a hearing before a person designated by the board of trustees of the school district in which the pupil is enrolled to appeal the imposition of any administrative sanctions pursuant to this section. The person designated by the board of trustees shall, not later than 30 days after receipt of the request, hold a hearing to review the reason for the imposition of any administrative sanctions. Not later than 30 days after the hearing, the person designated by the board of trustees shall issue a written decision affirming, denying or modifying the decision to impose administrative sanctions and mail a copy of the decision to the parent or legal guardian of the pupil."

Amplus' designees for appeals to administrative decisions is the Chief Academic Officer

Other concerns should be handled through Amplus Academy's communication and grievance policies.

TITLE: Cell Phone Free School **POLICY NUMBER: 3003**
SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

In accordance with NRS 392.4637 the Governing Board indicates that Amplus Academy classrooms will be free from cell phones/electronic devices. The law defines electronic devices covered with this plan as: "Electronic communication device" means any electronic device that is capable of transmitting any audio, written or pictorial information or messages to another electronic device." The instructional day is defined from school drop off until school pick up. The Board authorizes school leadership to find the best method(s) to ensure compliance with NRS 392.4637 including the Yondr pouches.

TITLE: College & Career Ready **POLICY NUMBER: 3004**
SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

Nevada's college and career readiness laws mandate earning a high school diploma with a 3.25 GPA, completing 24 credits, and taking the ACT or other designated assessments. These laws, codified in Nevada Revised Statutes and Administrative Codes (NRS and NAC), establish the requirements for a "College and Career Ready Diploma" and endorsements, outlining the criteria for passing college and career readiness assessments to earn these credentials.

Amplus will enter into a Memorandum of Understanding with schools, businesses and organizations (as necessary) to facilitate college and career readiness opportunities for qualified students. These opportunities include dual credit opportunities which, depending on the student and circumstances, may allow a student to graduate with a high school diploma and associates degree.

TITLE: Communication & Grievance | **POLICY NUMBER: 3005**
SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

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 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 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 agendas.

Communication plan

The Board desires to maintain open channels of communication between itself and the staff. However, the line of official communication will be through the CEO.
Staff Communications to the Board All communications or reports to the Board (or any Board committee) from staff or administration will be submitted through the CEO or in open Board meetings. District employees may wish to informally and unofficially converse with individual Board members on matters of policy (current or under consideration), or other matter of concern to them. Such conversations are informal and unofficial, as individual Board members must abide by the limitations outlined in regulations. During these conversations district employees will not seek favor or decision in any matter

Board Communications to Staff- All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the CEO, and the CEO will employ all such media as are appropriate to keep staff fully informed of the Board's problems, concerns, and actions.

Visits to Schools Any individual Board member who wishes to visit a school or classroom as an interested parent will follow the regular procedures for visitors. Board members are encouraged to visit schools or classrooms to observe, or to express interest in school affairs. When doing so, they may inform the CEO, who may assist in making appropriate arrangements with the Building Principal.

Informal Investigation or Information Gathering by Individual Board Members Individual board members may wish to seek information from staff members or administrators regarding policies or matters of concern to the Board. These conversations are informal and unofficial, as individual Board members must abide by the limitations outlined in Policy 1006. District employees cannot be required to respond to such inquiries. The participants will not be reprimanded, punished, or otherwise negatively impacted for having engaged in these unofficial and informal conversations.

Whistleblower plan

Purpose

The principle purposes of this policy are twofold: (1) to publish those entities within the school to whom ethical misconduct may be reported, and (2) to guarantee that the school will not retaliate against any whistleblower for good faith reporting.

Definitions

Ethical misconduct refers to any action, decision, or communication that a reasonable person would consider morally deficient, regardless of whether such actions, decisions, or communications are lawful. (Example: seeking school reimbursement for lavish travel expenses while on school business, e.g., flying first class instead of coach, may not be a violation of the law but a reasonable person would likely consider it to be poor stewardship of school funds, as well as unethical.)

Also, ethical misconduct may involve financial fraud, waste, or abuse, but not all ethical misconduct is financial in nature (e.g., sexual harassment, lying, bullying, violations of the school's code of conduct).

Whistleblower is a word commonly used to refer to persons reporting ethical misconduct.

Good faith reporting means that the whistleblower has a reasonable basis for making an allegation and that any allegation is not the result of bad faith motives such as malice, personal disagreements with individuals/groups, retaliation against others, or knowledge that the allegation is false. Bad faith allegations are subject to school disciplinary actions, up to and including termination of employment or involuntary removal from the school's rolls as an approved volunteer or vendor/prospective vendor.

Policy

Amplus Academy is committed to exemplifying the highest standards of ethical conduct in the governance and management of all its affairs. Adherence to this standard is required of all officers and directors (both paid and unpaid), employees (both exempt and non-exempt), volunteers (both individually and groups such as PAC), and vendors/prospective vendors.

To ensure accountability, we encourage anyone with knowledge of ethical misconduct by any individual or group connected with Amplus Academy to report such information in writing to an appropriate entity (specified in the procedures section of this policy). Allegations may be made anonymously.

Procedures:

Knowledge of ethical misconduct by any individual or group connected with Amplus Academy is properly reported to varying entities. The paragraphs below list the six entities to whom employees, parents/guardians, volunteers, and vendors/prospective vendors may properly report allegations. The current email addresses and phone numbers of entities (2) through (5) are maintained on the school's website.

(1) One's immediate supervisor (for Amplus Academy employees only);
(2) Human Resources (for Amplus Academy employees only);
(3) Amplus Academy Compliance Officer;
(4) Amplus Academy Managing Director;

(5) Amplus Academy Board Audit Committee;

(6) Amplus Academy Board of Directors.

All allegations made to entities (1) through (4), along with information about their subsequent disposition, shall be promptly reported to the Amplus Academy Board Audit Committee. The Board Audit Committee will maintain records that are not subject to access by senior management if the allegations involve or reasonably could involve senior management. The Board Audit Committee will make any necessary recommendations to the Amplus Academy Board of Directors whose decision is final.

Entities (2) through (5) are vested with the authority to investigate allegations of ethical misconduct, however, no entity will do so without first conferring with the Managing Director (unless the allegations involve them). Moreover, Amplus Academy's general counsel shall be consulted by all entities prior to initiating any investigation.

All allegations and their subsequent disposition (such as investigation results) will be confidentially maintained to the greatest extent possible, i.e., shared only with those entities who, in the school's view, have a legitimate need to know. Violations of confidentiality of such information are grounds for disciplinary action/legal remedies.

Fraud, Waste and Abuse Report

The school's executive director will create, implement, and revise as necessary, vendor approval procedures to ensure that all vendors used by the school are:

- legitimate (i.e., not scam vendors),
- independent (i.e., that no school stakeholder has ownership, control, profit, or other direct benefit that hasn't been properly disclosed to the school),
- do not expose the school to unmitigated risks through their products and services (e.g., uninsured construction companies, etc.).

All such procedures must comply with all applicable accounting standards, statutes and administrative code.

Control Objectives:

1. Deter school stakeholders from setting up shell companies and then directing school business toward them;
2. Deter school stakeholders from using legitimate vendors with which they have an undisclosed conflict of interest;
3. Deter fraud, waste, and abuse in the vendor selection process;
4. Transfer risks posed by vendors back to the vendor;
5. Timely detection of transactions made with unauthorized vendors.

TITLE: Diversity & Inclusion **POLICY NUMBER: 3006**

SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

Special Education

- The District will provide special education services to students as their needs dictate.
- The District will, from time to time, apply for special programs through the Nevada State Department of Education.
- The policies, rules, and regulations of the State Department of Education will govern district special education programs.
- State Department of Education regulations are, available to all at the principal's 0ffice.
- The special service coordinator will supervise the Special Education Program including all of the federal programs.

More information about specific regulations governing Special Education can be found by seeing the "Special Education Guidance Manual".

Gender Diversity Plan

Senate Bill 504 was passed during the 78th legislative session of the State of Nevada and was signed into law by then Governor Brian Sandoval. That law was then expanded in the 79th legislative session. "The state's Model Policy on Safe and Respectful Learning Environments as required by NRS 388.133 (see NRS 388.133) sets the minimum standards for the policies that must be adopted by the boards of trustees of school districts or the governing bodies of charter schools, as required by NRS 388.134.:" (Nevada Dept of Education)

"These regulations became effective upon passage by the Legislative Commission on October 25, 2018. Boards of trustees of school districts or governing bodies of charter schools must adopt the state's Model Policy on Safe and Respectful Learning Environments, or they may adopt an expanded policy as long as it complies with all of the provisions of the state's Model Policy on Safe and Respectful Learning Environments; this includes the provisions specific to sex/gender diverse students as found in NAC 388.880." (Nevada Dept of Education)

The board authorizes school leadership to create a policy, in accordance with the aforementioned statutes and in compliance with appropriate administrative codes to support "Persons with diverse gender identities or expressions."

Discrimination of any kind is strictly prohibited by Amplus Academy and all stakeholders. Per the quoted text above, it is required by Nevada Revised Statute (NRS) and outlined in Nevada Administrative Code (NAC) that there be a specific policy to address the rights and needs of students with diverse gender identities or expressions. Amplus will "address the rights and needs of persons with diverse gender identities or expressions on an individualized basis to foster the safe and healthier development of the gender identity and expression of each pupil." Amplus Academy will "consider the individual characteristics and unique circumstances of the person."

The policy, as created by school leadership regarding diverse gender identities or expressions, will be adopted by Amplus Academy's Governing Board and address the following.

- Each member of the governing board and each employee including but not limited to administrators and teachers will receive "annual training concerning the requirements and needs of persons with diverse gender identities or expressions. Training will include all components outlined in NAC 388.880 section 3/ subsection 2 paragraphs a through c.
- Methods to ensure the protection of the privacy of individuals governed by the policy.
- Methods to support appropriate engagement of the parents or guardians of pupils with diverse gender identities or expressions;
- Measures to ensure that each person governed by the plan, including, without limitation, each employee, volunteer and pupil, uses only the names and pronouns to refer to the pupil, as recorded through the registration and enrollment process or [Infinite Campus], in reference to or in any verbal or written communication with the pupil
- Safe and Respectful Learning complaints
    - All student at Amplus Academy shall have the right to attend school without barriers to include a learning environment that is free from discrimination and bullying by any pupil or staff member.
    - Amplus Academy will follow all procedures, requirements and information included in NRS 388.135, 388.1351, .388.1352, 388.13535, 388.1354, 388.136 and any others that may apply to Safe and Respectful school and subsequent disciplinary actions for violations of the Safe and Respectful Learning statutes.

The entire Inclusion and Diversity plan, as previously outlined and assigned can be found HERE.

EL Policy

The English Language Learning (ELL) program is centered around the purpose of Title III: "help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English". The Amplus Academy Governing Board recognizes that Amplus Academy's strength and unity is built as we honor and embrace our diversity while focusing on our shared mission of academic excellence and character development for each student. Amplus Academy's non-discrimination policy "prohibits all discrimination on the basis of race, color, religion, gender, sexual, orientation, age, national origin, disability, or veteran status. This policy extends to all aspects of Amplus educational programs, as well as the use of all Amplus facilities, and participation in all school-sponsored activities."

The Amplus Board defines that an English Learner is an individual who

- is between 3 and 21 years old;
- is enrolled or planning to enroll in an elementary or secondary school;

meets one of the following criteria:

- was not born in the United States or whose native language is a language other than English
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and

    - comes from an environment where a language other than English has had a significant impact on the individual's English proficiency; or
    - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability and opportunity to
    - meet the challenging state academic standards
    - perform well in classrooms in which English is the instructional language; or
    - the opportunity to participate fully in society.

Desired outcomes/expectations

EL students attaining proficiency in English should show improvement year over year, while the students are enrolled in the EL program. EL students' academic achievement is one (1) year's progress in one (1) year's time in core subjects of reading and mathematics, passing grades in other content areas.

In order to achieve these outcomes, the Board authorizes school leadership to create a plan to identify and enroll students through the appropriate notification process to parent/guardians. Once students are enrolled, school leadership and their designated faculty/staff will provide instruction, necessary AND required assessments, monitoring, and (as appropriate) reclassification or reassignment.

Ensuring Equitable Access

English Learners with Disabilities
If an English Learner requires additional services and support because of a disability, Amplus faculty/staff will apply those accommodations to their English Language Acquisition program. During enrollment, or any other time a disability is made aware to the school, the school's ELL coordinator and Special Education staff will meet together to establish a plan. Not all English Learners are identified as students with disabilities because of their limited English language proficiency. Only EL students with an Individualized Education Plan (IEP) or Section 504 Plan will be identified as students with disabilities. Staff will adapt assessments, monitoring and instruction as needed to meet the needs of EL students with disabilities.

Parent Support and Services

Parent engagement, a hallmark of Amplus academy, is a priority to the Board. Additional parent, family, and community engagement activities will be offered to enhance or supplement language instructional education programs for EL students.

The entire Title III and EL Plan, as previously outlined and assigned can be found as follows:Updated EL Plan ~~Updated 2025-2026 EL Plan~~

TITLE: Enrollment & Lottery
SECTION: Compliance
09/16/2026~~8/28/2025~~

POLICY NUMBER: 3007
LAST REVIEWED/REVISION:

Pursuant to NRS 388A.453-.456 the Charter School is an open-enrollment public school that accepts all eligible Nevada students without charge. The Governing Board delegates the authority to the CEO (or designee) to establish and maintain operational procedures for enrollment windows, documents verification, and waitlist management consistent with this policy and applicable state law. ~~will enroll students at Amplus Academy through the following enrollment process. Priority enrollment will be given based upon students of persons employed by the school, students of persons who were members of the founding committee, students of persons who are members of the governing body. Additionally, priority enrollment will be given to siblings of students who are already enrolled at Amplus Academy. Should the school have additional seats available for students, school leadership will use the following policy to enroll students. ¶~~

Annual Open Enrollment: ~~ly~~, T~~t~~he school will conduct an Open Enrollment period prior to each academic year. Specific start dates shall be established annually in administrative procedures. Student enrollment will be administered in accordance with allowances specified in NRS 388 A. 453. Maximum enrollment numbers per grade level and campus are governed by the charter contract a[[roved by the sponsor. ~~first enrollment window or returning families will open the first Monday of January for the following school year.~~ The open enrollment period shall be a minium of ~~window will close approximately~~ 45 days~~. later on the last day of February.~~ If the number of eligible applicants during Open enrollment exceeds capacity for nay grade level or campus, admission shall be determined by a random, transparent selection process (Lottery). ~~In the event that a student receives a seat, families will be notified by the school's registrar. ¶~~

Applicants not selected during the lottery, or who apply after the close of Open Enrollment, will be placed on a sequential waitlist according to their lottery status or application timestamp. Offers of admission are time-sensitive. Operational procedures shall define the required timeframe and document verification standards for parents/guardians to accept an offered seat. Failure to complete required enrollment steps within the administratively established window will result in forfeiture of the offered seat.

Students who are currently under suspension or expulsion from another public school may be required to meet with the Principal prior to enrollment in accordance with NRS 392.4675.

~~Annually, the new family applications will be taken in the same window listed above. A lottery will be held for grades with availability after the open enrollment period. Families will be notified via email of their child's acceptance to~~

~~Amplus Academy. Families of students receiving a seat offer will be notified via email of the next steps in the registration process, and timeline to complete the registration.¶~~

~~¶~~

~~Since the number of applicants at Amplus Academy typically exceeds the number of seats available, students are selected by random lottery. A numbered waitlist will be established for all applicants that apply during the open enrollment period. All applicants that apply after the open enrollment period will remain in a general application pool and be eligible for future lottery selections held for that academic year. Waitlist numbers will not be assigned. Future lotteries will not take place until all established waitlist students that applied during the open enrollment period have received an offer of acceptance.¶~~

The Office for Civil Rights (OCR) enforces federal statutes that prohibit discrimination in programs and activities that receive federal financial assistance from the Department of Education (DOE). Amplus Academy is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all the applicable federal, state and local laws .27/28 Lottery Dates

~~The entire Enrollment Policy, as previously outlined and assigned can be found as follows: ENROLLMENT POLICY~~

TITLE: Family Engagement | **POLICY NUMBER: 3008**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Parent Involvement: Encouraging and Supporting Parents' Active Role in their Children's Education
Amplus Academy's Board of Trustees recognizes that parent involvement is key to academic achievement.

The term parent refers to any caregiver/guardian who assumes responsibility for nurturing and caring for children. When parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced.

Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the educational communities throughout their children's school career. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, universally all parents want what is best for their children. Amplus Academy, in collaboration with parents, teachers, students, and administrators, shall develop and promote strategies that enhance parental involvement and reflect the needs of students, parents, and families.

In order to enhance parental involvement, six essential elements for parent involvement shall also be promoted:

- Communication between home and school is regular, two-way, and meaningful: Effective communication requires school-initiated contact with the parent, and parent-initiated contact with the school where both parties provide vital information about a child's strength, challenges, and accomplishments. To communicate effectively, both parties must be aware of and address issues such as cultural diversity, language differences, and special needs. Appropriate steps shall be taken to allow clear communication between participants.
- Responsible Parenting is promoted and supported: The family plays a key role in a child's educational environment. School personnel and program staff shall support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. Parents shall be linked to programs and resources within the community that provide needed support services.
- Parents play an integral role in assisting student learning: Student achievement increases when parents are actively involved in the learning process. Schools shall therefore provide opportunities for parents to learn effective ways to support their child's educational needs including information about how parents can support student behaviors such as punctuality and regular attendance that are closely tied to student success in school.
- Parents are welcomed as volunteers in schools: Parent volunteers are essential for advancing student achievement. Therefore, parents shall be welcome and invited to volunteer at all educational levels. Volunteer opportunities shall capitalize on the expertise, interests, and skills of the parents, and have a direct connection to school and district goals.
- Parents are full partners in the decisions that affect their children and families: Parents and educators have a mutual responsibility to make informed decisions related to all aspects of the education provided to our students. Schools shall actively enlist parent participation in decision-making. Further, efforts shall be made to recruit and support participation by parents representing diverse student groups such as: limited English proficient, special needs, gifted and talented, and homeless. The role of parents in shared decision-making shall be continually evaluated, refined, and expanded at the district and school levels.
- Parents, schools and community members collaborate in order to enhance student learning, strengthen families, and improve schools: Parents, educators and community members will work together in order to promote and effectively increase educational opportunities for children. When schools and communities form partnerships, both make gains that outpace what either entity could accomplish on its own.

Providing all students with equal access to quality education is a primary goal. It is vital that all partners (parents, educator, businesses, and communities) have the opportunity to provide input and offer resources to meet this goal. Developing cooperative efforts and providing access to resources will ensure improved academic achievement for all students, as well as quality schools.

TITLE: FERPA
POLICY NUMBER: 3009
SECTION: Compliance
LAST REVIEWED/REVISION: 08/28/2025

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's

education records. Medical records, as part of the school day become school records and as such are governed by FERPA rules, rights and regulations. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the designated school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
- School administrators, teachers, support staff, Amplus Academy personnel and other school officials which have a legitimate educational interest
- Persons or organizations with whom the school or Amplus Academy has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
- Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
- Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for, or on behalf of, the school or Amplus Academy to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
- Accrediting organizations to carry out accrediting functions
- Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
- Appropriate parties in a health or safety emergency
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue SW Washington, D.C. 20202-5920

TITLE: Finance **POLICY NUMBER: 3010**
SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

Financial Approval Level Plan

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.

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.

Grant Management Plan

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.

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:

- Be necessary, prudent and reasonable for the federal award
- Be allocable within the standards and limitations of the particular federal award

- Be consistent with all policies and procedures for both federally supported and non-federally supported activities guidelines
- Be in compliance with Amplus Academy's Generally Accepted Accounting Principles (GAAP), where applicable
- 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.

Complete financial policies and regulations can be found in the appropriate section below.

TITLE: FOIL & Public Records | **POLICY NUMBER: 3011**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

This policy outlines the procedures for the public to inspect or obtain copies of public records maintained by Amplus Academy in accordance with the Nevada Public Records Act (NRS Chapter 239).

Designated public records officer

The Public Records Officer for Academy is:

- The Chief Executive Officer and their designee
- 8377 West Patrick Lane
- Las Vegas, NV 89113
- Info@amplus.academy

The Public Records Officer or designee is responsible for receiving and responding to public records requests and will ensure that all requests are logged. All requests received by any employee of Amplus Academy should be immediately forwarded to the Public Records Officer.

Making a public records request

Requests for records must be in writing, whether by mail or email, and should clearly identify the specific records being sought. Providing information that helps locate the record is beneficial. A dedicated Public Records Request Form may be available for submission. Note that a request must be for an existing, identifiable record, not general data that needs to be created. As per the Nevada State Public Charter School Authority, a request for data is not a public records request if it requires creating a record that doesn't exist at the time of the request.

Responding to a public records request

Within five business days of receiving a request, the Public Records Officer will provide a written acknowledgement. Within this same timeframe, the request will be granted or denied, or the requester will be informed of an approximate date for a decision. If a request is granted but the record cannot be disclosed within 20 business days of the acknowledgement, a letter will be sent explaining the delay and providing a new disclosure date. If a request is denied, the reasons will be provided in writing, along with information on the right to appeal. Failure to respond within the outlined timeframe may be considered a denial.

Records not subject to disclosure (exemptions)

Access to records may be denied if they are exempt under Nevada law. Exemptions include, but are not limited to, records declared confidential by federal or state law, those revealing criminal investigative techniques or endangering safety, certain inter-agency communications, examination materials before final administration, computer access codes, records that invade personal privacy, and records deemed privileged or where public interest in disclosure is outweighed by other interests. It is important to note that there is a strong presumption in favor of disclosure, and exemptions are to be narrowly interpreted.

Fees for copies

There is no charge for searching for records or for in-person inspection. Copies of records will be provided for a fee of $0.25 per page, unless otherwise specified for electronic records. This fee covers direct duplication costs but not staff time for locating or mailing records. Payment for copies or delivery may be required in advance. A list of fees will be publicly available at the school's administrative office or posted online.

Appeals of denied requests

Appeals of denied requests can be made by following the communication and grievance policy within thirty days of the denial. The appeal must include copies of the original request and the denial letter.

TITLE: Grading **POLICY NUMBER: 3012**

SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

Homework

The Board of Trustees of Amplus Academy believes that homework plays an important role in the learning process. For all students, homework is an integral part of the education program at Amplus Academy. Homework is an extension of classroom learning that reinforces skills and concepts. Homework is assigned with coordination between teachers and consideration of the importance of child participation in family activities and responsibilities. It is our intention that homework given will be appropriate, relevant, interesting and at times, challenging. Homework assigned should not be new material for students, but should be a review, extra practice, or an extension of material already taught in school. Homework that is assigned to students to include due dates should be recorded on the weekly pacing guide in Elementary or in several places for Secondary students including planners and/or Infinite Campus, Google Classroom, Canvas.

Our goal is to help students develop habits of hard work and responsibility. Students should complete all assigned work and turn it in on time. On-time work completion is imperative for success. Amplus Academy recognizes that in cases of illness and absence, work will be late, and we have made accommodations for this. For Secondary students, the school staff believes that homework is an important component of the educational process.

Grading Incompletes, and Credits

In order to provide substantial feedback to students Amplus Academy has elected to use a District Wide K-12 Competency Based Grading, using summative and formal assessments, however, school leadership is charged to combine this with an understanding and implementation of Standards & Outcome Based Grading.

Student evaluation is a multi-faceted process for identifying and communicating student progress. Evaluation occurs before, during and after specific learning experiences and takes place in an educational setting which stresses the needs, characteristics and well-being of the learner. The District will use multiple evaluation techniques to determine the progress of students.
Student progress will be communicated to both students and their families through report cards and other forms approved by the Chief Executive and Academic Officers. The report card will be designed to report the progress of the whole child based on information from many sources. This report will reflect achievement, effort and the professional judgment of instructional personnel.

The grading system shall comply with the NRS/NAC and meet NV State Board of Education requirements with regards to frequency and scale for reporting student academic progress.

Criteria for grading and rubrics for grading shall align with the District's current and new curriculum. Grading rubrics shall be provided to all students prior to or during class so that each student is fully aware of the expectations of the teacher.

Teachers, counselors and or administrators will contact parents or guardians by phone, text, email, U.S. mail, home visits or conferences to discuss student progress at any point throughout the quarter for any student who is;

- failing a particular course; and/or
- in the opinion of the teacher, not performing to potential.

This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress.

Report cards and other methods to communicate performance must be established collaboratively with stakeholders. Understanding, concern and involvement are necessary among family, student and teachers to make communication about student progress most effective.

Amplus Academy shall provide adequate training to incoming staff and existing staff on the development and use of Competency Based Grading, using summative and formal assessments and special training on how to combine this with an understanding and implementation of Standards & Outcome Based Grading. Amplus Academy shall provide adequate technology resources to allow staff to properly track Competency Based Grading so as to create/enable efficiency and accuracy and to facilitate adequate monitoring and reporting of grades to students and parents/guardians. All student progress shall be readily accessible through district web forums. Progress shall be updated on a weekly basis so as to assist students and parents with tracking and progress and allow adequate steps to be taken to increase student achievement.

TITLE: Health Office
SECTION: Compliance

POLICY NUMBER: 3013
LAST REVIEWED/REVISION: 08/28/2025

The health and safety of all students, staff and visitors is the primary goal of the Amplus Academy Governing Board, the Executive Offices and all school leadership. This Health Office Manual is intended to help all employees, but especially those employed in the health office, understand the best practices to ensure the health and safety of all students, staff and visitors at Amplus Academy. This manual is not intended to be an exhaustive list of things to be done or not be done, rather a list of guiding principles that should help inform decisions and educate staff on the decision making process.

The health office regulations can be found in the Health Office Manual.

Head Injuries

Concussion management has been a part of interscholastic sports in Nevada as instituted by NRS 385B.080, 392.452, and 455A.200. Existing law requires schools participating in sanctioned sporting events in Nevada to have a policy to support students who have had a head injury. The law requires that athletes who have suffered a head injury must be cleared by a health care provider prior to their return to play. As a member of the Nevada Interscholastic Activities

Association (NIAA), Amplus Academy utilizes the "Template for Nevada School District Concussion Policy" as the policy for concussion management for all sports K-12. This policy is also referred to as the "Return to Play" policy.

During Nevada's 82nd Legislative Session (2023) legislators passed SB80 amending existing laws governing concussion management. SB80 requires schools to adopt additional standards of education to parents regarding head injuries. SB80 also requires schools to institute a "Return to Learn" policy through their health office to support students in the classroom who are recovering from a head injury. In compliance with NRS 385B.080, 392.452, and 455A.200 as amended by SB80, Amplus Academy has instituted the "Health office Head Injury Policy." Amplus Academy has utilized the "Sample School Health Office Head Injury Policy" as provided by the State of Nevada Department of Education.

Return to Learn (RTL)

The effects of a concussion on a student's return to school experience are unique to each student. In most cases, a concussion will not significantly limit a student's participation in school. However, in some cases, a concussion can affect multiple aspects of a student's ability to participate, learn, and perform well in school. In turn, the experience of learning and engaging in academic activities that require concentration can cause a student's concussion symptoms to reappear or worsen. Given this connection and the way concussion effects can vary across students, academic adjustments need to be tailored to each student's specific circumstances. In the regulation the term "return to learn" is not used, it is referred to as "ready to return to full participation in their course work". To keep the terminology simple, "return to learn" will be used throughout this policy.

RTL Pathway

Students who have sustained or suspected of having sustained a head injury, whether they are a student athlete or a non-student athlete, the following protocol to be used to complete the RTL pathway.

Medications Plan

Students in need of prescription medication during the day will need a doctor's note. In order for the health office to administer the medication must be in the original container, and a signed release form must be on file with the health office. Office staff will dispense medications if they comply with this policy. Non-prescription medication will not be dispensed unless the parent brings the medication to school and signs a release form.

Parents should make every effort to avoid the need for students to take medication during the school day. Any student who will be taking medication during school hours must have a signed consent and request form (Authorization for self- carry/Administration of medicine at school and after-school activities) on file at the school. The school district will make every attempt to see that the student receives the medication if appropriately ordered by a physician and requested by the parent/guardian.

Short Term Prescription Medication (Less than 10 school days)

- Any student who is on medication for 10 school days or fewer must have either a medication consent form signed by both parent and physician OR the medication written on a prescription signed by the doctor and accompanied by a written request from the parent or guardian.

Long Term Prescription Medication (10 or more school days)

- A student on medication spanning more than 10 school days must have both the consent and request form signed by the physician and parent/guardian. Emergency medications including inhalers and epi-pens carried by the student must also have a signed form.

Students in grades 6-12 who have been diagnosed with asthma and have a prescription/doctor's note may carry their inhaler at school in their pencil pouches/backpacks. In addition to the prescription/doctor's note, students must have a signed parent release form that may be obtained from the nurse's office. These documents must be on file with the office even if the student only occasionally carries the inhaler to school. It is vital that every inhaler is marked with the student's full name in permanent marker. Students in grades K-5 who have been diagnosed with asthma must work with the health office in regards to any treatments of medications.

Similarly, students in grades 6-12 may carry their Epi-pen in their backpacks if the office has the prescription/doctor's note and a signed release form in the health office. These documents must be on file with the office even if the student only occasionally carries the epipen to school.

Many children take medication during school hours. For your child's safety, students in grades K-12 will have medications administered and stored in the health office.

- Licensed Health Care Provider's Orders must be obtained for <u>all</u> medications school personnel administer. The ***"Parent/Guardian Request for Medication Assistance"*** or ***"Emergency Plan for Asthma/Allergy/Anaphylaxis"*** form must be turned in before the medication can be given to your child. ***Prescription <u>and</u> over-the-counter (OTC) medication must be prescribed by a licensed health care provider.*** Homeopathic remedies must meet legal guidelines for administration in school and be reviewed and approved for administration. ***Prescribed medication must be in the original pharmacy container, labeled with the child's name, name and dose of the medication, prescribing practitioner, and directions for use. Over-the-counter medication must be in the original manufacturer's container.***

  Controlled substances, like medications prescribed for pain or ADD/ADHD, <u>may not</u> be carried by students and must be maintained and administered by school health office personnel.
- Students with asthma or allergy/anaphylactic allergic reactions may self-medicate with prescribed medication per NRS 392.425. ***An "Emergency Plan for Asthma/Allergy/Anaphylaxis" form must be completed by the parent/guardian AND licensed health care provider and returned to the health office.*** Students who self-medicate are NOT monitored by the health office personnel and are typically attending middle school or high school.
- A student may not have in their possession any medication, including ***cough drops***, herbal remedies, medicated lotions etc., unless they have been authorized by a physician and parent to self-carry that particular medication. Otherwise, all medications are to be kept at the Health Office for the child. Any medication found in possession of a student will be confiscated and disciplinary action may follow.

Prescription/Over the Counter Medication

Parents should make every effort to avoid the need for students to take medication during the school day. Any student who will be taking medication during school hours must have a signed consent and request form (Authorization for self- carry/Administration of medicine at school and after-school activities) on file at the school. The school district will make every attempt to see that the student receives the medication if appropriately ordered by a physician and requested by the parent/guardian.

Short Term Prescription Medication (Less than 10 school days)
Any student who is on medication for 10 school days or fewer must have either a medication consent form signed by both parent and physician OR the medication written on a prescription signed by the doctor and accompanied by a written request from the parent or guardian.
Long Term Prescription Medication (10 or more school days)
A student on medication spanning more than 10 school days must have both the consent and request form signed by the physician and parent/guardian. Emergency medications including inhalers and epi-pens carried by the student must also have a signed form.

Over-the-Counter Medication Administration

- Over-the-counter medication that is requested must be in an original labeled container. The parent/guardian permission form must be obtained prior to carry or administration.
    - (OTC medications that are allowed at Amplus must be in the original container and approved by the school nurse, site administrator or both. No OTC liquid medications will be approved.)
  - The parent or guardian is responsible for delivering the medication to the school and presenting it to the school nurse or responsible office/administrative staff member. It may not be sent with the student.
  - The school nurse should be informed of ANY student medication.
  - All prescription medication must be in a labeled prescription bottle, and have the students name, physicians name, medication name, dosage, and time to be given. The amount of medication to be kept at the school will be determined with the school nurse, principal and parent as necessary.
  - Any change in type, frequency, or amounts of prescription medication will require a new consent and request form.
  - Prescription medications may be stored in the nursing office. All controlled medications MUST be stored in the nursing office.
  - Students must be observed by the nurse or a designated adult when taking the medication stored in the nursing office.
  - If the student does not report at the designated time for his/her medication they may be called to the office for administration.
  - Medications will be recorded on individual medication records.

Students' grades 6-12-With Authorization to self-carry/medicate form or the parent/guardian permission form, a student may self-medicate (with the exception of controlled medications). Such students may carry over the counter medication, in a properly labeled bottle. Prescriptions must have students and physicians name, medication name and dose.

Menstruation Plan

It is Amplus Academy's plan to provide education about and access to menstrual products to all students thereby decreasing the stigma and increasing the accessibility of menstrual products to all students in need. Menstrual products will be available in open offices in each hallway and in the nurse's office. Students can access the products in the open offices without needing to request or speak with a staff member. Previous attempts to have products available in the restroom resulted in vandalism and waste. Amplus Academy students report that the locations of the products, in that they are accessible without needing to ask, helps the students feel more comfortable.

Education about the use of menstrual products begins in fifth grade at Amplus Academy's maturation night. Continued education is repeated again in seventh grade and tenth grade health classes as part of the curriculum. The curriculum is determined based upon NRS 389.036 and Nevada Academic Content Standards (NVACS) for health education. Amplus will continue to look for more opportunities to educate families regarding the need for and availability of free menstrual products to include regular information in the school's weekly newsletter. Amplus is also looking at adding signage in the restroom stalls that lets students know where they can access the products.

Currently Amplus academy only provides sanitary napkins (pads) for student use. Parents have reported concerns in the past that students are not educated sufficiently about the use of tampons or other products. Parents further report that they are concerned about Toxic Shock Syndrome (TSS) for use with younger students, a concern which was echoed by our school nurse. Texas Children's hospital research supports this, indicating that "The majority of TSS cases occur in females between the ages of 13 and 19."

Amplus Academy uses SmartPass hall pass system for students to use the restroom as needed. Unless there are behavior issues, the smart pass system is not restricted. In cases where SmartPass access has been restricted as a result of behavioral concerns, sufficient passes are made available for students who may need to access the restroom during menstruation.

The complete plan and resources can be found in the Access to Menstrual Products Plan.

Sun Safety

As outlined in NRS 394.191 and NRS 392.453 Amplus Academy establishes a policy "concerning safe exposure to the sun" which "allows for students to possess and self-administer sunscreen in school settings." Sunscreen is not considered an over the counter medication and may be carried and used by students.

Amplus Academy encourages various sun safety measures when taking part in outdoor activities including: wearing protective clothing (hats, sunglasses), applying sunscreen, accessing shade when outdoors, and limiting exposure during peak midday hours.

Further, Amplus Academy will allow students who are participating in outdoor activities while at school or that are sponsored by the school to wear clothing which complies with the dress code to protect against exposure to the hat, including but not limited to a hat; and to possess and self-administer sunscreen.

TITLE: Human Resources | **POLICY NUMBER: 3014**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Non-Discrimination/Anti-Harassment policy and Complaint Procedures

Amplus Academy does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, protective hairstyle (to include without limitation hairstyles such as natural hairstyles, afros, bantu knots, curls, braids, locks, and twists), sex, gender identity or expression, sexual orientation, disability, marital status, or age, in admission or access to, treatment or employment, or participation in its programs and activities, and provides equal access designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and 34 C.F.R. § 106.8(b)(1), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act (IDEA), and the Boy Scouts of America Equal Access Act. Inquiries about the application of Title IX to Amplus Academy may be referred to the Chief Executive Officer, located at 8377 W. Patrick Lane, Las Vegas, NV 89113, 702-970-6800; email address rhulet@amplus.academy. Inquiries may also be made outside of Amplus Academy and directly with the Assistant Secretary, United States Department of Education – Office for Civil Rights, 915 2nd Ave. Room 3310, Seattle, Washington 98174-1099, email address OCR.Seattle@ed.gov.

Amplus Academy is an equal opportunity employer. Inquiries regarding employment related issues may be referred to Amplus Academy's Director of Human Resources, located at 7077 W. Patrick Lane, Las Vegas, NV 89113, 725-500-0177; email address is mwheeler@amplus.academy.

Employees who feel discriminated against should contact their immediate supervisor or the Director of Human Resources as the first step in initiating Amplus Academy's established grievance/complaint procedures (see the Staff Handbook).

Child Abuse and Neglect Plan

Amplus staff members are encouraged to develop the social-emotional capacity of their students by developing professional personal relationships with their students. Social-emotional supports are vital to ongoing success in the classroom and beyond. As such, staff may recognize and/or students may self report abuse, neglect, or endangerment. There is no expectation of privacy or confidentiality when it relates to harm to self (whether self-inflicted or abuse) or harm to others. If a student makes a report of harm to self or others, staff are required to communicate to the student that staff members will collaborate with the appropriate professionals to find assistance for the student to include but not be limited to outside agencies. All reports or assumptions of harm to self or others must be shared with a supervising administrator. Ideally, notifying a supervisor will be done prior to making a report but it is not required. Reporting is an individual duty for all staff members who have independent observations and/or first-hand knowledge of abuse, neglect, or maltreatment. Staff members will not assume another person has made the report which is why it is beneficial to notify a supervising administrator. Upon being hired and going through the new employee onboarding process all staff members are required to sign the "Amplus Mandated Reporter Form"

Given the above stipulations, requirements, laws and codes, Amplus Academy staff members are required to report suspected abuse, neglect, and/or endangerment of a child. The method for reporting will be prescribed herein.

Staff Reporting Procedures

Staff are required to monitor students for the following signs of abuse and/or neglect:

- Physical or mental non-accidental injury
    - Physical- Sprains, broken bones, bruising, permanent or temporary injury
    - Mental- emotional abuse that results in the child's ability to function. This may be manifested in increased sadness, a withdrawn affect, poor attendance, and or skittishness around adults.
- Sexual abuse or sexual exploitation
- Negligent treatment or maltreatment of a child under the age of 18 caused or allowed by a person responsible for their welfare
    - Hygiene-odor, unkept, unwashed hair and dirty clothing
    - Food-consistent absence of lunch and refusal of offered food items
    - Abandonment, lacking proper care necessary for well-being of child, leaving young children unsupervised or alone
- Corporal Punishment of a child in violation of NRS 392.4633 or NRS 394.366 by another employee of or volunteer for a public school or private school must be reported
- Abuse or neglect, sexual conduct or luring of a child by another employee of or volunteer for a public school or private school must be reported

Per statute, Amplus staff members are required to make any reports within 24 hours. They are not responsible for any investigation or follow-up.

If a staff member becomes aware or suspects abuse, neglect or maltreatment they will follow the following protocols;

- Meet with or contact their supervising administrator to discuss the concern. However, you do not need prior permission from a supervising administrator to make a report.
    - The supervising administrator will communicate with their supervisor
        - As needed, the member of administration will involve the Principal, other supervising administrators, and/or the health office.
            - This communication will ensure that any potential report meets the standard for a good faith report which may help eliminate any overt or implicit bias.
- When it is determined appropriate to make a report but within 24 hours of the presumptive abuse, neglect, or maltreatment staff will (with or without contacting a supervising administrator):
    - Call the Child Abuse and Neglect Hotline
        - Emergency or Non-Emergency reports can be directed to the 24/7 hotline at (702) 399-0081
        - Non-Emergency Reports can be submitted online at http://www.clarkcountynv.gov/family-services/services/Pages/ChildProctectiveServices.aspx
    - As appropriate staff will call a law enforcement agency
        - Emergency reports can be made by calling 911

- Non-emergency reports can be made by calling 702-828-3111 or the Las Vegas Metropolitan Police Department (LVMPD) Enterprise Area Command at 702-828-2843

TITLE: McKinney Vento/Homeless | **POLICY NUMBER: 3015**
SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Homeless Students

Amplus Academy recognizes that homeless students may exist within its borders and is committed to ensuring that all homeless students have equal access to the same free public education as all other students. The district has the responsibility of identifying and serving homeless students. "Per state law, the district may award homeless, foster care, or unaccompanied students a diploma regardless of their attendance. District staff will work with students to ensure that partial credit for previously completed courses is combined to best assist students towards graduation."

Amplus' entire policy created to support homeless students can be found by going to the Annual McKinney-Vento/Homeless Policy and Plan.

Definition of Homeless Students

- "Homeless student" means individuals who lack a fixed, regular and adequate nighttime Residence and includes:
    - Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (other than an established trailer park community), or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement;
    - Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
    - Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
    - Migratory students who qualify as homeless because the students are living in circumstances that qualifies as homeless because a child lacks a fixed, regular and adequate nighttime residence.
    - "Unaccompanied student" includes a student not in the physical custody of a parent or guardian.

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the

records are available, in a timely fashion, when a homeless student enters a new school or school district, consistent with state and federal law.

Protocol of Serving Children in Foster Care

Many children who enter foster care are already behind academically. They often have learning or other disabilities that have not been detected and possibly carry the physical and emotional scars of abuse and neglect that brought them into foster care. Many of the foster children continue to miss school because of difficulties with school record transfer, medical appointments, and mandated court appearances.

Amplus' entire policy created to support homeless students can be found by going to the Annual Foster Care Policy and Plan

The purpose of this protocol is to promote educational outcomes for foster youth and applies to all children in the custody of Division of Child and Family Services.

Note: Nothing in this protocol shall limit any rights under the Individuals with Disabilities Education Act of a student with a disability.

Health, Safety and Welfare

The Board of Trustees recognizes its shared responsibility for protecting the health, safety and welfare of students in school attendance. The Chief Executive Director shall develop rules, regulations and procedures necessary to protect student health, safety and welfare, in accordance with this policy.

TITLE: Network & Technology
SECTION: Compliance

POLICY NUMBER: 3016
LAST REVIEWED/REVISION: 08/28/2025

The Amplus Academy Governing Board has secured the funding for all students to have access to the computer network. These devices and the network are for school use involving creativity, communication, research, and other tasks related to the Amplus Academy academic and extra-curricular programs. All use of computers, furnished or created data, software, and other technology resources as granted by Amplus Academy are the property of Amplus Academy and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the Amplus Academy computer network and the school's technological resources.

School leadership will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Acceptable Use Policy

Computer network resources, provided by Amplus Academy, enable communication with electronic communities around the world. These computer network resources include, but are not limited to Internet, e-mail, voice mail, instant messaging, Google suite applications, employees' personal electronic devices accessing the school's network, wireless transmission and other network files or accounts, computer hardware, including computers, computer processors, computing devices, wireless hardware and software, printers, scanners, copiers and all other peripheral and computer networking equipment.

The use of these electronic resources shall be consistent with the purpose, mission, and goals of Amplus Academy and may be used for professional or educational purposes. The purpose in providing these services is to facilitate access to information and resources, promote educational excellence, and enhance communication between Amplus Academy and the students and families it serves.

The Internet is a network connecting thousands of computers throughout the world. The Internet can bring a wealth of educational material to the classroom, but may also contain material that is objectionable. This Technology Acceptable Use Policy is provided so that staff members using the Amplus Academy's computer network resources are aware of their responsibilities. The use of these network resources is a privilege, not a right.

Terms and Conditions

Access to Network and Electronic Resources

- Employees may be given access to Amplus Academy's computer network resources. This access, including account and password, must not be shared, assigned or transferred to another individual.
- Access to Amplus Academy's computer network resources may be suspended or terminated if terms and conditions of this agreement are violated. Prior to a termination of access to Amplus Academy's computer network resources, the user will be informed of the suspected violation and given an opportunity to present an explanation. School Administration will determine if the Employee may continue using school network resources.
- Employees must be aware that to the extent practical, electronic protection measures including internet filters may be used to block certain websites and filter inappropriate information.

System Security

- Computer users may not run applications or files that create a security risk to Amplus Academy's computer network resources. If users identify a security problem, they must notify the Information Technology (IT) Department immediately.
- Any user reasonably deemed to be a security risk, or discovered to have a proven history of problems with other computer networks, may be denied access to Amplus Academy's computer network resources.
- Users should immediately notify the IT Department if they believe that someone has obtained unauthorized access to their private account.
- Employees agree not to access Infinite Campus in the presence of any pupil, except when such access is for the purposes of discussing individual pupil performance and the information visible to the pupil is related solely to that individual pupil's performance.
- Employees must keep all passwords confidential. Employees may never share their password with any individual or use it in the presence of an individual without taking necessary precautions to keep all passwords protected.
- Employees may never reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers of students, families, staff members, or third party vendors.
- Employees are prohibited from hacking or intentionally harming school information or the school network. This includes, but is not limited to, computer viruses, unauthorized access to restricted systems, or using the school network for unauthorized access to programs and systems.
- Employees supervising students using computers are required to walk around the classroom to verify that students are using the computers as instructed. Employees should use monitoring programs provided to further assist in the monitoring of students. Employees should also communicate clearly the standards for appropriate student technology use.

Respecting Resources and Resource Limits

- Employees will not post chain letters or engage in spamming. Spamming is sending messages to a large number of people, or sending a large number of messages to a single person, with the intent of annoying users or to interrupt the system.
- The system administrators reserve the right to set a limit on disk storage for network users.
- Employees will ensure there are no food or beverages near Amplus Academy issued computers and devices.
- Employees agree to report any damage to computers or other electronic devices to School Administrators or the IT Department as soon as possible. Employees may be required to pay for the damages if the damage is determined to be caused by the Employee's negligence.

Illegal Activities

- Amplus Academy will cooperate fully with local, state, or federal officials in any investigation related to illegal activities.
- It is prohibited to sell or purchase goods and services without prior approval of the appropriate administrator.
- Attempting to gain unauthorized access to Amplus Academy network resources or go beyond authorized access is prohibited. This includes attempting to log in through another person's account or accessing another person's files.
- Vandalism will result in cancellation of privileges to Aplus Academy's computer network resources. Vandalism is defined as any malicious attempt to harm or destroy data or equipment on any computer network.
- It is prohibited to use Amplus Academy's computer network resources with the intent of denying others access to the system.

Intellectual Property (Copyright)

- No copyrighted material is to be placed on Amplus Academy's computer network resources without written permission from the copyright owner.
- All users of Amplus Academy's network resources must agree not to submit, publish, or display any type of material that violates this agreement.

Software

- Only public domain files, and files that the author has given written consent for online distribution, may be uploaded to Amplus Academy's software libraries.
- Software having the purpose of damaging Amplus Academy's network resources or other systems is prohibited.
- Users may be required to use an Amplus Academy approved Internet browser or other software to access the computer network resources.
- Users will only use the software authorized by Amplus Academy.
- Employees agree not to download any material which is not directly related to their job responsibilities or does not have value in the instructional process to a network or local hard drive.

Professional Conduct

- Polite and appropriate language is expected at all times by all employees whether through e-mail, voice mail, or other means.
- Abusive messages are prohibited and will not be tolerated.
- Harassment is prohibited. Harassment is conduct which is sufficiently severe, persistent, or pervasive that it adversely affects, or has the purpose or logical consequence of interfering with a user's educational program, or creates an intimidating, hostile, or offensive environment. Behavior that continues after an individual is informed of its offensiveness may constitute evidence of an intent to harass. If told by a person to stop sending messages, the sender must stop.
- Employees may not use social media and social networking applications on Amplus Academy devices or Amplus Academy network resources. Regardless of location of use, Amplus Academy prohibits improper

fraternization with pupils on social media or social networking sites and/or violating through on-line means the provisions and spirit of appropriate staff/pupil relations as defined in the Employee Handbook.

- Employees are prohibited from posting or storing items with sexual content. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials.
- Employees are prohibited from posting or distributing items exhibiting or advocating the use of drugs, alcohol, marijuana, or the participation in legalized gambling or other games of chance when such items may be accessible by those who are currently enrolled as pupils at Amplus Academy.
- The posting of any information on social media or public page regarding a pupil or employee of Amplus Academy or any information regarding the academic ability or potential of any sub segment of pupils.
- Employees are prohibited from posting or sending content that contains threats or is racially, ethically, or otherwise objectionable.
- Amplus Academy e-mail and online resources are not to be used for product advertising, sales, or political lobbying.

Liability

- Amplus Academy does not warrant the functions or services performed by the computer network resources. Resources are provided on an "as is, as available" basis.
- Opinions, advice, services and all other information supplied by third parties is for informational purposes only. It is not guaranteed to be correct. Users are urged to seek professional advice for specific individual situations.
- Any software available from Amplus Academy's network resources is not guaranteed as to suitability, legality, or performance.
- Employees agree to indemnify and hold harmless Amplus Academy for any liability arising out of any violation of this agreement.
- I. Electronic Mail and Real-Time Conferencing
- It is not the intention of the system administrators to inspect or disclose the contents of electronic mail or computer files sent by one user to another, without consent from either party, unless required to do so by Amplus Academy School Administration, local, state, or federal officials. Electronic mail is not private. As with written communication, users should recognize there is no expectation of privacy for electronic mail.
- Users are expected to remove e-mail messages in a timely manner.
- All users must promptly report inappropriate messages received to School Administration or Human Resources.
- Private information may not be posted about another person.
- A cancelled account will not retain electronic mail.
- The system administrators reserve the right to terminate access to Amplus Academy's computer network resources if this agreement is violated while using real-time chat features, including video conferencing.

Nevada Open Records Act

Amplus Academy is considered a public entity and all employees of Amplus Academy are considered public employees. As such, public entities must abide by the Nevada Open Records Act. This Open Records Act is a series of laws designed to guarantee that the public has access to public records of government bodies at all levels. Public records include all books and records of all government entities. This may include employee emails, computer drives, voice mails and other communication between employees and other stakeholders.

Employee's communications may be requested at any time through the Freedom of Information Act and the Nevada Open Records Act. Anyone can request public records and there is no statement of purpose required. There are no restrictions with regard to the use of records. Amplus Academy has designated a Public Information Officer to distribute the requested communication or records to the requestor. If you receive a Freedom of Information Act request, please submit this request to the Public Information Officer to comply with this request. All employees must comply with all public records requests. Please be mindful when you are communicating utilizing Amplus Academy communication systems that any communication may be requested in the future.

Employee Policy Adherence

The use of computer network technology resources shall be consistent with all Amplus Academy's policies. The provisions contained in this agreement also apply to any personally owned technology which an Employee may choose to, but will not be required to, utilize on school property. The Employee understands that any personal technology which he/she chooses to bring on school property shall be at their own risk and that Amplus Academy shall not provide any technical support for such technology.

Employees are required to relinquish all Amplus Academy owned electronic devices upon termination of employment by either party. This includes, but is not limited to, laptops, tablets, communication devices, printers, fax machines, microphones, speakers, and other devices provided to the Employee during employment. Amplus Academy is not responsible for any loss caused to an Employee resulting from the use of Amplus Academy's network resources. This may include, but is not limited to, the loss of information (personal or professional), network server errors, service interruptions, or employee errors and omissions.

Employees who fail to adhere to the guideline herein, will be subject to revocation of privileges, suspension, or termination. Prior to receiving access to Amplus Academy's network resources, Employees must sign below acknowledging that they have read, understand, and agree to follow the policies outlined in this agreement.

1:1 Technology Plan

The Amplus Academy Board of Trustees has secured funding which will assist the Chief Executive Officer in providing 1:1 technology to all students. The CEO and administration will ensure that devices are replaced at appropriate intervals to ensure the devices are capable of the intent to which they are intended (assisting in the

education of students). Regulations will be created to ensure student safety and ongoing longevity of the 1:1 initiative including the aforementioned requirements and internet connectivity for families who are in need of assistance.

AI Plan

This plan provides a framework for integrating AI tools into a school setting, with an emphasis on responsible, ethical, and transparent use. It is not a fixed policy, but a guide that can be adapted and refined as AI technology evolves. The core of this approach is to view AI as a powerful educational tool that students and staff must learn to use effectively.

Our school aims to foster a culture of AI literacy by treating artificial intelligence as a collaborative tool for enhancing learning and professional practice, not as a replacement for human creativity and critical thinking. This approach is rooted in principles of transparency, academic integrity, equity, and continuous evaluation.

Guiding principles

The following principles will govern the use of AI in our school:

- Transparency: All AI use by students and staff for academic purposes must be disclosed and documented.
- Human-centered approach: AI should support, not replace, human intellect and instruction. The final output and responsibility always rest with the human user.
- Critical evaluation: The outputs generated by AI are not always accurate or free of bias. Students and staff must critically evaluate AI-generated content and verify information using reliable sources.
- Privacy and data protection: The school community must be educated on data privacy risks associated with AI tools and be cautious about entering confidential or personal information.
- Equity and access: The school will work to ensure that all students have equitable access to AI tools when their use is permitted or required for assignments.

Academic honesty policy amendments

The existing school policy on academic honesty will be amended to include AI-specific guidelines.

- In-class vs. homework: The use of AI may be restricted during in-class assignments or exams to assess a student's individual knowledge, while it may be permitted or encouraged for out-of-class work as a learning aid.
- Documentation guidelines: A clear and standardized method for documenting AI use will be implemented. For example:
- Citation style: The school will adopt a specific citation format for generative AI, such as the one suggested by APA or similar guidelines, which records the tool, date, and query.
- Process logs: For complex projects, students may be required to submit a log or portfolio detailing their interactions with AI, including prompts used and a reflection on its utility.

- Attribution statement: A clear, written statement in submitted work will disclose how AI was used, for example: "AI was used for brainstorming and grammar correction, but all original ideas and final writing are my own".

A comprehensive training program will be implemented to ensure educators are confident and competent in integrating AI into their instruction.

Foundational AI literacy training

- What AI is (and isn't): Training will cover fundamental AI concepts, including machine learning and generative models, to demystify the technology and address misconceptions.
- Ethical implications: Sessions will focus on AI ethics, including potential biases, data privacy, and the impact on learning dynamics.
- Hands-on exploration: Workshops will provide opportunities for hands-on experience with AI tools relevant to classroom instruction, such as lesson planning, assessment generation, and differentiation.

Curriculum and pedagogical integration

- "Teaching *with* AI": Training will show teachers how to use AI to streamline administrative tasks, personalize learning, and create engaging, interactive lessons.
- "Teaching *about* AI": Educators will receive guidance on how to teach AI literacy to students, encouraging critical thinking, ethical reasoning, and responsible citizenship in an AI-powered world.
- Adaptive strategies: Teachers will learn how to design assignments that encourage AI use as a collaborative partner rather than a shortcut, such as using AI to create drafts for human revision or to develop debate prompts.

TITLE: Operations Office | **POLICY NUMBER: 3017**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Emergency Operations Plan

Annually Nevada schools develop an Emergency Operations Plan (EOP) to prepare for, respond to, and recover from various emergencies using an all-hazards approach. The OEP will be built on National Incident Management System

(NIMS) principles and the Incident Command System (ICS). Key components include risk assessment, communication strategies, evacuation plans, shelter-in-place procedures, resource management, and staff training. The process involves several phases: prevention, mitigation, preparedness, response, and recovery. The EOP will not be published publicly, however, will be completed and submitted as required by statute and regulation.

TITLE: Restorative Justice | **POLICY NUMBER: 3018**
SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Annually, the Board is required to review the Restorative and Progressive Discipline Plan. This review comes after the Chief Executive Officer (and designees) ensure the plan meets new legislative action. Prior to Board review, a committee consisting of the School Principals and other key stakeholders review the plan. Below are key components of the Restorative and Progressive Discipline Plan.

Student Discipline: Suspensions

A student may be suspended from school when the student:

- violates District or school policies or regulations. These policies and regulations apply to any student who is on school property, who is in attendance or at any school sponsored activity or whose conduct at any time or any place interferes with or obstructs the missions or operations of the school instruction or the safety or welfare of students or employees. This policy contemplates that another policy or policies will contain a listing of specific behaviors, e.g., destruction of school property or the property of students, assault of a school employee or another student, etc.
- is guilty of conduct, which interferes with the maintenance of school discipline.
- Is guilty of conduct, which in the judgment of school officials warrants the reasonable belief that disruption of school operations will likely result.
- Is guilty of incorrigible conduct, including insubordination, disorderliness, viciousness, immorality, persistent violation of school rules, or persistent misbehavior.

More specific details can be found in the Restorative and Progressive Discipline Plan.

Principal's Responsibility to Maintain Order

Principals are charged with the responsibility of general student conduct and behavior regulations. Such discipline may include suspension from school.The Principal or Assistant Principal shall notify the parent prior to sending the student home during the school day. If the parent cannot be contacted, the student shall be kept at school until the end of the school day. A letter explaining the suspension will be sent home with the student at the end of the school day. A letter shall also be sent to the parent or guardian by mail.

If the students' continued presence in the school presents a danger to the student or to other persons or property, the student may be summarily suspended from the campus without parent notification.

Procedures: Short Term Suspension (10 school days)

The Principal or Assistant Principal shall advise the student orally or in writing of the charges.

- If the student denies the charges, the Principal or Assistant Principal shall explain the evidence against the student and give the student an opportunity to present the student's side of the story.
- If, on the basis of this discussion, the official believes the student is guilty of the misconduct charged, and that suspension is the appropriate punishment under the circumstances, the Principal or Assistant Principal may suspend the student for ten school days or fewer.
- In such cases the appropriate school official shall inform the Chief Executive Officers, the student and his/her parents or guardians or the circumstances and action taken.

More specific details can be found in the Restorative and Progressive Discipline Plan.

Procedures: Long-Term Suspension (more than 10 days)

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.

More specific details can be found in the Restorative and Progressive Discipline Plan.

Summary Suspension

Immediate suspensions of a student may be imposed by the Principal, Chief Academic Officer, or Chief Executive Officer without prior notice and hearing when the student's continued presence in school poses a continuing danger to the student or other persons or property, or anvon-going threat of disruption of the academic process. In such cases,

the necessary notice of the date and place of the subsequent hearing shall be given to the student and to the parents or guardian of the student.

Suspension for Batter of Employee, possession of a dangerous weapon or distributing controlled substances

Amplus Academy shall follow the provisions of NRS (392.466) when suspending or expelling a student pursuant to this NRS.

More specific details can be found in the Restorative and Progressive Discipline Plan.

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.

Suspension of Students with Disabilities

Except for emergency removals, a student with a disability shall remain in the current placement pending action on a suspension or expulsion recommendation, unless the parents and the administration agree otherwise. A student with a disability for whom expulsion has been recommended is entitled to the same procedures as a typical peer student for whom suspension and/or expulsion have been recommended. In addition, the student with a disability is entitled to all

due process procedures available to a student with a disability under the EHA and applicable state policies and procedures.

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.

Corporal Punishment

The Amplus Academy Board of Trustees prohibits the use of corporal punishment at any time by any district employee against any student of the district.

In-School Suspension

The Board of Trustees encourages the use of in-school suspension when appropriate. The Principal or Assistant Principal shall inform the student's parent or guardian when in-school suspension is found to be warranted.

Individualized Progressive Success Plan

Students returning from a significant suspension will work with a member of the administration to complete the Individualized Progressive Success Plan.

TITLE: Human Development | **POLICY NUMBER: 3019**
SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Sexuality, Health and Responsibility Education

Factual instruction concerning A.I.D.S., the human reproductive system, related communicable diseases and sexual responsibility would be taught in Amplus Academy Schools as outlined in NRS 389.036.

The Board of Trustees will appoint an advisory committee, which will advise the district concerning the content of and materials to be used in a sex education program and will recommend the ages of the pupils who will participate. *The committee to create the newest curriculum will consist of:

- Five (5) parents of children who attend school in the district; and
- Four (4) representatives, one (1) from each of the four (4) of the following professions or occupations:
    - Medicine or nursing
    - Counseling
    - Religion
    - Pupils who attend school in the district; or
    - Teaching
- Two (2) student advisors (non-voting) who attend school the district.
    - One (1) member of the Board of Trustees.
    - One (1) administrator.

Unless there are substantial changes required by statute, the board will review the curriculum annually for approval.

A teacher or school nurse whose qualifications have been previously approved by the Board of Trustees will only teach the subjects within the approved program.

The parent or guardian of each pupil, under eighteen (18) years of age to whom instruction is offered, will first be furnished with written notice that the instruction is being offered. A form will be provided for the signature of the parent/guardian of the pupil consenting to his/her participation. Upon receipt of written consent, the pupil may participate. If the written consent of the parent/guardian is not received, the pupil will be excused from such attendance without any penalty.

All instructional materials to be used in the program will be available for inspection by parents or guardians of pupils at reasonable times and locations, and appropriate written notice of the availability of the materials for review will be furnished.

TITLE: Testing **POLICY NUMBER: 3020**
SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

Testing plan

The Amplus Academy District Testing Plan to Ensure the Security of State and District Mandated Assessments is reviewed annually to ensure compliance with all relevant mandates of Nevada Revised Statutes (NRS) Chapter 390 - Testing of Pupils and Graduation. See NRS 390.015, 390.105, 390.250-390.430 inclusive, 390.600-390.620 inclusive, and NRS 390.700-390.830 inclusive.

- The Governing Board of Amplus Academy entrusts the Principal(s) of Amplus Academy with the responsibility of implementing the Amplus Academy District Testing Plan and, as designee, assigns the Principal(s) of Amplus Academy, the rights to ensure the integrity of testing procedures. This includes identifying and reporting any irregularities that may occur during the administration of tests, as well as any potential breaches in the security measures outlined in this plan. The Principal(s) of Amplus Academy ensures testing irregularities and alleged violations are communicated to the State Public Charter School Authority (SPCSA) and/or the Nevada Department of Education, as appropriate, per The Amplus Academy District Test Security Plan. To maintain transparency and keep all key stakeholders informed, copies of these reports are provided to the Executive Director and the Governing Board upon request.
- The annually updated Nevada Department of Education Test Security Procedures (state test security plan) and related forms addressing test security information and general information about each test administered in the state program and other information provided by the Nevada Department of Education (NDE) are provided electronically and available for download from the Office of Assessments web page.
- Authorization to Administer Tests: Prior to September 15, of each school year, the school principal will submit to the Amplus Academy Testing Department the Authorization to Administer tests form (template available to district test directors at Bighorn > Assessment Resources), providing written assurance of their acceptance and understanding of responsibilities related to the confidentiality and security of testing materials. Electronic copies of completed forms will be shared with the Nevada State Public Charter School Authority (SPCSA) and/or the Nevada Department of Education as directed by the department (NDE).
- Storage of Testing Materials: All testing materials are stored in a locked cabinet in the locked office of the testing coordinator. This room is used for testing materials only. Access is restricted to testing staff and the director of operations. The managed materials are accounted for and monitored by the school testing coordinator during school hours.Security of Test Materials and Protected Student Data: Tests will be stored at the schools in limited-access, locked offices. Test administrators will check out the testing materials from the office on the day of the test. Each site administrator or staff member checking out test materials will be responsible for verifying that the serial numbers on the booklets that they receive match those on the list maintained by the test administrator of each site. Once students complete their test(s), test administrators will

verify that all documents were submitted. All testing materials and equipment will be returned to the testing office by the end of each testing session. In compliance with NDE Test Security Procedures, any materials containing student-identifying information, responses, or test content must be stored securely and must not be accessible to anyone other than the principal or school test coordinator (or other designated individuals who require access). Under no circumstances may student-identifying information printed on the tickets be distributed via email or any other non-secure method.

- Online Testing: Online testing may only be performed on school-managed Chromebooks or other approved devices supplied by the Amplus Academy IT department. Students may not use or bring personal devices, including laptops or tablets, for the purposes of testing. All Amplus Academy Chromebooks will be properly programmed, including any new testing software or other applications as required by the NV DOE or other contracted testing providers. All testing computers are managed by the Amplus Academy IT office and kept up to date with all current testing and monitoring software. The testing coordinator and technology staff will ensure the proper setup of all computers for testing. Staff training will also include the use and security of hardware.
- Test Administration and Security Training: The school principal and other responsible site administrators must verify in writing that they have participated in training prior to handling secure test materials or administering any state assessment. Verification of participation in mandated test security and test-specific training will be submitted to the Amplus Academy Testing Department and kept for three years.
    - The Amplus Academy Test Security Protocols and Acknowledgement is revised annually to reflect legislative and Nevada Department of Education mandates regarding test administration and test security. This document includes important definitions set forth in the statute. This document also includes the protocol for reporting and investigating irregularities in test administration and test security.
    - b) School administrators, counselors, teachers, and all personnel with assessment responsibilities during the school year are expected to read the Amplus Academy Test Security Protocols and Acknowledgement and sign the employee acknowledgment form at the end of the document. This signature indicates that the staff member has received and read the document, and will participate in related training for state and school assessments. It provides assurance of their understanding and compliance with the information contained therein. Signed forms are kept with secure testing materials for a period of three school years. These signed statements may be referenced or submitted as documentation during the investigation of suspected testing irregularities. An electronic copy of the Amplus Academy Test Security Protocols and Acknowledgement document can be found in the Staff portal of the Amplus Academy website.
    - A Canvas course is made available for use in providing training and reviewing the contents of the Amplus Academy Test Security Protocols and Acknowledgement with staff before August 12, 2025. The training presentation is accessible to all Amplus staff through Canvas, and all employees are required to complete this training. Additional or updated materials are shared as new information is received from the Nevada Department of Education.

- Verification of Staff Training: By November 1, of each school year, ~~, 2025,~~ after review of the Amplus Academy Test Security Protocols and Acknowledgement, which includes assessment security notification procedures, the principal signs the "Verification of Mandatory Staff Training" form included at the end of this document and returns the signed form to the Testing Department to keep on file for three school years. Additionally, Assistant Principals verify that they will carry out subsequent reviews of the Amplus Academy Test Security Protocols and Acknowledgement with new staff throughout the school year and as part of refresher training as needed.
- Student Verification: Classroom Test Administrators are responsible for verifying the identification and eligibility of each student. This will necessitate checking ID cards and/or requesting verification from the school office if the student is not known to the Classroom Test Administrator.
- Assessment Information for Staff: Before September 30, of each school year, ~~2025~~, the Testing Department will provide information in printed form, via Canvas, and through the staff portal regarding test administration and security, as well as test administration irregularities and/or breaches of test security. Amplus Academy school principals and assistant principals will communicate this information to their respective employees.
- Assessment Information for Families: Before September 30, of each school year, ~~2025~~, the Testing Department will post information on the Amplus Academy website for families and legal guardians about the provisions of the Amplus Academy Test Security Protocols and Acknowledgement document, including test administration and security, as well as test administration irregularities and/or breaches of test security. Amplus Academy school administration and teachers will communicate this information to their respective families and school communities.
- Updates: As updates and notices are received from the Nevada Department of Education, information will be posted to the Amplus Academy website and included in communications to school administrators.

More information regarding testing regulations can be found in the Annual Test Security Plan.

TITLE: Title I **POLICY NUMBER: 3021**

SECTION: Compliance **LAST REVIEWED/REVISION: 08/28/2025**

General Expectations

Amplus Academy agrees to implement the following statutory requirements if/when participating in Title I, Part A:

- Amplus Academy will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- Amplus Academy will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- Amplus Academy will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- Amplus Academy will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
        - that parents play an integral role in assisting their child's learning;
        - that parents are encouraged to be actively involved in their child's education at school;
        - that parents are full partners in their child's education and are included, as appropriate, in decision- making and on advisory committees to assist in the education of their child;
        - the carrying out of other activities, such as those described in section 1118 of the ESEA.

Implementation

- Amplus Academy will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
    - Amplus Academy will appoint parent representatives to serve on the committee for the District Improvement Plan. Amplus Academy will work to provide a broad representation for the committee including parents of elementary, middle, high school, pre-kindergarten and special needs students.
- Amplus Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
    - Amplus Academy encourages parent participation on all School Improvement Plan committees. Amplus Academy will provide, train and encourage parents to better understand the school review and improvement process so that parents are knowledgeable of the process and therefore make informed contributions to SIP committees.
- Amplus Academy will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Amplus Academy will work with building and grade level principals and staff to provide professional development to Title I schools. Research-based programs and best practices will be shared with the schools. Support for implementation will be provided by Amplus Academy leadership.

- Amplus Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
    - Amplus Academy will collect school site data on parent involvement annually through comprehensive district-wide needs assessment. Data will be collected from parents, teachers and administrators. Individual reports will be provided to the schools and the Board of Trustees. The data will be provided to schools in time to guide program improvements in working towards more effective parental involvement for the next school year.
- Amplus Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
        - the State's academic content standards,
        - the State's student academic achievement standards,
        - the State and local academic assessments including alternate assessments,
        - the requirements of Part A,
        - how to monitor their child's progress, and
        - how to work with educators:
    - Amplus Academy uses the following research-based programs and best practices to build parents' capacity in understanding critical topics:
        - Professional Learning Communities workshop
        - Family Literacy Experiences
        - Family Math Nights
        - And other research-based programs as identified.
        - Parent/Teacher Resource Libraries
        - Response to Intervention (RTI)

- The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Amplus Academy uses the following research-based programs and best practices to build parents' capacity in understanding critical topics:
        - Professional Learning Communities workshop
        - Family Literacy Experiences
        - Family Math Nights
        - Parent/Teacher Resource Libraries
        - Response to Intervention (RTI)
- The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - The Amplus Academy's leadership team will work to provide professional development on parent involvement to its administrators, teachers and support staff. The training will include information on how to positively use existing resources such as the Nevada State Educational Involvement Accord, parent groups and Professional Learning Communities.
- The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with organizations such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - Amplus Academy provides the vehicle for coordinating and integrating programs and activities. Key staff from Head Start, CELL/ExLL Literacy and the State-operated preschool program are represented. Key staff collaborate to share strategies and integrate programs.
- The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - Amplus Academy uses a variety of media methods to communicate the availability of progress to parents. These methods include but are not limited to: student information data system, social media, direct mail to home, flyers sent from school, the District's website, parent/teacher conferences, individual school newsletters, a parent email list serve and collaboration with other related programs. The district provides communication in other languages, whenever possible.

Discretionary Components

Amplus Academy, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

TITLE: Transportation | **POLICY NUMBER: 3022**

SECTION: Compliance | **LAST REVIEWED/REVISION: 08/28/2025**

Transportation for District Students

During the 2023-2024 school year the Governor of the State of Nevada released funds for charter schools to be able to use for the transportation of students. As a charter school Amplus took advantage of this opportunity to support the families of the Amplus Community. Under the direction of the Board, the Chief Executive Officer may enter into a contract with a Vendor to assist in the purchase, maintenance, and operation of buses purchased with the monies made available to Amplus Academy.

- The Board of Trustees, under the contract with the Vendor, assumes responsibility for the safety and discipline from the time pupils board the bus until they leave the bus. The driver shall be responsible for discipline of students while they are being transported to and from school.
- The Board may:
    - Establish bus routes.
    - Make regulations governing the conduct of pupils while being transported.
    - Govern the conduct of bus drivers by making and enforcing regulations not inconsistent with regulations of the Nevada Board of Education or statute.

- Properly enrolled students who complete the application and meet the specifications described in regulation will be provided transportation.
- If a student does not meet the qualifications to ride or if the student is suspended from transportation, the parents are responsible for the student's transportation.

Additional regulations can be added by the Vendor.

TITLE: Uniform
SECTION: Compliance

POLICY NUMBER: 3023
LAST REVIEWED/REVISION: 08/28/2025

In accordance with NRS 386.855 The Amplus Academy Governing Board establishes a uniform policy wherein all students must wear approved school uniforms to attend classes at Amplus Academy. Uniforms will use a graduated level of professionalism to impress upon students the importance of investing in self care and self presentation. Elementary grades will have requirements for shoes, socks, belts, pants, shorts, skirts, dresses, shirts, blouses, and tops. Outerwear will have required school logos. Secondary students will have requirements for shoes, socks, belts, pants, shorts, skirts, dresses, shirts, blouses, tops, and ties. All students are required to wear only approved school uniforms upon entry to the school until students exit the school for the school day. Secondary students will have a separate uniform for their physical education classes including requirements for footwear (depending on the activity), shorts, sweatpants, t-shirts, and warm weather clothing. School leadership will establish vendors where student's parents/guardians may purchase uniforms. Students will not be required to wear uniforms based upon any of the following, "hair texture, hairstyle, including, without limitation, a protective hairstyle, or other trait associated with race." Additionally all approved uniform pieces may be worn by any student regardless of gender or gender preference. School leadership will establish a Dress Code Plan to be dispersed to families.

School leadership will establish a system of assistance for families who request help to purchase required uniform pieces.

Dress Code plan

More regulations regarding the dress code plan can be found in the Uniform Guide. Additional information regarding dress expectations and consequences for noncompliance can be found in the Parent Student Handbook.

Coversheet

To review, discuss and possibly approve the dual credit course catalog

Section:	IX. New Business (Discussion and For Possible Action)
Item:	B. To review, discuss and possibly approve the dual credit course catalog
Purpose:	Vote
Submitted by:	Rachelle Hulet
Related Material:	Approved Dual Credit Course Catalog.pdf

BACKGROUND:

Amplus Academy updated the Dual Credit Course Catalog to include ALS (Academic and Life Successes) Jumpstart classes. These classes are taught by Amplus Academy staff while the students receive college credit.

RECOMMENDATION:

To approve the updated Dual Credit Course Catalog.

COLLEGE COURSE CODE (yellow means it's a CSN course, but it's not on the NDE/SPCSA spreadsheet	COLLEGE COURSE CODE NUMBER	COMPLETE COLLEGE COURSE NAME	CORRESPONDING HIGH SCHOOL COURSE	SCHOOL COURSES for the EXCHANGE of DATA (SCED) CODE	COLLEGE COURSE CREDIT (AMOUNT EARNED)	HIGH SCHOOL CREDIT (AMOUNT EARNED)	GPA WEIGHT APPLIED TO DUAL CREDIT COURSE	POSTSECONDARY INSTITUTION NAME (FULL NAME)	Which CSN program?
ACC	201	Financial Accounting	Accounting and Finance	12104C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
ACC	202	Managerial Accounting	Accounting and Finance	12104C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
ALS	101	Academic and Life Success	Elective	23990C0.0011	3	0.5	0.05	College of Southern Nevada	Jump Start with CSN
ANTH	101	Introduction to Cultural Anthropology	Social Studies	04251C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment & CSN Lab at Amplus
ANTH	102	Introduction to Biological Anthropology	Science	03063C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
ART	101	Drawing I	Art/Elective	05189C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
AST	103.00	Intro Ast: the Solar System	Elective	03004C0.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
AV	100B	Aviation Orientation	Elective	20053C0.5011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
AV	110B	Private Pilot Ground School	Elective	20053C0.5011	4.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
BIOL	101.00	Biology for Non-Majors	Science	03051C0.0013	4.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
BIOL	190	Introduction to Cell & Molecular Biology Lecture	Science	03052C1.0011	4.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
BIOL	191A	Introduction to Organismal Biology Lecture	Science	03052C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
BUS	101	Introduction to Business	Business Management	12053E1.0011	3.00	0.5	0.05	College of Southern Nevada	Articulated Credit & CSN Dual Enrollment
CHEM	108	Introduction to Chemistry	Science	03101C0.5011	4	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
CHEM	105	Chemistry, Man & Society	Science	03101C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
CHEM	122L	General Chemistry Laboratory II	Science	03102C0.5011	1.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
COM	101	Oral Communication	English Language Arts	01155C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment & CSN Lab at Amplus
CRJ	104	Intro to Admin of Justice	Elective	04165C0.0011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment & CSN Lab at Amplus
CS	135.00	Computer Science I	Elective	10049C0.0011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
DAN	101.00	Dance Appreciation	Elective	05004C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
ECON	100	Introduction to Economics w/Personal Finance	Social Studies	19262C1.0011	3.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
ECON	101	National/Global Economics & Financial Literacy	Elective	19262C0.5011	1.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
ECON	102	Principles of Microeconomics	Social Studies	04208C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
EGG	131L	Science Technical Physics	Science	03160C0.5011	4	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
EMS	108B	Emergency Medical Technician Training	Science	N/A	8	N/A	N/A	College of Southern Nevada	Articulated Credit
EMS	150B	EMT Clinical Practice	Science	N/A	1	N/A	N/A	College of Southern Nevada	Articulated Credit
ENG	101	Composition I	English Language Arts	01004C1.0012	3.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
ENG	102	Composition II	English Language Arts	01004C1.0022	3.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
ENG	231	World Literature I	English Language Arts	01063C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
ENG	232	World Literature II	English Language Arts	01063C1.0011	3.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
GEOL	100	Earthquakes, Volcanoes and Natural Disasters	Science	03002C0.0011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
GEOL	101	Geology: Exploring Planet	Science	03002C0.0011	4	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
GLO	101	Introduction to Global Studies	Elective	04061C0.0011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
HHP	123	Intro to the Human Body	Elective	03053C0.5011	4	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
HHP	201	Stress Management	Elective	08057C0.5011	2	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
HIST	101	US History to 1877	Social Studies	04102C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
HIST	102	U. S. History since 1877	Social Studies	04101C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
JOUR	100.00	Intro to Journalism/Media	Elective	01101C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
JOUR	101.00	Critical Analysis Mass Media	Elective	01101C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	20	Learning Support for MATH 120/120E	Mathematics	02151C0.5011	1.00	Pass/Fail	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	24	Learning Support for Math 124/124E	Mathematics	02069C1.0011	2.00	Pass/Fail	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	124	College Algebra	Mathematics	02069C1.0011	3.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	26	Learning support for Math 126/126E	Mathematics	02110C1.0011	3.00	Pass/Fail	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH		Learning Support MATH 126E	Mathematics	02110C0.5011	2.00	Pass/Fail	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	124E	College Algebra Expanded	Mathematics	02069C1.0011	3.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	120	Fundamentals of College Mathematics	Mathematics	02151C1.0011	3.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person

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COLLEGE COURSE CODE (yellow means it's a CSN course, but it's not on the NDE/SPCSA spreadsheet	COLLEGE COURSE CODE NUMBER	COMPLETE COLLEGE COURSE NAME	CORRESPONDING HIGH SCHOOL COURSE	SCHOOL COURSES for the EXCHANGE of DATA (SCED) CODE	COLLEGE COURSE CREDIT (AMOUNT EARNED)	HIGH SCHOOL CREDIT (AMOUNT EARNED)	GPA WEIGHT APPLIED TO DUAL CREDIT COURSE	POSTSECONDARY INSTITUTION NAME (FULL NAME)	Which CSN program?
MATH	126	Pre-Calculus I	Mathematics	02110C1.0011	3.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	127	Pre-Calculus II	Mathematics	02110C1.0011	3.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	128	Pre-Calculus & Trigonometry	Mathematics	02106C1.0011	5.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	181	Calculus I	Mathematics	02121C1.0011	4.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	182	Calculus II	Mathematics	02121C1.0011	4.00	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	116	Technical Mathematics	Mathematics	02153C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MATH	95	Elementary Algebra Expanded	Mathematics	02051C0.5011	0	0.5	0.05	College of Southern Nevada	Jump Start with CSN
MATH	96	Intermediate Algebra	Mathematics	02051C0.5011	0	0.5	0.05	College of Southern Nevada	Jump Start with CSN
MUS	101	Music Fundamentals	Elective	05113C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MUS	111	Piano Class I	Elective	05107C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MUS	107	Guitar Class I	Elective	05108C0.0011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
MUS	121	Music Appreciation	Elective	05118G0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
PHIL	101	Introduction to Philosophy	Social Studies	04306C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment & CSN Lab at Amplus
PHIL	102	Critical Thinking and Reasoning	Social Studies	04307C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
PHIL	102	Critical Thinking and Reasoning	Social Studies	04307C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
PHO	101	Beginning Photography	Elective	05167C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
PSC	101	Introduction to American Politics	Social Studies	04151C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
PSC	211	Intro to Comp Politics	Social Studies	04154C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
PSC	299	Government Internship	Social Studies	04198C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
PSY	101	General Psychology	Social Studies	04254C1.0011	3.00	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
PSY	270	Understand Psy Thru Film	Elective	042540C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment & CSN Lab at Amplus
RE	107	Real Estate Contracts, Trans, and Ethics	Elective	12154CO.5012	2	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
SOC	101	Principles of Sociology	Social Studies	04258C1.0011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment & CSN Lab at Amplus
STAT	152.00	Introduction to Statistics	Mathematics	02102C1.0011	3	1	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
THTR	199.00	Play Structure and Analysis	Elective	05051C0.5011	3	0.5	0.05	College of Southern Nevada	CSN Dual Enrollment: Online or In-Person
THTR	204.00	Theatre Technology	Elective	05061C0.0011	3	0.5	0.05	College of Southern Nevada	Articulated Credit & CSN Dual Enrollment
VID	110.00	Videography and Film I	Elective	11051C0.5011	3	0.5	0.05	College of Southern Nevada	Articulated Credit & CSN Dual Enrollment

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Coversheet

To review, discuss and possibly approve the Resolution No. [2026-001], declaring five (5) pre-owned school buses acquired in Fiscal Year 2024 with State transportation grant funds to be surplus to the needs of Amplus Academy; authorizing the Chief Executive Officer to sell them, individually or together, as whole units or for parts, for not less than fair market value, or to dispose of them by salvage if they cannot be sold, in compliance with the terms of the transportation grant and any direction of the State Public Charter School Authority; and directing the related accounting, fixed-asset, and reporting actions. (For Possible Action)

Section: IX. New Business (Discussion and For Possible Action)
Item: C. To review, discuss and possibly approve the Resolution No. [2026-001], declaring five (5) pre-owned school buses acquired in Fiscal Year 2024 with State transportation grant funds to be surplus to the needs of Amplus Academy; authorizing the Chief Executive Officer to sell them, individually or together, as whole units or for parts, for not less than fair market value, or to dispose of them by salvage if they cannot be sold, in compliance with the terms of the transportation grant and any direction of the State Public Charter School Authority; and directing the related accounting, fixed-asset, and reporting actions. (For Possible Action)
Purpose: Vote
Submitted by: Rachelle Hulet
Related Material: Resolution for sale and disposition of buses.pdf
Exhibit A Vehicle Disposition.pdf

BACKGROUND:

In Fiscal Year 2024, Amplus Academy utilized Transportation Grant funds to acquire five (5) pre-owned school buses. Following a recent fleet assessment, administration has determined that these vehicles are no longer needed for public or educational use. To optimize resource efficiency, the school intends to dispose of these assets by offering them for sale, either as whole units or for parts, in accordance with the terms of the transportation grant, any direction of the State Public Charter School Authority, and the accompanying resolution.

Approval of the accompanying resolution authorizes the surplus disposition and directs staff to execute the necessary financial and fixed-asset accounting adjustments.

RECOMMENDATION:

To approve the resolution for sale and disposition of buses.

BOARD OF DIRECTORS OF NEVADA CHARTER ACADEMIES

d/b/a AMPLUS ACADEMY

RESOLUTION NO. 2026-001

A RESOLUTION DECLARING SURPLUS AND AUTHORIZING THE SALE AND DISPOSITION OF FIVE (5) SCHOOL BUSES ORIGINALLY PURCHASED WITH TRANSPORTATION GRANT FUNDS, AND DIRECTING THE ASSOCIATED ACCOUNTING, REPORTING, AND FIXED ASSET RECORD-KEEPING

WHEREAS, Nevada Charter Academies d/b/a Amplus Academy (the "School") is a public charter school authorized under the laws of the State of Nevada, sponsored by the State Public Charter School Authority (the "SPCSA" and governed by its Board of Directors (the "Board"); and

WHEREAS, the School previously acquired five (5) pre-school buses utilizing grant funds awarded through State student transportation funding programs; Transportation Grant in Fiscal Year 2024, as more particularly described in Exhibit A (the "Buses");

WHEREAS, the School leadership and operations staff have determined that the buses are no longer necessary for the efficient operation of the School's student transportation program, are no longer required for public use and have recommended that they be sold and/or disposed of;

WHEREAS, the School consulted the SPCSA regarding the disposition of the Buses, and the SPCSA advised that the disposition requires the approval of the Board; and

WHEREAS, the Board desires to declare the Buses surplus and to authorize their sale and disposition in a manner compliant with applicable Nevada law, charter school regulations, terms of the grant under which the Buses were acquired and grant compliance standards.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF NEVADA CHARTER ACADEMIES d/b/a AMPLUS ACADEMY THAT:

1. **Declaration of Surplus; Authorization of Sale and/or Disposition:** The Board hereby finds and declares that the Buses are surplus to the needs of the School. The Board authorizes the Chief Executive Officer to sell the Buses, individually or together, as whole units or for parts, through a competitive and commercially reasonable process, for not less than their fair market value as reasonably determined by the Chief Executive Officer based on [an independent appraisal / published valuation guides / written quotes], and in compliance with the terms of the grant under which the Buses were acquired and any direction of the SPCSA. If the Chief Executive Officer determines, after reasonable efforts, that a Bus cannot be sold for value, the Chief Executive Officer may dispose of that Bus by salvage or recycling.
2. **Terms of Sale:** Each Bus shall be sold "as is, where is," without warranty of any kind. Before delivering a Bus to a purchaser, the School shall remove School names, logos, and identification and, to the extent required by law, school bus markings and equipment, and shall take the steps necessary to transfer title and cancel the School's registration and insurance.

3. **Conflicts of Interest:** No Bus shall be sold to a member of the Board, an employee of the School or of its transportation contractor, or a member of the household of any of them, unless the proposed sale is first disclosed to and approved by the Board at a public meeting.
4. **Accounting for Proceeds:** All financial and accounting documentation regarding the sale of the Buses shall be retained in accordance with the School's records retention schedule and applicable law. The revenue generated from the sale shall be properly tracked and recorded in the School's financial statements as **"Proceeds from Sale of Assets"** in accordance with Generally Accepted Accounting Principles (GAAP) and relevant grant compliance guidelines. The proceeds shall be used, credited, or remitted as required by the terms of the grant under which the Buses were acquired and any direction of the SPCSA or the Nevada Department of Education.
5. **Fixed Asset Register & Property List Adjustment:** The Finance Department is directed to update the School's official Fixed Asset Register to record the disposition. Each Bus must be officially removed from the School's active property list for accounting, insurance, and audit purposes upon its sale or disposition. The School shall maintain insurance on each Bus until title to that Bus has transferred to the purchaser.
6. **Delegation of Authority:**The Board President, Secretary, or Chief Executive Officer, or the Chief Executive Officer's designee, is authorized to sign all legal documents, vehicle titles, bill of sale instruments, and closing certificates necessary to carry out the intent of this Resolution, consistent with its terms.
7. **Report to the Board:** At the first regular meeting of the Board after the sale or disposition of all Buses, the Chief Executive Officer shall report to the Board the date and method of each sale or disposition, the purchaser, the sale price, and the use of the proceeds. The Chief Executive Officer shall also provide any notice or report that the SPCSA or the terms of the grant require.
8. **Effective Date:** This Resolution is effective upon adoption.

CERTIFICATE OF SECRETARY

I, the undersigned, Secretary of the Board of Directors of Nevada Charter Academies d/b/a Amplus Academy, do hereby certify:

- That I am the duly elected and acting Secretary of the Board of Directors; and
- That the foregoing constitutes a full, true, and correct copy of Resolution No. [2026-__], duly adopted at a public meeting of the Board of Directors held on September 30, 2026, in compliance with Nevada Open Meeting Law, where a quorum was present and voting throughout, by the following vote:

AYES: _____ NAYS: _____ ABSTAIN: _____ ABSENT: _____

IN WITNESS WHEREOF, I have executed this certificate on this _____ day of _____, 2026.

_____
[Printed Name]
Secretary, Board of Directors
Nevada Charter Academies d/b/a Amplus Academy

Unit #	VIN	Type	Year	Mileage	Acquisition date	Cost	Insurance Canceled	Registration Removed	Title Transferred	Mode of Disposition	Date of Disposition	Amount Received
D007	1T7YU3A2081102643	YELLOW THOMAS	2008	173,979	1/24	$19,995.00	☑	☑	☐	Ready to be towed and scrapped. Quotes collected. Ranging from $50-$65 per gross ton.		
D005	1T7YU3A2081102707	YELLOW THOMAS	2008	177,245	1/24	$19,995.00	☐	☑	☐	Ready to be sold or scrapped. Best estimates are $2,500 for the sale.		
D006	1T7YU4A2281107252	YELLOW THOMAS	2008	158,212	1/24	$19,995.00	☐	☑	☐	Ready to be towed and scrapped. Quotes collected. Ranging from $50-$65 per gross ton.		
D003	1T7YU4A2081107248	YELLOW THOMAS	2008	206,817	1/24	$19,995.00	☐	☑	☐	Ready to be sold or scrapped. Best estimates are $1,500 to $2,000 for the sale because it's over $200K miles		
D004	1T7YU3A2771287028	YELLOW THOMAS	2007	211,198	1/24	$19,995.00	☑	☑	☐	Sold for scrap to SA Recycling LLC	8/18/25	$545.58

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Coversheet

To review, discuss and possibly approve the purchase of a new school bus from Buswest in an amount not to exceed $305,443.25, to be paid from the School's FY2026-27 State transportation funding and general funding sources. (For Possible Action)

Section: IX. New Business (Discussion and For Possible Action)
Item: D. To review, discuss and possibly approve the purchase of a new school bus from Buswest in an amount not to exceed $305,443.25, to be paid from the School's FY2026-27 State transportation funding and general funding sources. (For Possible Action)
Purpose: Vote
Submitted by: Rachelle Hulet
Related Material: 1. Buswest quote.pdf
2. 2028 IC School Bus.pdf
3. Bryson Bus quote.pdf

BACKGROUND:

This memo provides a formal update on the allocation of transportation funding for the 2026-2027 school year and the subsequent process for school bus procurement.

Amplus Academy was allocated $1,168,349.00 in transportation funding for the 2026-2027 school year. Of this total, $250,000.00 was specifically designated for the purchase of one new school bus. In partnership with our contracted service provider, Bright Yellow Lines (BYL), we solicited and received three distinct competitive bids for new buses, comparable to models acquired in previous years:

Initial Procurement Decision and Rationale

Buswest was the vendor for the prior purchase of six school buses.

Revised Procurement Strategy

Last week, Mr. David Blodgett, with BYL, was contacted by Buswest. They indicated their intention to travel to Las Vegas to personally to discuss the purchase of a new bus that is almost complete. The bus is currently in Pennsylvania and will be transported to California in late November for final system installation and then to Vegas for inspections and registration.

After a thorough review of the new Buswest proposal, particularly the significant advantages in immediate availability and reduced delivery timeline, the decision has been made to purchase the new yellow bus from Buswest.

Financial and Operational Impact

This revised procurement strategy will eliminate the anticipated 6-to-12-month waiting period associated with the original bids, allowing Amplus Academy to significantly expand its ridership by well over 100 students starting January 2027.

The total cost for a new buses is $305,443.25. The payment structure is as follows:

- Deposit: A 50% deposit will be remitted to Buswest.
- Delivery Payment: 45% of the remaining balance will be paid upon delivery.
- Final Payment: The final 5% will be paid once the buses have successfully passed all required inspections, been registered, and are certified as completely road-ready.

This decision prioritizes the immediate operational needs of the academy while securing a competitive price and a commitment to direct oversight on the final delivery process.

RECOMMENDATION:

To approve the purchase of a new school bus for $305,443.25

Bid Form

September 10, 2026 Customer Order No.: SBTH SB8268

Honorable Board of Trustees
Amplus Academy
8377 W Patrick Lane
Las Vegas, NV 89113

BusWest respectfully submits for your consideration our bid to supply 1 complete 84 pax passenger school bus as follows:

Chassis Make:	Thomas	**Model:**	CHSY	**Model Year:**	2026
Wheelbase:	277"	**Engine:**	Cummins L9	**Horsepower:**	300
Body Make:	Thomas	**Model:**	HDX2	**Capacity:**	84 pax
Transmission:	Allison 3000 PTS				
Delivery Date:	60-90 Days after receipt of order			**Subject to Prior Sale:**	No

Cash Purchase Price (each):	$ 305,330.00
Doc Fee:	$ 85.00
NV Title Fee:	$ 28.25
Total	**$ 305,443.25**

We have examined the detailed minimum specifications established by the school board and guarantee this bid to be in accordance thereto. Above price includes all dealer prep., pre-delivery service, necessary lettering, F.O.B. school district and documentation fee.

Tania Kaylor, Sales Representative

Customer

Quote No.: SB8268

***Quote is good for thirty (30) days**

**Subject to change due to volatile market/tariff increases*

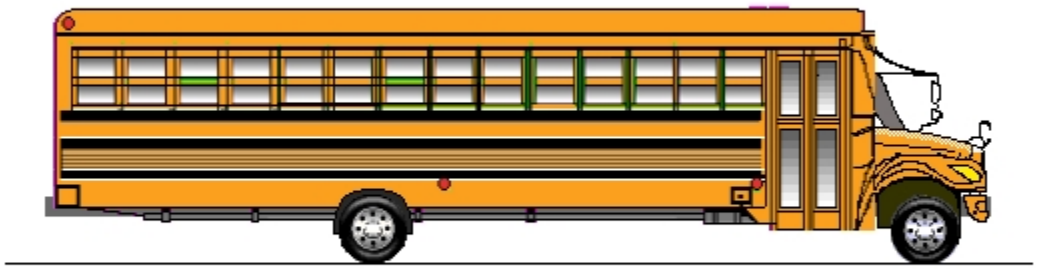
To view our full product line and services, please visit www.buswest.com

September 11, 2026

Prepared For:
MCCANDLESS INTERNATIONAL TRUCKS INC
Zach McCandless
3780 Losee Rd.
North Las Vegas, NV 89030-3300
(702)642 - 8789
Reference ID: 77 Pass 4 AC

Presented By:
MCCANDLESS TRUCK CENTER
Zach McCandless
3780 LOSEE RD.
NORTH LAS VEGAS WY 89030 - 3300
(702)642-8789

Thank you for the opportunity to provide you with the following quotation on a new IC Corporation vehicle. I am sure the following detailed specification will meet your operational requirements, and I look forward to serving your business needs.



Model Profile
2028 CE SCHOOL BUS (PB110)

AXLE CONFIG:	4X2
APPLICATION:	School Transportation
MISSION:	Requested GVWR: 33000. Calc. GVWR: 33000 Calc. Start / Grade Ability: 20.77% / 1.41% @ 55 MPH Calc. Geared Speed: 91.2 MPH
DIMENSION:	Wheelbase: 276.00, CA: N/A, Axle to Frame: 157.00
ENGINE, DIESEL:	{Cummins B6.7 250} EPA 2024, 250HP @ 2400 RPM, 660 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 250 Peak HP (Max), School Bus Only
TRANSMISSION, AUTOMATIC:	{Allison 2500 PTS} 6th Generation Controls, Wide Ratio, 6-Speed with Double Overdrive, Less PTO Provision, Less Retarder, with 33,000-lb GVW and GCW Max, School Bus
CLUTCH:	Omit Item (Clutch & Control)
AXLE, FRONT NON-DRIVING:	{Meritor MFS-10-122A} I-Beam Type, 10,000-lb Capacity
AXLE, REAR, SINGLE:	{Dana Spicer S23-172} Single Reduction, 23,000-lb Capacity, R Wheel Ends Gear Ratio: 5.38
TIRE, FRONT:	(2) 11R22.5 Load Range H XZE2 (MICHELIN), 501 rev/mile, 75 MPH, All-Position
TIRE, REAR:	(4) 11R22.5 Load Range H XDN2 (MICHELIN), 497 rev/mile, 75 MPH, Drive
SUSPENSION, REAR, AIR, SINGLE:	{International IROS} 23,000-lb Capacity, 9.25" Ride Height, with Shock Absorbers Mounted Outside the Rails
PAINT:	Cab schematic 100NB Location 1: 4421, School Bus Yellow (Std) Chassis schematic N/A

Vehicle Specifications **September 11, 2026**
2028 CE SCHOOL BUS (PB110)

Description	F/R Wt (lbs)	Tot Wt (lbs)
Base Chassis, Model CE SCHOOL BUS with 276.00 Wheelbase, N/A CA, and 157.00 Axle to Frame.	6803/6291	13094
Bus Body Plan, AABW0000WG		
Seat Capacity, 77		
BODY PLANS		
BODY, BUS Conventional; 78" Headroom, 34'2" Body Length, 78 Passenger, 276" WB	418/2478	2896
STATE OF OPERATION Nevada	0/0	0
BODY PLAN, NON-SPECIAL NEEDS for Bus Body Configurator, OMIT Body Plan	0/0	0
BODY PLAN, APPROVED VARIATION None	0/0	0
AXLE CONFIGURATION		
AXLE CONFIGURATION 4x2	0/0	0
ENGINE		
ENGINE, DIESEL {Cummins B6.7 250} EPA 2024, 250HP @ 2400 RPM, 660 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 250 Peak HP (Max), School Bus Only	0/0	0
EMISSION, CALENDAR YEAR {Cummins B6.7} EPA, OBD and GHG Certified for Calendar Year 2026	0/0	0
CARB EMISSION WARR COMPLIANCE Does Not Comply with CARB Emission Warranty	0/0	0
CARB IDLE COMPLIANCE Does Not Comply with California Clean Air Idle Regulations	0/0	0
EPA IDLE COMPLIANCE Low NOx Idle Engine, Complies with EPA Clean Air Regulations; Includes "Certified Clean Idle" Decal on Hood	0/0	0
VEHICLE REGISTRATION IDENTITY ID for Non-CARB Omnibus and/or Non-ACT Adopting State or Exempt Vehicle. Not for use on vehicles registering in CA. Contains non-mitigated legacy engine & cannot be registered in CA unless exempt. You may be held liable under state law for failure to properly register vehicle.	0/0	0
Notes : CANNOT BE REGISTERED IN CA. For vehicles that will be registered in States other than CA.		
RADIATOR Aluminum, 2-Row, Down Flow, Front to Back System, 640 SqIn Louvered, with 383 SqIn Charge Air Cooler, Includes In-Tank Oil Cooler	0/0	0
Includes : RADIATOR HOSES Premium, Rubber		
FAN DRIVE {Warner Electric FC550} On/Off Type, Electronically Activated and Controlled	11/0	11
Includes : FAN Nylon		
AIR CLEANER Single Element, Fire Retardant Media	0/0	0
ANTI-FREEZE Red, Extended Life Coolant; To -40 Degrees F/ -40 Degrees C, Freeze Protection, Nitrite Free	0/0	0
BLOCK HEATER, ENGINE {Phillips} 120V/750W, for Cummins ISB/B6.7 Engines	0/0	0
Includes : BLOCK HEATER SOCKET Receptacle Type; Mounted in Center Through Front Bumper		
CRUISE CONTROL Electronic	0/0	0

Vehicle Specifications **September 11, 2026**
2028 CE SCHOOL BUS (PB110)

Description	F/R Wt (lbs)	Tot Wt (lbs)
HOSE CLAMPS, RADIATOR HOSES {R.G. Ray Mini Flex Seal} Coil Spring/"T"-Bolt Constant Torque Type, for Radiator Hoses over 1" I.D.	0/0	0
OIL PAN 15 Quart Capacity, For Cummins ISB/B6.7 Engines	0/0	0
THROTTLE, HAND CONTROL Electronic	0/0	0
TRANSMISSION		
TRANSMISSION, AUTOMATIC {Allison 2500 PTS} 6th Generation Controls, Wide Ratio, 6-Speed with Double Overdrive, Less PTO Provision, Less Retarder, with 33,000-lb GVW and GCW Max, School Bus	0/0	0
NEUTRAL AT STOP OMIT	0/0	0
SHIFT CONTROL PARAMETERS {Allison} 1000 or 2000 Series Transmissions, Performance Programming	0/0	0
TRANSMISSION OIL Synthetic; 20 thru 28 Pints	0/0	0
TRANSMISSION SHIFT CONTROL Column Mounted Stalk Shifter, for Allison 1000 & 2000 Series Transmission	0/0	0
CLUTCH		
CLUTCH Omit Item (Clutch & Control)	0/0	0
REAR AXLES, SUSPENSIONS		
AXLE, REAR, SINGLE {Dana Spicer S23-172} Single Reduction, 23,000-lb Capacity, R Wheel Ends . Gear Ratio: 5.38	0/311	311
SUSPENSION, REAR, AIR, SINGLE {International IROS} 23,000-lb Capacity, 9.25" Ride Height, with Shock Absorbers Mounted Outside the Rails	0/31	31
AXLE, REAR, LUBE {EmGard FE-75W-90} Synthetic Oil; 30 thru 39.99 Pints	0/0	0
FRONT AXLES		
AXLE, FRONT NON-DRIVING {Meritor MFS-10-122A} I-Beam Type, 10,000-lb Capacity	42/0	42
FRONT SUSPENSIONS		
SUSPENSION, FRONT, SPRING Parabolic Taper Leaf, Shackle Type, 10,000-lb Capacity, with Shock Absorbers	25/0	25
Includes : SPRING PINS Rubber Bushings, Maintenance-Free		
CABS, COWLS, BODIES		
COWL Flat Back	0/0	0
AIR CONDITIONER with Integral Heater and Defroster	0/0	0
CAB INTERIOR TRIM Classic, for Day Cab	0/0	0
GAUGE CLUSTER Premium Level; English with English Electronic Speedometer	0/0	0
Includes : GAUGE CLUSTER DISPLAY: Base Level (3" Monochromatic Display), Premium Level (5" LCD Color Display); Odometer, Voltmeter, Diagnostic Messages, Gear Indicator, Trip Odometer, Total Engine Hours, Trip Hours, MPG, Distance to Empty/Refill for		

Vehicle Specifications **September 11, 2026**
2028 CE SCHOOL BUS (PB110)

Description	F/R Wt (lbs)	Tot Wt (lbs)
: GAUGE CLUSTER Speedometer, Tachometer, Engine Coolant Temp, Fuel Gauge, DEF Gauge, Oil Pressure Gauge, Primary and Secondary Air Pressure or Auxiliary Air Pressure (if Air Equipped) : WARNING SYSTEM Low Fuel, Low DEF, Low Oil Pressure, High Engine Coolant Temp, Low Battery Voltage (Visual and Audible), Low Air Pressure, Primary and Secondary (if Air Equipped)		
GAUGE, DEF FLUID LEVEL	0/0	0
GAUGE, OIL TEMP, AUTO TRANS for Allison Transmission	0/0	0
HEATER SHUT-OFF VALVES (2) Ball Valve Type	0/0	0
INSTRUMENT PANEL Wing Panel	0/0	0
IP CLUSTER DISPLAY On Board Diagnostics Display of Fault Codes in Gauge Cluster	0/0	0
WINDSHIELD Three Piece, Bonded, with Shaded Band	0/0	0
FRAMES		
FRAME RAILS High Strength Low Alloy Steel (50,000 PSI Yield); 10.125" x 3.062" x 0.312" (257.2mm x 77.8mm x 8.0mm); 489.2" (12425mm) Maximum OAL	0/0	0
BUMPER, FRONT Contoured, Steel, Painted Gloss Black, Severe Duty	0/0	0
Notes : Bumper Thickness is .25"		
CROSSING GATE, FRONT Omit Item	-2/0	-2
CROSSMEMBER, REAR, AF (1)	0/0	0
TOW HOOK, FRONT (2) Frame Mounted	11/-1	10
TOW HOOK, REAR (2) Mounted on Lower Rail Flange	-1/12	11
LICENSE PLATE HOLDER Includes Upper & Lower Mounting Plate Hardware, Mounted in Existing Holes in Front Bumper	3/0	3
WHEELBASE RANGE 276" (700cm) Only	0/0	0
BRAKES		
BRAKE SYSTEM, AIR Dual System for Straight Truck Applications	0/0	0
Includes : BRAKE LINES Color and Size Coded Nylon : DRAIN VALVE Twist-Type : GAUGE, AIR PRESSURE (2) Air 1 and Air 2 Gauges; Located in Instrument Cluster : QUICK RELEASE VALVE On Rear Axle for Spring Brake Release: 1 for 4x2, 2 for 6x4 : SPRING BRAKE MODULATOR VALVE R-7 for 4x2, SR-7 with relay valve for 6x4/8x6		
AIR BRAKE ABS {Bendix AntiLock Brake System} 4-Channel (4 Sensor/4 Modulator) Electronic Stability Program, with Automatic Traction Control	0/0	0
BRAKE, PARKING Manual Push-Pull Pneumatic Parking Brake	1/0	1
BRAKES, FRONT {Bendix Spicer ADB22X} Air Disc Type, Extended Service, Size 22.5", 23,000-lb Capacity	70/0	70
BRAKE CHAMBERS, FRONT AXLE 18 SqIn, for Air Disc Brakes	-2/0	-2
BRAKES, REAR {Bendix Spicer ADB22X} Air Disc Type, Extended Service, Size 22.5", 26,000-lb Capacity per Axle	0/-52	-52
BRAKE CHAMBERS, REAR AXLE 18/24 SqIn Spring Brake, Double Diaphragm, for Air Disc Brakes	0/-7	-7

Powered by BoardOnTrack

Vehicle Specifications **September 11, 2026**
2028 CE SCHOOL BUS (PB110)

Description	F/R Wt (lbs)	Tot Wt (lbs)
AIR COMPRESSOR {Cummins} 18.7 CFM	0/0	0
AIR DRYER {Bendix AD-9SI} with Heater, Includes Safety Valve	18/-1	17
AIR DRYER LOCATION Mounted Inside Engine Compartment, Right Side	0/0	0
AIR TANK LOCATION (1) Mounted Inside & Below Left Rail, Back of Cab	38/17	55
AIR SUPPLY, AUXILIARY {Schrader} Valve; Mounted in Engine Compartment	0/0	0
DRAIN VALVE {Bendix DV-2} Automatic, with Heater, for Air Tank	2/0	2
GVWR LIMITATION FOR BUS with Air Brakes, Limited to 33,000-lbs Maximum to meet FMVSS 121 Requirements, for Conventional Bus	0/0	0
STEERING		
STEERING GEAR {Sheppard M100} Power	25/-3	22
STEERING COLUMN Tilting and Telescoping	4/0	4
STEERING WHEEL 4-Spoke; 18" Dia., Black	0/0	0
DRIVELINES		
DRIVELINE SYSTEM {Dana Spicer} 1710, for 4x2/6x2	5/23	28
PROPSHAFT GUARD	0/0	0
EXHAUST SYSTEMS		
EXHAUST SYSTEM Horizontal Aftertreatment System, Frame Mounted Under Right Rail, for Single Long Horizontal Tail Pipe	0/0	0
ENGINE EXHAUST BRAKE for Cummins ISB/B6.7/ISL/L9 Engine with Variable Vane Turbo Charger	0/0	0
SWITCH, FOR EXHAUST Manual Regen Switch Relocated to Flasher Plate	0/0	0
TAIL PIPE (1) Horizontal, Long, Exits Left Side Through Bumper	0/0	0
ELECTRICAL SYSTEMS		
ELECTRICAL SYSTEM 12-Volt, Standard Equipment	0/0	0
Includes : HAZARD SWITCH Push On/Push Off, Located on Instrument Panel to Right of Steering Wheel : HEADLIGHT DIMMER SWITCH Integral with Turn Signal Lever : MISCELLANEOUS FEATURES Modular, Loom Protected, Grommets in all Applicable Body Openings, Assembled in Computer Assisted Fixture which Verifies Continuity and Correct Assembly Prior to Installation : PARKING LIGHT Integral with Front Turn Signal and Rear Tail Light : STARTER SWITCH Electric, Key Operated : TURN SIGNAL SWITCH Self-Cancelling with Lane Change Feature : TURN SIGNALS, FRONT Includes Reflectors and Auxiliary Side Turn Signals, Solid State Flashers; Flush Mounted : WINDSHIELD WIPER SWITCH 2-Speed with Wash and Intermittent Feature (5 Pre-Set Delays), Integral with Turn Signal Lever : WIRING, CHASSIS Color Coded and Continuously Numbered		
ALTERNATOR {Leece-Neville AVI160P2003} Brush Type, 12 Volt, 240 Amp Capacity, Pad Mount, with Remote Sense	0/0	0
ANTENNA Shark Fin, Roof Mounted	0/0	0

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Description	F/R Wt (lbs)	Tot Wt (lbs)
BATTERY BOX Steel, with Sliding Tray, 25.25" Wide, for Standard Batteries, 1-3 Battery Capacity, Mounted Left Side Behind Front Axle Perpendicular to Frame Rail	0/0	0
BATTERY DISCONNECT SWITCH {Cole-Hersee 75920-06} 300 Amp, Disconnects Charging Circuits, Locks with Padlock, Battery Box Mounted	2/0	2
BATTERY SYSTEM {Fleetrite} Maintenance-Free, (3) 12-Volt 2850CCA Total, Top Threaded Stud	60/14	74
CIRCUIT BREAKERS Manual-Reset (Main Panel) SAE Type III with Trip Indicators, Replaces All Fuses	0/0	0
COLLISION MITIGATION SYSTEM Omit	-5/0	-5
HEADLIGHT WARNING BUZZER Sounds When Head Light Switch is on and Ignition Switch is in "Off" Position	0/0	0
HEADLIGHTS Halogen, with Daytime Running Lights, Automatic Twilight Controlled	0/0	0
HEADLIGHTS ON W/WIPERS Headlights Will Automatically Turn On if Windshield Wipers are Turned On	0/0	0
HORN, ELECTRIC (2) Trumpet Style	0/0	0
INDICATOR, LOW COOLANT LEVEL with Audible Alarm	0/0	0
RADIO AM/FM/USB Input/Auxiliary Input, Includes Wiring and Antenna, with Public Address System	0/0	0
STARTING MOTOR {Delco Remy 38MT Type 300} 12 Volt, Less Thermal Over-Crank Protection	9/0	9
STOP-LIGHT WIRING MODIFIED Stop-Lights Turned on When Engine Compression Brake, Exhaust Brake or Retarder is Activated	0/0	0
FRONT END		
FRONT END Tilting, Fiberglass, with Three Piece Construction, Dual Air Intakes	0/0	0
GRILLE Molded in Black	0/0	0
HOOD TILT ASSIST {EASY TILT} Mechanical	0/0	0
LOGOS EXTERIOR Model Badges	0/0	0
LOGOS EXTERIOR, ENGINE Badges	0/0	0
SPEEDOMETER, TOOLS, MISC		
CHASSIS PAINT Full Chassis	0/0	0
CONNECTED PLATFORM Includes Connectivity Module and Five Year Data Plan	0/0	0
MUD FLAPS, FRONT WHEELS (2) Rubber, Mounted on Fender Extension	0/0	0
PAINT SCHEMATIC, PT-1 Single Color, Design 100	0/0	0
Includes : PAINT SCHEMATIC ID LETTERS "NB"		
PAINT TYPE Urethane, One or Two Colors, Other than Imron or International.	0/0	0
PROMOTIONAL PACKAGE 7 Year Unlimited Miles/km Warranty, Limited Time Program for Allison 2500 Series Transmission on School and Commercial Buses (Supplied directly through Allison)	0/0	0
FUEL TANKS		
FUEL TANK Top Draw, Steel, Rectangular, 100 US Gal (379L), Includes Protective Cage, Mounted Between Frame Rails and Behind Rear Axle	-257/389	132
DEF TANK 16.5 US Gal (62.5L) Capacity, Frame Mounted Outside Right Rail, Behind 0 Bow	0/0	0

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2028 CE SCHOOL BUS (PB110)

Description	F/R Wt (lbs)	Tot Wt (lbs)
FUEL/WATER SEPARATOR {Racor 400 Series,} 12 VDC Electric Heater, Includes Pre-Heater, with Primer Pump, Includes Water-in-Fuel Sensor	0/0	0
LOCATION FUEL/WATER SEPARATOR Mounted Under Hood, Left Side, Above Front Axle	0/0	0
WHEELS, TIRES - FRONT		
WHEELS, FRONT {Accuride 51408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs	0/0	0
(2) TIRE, FRONT 11R22.5 Load Range H XZE2 (MICHELIN), 501 rev/mile, 75 MPH, All-Position	8/0	8
WHEELS, TIRES - REAR		
WHEELS, REAR {Accuride 51408} DUAL DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs	0/0	0
(4) TIRE, REAR 11R22.5 Load Range H XDN2 (MICHELIN), 497 rev/mile, 75 MPH, Drive	0/44	44
BODY FEATURES		
BUMPER, REAR Painted, 12" High, 3/16" Thick	0/0	0
SUPPORTS, REAR BUMPER Bolted to Frame	0/0	0
BODY, REAR Includes Emergency Door	0/0	0
BOWS, ROOF 14 ga., One Piece Construction	0/0	0
Includes : BOWS, ROOF Positioned Floor Line to Floor Line, Threaded Through Roof Strainers and Drip Rail		
FASTENERS, HEADLINER Screws	0/0	0
FLOOR, BODY with Wheel Wells	0/0	0
HANDLE, ASSIST Windshield Side Mounted, Left and Right, Body Color	0/0	0
HEADLINER, BODY Conventional; 25'11"-35'08" Body Length, Perforated Full Length with Sound Insulation Full Length	0/0	0
LIGHT BARS Plastic	0/0	0
LINING, SIDE INTERIOR, LOWER Embossed Steel, Clear Coated	0/0	0
RAILS, WRAP-AROUND, FLOOR At Floor Level To Rear Door Post	0/0	0
REINFORCEMENT, BODY ROOF BOWS SPECIAL Construction Package, for Colorado, Utah, and Nebraska	-2/114	112
RUB RAILS, BODY (4) Conventional; Steel, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths, Includes Snow Rail	0/0	0
Includes : RUB RAILS Full Length, Primer Coated (Both Sides), Attached to Body without Cuts or Splices		
SEALER Extra; Sidewall to Floor, In Wheel Pocket Area, and Rear Wall to Floor	0/0	0
SIDE SHEET, BODY, EXTERIOR Conventional, 16ga., Smooth, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths	0/0	0
SKIRT, BODY Conventional, 20", 16ga., 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths	-1/57	56
Includes : SKIRT, BODY Extra Smooth Steel Supported by Floor Gussets		

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Description	F/R Wt (lbs)	Tot Wt (lbs)
STEP, FRONT ENTRANCE DOOR 27 1/4" Depth; 14ga Steel, Formed Treads, Naviflex Finish	0/0	0
TIE DOWNS, BODY Grade 8 Bolts, Every Body Section	0/0	0
Includes : TIE DOWNS, BODY with Formed Tab that Fits into Floor Structure to Prevent Turning		
COVER, REAR DOOR INSIDE HANDLE Partial Coverage	0/0	0
DOOR, ENTRANCE, FRONT Electric, Outward Opening, with Single Pane Glass	0/0	0
FASTENERS, REAR DOOR Lag Screws, Rear Door To Body	0/0	0
GLASS GUARD Inside Back-up, In Lower Section of Rear Door	0/3	3
HANDLE, ASSIST, ENTRANCE DOOR Outside Entrance	0/0	0
HANDLE, EXTERIOR, REAR Emergency Door; Yellow	0/0	0
HOLD BACK, REAR DOOR Stationary, No Cables, with Plastic Cover	0/0	0
LATCH, REAR DOOR Three Point Slide Bar, Cam Operated, with One Inch Stroke	-1/12	11
LOCK, ENTRANCE DOOR in External Release, with Key	0/0	0
LOCK, REAR DOOR with Ignition Starter Interlock	0/2	2
COMPARTMENT, DRIVER STORAGE Bin, Sized to Hold Three Ring Binder, Includes (1) USB-A Port and (1) USB-C Port	0/0	0
COMPARTMENT, LUGGAGE, LT FWD 114" x 24" x 22"	25/297	322
Includes : HINGES Rubber : LATCH, T-HANDLE, LOCKING Stainless Steel		
COMPARTMENT, LUGGAGE, RT AFT 66" x 20" x 18"	-42/226	184
Includes : HINGES Rubber : LATCH, T-HANDLE, LOCKING Stainless Steel		
COMPARTMENT, LUGGAGE, RT MID 114" X 24" X 22"	111/211	322
HOLD DOWN, BATTERY For Up To 3 Batteries	0/0	0
INSULATION,ROOF/SIDES/BULKHEAD 1.5"	0/0	0
UNDERCOAT, BODY Fire Resistant, Water Based, TT-C-730 Spec	0/0	0
Includes : UNDERCOATING Performed Before and After Mounting on Chassis		
ALPHA/NUMERIC DECAL GUIDE Quantity 061-70	0/0	0
ARROW, RR DOOR, INSIDE Decal; Red, .75" Stroke, Indicating Handle Direction	0/0	0
BODY CERTIFICATION TAG Mylar Label	0/0	0
BODY CONSTRUCTION TAG , Metal; for Colorado Racking Load Test	0/0	0
BODY TAG, METAL Capacity to Include the Total Number of Passengers	0/0	0
DECAL, BUMPERS White Numbers, Front & Rear	0/0	0
DECAL SPECIAL SAFETY EQUIPMENT Mounted on Equipment Door	0/0	0

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Description	F/R Wt (lbs)	Tot Wt (lbs)
LETTERS, BATTERY COMPARTMENT (2) Decal; "Battery"; 2" Black Letters, Centered on Each of 2 Battery Boxes	0/0	0
LETTERS, CAPACITY 2" Black Decals, (2) Places, Aft of Entry Door and Inside Above Right Side Windshield, for State of South Dakota	0/0	0
LETTERS, DEF, I.D. Decal; "DEF ONLY", 1" Black, on DEF Filler Door	0/0	0
LETTERS, DOOR, REAR Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside	0/0	0
LETTERS, FUEL I.D. Decal; "DIESEL FUEL", 2" Black, Adjacent to Fuel Filler Door	0/0	0
LETTERS, HEADER Decal; "WATCH YOUR STEP", 1" Black, Above Windshield	0/0	0
LETTERS, E/E WINDOW, LEFT (2) Decal Sets, "EMERGENCY EXIT", Black Inside and Outside	0/0	0
LETTERS, E/E WINDOW, RIGHT (2) Decal Sets, "EMERGENCY EXIT", Black, Inside and Outside	0/0	0
LETTERS, SCHOOL BUS FRONT/REAR Decal; OMIT "SCHOOL BUS"; with 8" Black Letters; on Front and Rear Cap	0/0	0
LETTERS, SIGN, REAR Decal, "STOP", 8" Letters, Black; "ON FLASHING RED", 4 1/2" Mounted on Rear of Bus, Black Letters Only	0/0	0
LETTERS, STEPWELL Decal, "WATCH YOUR STEP", 2.5" Black, Behind Door on Step Riser	0/0	0
LOGO, ROOF LINE Decal; Wing and Shield, First Body Section, Above Driver Window and Entrance Door Over Driver Window and Entrance Door	0/0	0
OPERATING INSTRUCTIONS, REAR Decal, Inside Rear Emergency Door	0/0	0
PAINT COLOR, BODY INTERIOR 9384 Spring White	0/0	0
PAINT COLOR, BODY EXTERIOR 4421 School Bus Yellow	0/0	0
PAINT COLOR, BUMPER Rear, 0001 Canyon Black	0/0	0
PAINT FLASHER BACKGRD 0001 Canyon Black	0/0	0
PAINT HOOD AND FENDER To Match Body Exterior	0/0	0
PAINT COLOR, ROOF 9219 Winter White, Beginning 5" Above Drip	0/0	0
PAINT, RUB RAIL Flange to Flange, Including Top Flange of Window Line Rub Rail	0/0	0
PAINT COLOR, RUB RAILS 0001 Canyon Black	0/0	0
SEAL, RUB RAILS Top Edge, All Rails	0/0	0
STRIPING, FLOORLINE 2" Yellow	0/0	0
STRIPING, E/E WINDOW, LEFT (02) Perimeter, 1" Yellow	0/0	0
STRIPING, E/E WINDOW, RIGHT (02) Perimeter, 1" Yellow	0/0	0
STRIPING, PERIMETER, REAR Emergency Door, 1" Yellow Reflective	0/0	0
STRIPING, REAR END Yellow, 1" Horizontal Top and Bottom, 2" Vertical Sides	0/0	0
STRIPING, ROOF HATCH, FRONT Decal, Perimeter, 1" Yellow	0/0	0
STRIPING, ROOF HATCH, REAR Decal, Perimeter, 1" Yellow	0/0	0
WIRING DIAGRAM Schematic, Electrical	0/0	0

Includes

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Description	F/R Wt (lbs)	Tot Wt (lbs)
: ACCESS PANEL for Wiring Diagram Schematic Located on Inside of Electrical Panel Door, Below Driver Window		
SUB FLOOR, PLYWOOD Conventional; B-B Marine Grade, Less Sealed Edges, 5/8", 5 Ply, for 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths	0/0	0
DISARM, POST TRIP INSPECTION Button Located at Rear Bulkhead on Left Side	0/0	0
MONITOR, POST TRIP INSPECTION {Leave No Student Behind} Accessory Controlled, with Push Button Alarm Disable at Rear of Bus Prompts Driver to Walk to Back of Bus to Disable Alarm	0/0	0
SWITCH, LOCATION Left of Driver; Includes Master Flasher Switch, Yellow Amber Flasher Switch and 3 Position Door Control	0/0	0
BODY FEATURES		
WINDOW, DRIVER Laminated, Clear	0/0	0
COLOR, WINDOW FRAME, PASS Passenger Window, Natural Aluminum Finish	0/0	0
WINDOW, E/E, LEFT (2) Vertical Hinge	0/32	32
WINDOW, E/E, RIGHT (2) Vertical Hinge	0/32	32
WINDOW, PASSENGER, TINT Conventional; 28% LIght, Laminated Glass, 78" Headroom, with 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths	-3/135	132
WINDOW, REAR DOOR, BOTTOM Laminated Clear	-1/8	7
WINDOW, SASH (22) 27" Sections, 9"x 23" Opening	-5/196	191
WINDOW, STOPS 12" Opening, Only with 78" Headroom	0/0	0
AISLE POSITION Center, for balanced seating	0/0	0
FLOOR COVERING, COLOR Gray #766	0/0	0
FLOOR COVERING, TRIM Aluminum	0/0	0
FLOOR COVERING, TYPE {Koroseal} All Body Lengths	0/0	0
STEP TREADS {Koroseal} Pebble White Nosing Only, with Non-Metal Backing, used with Formed Treaded Steps	0/0	0
WHEEL POCKET COVER Plastic, ABS	0/26	26
HOSE CLAMPS, HEATER HOSE Constant Torque for Heater System	0/0	0
FAN, DEFOG FAR RIGHT (01) Black, Mounted Right Above Windshield, Forward Entrance Door, 2-Speed Switch in Panel	2/0	2
FAN, DEFOG LEFT CENTER 6.50" Diameter, Black, Mounted Left of Center Post, 2-Speed Switch in Panel	2/0	2
HEATER, PASS, LT MIDSHIP 1ST 84,500 BTU	0/38	38
Includes : AIR FILTER		
HEATER, PASS, LT REAR 84,500 BTU	-6/45	39
Includes : AIR FILTER		
HEATER, STEPWELL with Fixed Angle Louver to Door Glass	28/5	33
HEATER, WATER PUMP {2 MPU 12} Self Priming, Metal Housing	0/0	0

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Description	F/R Wt (lbs)	Tot Wt (lbs)
ROOF HATCH, FRONT {Transpec 1175-028-0121-03} (1) Triple Value	1/28	29
ROOF HATCH, REAR {Transpec 1675} (1) Triple Roof, with Power Vent	-2/31	29
ROOF VENT, FRONT Static	0/0	0
SWITCH, HTR FAN, MID, LT 1ST with 84,500 BTU Heater Only	0/0	0
SWITCH, HTR FAN, REAR, LT with 84,500 BTU Rear Heater Only	0/0	0
SEAT, DRIVER {National 2000} Air Suspension Dual Shock, High Back with Integral Headrest, Heated, Isolated, with 2 Position Front Cushion Adjustment, 6 to 17 Degree Seat Back Adjustment, Mechanical Lumbar Support, Includes Additional Back Padding	16/3	19
Includes : SEAT BELT, DRIVER Adjustable D-Loop Seat Belt, Single Locking Retractor		
UPHOLSTERY, BARRIER, TYPE (1-2) Vinyl, 42 oz.	0/0	0
UPHOLSTERY, DRIVER SEAT, COLOR Drivers Seat, Graphite	0/0	0
UPHOLSTERY, DRIVER SEAT, STYLE Plain, with Cloth Insert	0/0	0
UPHOLSTERY, DRIVER SEAT, TYPE Vinyl, 42 oz.	0/0	0
BARRIER, CRASH, AFT ENTRY DOOR 39", 2 Leg	37/13	50
BARRIER, CRASH, AFT DRIVER 39", 1 Leg	32/11	43
HAND RAIL, ENTRANCE DOOR, AFT Dual Height Stainless Steel, Upper Rail 1.25" OD 28" Above Floor, Lower Rail 1" OD	12/3	15
HAND RAIL, ENTRANCE DOOR, FWD Dual Height Stainless Steel, Upper Rail 1.25" OD 28" Above Floor, Lower Rail 1" OD	14/1	15
PANEL, MODESTY, AFT ENTR DOOR Mounted Under Barrier	5/1	6
PANEL, MODESTY, AFT OF DRIVER Mounted Under Barrier	0/0	0
POUCH, CRASH BARRIER Full Width, Sewn Into Front Side of Barrier AFT of Driver Seat	0/0	0
SEAT BELT, DRIVER, COLOR with Blaze Orange Seat Belt Webbing	0/0	0
SEAT BACK, PASSENGER High Back	0/0	0
SEAT,26",WALL,3PT,LT {BTI Seating System} (01) High Back, with 3 Point Seat Belts	-1/66	65
SEAT,36",WALL,3PT,RT {BTI Seating System} (13) High Back, with 3 Point Seat Belts	-28/1079	1051
SEAT,39",WALL,3PT,LT {BTI Seating System} (12) High Back, with 3 Point Seat Belts	-26/1010	984
UPHOLSTERY, PASS SEATS, COLOR Gray, for Seats, Barriers and Head Bumpers	0/0	0
UPHOLSTERY, PASS SEATS, TYPE Vinyl, 42 Ounce	0/0	0
CUSHION, SEAT 15" Depth	0/0	0
SHOULDER RAILS, PADDED Conventional Bus; with 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths	-1/45	44
UPHOLSTERY, SEAT, STITCHING Single	0/0	0
BODY FEATURES		
INSULATION, FUEL FILLER Rubber Isolator for Fuel Filler when Exhaust are on Same Side	0/0	0
ALARM, BACKING {Ecco #850} 112 dB	0/2	2

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Description	F/R Wt (lbs)	Tot Wt (lbs)
CIRCUIT, PROTECTION Breakers, Manual Reset in Lieu of Fuses	0/0	0
EXTRA WIRING Power Connection in Electrical Panel; Four Positions Fused at 20 Amps Each; (2) Battery and (2) Accessory	0/0	0
FLASHER SYSTEM (8) Warning Lights, 8-Lamp System, Electronic Relay Flasher, Sequential Operation, Red Lights Activate after Ambers Lights with Door Open	0/0	0
LIGHT, ENTRY DOOR {Sound Off/OptiLuxx} LED; 4" Oval; Light Mounted in Skirt Behind Entrance Door, Wired To Step Light	3/0	3
LIGHT, EXTERIOR, CHECK Automatically Activates Lights for Pre Trip Inspection	0/0	0
LIGHT, INDIC, WARNING LIGHTS LED Type; Red and Amber	11/0	11
Includes : LIGHTS, WARNING Indicator Located in Instrument Cluster		
LIGHT, LICENSE PLATE {Sound Off/OptiLuxx} LED, with Mounting Gasket	0/-2	-2
LIGHT, STEP {Sound Off/OptiLuxx} 4" Round LED, White, Wired to Clearance Lights, Operated by Entrance Door	0/0	0
LIGHT, STROBE LED, Specialty Man. Co. 845-3020, Double Flash, 3.60" High	0/5	5
LIGHTS, BACK UP (2) {Sound Off/OptiLuxx} LED, 7" Round Clear	0/2	2
LIGHTS, CLUSTER {Sound Off/OptiLuxx} Oval, 4 Internal LEDs per Light; Amber Front and Red Rear	0/1	1
LIGHTS, DIRECTIONAL, REAR (2) {Sound Off/OptiLuxx} LED, 7" Round Amber	0/2	2
LIGHTS, DIRECTIONAL, SIDE (4) {Sound Off/OptiLuxx} Rectangular LED Armored, 2 Each Side First Section Aft Entrance Door & Forward Rear Wheel Pocket	-1/8	7
LIGHTS, DOME LED, Rectangular Recessed Type, Stagger Mounted, for 34'02", 34'11", 35'08" Body Lengths	-2/8	6
LIGHTS, DOME, DRIVER (2) LED, Rectangular, Mounted Left and Right Sides in Ceiling, with Separate Switch	3/0	3
LIGHTS, MARKER, FRONT & REAR LED, Flush Mount, Amber Front and Red Rear	0/0	0
LIGHTS, MARKER, SIDE, INTERMED LED, Amber, Flush Mount, Intermediate, Centered, Required for Units 30 Foot or Longer	0/0	0
LIGHTS, STOP (2) {Sound Off/OptiLuxx} and Tail; 7" Round LED, Red	0/2	2
LIGHTS, STOP & TAIL ADDITIONAL (2) {Sound Off/OptiLuxx} 4" Round LED, Red, with Flange	0/1	1
LIGHTS, WARNING (8) {Sound Off/OptiLuxx} (4) 7" Round Red Strobing LED and (4) 7" Round Amber Strobing LED, 2 Front, 2 Rear Each Color	-1/0	-1
EMBOSSED LICENSE PLATE PANEL Omit Embossment on Left Rear Panel, Holes and Plastic Inserts	0/0	0
SPEAKERS AND WIRING (8) Flush Mounted In Light Bar	9/2	11
STOP ARM, FRONT {First Light} Air, Fully Illuminated Stop Arm, 18.8" Octagon, Double Sided, Strobing LED Lights, Includes Wind Guard	3/1	4
STOP ARM, LEFT REAR {First Light} Air, Fully Illuminated Stop Arm, 18.8" Octagon, Single Sided, Strobing LED Lights, Includes Wind Guard	-16/34	18
SWITCH, DOME LIGHTS, DIMMER for All Passenger Dome Lights	0/0	0
SWITCH, DOME LIGHTS, SPLIT Front and Rear Operated with Separate 2 Position Switch, Quantity of Lights Split Equally	0/0	0

Vehicle Specifications **September 11, 2026**
2028 CE SCHOOL BUS (PB110)

Description	F/R Wt (lbs)	Tot Wt (lbs)
SWITCH, NOISE SUPPRESSION Actuator Legend States, "NOISE SUPP ", for Separate Solenoid, with Red Switch in Panel	0/0	0
SWITCH, REAR DOOR BUZZER for Emergency Door	0/0	0
SWITCH, STROBE LIGHT Momentary, with Indicator Light, Powered by Ignition	0/0	0
SWITCH, WARNING LIGHTS Starter Switch, Located In Switch Panel, for Any 8-Lamp System, Rocker Switch with Yellow Actuator	0/0	0
MIRROR, CROSS VIEW, EXTERIOR (2) {Rosco High Definition} Black, Heated, with LED Downlit Front Lighting Activated when Headlights are on and Stop Arm is Extended	0/0	0
MIRROR, INSIDE 6" x 30", Clear Safety Glass, Metal Back, Round Corners	0/0	0
MIRROR, REAR VIEW, EXTERIOR {Rosco AccuStyle} Black, Motorized Head, Heated, Breakaway Bracket	8/0	8
VISOR, INTERIOR, DRIVER LEFT 6" X 27" for Driver's Window	3/0	3
VISOR, INTERIOR, LEFT FRONT 6" x 30", Transparent, For Left Windshield	0/0	0
COMPARTMENT, OVER WINDSHIELD Centered, with Single Piece Panel and Door	24/2	26
COMPARTMENT ABOVE DRIVER Left of the Driver	32/0	32
Includes : COMPARTMENT ABOVE DRIVER Compartment Size: 39" x 10" x 10" : HINGES Piano Type		
FIRE EXTINGUISHER 5 lb 3A-40BC Minimum, with Flexible Hose and Metal Nozzle	9/2	11
FIRE EXTINGUISHER, FRONT LOC Located Behind Driver Seat	0/0	0
KIT, BODY FLUID National Standard, Poly White Box	0/0	0
KIT, FIRST AID Plastic; 24 Unit, Spec State	2/0	2
LATCH, COMPARTMENT Non Locking, for Overhead Storage Compartment	0/0	0
LATCH, DOOR BULKHEAD Spring Latch, for Bulkhead Mounted Safety Compartment or Destination Sign Access Doors	0/0	0
LOCATION, BODY FLUID KIT on Bulkhead	0/0	0
LOCATION, FIRST AID KIT in Overhead Bulkhead Compartment	0/0	0
PADDING COMPART ABOVE DRIVER Window; Safety Equipment Compartment, without Dome Light	7/1	8
REFLECTORS, REAR (2) 3", Red, Adhesive Back	0/0	0
REFLECTORS, SIDE, FRONT (2) 3", Amber; Adhesive Back, 1 Aft Drivers Window Left, 1 Aft Entrance Door Right	0/0	0
REFLECTORS, SIDE, INTERMEDIATE (2) 3" Amber, 1 Each Side, Below The Third Rub Rail From the Top, Adhesive Back	0/0	0
REFLECTORS, SIDE, REAR (2) 3", Red, Adhesive Back	0/0	0
SAFETY TRIANGLES Warning Reflectors, Mounted on Floor Between Driver Seat and Drivers Crash Barrier/ Stanchion/Partition	0/0	0
CUTTER, SEAT BELT {TIE TECH Safecut} for Cutting Seat Belts	0/0	0
CUTTER, SEAT BELT, LOCATION Mounted on Panel Left of Driver	0/0	0
DEF FILLER DOOR with Locking Latch	2/1	3

Vehicle Specifications **September 11, 2026**
2028 CE SCHOOL BUS (PB110)

Description	F/R Wt (lbs)	Tot Wt (lbs)
FENDERS, RUBBER, REAR (2)	0/5	5
FUEL FILLER DOOR with Non-Locking Latch	0/0	0
FUEL FILLER PIPE Low Profile Neck Cap and Vent Hosing, for Use with Left Side Fill for Between the Rail Fuel Tanks, for Above the Floor Fuel Fill, for 25 GPM Fill Rate Only	0/0	0
INSPECTION PLATE Fuel Sending Unit 8" x 8" Steel	0/0	0
MUD FLAPS, REAR WHEELS (2) Anti-Spray, Anti-Sail	-1/22	21
MUD FLAP ANTI-SAIL DEVICE Wire Brace	0/0	0
SIGN, DESTINATION, FRONT LED Illuminated, Exterior Bulkhead Mounted, with 8" Letters "SCHOOL BUS"	10/0	10
SIGN, DESTINATION, REAR LED Illuminated, Exterior Bulkhead Mounted, with 8" Letters "SCHOOL BUS"	-1/11	10

Services Section:

WARRANTY

WARRANTY Standard for CE, RE, BE School Bus Models, Effective with Vehicles Built March 1, 2017 or Later, CTS-3304H	0/0	0

BODY FEATURES

WARRANTY 5-Year, Limited	0/0	0
Total Component Weight:	**7558/13386** (lbs)	**20944** (lbs)
	(lbs)	(lbs)
EPDI	0/0	0
Add on Front/Rear and AC Bulkheads	0/0	0
Fire suppression	0/0	0
Add on 2 Mid Ship AC Units	0/0	0
Total Goods Purchased:	**0/0**	**0**

The weight calculations included in this proposal are an estimate of future vehicle weight. The actual weight as manufactured may be different from the estimated weight. Navistar, Inc. shall not be liable for any consequences resulting from any differences between the estimated weight of a vehicle and the actual weight.

Financial Summary **September 11, 2026**

2028 CE SCHOOL BUS (PB110)

(US DOLLAR)

Description	Price
Total Factory List Price Including Options:	$299,991.00
Total Goods Purchased:	$41,650.00
PREP	
Total Preparation And Delivery:	$450.00
Total Freight:	$4,000.00
Total Factory List Price Including Freight:	$346,091.00
Less Customer Allowance:	($114,357.71)
Total Vehicle Price:	$231,733.29
Total Sale Price:	$231,733.29
Total Per Vehicle Sales Price:	$231,733.29
Net Sales Price:	$231,733.29

Please feel free to contact me regarding these specifications should your interests or needs change. I am confident you will be pleased with the quality and service of an IC Corporation vehicle.

Approved by Seller:

Official Title and Date

Authorized Signature

This proposal is not binding upon the seller without Seller's Authorized Signature

Accepted by Purchaser:

Firm or Business Name

Authorized Signature and Date

Official Title and Date

If you haven't added a planned maintenance service contract to your proposal yet, please get in touch with your local dealer, International or IC Bus Sales Representative to learn more about the benefits when ordering together with the vehicle.

International® Financial offers loans, a full line up of lease options, and can establish a line of credit for use towards the purchase of International and IC Bus vehicles. Ask your dealer, International® or IC Bus® Sales Representative about completing an International Financial credit application and any promotional offers that may be available. International Financial services are provided by Navistar Financial Corporation.

The TOPS FET Calculation is an estimate for reference purposes only. The seller is responsible for calculating and reporting/paying appropriate FET to the IRS.

The limited warranties applicable to the vehicles described here in are International Motors, LLC* standard printed warranties which are incorporated herein by reference and to which you have been provided a copy and hereby agree to their terms and conditions.

International Motors, LLC d/b/a International Motors USA LLC in Illinois and Ohio.

BRYSON

Quote #
RE25035CP
Contract MA812

Nevada Charter Academies

Rachelle Hulet, CEO

Bryson Sales & Service Inc.
1285 S 1650 W
WOODS CROSS, UT 84087
Phone 801-295-1875 FAX 801-298-4750

"WE SERVICE WHAT WE SELL"
Since 1969

Quote Date:	*Expected Delivery Date:*	
09/24/25	***150-180 Days ARO***	***T3 REAR ENGINE***

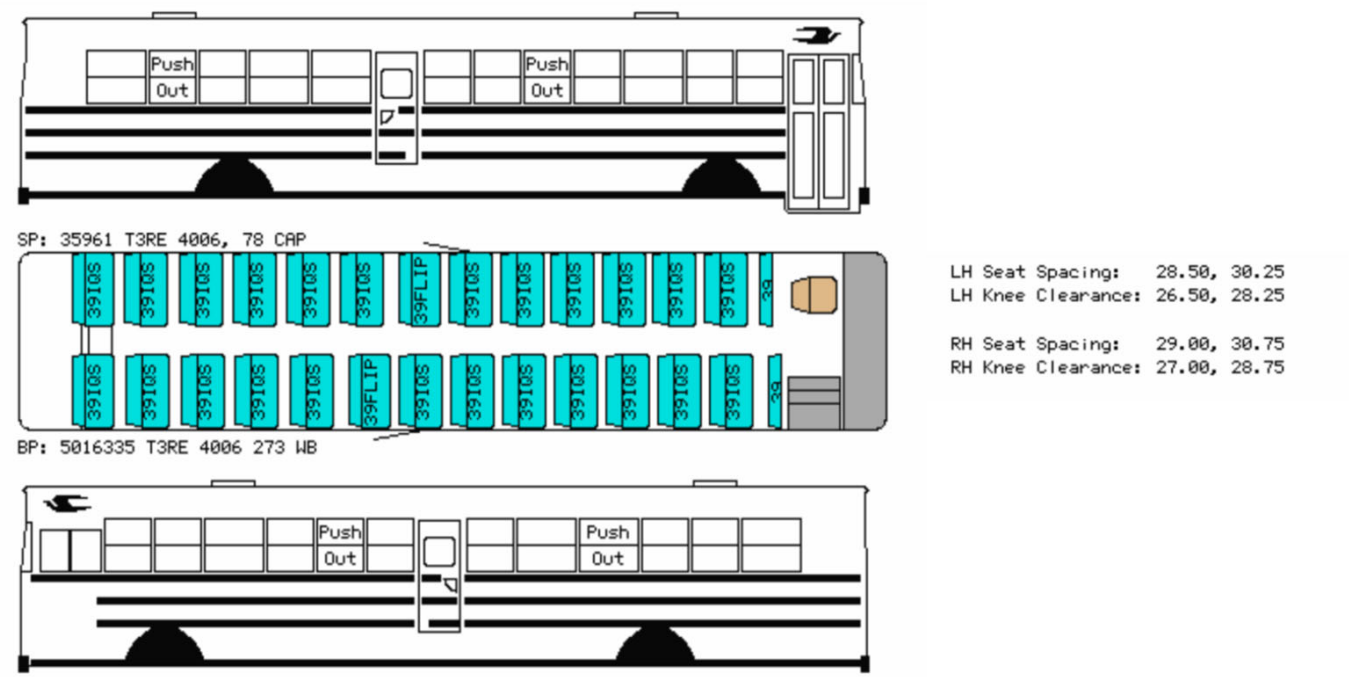
2024-2025 UTAH STATE QUOTE PRICE

QTY		CATEGORY	MAKE	MODEL	WHEELBASE	CAPACITY	PRICE	EXTENDED
			REQUIRED AND AVAILABLE ADDITIONAL OPTIONS OR (CREDITS)					
1	INCL	T3RE 4006	Body W/ 273 Inch Wheelbase	Seated For		78	$ 183,416	$ 183,416
			BODY SPECIFICATIONS					
1	**OPTION**	**0016100**	**EMERGENCY EQUIPMENT CMPT FRONT BULKHEAD**				**$ 184**	**$ 184**
1	**OPTION**	**0018007**	**PASS THRU LUGGAGE COMPT 122 CU FT**				**$ 5,807**	**$ 5,807**
1	INCL	0019802	KEY LOCK BATTERY DOOR				$ -	$ -
1	INCL	0021704	VANDAL LOCK - REAR EMERGENCY WINDOW				$ -	$ -
1	INCL	0021802	VANDAL LOCK - PLUG TYPE SIDE EMERGENCY DOOR				$ -	$ -
1	INCL	0025200	STEPWELL PROTECTION				$ -	$ -
1	INCL	0037402	RETAINER SIDE EMERG DOOR LH				$ -	$ -
1	INCL	0042900	EMERGENCY DOOR LH 28IN				$ -	$ -
1	INCL	0043600	3 POINT BAR LOCK SIDE				$ -	$ -
1	**OPTION**	**0050505**	**FUEL TANK DOOR SPRING LOADED LOCKING**				**$ 22**	**$ 22**
1	INCL		DEF ACCESS PANEL 15" X 11"W				$ -	$ -
1	INCL	0058200	FLAPS FRONT FULL LENGTH				$ -	$ -
1	INCL	0058600	FLAPS REAR WITH BB LOGO				$ -	$ -
1	INCL	0060000	FENDERS REAR RUBBER				$ -	$ -
1	INCL	0060500	FENDERS FRONT RUBBER				$ -	$ -
1	INCL	0066101	FIRE EXTINGUISHER 5 LB DRY W/HOSE (DRIVERS CPT)				$ -	$ -
1	INCL	0075401	TRIANGULAR WARN DEVICE FLR, W/ STRAP				$ -	$ -
1	INCL	0098400	PLYWOOD FLOOR SCREWED DOWN				$ -	$ -
1	**OPTION**	**0098614**	**FLOOR PLYWOOD 5/8" TREATED, 3904 & 4006**				**$ (221)**	**$ (221)**
1	**OPTION**	**0101400**	**STEEL FLOOR TRIM (COVE MOLDING)**				**$ 87**	**$ 87**
1	**OPTION**	**0134514**	**WEBASTO,FUEL FIRE HEATER,31K BTU, PRO 90**				**$ 2,203**	**$ 2,203**
1	INCL	0150200	INSULATED DRIVERS AREA				$ -	$ -
1	INCL	0150500	I-1 CAPACITY (NO) PASSENGERS				$ -	$ -
1	INCL	0150702	ACOUSTIC HEADLINING FULL LENGTH				$ -	$ -
1	INCL	0156100	EMERGENCY DOOR ARROWS				$ -	$ -
1	INCL	0192202	DAYTIME RUNNING LIGHTS				$ -	$ -
1	INCL	0202001	LAMPS, HAZARD, 2 AMBER 4", ENG CMPT				$ -	$ -
1	INCL	0223000	DOOR SWITCH STEPWELL LIGHT				$ -	$ -
1	INCL	0232400	EXTERIOR SOLID NSBY				$ -	$ -
1	INCL	0232518	LOGO, BIRD ONLY, VINYL, BLACK				$ -	$ -
1	INCL	0233003	PAINT DESIGN, BRIGHT WHITE ROOF, 12.5"				$ -	$ -
1	INCL	0244914	GALVALUME I/S PANELS, FULL HEM TEXTURIZED, 4006				$ -	$ -
1	INCL	0283614	SEAT BELT, DRIVER'S, 3 PT, SINGLE RETRACT, BLACK				$ -	$ -
1	INCL	0311000	GRIP HANDLES ABOVE WINDSHIELD				$ -	$ -
1	INCL	0318301	VISOR, ACRYLIC, LEFT SIDE, ADJUSTABLE				$ -	$ -
1	INCL	0318311	EDGE TRIM, PADDED, BLACK FINYL, VISOR				$ -	$ -
1	INCL	0331501	2 PC CURVED TINTED WINDSHIELD				$ -	$ -
1	INCL	0347314	77" HEADROOM 4006				$ -	$ -
1	INCL	STANDARD	ELEC INTERMITTENT W/S WIPERS SGL SW				$ -	$ -
1	INCL	0444900	AIR HORN MOUNTED UNDER FLOOR W/ FLOOR MOUNT SWITCH				$ -	$ -
1	**OPTION**	**0626600**	**UNDERCOAT BOTTOM & SIDES PASS THROUGH**				**$ 76**	**$ -**
1	INCL	0626601	UNDERCOAT, MODIFIED WAX, PREMIUM				$ -	$ -
1	INCL	3000100	ACCESSORY POWER SOCKET				$ -	$ -
1	INCL	3002601	FAN AUXILIARY UPPER RIGHT 6"				$ -	$ -

1	INCL	3002603	FAN AUXILIARY UPPER CENTER 6"	$	-	$	-
2	INCL	3002901	WIRING VENT ROOF HATCH BUZZER	$	-	$	-
2	INCL	3003029	VENT, ADVANTAGE STANDARD	$	-	$	-
1	**OPTION**	**3005618**	**HOSE,HTR,EPDM,W/CT CLAMPS**	**$**	**-**	**$**	**-**
1	**OPTION**	**3005702**	**SWITCH NOISE SUPPRESSION LATCHING (ID, NV)**	**$**	**-**	**$**	**-**
1	INCL	3005803	PUMP HEATER HEAVY DUTY	$	-	$	-
1	INCL	STANDARD	FRONT HEATER/DEFROSTER 90,000 BTU	$	-	$	-
1	INCL	3006001	HEATER 12K, DRIVERS	$	-	$	-
1	INCL	3006023	HEATER,80K,LH,FRONT,FLOOR MOUNTED, DUAL	$	-	$	-
1	**OPTION**	**3006025**	**HEATER 80K RH FRONT F/M**	**$**	**635**	**$**	**635**
1	INCL	3010215	CLEARANCE/MARKER, LED, 2 AMBER FRONT 2 RED REAR	$	-	$	-
1	INCL	3010310	ID GROMMET MOUNT, LED, 3 AMBER FRONT CAP 3 RED REAR CAP	$	-	$	-
1	INCL	3010510	INTERMEDIATE MARKER LED, 2 AMBER ROOF MTD. EACH SIDE AT/NEAR MIDPOINT	$	-	$	-
1	INCL	3011605	LIGHTS DIRECTIONAL REAR 7" AMBER LED	$	-	$	-
1	INCL	3011721	LIGHTS DIR SIDE OVAL FORWARD AMBER LED OVER WHEEL	$	-	$	-
1	**OPTION**	**3011723**	**LIGHTS DIR SIDE OVAL REARWARD AMBER LED OVER WHEEL**	**$**	**81**	**$**	**81**
1	INCL	3012003	LIGHTS DIRECTIONAL FRONT 7" AMBER LED	$	-	$	-
1	INCL	3012103	WIRING DIR SIDE FRONT BELTLINE	$	-	$	-
1	INCL	3012105	WIRING DIR SIDE REAR BELTLINE	$	-	$	-
1	INCL	3012302	HEADLAMPS, LED	$	-	$	-
1	INCL	3015101	LIGHTS DOME 15 CANDLEPOWER	$	-	$	-
1	INCL	3015502	LIGHT 2 DOME DRIVERS SEPARATE SW	$	-	$	-
1	INCL	3015703	DOME LIGHT SWITCH REAR 2 LIGHTS/2 ROWS	$	-	$	-
1	INCL	3015803	DOME 2 ROW/2 SWITCHES F & R CONFIG	$	-	$	-
1	INCL	3017306	LIGHTS 4" LED, STOP/TAIL, VANDAL RESIST	$	-	$	-
1	INCL	3017503	LIGHTS 7" STOP/TAIL LED	$	-	$	-
1	INCL	3017607	LIGHTS 4" BACKUP LED, VANDAL RESIST	$	-	$	-
1	INCL	3019605	HOODS, WARNING LIGHTS, INDIVIDUAL	$	-	$	-
1	INCL	3019902	SYSTEM WARNING 8-LGT NON-SEQ	$	-	$	-
1	INCL	3020019	LIGHTS WARNING 8-LGT AMB/RED LED	$	-	$	-
1	INCL	3020102	SEQUENCE W/L SYSTEM, NON SEQUENTIAL	$	-	$	-
1	INCL	3021002	SWITCH W/L MASTER LOC RH	$	-	$	-
1	INCL	3021004	SWITCH W/L START LOC RH	$	-	$	-
1	INCL	3021006	SWITCH STOP/CROSS CANCEL, LOC RH	$	-	$	-
1	INCL	3021008	SWITCH W/L EM OVERRIDE LOC RH	$	-	$	-
1	INCL	3021010	LIGHTS PILOT W/L SYSTEM LOC RH	$	-	$	-
1	INCL	3021018	SWITCH DOOR CONTROL LOC RH	$	-	$	-
1	INCL	3021104	CONTROLS CONFIG W/L OPT #4 8-LGT RH	$	-	$	-
1	INCL	3021802	SWITCH W/L MASTER WITH GREEN PILOT	$	-	$	-
1	INCL	3022204	SWITCH EMERGENCY OVERRIDE	$	-	$	-
1	INCL	3022501	SWITCH W/L START MANUAL	$	-	$	-
1	**OPTION**	**3022701**	**SWITCH W/L SYS, CANCEL, CROSS ARM**	**$**	**16**	**$**	**16**
1	INCL	3022802	INDICATOR W/L SYSTEM AMBER/RED	$	-	$	-
1	INCL	3024204	LIGHT BOARDING ENTRANCE DOOR LED	$	-	$	-
1	INCL	3026027	RADIO AM FM USB AUX BT WITH PA	$	-	$	-
1	INCL	3026906	SPEAKER DLX 8 SPKR SYS W/WIRING	$	-	$	-
1	**OPTION**	**3026910**	**SPEAKER O/S UND FLR W/WIRING**	**$**	**51**	**$**	**51**
1	**OPTION**	**3028602**	**WIRING CROSSING ARM ELECTRIC**	**$**	**11**	**$**	**11**
1	**OPTION**	**3028604**	**WIRING MAGNETIC LATCH CROSSING ARM**	**$**	**-**	**$**	**-**
1	**OPTION**	**3029211**	**MAGNETIC LATCH CROSSING CONTROL ARM**	**$**	**85**	**$**	**85**
1	**OPTION**	**3029216**	**CONTROL ARM CROSSING ELECTRIC POLY**	**$**	**506**	**$**	**506**
1	INCL	3029507	STOP ARM LOCATION DUAL	$	-	$	-
1	INCL	3029615	STOP ARM AIR H/I REFL LED CLUSTER DUAL	$	-	$	-
1	INCL	3029710	WIRING STOP ARM AIR W/LED LIGHTS	$	-	$	-
1	INCL	3031002	HORN BACKING SAFETY 112 DB	$	-	$	-
1	INCL	3031601	WIRING W/L SYSTEM 14 GA	$	-	$	-
1	INCL	3033102	CIRCIUT BREAKER MANUAL RESET BODY	$	-	$	-
1	INCL	3033707	INSULATION BODY POLYESTER/FIBER	$	-	$	-
1	INCL	3036203	LETTERING MISCELLANEOUS 2" BLACK BATTERY CENTERED ON BATT CMPT DOOR	$	-	$	-
7	INCL	3036501	LETTERING, EMERGENCY EXIT	$	-	$	-
1	INCL	3036502	LETTERING, EMERGENCY DOOR	$	-	$	-
8	INCL	3036601	LETTERING, EMERGENCY INTERIOR	$	-	$	-
8	INCL	3036602	LETTERING, EMERGENCY EXTERIOR	$	-	$	-
1	INCL	3038505	PAINT, RUBRAILS, FULL WIDTH BLACK	$	-	$	-
1	INCL	3039502	ABS PLASTIC BACKGROUND, WARNING LIGHTS, 3" BLACK	$	-	$	-
1	INCL	3040001	PAINT INTERIOR ASTRO WHITE	$	-	$	-
1	INCL	3043003	VINYL REFL RR EMER WDW YELLOW 3M	$	-	$	-

6	INCL	3043004	VINYL, RDFL, P/O WINDOW YELLOW, 3M	$	-	$	-
1	INCL	3043007	VINYL REFL 2IN SIDE YELLOW 3M	$	-	$	-
1	INCL	3043008	VINYL REFL 1.75 IN RR YELLOW 3M	$	-	$	-
1	INCL	3043011	VINYL REFL SD EMER DR YELLOW 3M	$	-	$	-
1	INCL	3045001	DECAL,CLEAN IDLE,EPA ONLY	$	-	$	-
1	INCL	3045602	MIRROR REARVIEW INTERIOR 6X30	$	-	$	-
1	INCL	3048101	MIRROR EXTERIOR REARVIEW W/ REMOTE CONTROL	$	-	$	-
1	INCL	3048206	MIRROR EXTERIOR HEATED W/15 MIN TIMER	$	-	$	-
1	INCL	3048325	MIRROR EXTERIOR *OPEN VIEW* SPLIT SYS REMOTE, ROSCO	$	-	$	-
1	INCL	3048415	MIRROR CROSSVIEW ROSCO EYE MAX LP	$	-	$	-
1	INCL	3052902	REFLECTOR, STANDARD, 3M DIA GRADE MOUNTED FRONT, INTERMEDIATE, REAR, AND BACK OF VEHICL	$	-	$	-
1	INCL	3060003	FAK MULTI STATE METAL	$	-	$	-
1	INCL	3064604	BODY FLUID KIT, NATIONAL STANDARD, METAL	$	-	$	-
1	INCL	3075601	HOLDER, CERTIFICATE, 7-5/8" X 9-1/4"	$	-	$	-
1	INCL	3075801	CERTIFICATION 4-WHEEL ALIGNMENT	$	-	$	-
1	INCL	3078409	PANEL MODESTY BARRIER ENTRANCE DOOR	$	-	$	-
1	INCL	3078443	PANEL, MODESTY, BARRIER, DRIVER, LH	$	-	$	-
1	INCL	3088303	DECAL, BATTERY DISCONNECT, RED	$	-	$	-
1	INCL	3079606	DRIVER SEAT, NATIONAL AIR DUAL SHOCK MORD BLUE FABRIC	$	-	$	-
1	INCL	3079701	ARMREST RH DRIVER SEAT NATIONAL	$	-	$	-
1	INCL	3081502	CUTTER SEAT BELT TIE-TECH	$	-	$	-
2	INCL	3082009	BARRIER 39 INCH HIGH BACK	$	-	$	-
26	**OPTION**	**3085202**	**SEAT, COLOR, BLUE, FIRE-BLOCK**	**$**	**32**	**$**	**832**
2	INCL	3085751	UPH FIRE BLOCK BLUE BARRIER	$	-	$	-
22	**OPTION**	**3086903**	**SEAT,39,CONVERT, 3-3PT BELT,IMMI**	**$**	**749**	**$**	**16,478**
1	**OPTION**	**3086904**	**SEAT,39,CONVERT, 3-3PT BELT, FULLY FM,IMMI**	**$**	**768**	**$**	**768**
1	**OPTION**	**3086905**	**SEAT,39,CONVERT,FLIP,3-3PT BELT,IMMI**	**$**	**794**	**$**	**794**
2	**OPTION**	**3086909**	**SEAT,45,CONVERT, 3-3PT BELT,IMMI**	**$**	**835**	**$**	**1,670**
1	INCL	3090505	CONSOLE MOUNT ARM REST	$	-	$	-
1	**OPTION**	**3092101**	**LATCHES, LOCKABLE, ACCESS DOORS (ALL)**	**$**	**59**	**$**	**59**
1	INCL	3094514	BODY CONSTRUCTION FM/CMVSS 221, 4006	$	-	$	-
1	INCL	3095903	PANELS SIDE 16 GA 19 3/4 SKIRT	$	-	$	-
1	INCL	3096005	STEPWELL STAIN STEEL SEVERE DUTY	$	-	$	-
1	INCL	3097717	DOOR ENTRANCE OUTWARD OPENING W/ ELEC ACTUATOR	$	-	$	-
1	INCL	3097809	DOOR CONTROL ELECTRIC SMI ACTUATOR	$	-	$	-
1	INCL	3098103	ENTRANCE DOOR KEY LOCK WITH HANDLE	$	-	$	-
1	INCL	3100901	DOOR ENGINE CMPT SOLID	$	-	$	-
1	INCL	3100904	SPRING GAS NON LOCKING	$	-	$	-
1	INCL	3101504	WINDOW REAR EMERGENCY	$	-	$	-
1	INCL	3102101	COVERING FLOOR RUBBER BLACK	$	-	$	-
1	INCL	3102402	TRIM AISLE ALUMINUM	$	-	$	-
1	INCL	3104901	HANDRAIL ENTRANCE DOOR BARRIER 3.25 - 5.25	$	-	$	-
1	INCL	3104909	HANDRAIL ENTRANCE DOOR FWD 20"	$	-	$	-
1	INCL	3111401	END CAP, RUB RAIL, STAMPED STEEL	$	-	$	-
1	INCL	3111607	RUB RAILS SIDE EMERGENCY DOOR	$	-	$	-
1	**OPTION**	**3113908**	**SIGN, SCHOOL BUS, ILLUMINATED, FRONT/REAR, FIRST LIGHT**	**$**	**1,025**	**$**	**1,025**
1	INCL	3115606	LIGHT, STEPWELL, LED	$	-	$	-
1	INCL	3102602	STEPTREAD, VINYL, RIBBED	$	-	$	-
1	INCL	3102701	STEPTREAD, VINYL, BLACK	$	-	$	-
1	INCL	STANDARD	STEPTREAD, VINYL, WHITE NOSING	$	-	$	-
1	INCL	3116601	MARKER LIGHT CONTROL STEPWELL	$	-	$	-
1	INCL	3118302	REAR EMERGENCY WINDOW DARK TINT TEMPERED	$	-	$	-
1	INCL	3118801	ENTRANCE DOOR LOWER GLASS CLEAR TEMPERED	$	-	$	-
1	INCL	3118901	ENTRANCE DOOR UPPER GLASS CLEAR TEMPERED	$	-	$	-
6	**OPTION**	**3119322**	**WINDOW S/S, P/O, 12" TEMP,TINT,BLK**	**$**	**-**	**$**	**-**
1	INCL	3119802	SIDE EMERGENCY DOOR GLASS DARK TINT TEMPERED	$	-	$	-
1	**OPTION**	**3120046**	**DRIVER SIDE WINDOW, CLEAR TEMP BLACK FRAME**	**$**	**8**	**$**	**8**
1	INCL	3120104	BUZZER REAR EMERGENCY WINDOW	$	-	$	-
1	INCL	3120105	BUZZER L/H SIDE EMERGENCY DOOR	$	-	$	-
1	INCL	3120109	BUZZER MID SECTION, PUSH OUT WINDOW	$	-	$	-
6	INCL	3120110	WIRING PUSH OUT WINDOW, DRIVERS ONLY	$	-	$	-
19	**OPTION**	**3120224**	**WINDOW SPLIT SASH 12" TEMPERED TINT BLACK FRAME**	**$**	**8**	**$**	**152**
			LETTERING				
1	INCL	LETTERING	**LINCOLN COUNTY SCHOOL DISTRICT**	$	-	$	-
1	INCL	LETTERING	BUS NUMBER(S):	$	-	$	-
			CHASSIS SPECIFICATIONS				
1	INCL	3810531	CAMERA, SYSTEM, BACK UP VIEW	$	-	$	-

1	INCL	4000014	AXLE STEER HENDRICKSON 14 600 LBS	$	-	$	-
1	INCL	4000413	SUSPENSION SPRG FRONT SOFTEK 14600	$	-	$	-
1	INCL	4000523	SUSPENSION SPRG REAR 1-STAGE 23000	$	-	$	-
1	INCL	4001101	SPACER BLOCK FRONT SPRING	$	-	$	-
1	INCL	4001856	AXLE REAR MERITOR 23000 LB 5.29	$	-	$	-
1	INCL	4004802	LUBRICATION OIL PETROLEUM AXLE	$	-	$	-
1	INCL	4004905	COVER PARKING BRAKE E-Z GRIP	$	-	$	-
1	INCL	4005203	ADJ SLK AUTO MERITOR	$	-	$	-
1	INCL	4005303	CHAMBERS, BRAKE, AIR	$	-	$	-
1	**OPTION**	**4007008**	**BRAKES AIR MERITOR 6"FRONT/8.62"REAR**	**$**	**289**	**$**	**289**
1	INCL	4007601	BRAKES ANTI-LOCK(ABS) AIR	$	-	$	-
1	INCL	4008119	DRYER AIR BENDIX AD-IP	$	-	$	-
1	INCL	4008501	LIFTING REINFORCEMENT BUMPER	$	-	$	-
1	INCL	4008604	BUMPER REAR STEEL	$	-	$	-
1	INCL	4008801	BUMPER FRONT STEEL 12IN	$	-	$	-
1	INCL	STANDARD	COLUMN STEERING TILT/TELESCOPING	$	-	$	-
1	INCL	4009703	SWITCH IGNITION KEYED ALIKE	$	-	$	-
1	INCL	4009801	CRUISE CONTROL	$	-	$	-
1	INCL	4010801	HOSE, COOLING, SILICONE W/CONSTANT TORQUE CLAMP	$	-	$	-
1	INCL	4010901	FILTER COOLANT WATER	$	-	$	-
1	INCL	4011102	FLUID TRANSMISSION SYNTHETIC	$	-	$	-
1	INCL	4011111	ANTIFREEZE FLEETCOOL ES CUMNS BLUE	$	-	$	-
1	INCL	4013412	ALTERANTOR LEECE-NEVILLE, BRUSHLESS 350 AMP	$	-	$	-
1	INCL	4014104	BATTERY COMPARTMENT, ROLLER TRAY,CHASSIS MTD.	$	-	$	-
1	INCL	4014201	SWITCH BATTERY DISCONNECT	$	-	$	-
1	INCL	4014206	BATTERIES GROUP 31 THREE	$	-	$	-
1	INCL	4016801	HEATER ENGINE BLOCK INTERNAL 750W, ISB	$	-	$	-
1	INCL	4017001	AIR CLEANER MULTI STAGE	$	-	$	-
1	INCL	4017109	GOVERNOR ROAD SPEED 75 MPH	$	-	$	-
1	**OPTION**	**4018447**	**ENGINE, CUMMINS, L9, DSL 300HP @ 860 LB. FT., EPA**	**$**	**4,433**	**$**	**4,433**
1	INCL	4021310	ENGINE EMISSION CONTROL, EPA 2025	$	-	$	-
1	INCL	4021518	EXHAUST, PRIMARY, SING CAN A/T, CUMMINS	$	-	$	-
1	INCL	4021611	HIGH TEMPERATURE EXHAUST COOLING, *ISC ONLY*	$	-	$	-
1	INCL	4021701	REGEN SETTING 0-MPH, *ISL ONLY*	$	-	$	-
1	INCL	4023324	FILTER, FUEL, FRAME MOUNTED	$	-	$	-
1	INCL	4024102	FUEL SYSTEM DSL 100 GAL BFR RH FILL	$	-	$	-
1	INCL	STANDARD	GAUGE TEMPERATURE ALLISON TRANS IN LCD DISPLAY	$	-	$	-
1	INCL	STANDARD	CLOCK	$	-	$	-
1	**OPTION**	**4028002**	**GAUGE AMMETER IN LCD DISPLAY**	**$**	**97**	**$**	**97**
1	INCL	4028004	GAUGE SPEEDOMETER MILES	$	-	$	-
1	INCL	STANDARD	SWITCH PANEL REAR ENGINE COMPARTMENT	$	-	$	-
1	**OPTION**	**4035609**	**TIRE,KUMHO,11R22.5,LRH,KRS12E FT/KRD23 R**	**$**	**(1,354)**	**$**	**(1,354)**
1	INCL	4039014	BALANCE FRONT WHEELS	$	-	$	-
1	INCL	4041101	TOW HOOKS FRONT	$	-	$	-
1	INCL	4041102	TOW HOOKS REAR	$	-	$	-
1	INCL	4043212	TRANSMISSION ALLISON GEN 4 3000PTS *6 SPD*	$	-	$	-
1	INCL	4044023	WHEELS, STEEL, 8.25 X 22.5, BLACK, 5HH			$	-
1	INCL	4045302	ELECTRONIC STABILITY CONTROL (ESC) INCLUDES AUTOMATIC TRACTION CONTROL (ATC)	$	-	$	-
1	INCL	4049316	PROGRAM, TCM, PERF, ATI, ALL TRANS	$	-	$	-
1	INCL	STANDARD	OPERATION MANUALS REPAIR MANUALS CD VERSION	$	-	$	-
			Warranty				
1	**OPTION**	**3130024**	**WARRANTY L3 IN LIEU OF SB 5 YEAR UNLIMITED MILES**	**$**	**3,104**	**$**	**3,104**
1	INCL	STANDARD	WARRANTY EXTENDED ALLISON TRANSMISSION	$	-	$	-
1	LOCAL	STANDARD	WARRANTY, CUMMINS, 5 YEAR 100,000 MILES	$	-	$	-
			ADDITIONAL ITEMS				
1	INCL	PDI	PDI	$	-	$	-
1	INCL	9000010	INSTALL USB PORT	$	-	$	-
	OPTION	**9190109**	**ILLUMINATED STOP ARM, PNEUMATIC, FRONT AND REAR**	**$**	**2,112**	**$**	**-**
1	**OPTION**	**9999999**	**STRAIGHT PIPE, WEBASTO**	**$**	**55**	**$**	**55**
1	**OPTION**	**LOCAL**	**FOG MAKER FMA-1127-75-001 FIRE SUPPRESSION SYSTEM**	**$**	**7,051**	**$**	**7,051**
			AIR CONDITIONING				
1	**OPTION**	**LOCAL**	**PD-353d-55 COOL ONLY PARCEL RACK DUCTED, 26 USB DUAL USB CHARGERS MOUNTED UNDERSIDE OF PARCEL RACK, LED READING LIGHTS**	**$**	**36,212**	**$**	**36,212**
1	INCL		LICENSE PLATE AND REGISTRATION	$	-	$	-
			SEAT PLAN				



SUMMARY

"We Service What We Sell"

Since 1969

Eric Martinez - (425) 299-8087 eric@brysonsales.com

BRYSON

Quote #

RE25035CP

Quote valid for 30 days and is subject to manufacturer acceptance at time of District order.

Blue Bird reserves the right to implement documented tariff surcharge at time of invoice dependent upon the implementation of tariffs on foreign countries. Bryson reserves the right to pass these documented tariffs to the district at time of invoice.

BASE BID PRICE	**$ 183,416.00**
DISTRICT OPTION	**$ 81,140.00**
PER BUS TOTAL, ONE BUS	**$ 264,556.00**
PURCHASE QUANTITY	**1**
EQUIPMENT TOTAL	**$ 264,556.00**
OPTIONS DISCOUNT	**$ (14,300.00)**
DELIVERY	**$ 3,600.00**
TOTAL PURCHASE PRICE	**$ 253,856.00**
MULTIPLE UNIT TOTAL	**$ 253,856.00**

The following signature authorizes the order of this bus including items listed above:

Authorized Signature: _____ *Date:*

NV Prep Charter Schools

50% DEPOSIT REQUIRED AT TIME OF ORDER	**$**	**126,928.00**
45% DEPOSIT REQUIRED AT TIME OF DELIVERY	**$**	**114,235.20**
5% REQUIRED WITHIN TWO WEEKS OF NHP INSPECTION	**$**	**12,692.80**
ADDITIONAL ITEMS NOT INCLUDED IN ABOVE PRICING		
DASH A/C IN ADDITION TO PARCEL RACK DUCTED A/C		$900

Coversheet

Long Range Calendar Document

Section: X. Long Calendar (Discussion)
Item: A. Long Range Calendar Document
Purpose: Discuss
Submitted by: Nav Singh
Related Material: Board Meeting Long Range Calendar-Sept.pdf

BACKGROUND:

See attached Long Range Calandar

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~~	
9/30/26	All Virtual	-NSPF Star Rating	-Special Education Policies and Procedures Manual and Forms -Dual Credit -26/27 Grants -Foster Care/McKinney vento	
10/28/26		-Validation Day Federal Count -4-Year Grad Rate Validation	-Annual Audit -PEAA Audit	
11/18/26			-Board Bylaws -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.