Strong Start Academy

STRONG START ACADEMY ELEMENTARY SCHOOL AT THE TONY HSIEH EDUCATION CENTER

BOARD MEETING AGENDA 8/22/23

Published on August 16, 2023 at 10:45 AM PDT

Date and Time

Tuesday August 22, 2023 at 9:00 AM PDT

Location

City Hal

l

495 S. Main Street, 1st floor, Las Vegas, NV 89101

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**9:00 AM**
A.	Call the Meeting to Order			
B.	Record Attendance			1 m
C.	Public Comment		Lorna James-Cervantes	1 m

Comment during this portion of the agenda must be limited to matters on the agenda for action. If you wish to be heard, come forward and give your name for the record.

		Purpose	Presenter	Time
	The amount of discussion, as well as the amount of time any single speaker is allowed, will be limited to two (2) minutes absent Board approval.			
D.	Approve Minutes	Approve Minutes		1 m

II.	**Finance**			**9:03 AM**
A.	Report by Kristin Dietz from EdTec on budget and financial reports.	FYI	Kristin Dietz	10 m
B.	Discussion for possible action to approve the retention of a dual language consultant.			5 m

III.	**Executive Update**			**9:18 AM**
A.	Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, and recruiting.	FYI	Miriam Benitez	5 m
B.	Report by the Executive Director regarding funding for school transportation.	Discuss		5 m

IV.	**Governance**			**9:28 AM**
A.	Discussion for possible action to approve the Strong Start Academy Elementary School Parent Student Handbook, Employee Handbook, Test Security Plan, and English Learner Policy and Plan.	Vote		10 m
B.	Discussion for possible action to approve the Organizational Performance Framework Self-Certification Form.	Vote		5 m

V.	**Facilities**			**9:43 AM**
A.	Report by the City of Las Vegas regarding status of renovations and new construction at Strong Start Academy.	Discuss		5 m
B.	Report by the City of Las Vegas regarding status of security improvements at Strong Start Academy.	Discuss		5 m

	Purpose	Presenter	Time

VI. **Citizens Participation**

Public comment during this portion of the agenda must be limited to matters within the jurisdiction of the Board. No subject may be acted upon by the Board unless that subject is on the agenda and is scheduled for action. If you wish to be heard, come forward and give your name for the record. The amount of discussion on any single subject, as well as the amount of time any single speaker is allowed, may be limited.

VII. **Closing Items**

A. Adjourn Meeting   Vote

Facilities are provided throughout City Hall for the convenience of persons with disabilities.
Reasonable efforts will be made to assist and accommodate persons with disabilities or impairments.
If you need an accommodation to attend and participate in this meeting,
please call Amanda Kuhl at 702-229-6162 and advise of your need at least
48 hours in advance of the meeting. Dial 7-1-1 for Relay Nevada.

THIS MEETING WAS PROPERLY NOTICED AND POSTED AT THE FOLLOWING LOCATIONS IN
ACCORDANCE WITH THE NOTICING STANDARDS
AS OUTLINED IN NRS 241.020:
Strong Start Academy Elementary School website www.clvstrongstartes.org
City Hall, 495 S Main St, 1st floor, Las Vegas, NV 89101
The Nevada Public Notice website – notice.nv.gov

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Item ID_SSAES Board meeting_071323 (1).docx

**CLV Strong Start Academy Elementary Schools, Inc. Board Meeting –
July 13th, 2023**

Lorna: Good evening, everybody. I'd like to call the meeting of the Strong Start Academy Elementary School Board to order at this time. It's July 6th at 5:00 p.m. And we'll begin our meeting tonight by calling attendance. So, this is Lorna James-Cervantes, present. Jaime Gonzalez?

Jamie: Present.

Lorna: Meli Pulido? Not present. Heather Nay?

Heather: Present.

Lorna: Alain Bengochea? Not present. Nicole Thompson?

Woman: Not present.

Lorna: Dachresha Harris?

Dachresha: Present.

Lorna: Alee Moore?

Alee: Present.

Lorna: Okay. Thank you, we have... We have quorum for the meeting tonight. And at this time, we will open the floor for public comment during this portion of the agenda. Public comment must be limited to matters on the agenda for action. Was there any public comment e-mailed or sent in? None? And I see nobody in the room wishing to give public comment.

So, we will move on to item number 1(d), and this is approval of our minutes. I think...hope everybody had the opportunity to review the minutes from our May 11th board meeting. And were there any corrections or additions to those minutes? The only thing I noted myself was that, it was a very small thing, but when Miriam was giving her report during the meeting about the recruitment on page 6. I think that should be Stupak Community Center, with an S at the beginning. So, that's the only small thing I noted that we should correct on the minutes.

Woman: It's not the Tupac Community...

Transcription by www.speechpad.com   Page 1 of 28

Lorna: Yeah, it's not the Tupac Community Center. Yeah. It's Stupak. So, if we could just make that. Then otherwise, if anybody would like to make a motion to approve the minutes as corrected.

Dachresha: Dachresha Harris, for the record. I motion to approve the minutes.

Lorna: Okay, thank you. Is there a second?

Alee: Alee Moore. I approve. I second, sorry.

Lorna: Thank you. That's okay. All right, it's been moved and seconded that we approve the minutes as corrected. All those in favor?

Woman: Aye.

Woman: Aye.

Woman: Aye.

Woman: Aye.

Lorna: Any opposed? Okay. Thank you so much. At this time, I would like it...I would appreciate it, if you wouldn't mind, that we move to item number 3 on our agenda tonight. This is our executive updates. And we have two reports by our Executive Director. She, Miriam, is on vacation right now, but has tuned into our meeting tonight via computer. So, if you wouldn't mind, we'll go there, and then come back to you, Kristen, on item number 2.

So, first is item number 3(a). This is a report by the Executive Director on the status of ongoing marketing efforts, open enrollment, and recruiting.

Miriam: Miriam Benitez, for the record. Can you guys hear me okay?

Lorna: Yes.

Miriam: All right. So, for our recruiting efforts, we had two tabling events in June. And I would imagine that that slowed down because, in Vegas, not a lot is offered outdoors in June and July because of the heat. So, the two community events that we did become aware of we attended. The digital campaign continued on Google, YouTube, and Facebook.

And our enrollment. We anticipated that we would be at a much higher number by now. However, what happened was we encountered some unexpected issues

that has impacted our enrollment. And what happened was in June, our website got hacked. It got hacked twice. And the first time was on June 9th. There was a security breach. During which, more than 30 web files were infected and people were redirected to a third-party phishing site. So, that took about a week to resolve. And then everything was reinstated.

And then again on June 23rd, Google notified our website's manager that our site had been compromised and all ads were temporarily blocked until the site was once again secure. And so at that time, our website manager took a series of steps not only to repair the website, but to enhance security. And one of these steps was that he migrated our website to a new host site. So, again, that took probably about a week. So, we had two weeks that we were down in June.

So, all of the issues have since been resolved. But unfortunately, it has affected our enrollment. Because at this time last year, we had a lot more activity. So, in working with Graphika, we decided that the best strategy moving forward to mitigate all of these issues was to increase the amount of impressions through our advertising on social media as well as expand the coverage to include not only our target zip codes, but adding an eight-mile radius of advertising.

And then now we're also running OTT ads. Which are essentially...they're equivalent to TV commercials, but they're delivered directly to the viewers through streaming services, like Hulu or Peacock. And those are available in English and Spanish. And they're targeted, just like our social media, to our target zip codes.

So, this is where we're at now. And as of today, we're actually at 125 students. Which is much better than where we were at the end of the year, at like 82. But we did think we'd be higher than where we're at. And then starting next week, we're also going to start canvassing again targeted addresses of students that meet our criteria. Or our demographic, I should say.

So, are there any questions for me?

Lorna: This is Lorna. So, Miriam, we're at 125 students enrolled currently. And we need to have 180, is that correct?

Miriam: Yes. 180 was our target.

Lorna: How much traction are we seeing just already for those campaigns, those ad campaigns?

Miriam: We haven't seen much yet. Because since all of this just happened, and then we had that holiday, the Fourth of July and all of that, it just started. So, it just started this week, our new campaigns, or the expanded and the OTT.

Lorna: Thank you. Are there other questions by board members, or other recommendations by board members, as to what we could do to help increase? We're down by about 55 students?

Dachresha: Dachresha Harris, for the record. I know a lot of nonprofit agencies are having back-to-school drives and back-to-school events. Is that something that we could frequent in the zip codes of which our target market is to maybe try to capture some of those parents and students, too?

Miriam: Yes. If you know of any that we don't. Amanda, she's not at our meeting today. However, Amanda does a really good job of compiling any community events that are going on, and she sends them our way. And we've attended everything that we're aware of. So, if any of you know of any, please send them my way. Because we most certainly will attend.

Alee: Alee Moore, for the record. There's one this weekend with the treasurer's office.

Miriam: Oh. Okay. Do you have a contact number for that maybe, by chance?

Alee: I do. I can e-mail it to you.

Miriam: Okay.

Lorna: This is Lorna. Thank you for those recommendations, both of you. I think it's important that we continue to just really push to get that attendance where it needs to be, the enrollment. So, we know that getting the money behind each one of those students in the seat is going to be important for the school to be able to continue to operate in the way that it should.

Any other recommendations or suggestions? We know that Miriam will continue to send us updates on...or give us updates on enrollment and recruitment. And so we look forward to seeing those recommendations coming forward. And, Miriam, if you need any assistance in the meantime, please make sure you let us know.

Miriam: Okay, thank you.

Transcription by www.speechpad.com   Page 4 of 28

Lorna: All right. At this time, we can then go to item 3(b). This is a report by the Executive Director regarding student achievement growth data, to include MAP, i-Ready, and Evaluación del Nivel Independiente de Lectura. Not too bad, I know I've got a terrible accent.

Miriam: That was good. That was great, Lorna.

Lorna: Oh. One second, Miriam, before you start. Let...we need to make sure that the record indicates that Meli Pulido has joined the meeting. Thank you. All right. Go ahead, Miriam.

Miriam: So, I just want to double-check on your handouts. Is your first one the i-Ready?

Lorna: Yes.

Miriam: Okay. So, looking at the i-Ready results. And the i-Ready is an assessment that we choose to give. And the reason that we really love the i-Ready is because the i-Ready is much more closer...closely aligned to SBAC. So, next year, when our third graders have to take that state-mandated SBAC, this i-Ready is a really good indicator of how well they will do on the SBAC. So, we've started it this year.

And so when we compare our winter i-Ready reading results with the spring, we see that in the winter we had 54 students proficient. And moving into spring, that increased to 82 students...or 82%. In the winter, we had 44 students in yellow, which is performing one grade level below. And in the spring, we were able to reduce that to 14% only performing one grade level below. And then at the red, in the winter, it was 3%. And that one grew to 4%, which that probably was that we gained a new student from winter to spring.

For the i-Ready math results, in the winter we had 40% proficient. In the spring, we had increased that to 81%. And in the winter, we had 58% of our students performing one grade level below, and that was decreased to 16%. And then students performing two grade levels below went from 3% in the winter to 2% in the spring.

So, we did our i-Ready testing the last month of school, in May, very close to the end of the year. These are the results we were kind...we were anticipating. We worked really hard to reach this. When we look at our MAP results, these results were a little unexpected because we did not get the results that we had

Transcription by www.speechpad.com   Page 5 of 28

expected. But when we went back and we looked at all of our data and we talked to a data consultant, we really questioned effort.

Because what happened here was when we created our testing schedule for the year, the state of Nevada, Nevada Department of Ed, had not quite yet released the testing windows. So, we had created one based on what we always knew to be true, that we could test...do MAP testing all the way until the end of the year. And then, lo and behold, this year they had changed it on us and MAP testing ended in April. And so we had to quickly...we had to test...do our MAP testing in April, and we had initially planned it in May. So, there was only 21 days of instruction between our second MAP...between our winter MAP assessment and our spring. So, that may account for the data and effort. Because they had just taken it, basically, and then 21 days later they took it again.

But anyhow, when we look at our math data, we see that in kindergarten they actually went from 77% proficient down to 72%. In first grade, they went up slightly from 62% to 69%. And in second grade, they also show a decline from 41% to 35%.

And in reading, kindergarten stayed the same, 59%. And 59%, the difference is in how many scored above grade level versus just at grade level. In first grade, it was a decline from 50% to 44%. And in second grade, from 53% to 47%.

So, again, not what we were expecting. And we certainly don't think it's representative of where the kids actually were. We think the i-Ready data is more representative of where the kids are. Because the majority of our kindergartners, almost all of them, left kindergarten reading. And the same holds true for first and second grade. We were very impressed with the work they were doing. So, we think it was just a timing thing for our MAP data, which has been noted and we're correcting for next year to make sure we have equal number of instructional days between assessment.

And then we have our ENIL data. But before I move on to the ENIL data, is there any questions regarding any of these results? No? Okay. Then I'm moving on to the ENIL data.

As Lorna mentioned, the ENIL is our Evaluación del Nivel Independiente de Lectura. So, basically, it's each student's independent reading level. And so because we had not identified a language assessment back in the fall, we had been waiting on WIDA. And just as a reminder, WIDA is the assessment we

Transcription by www.speechpad.com   Page 6 of 28

use to measure students' language proficiency in English. And WIDA kept promising that they were coming out with a Spanish test, and we were waiting and waiting and waiting, and it never came out. But it's actually out...it will be out this fall. So, that's what we're going to use to measure all kids' Spanish in the fall, and then they will assess again in the spring so we can measure that Spanish proficiency overall.

So, this assessment that we took, it doesn't measure language, it just measures specifically reading. And at that, it's reading comprehension. So, we gave the students this assessment sometime in November. And then we gave it to them again in May, towards the end of the year. And so we can see, for instance, in November we had nine students score at 1A. And 1A is like a beginning kindergarten level. And so by the time we go to June, which really our kids tested in May but I grabbed this data in June, we had one student still performing at that 1A level and the eight others had moved up. So, we had 3 at the 2A, 20 at the 3A. And 3A is towards the end of kindergarten.

And then you have... Kindergarten has the widest range of level. So, that 1A, 2A, 3A is kindergarten, that V is towards the end of kindergarten, and that T is transitional. Then the blue 1A and 2A is first grade. So, you see by the end of kindergarten, we had six kids in the transitional level, three of them actually at a first-grade level, nine of them had scored in that green V, which is end of kindergarten, where they should be.

So, we do see a lot of movement where these students are...were tested in Spanish, so their reading comprehension in Spanish. And then in the first grade, you see the similar, where we started with 11 students on 3A. And then by June, we have six students that have moved up. And then it shows the progression all the way up to 1A.

And so this is just a snapshot that shows us that students were gaining proficiency in Spanish. But it's not the best measure because it's, again, reading. And what we want is a language measure. Because the language...a language measure like we're going to do next year includes reading, writing, speaking, and listening. And this is all reading. So, it doesn't account for the students that are struggling with reading. They might have more language skills, especially listening. We know that language acquisition, that the first thing that your proficiency level is in listening. But we didn't have a measure where we were assessing their listening skills. But like I said, next year we're going to

Transcription by www.speechpad.com   Page 7 of 28

administer and implement a language assessment so we will be able to capture all of those language domains and follow their language gains in all four of those domains from the fall to the spring.

Any questions on this data?

Lorna: This is Lorna, Miriam. So, you didn't...did not give this assessment in second grade because second grade was focused on English language development, that's the one group where you did not really focus on bilingual as much as just enrichment of the native language, correct?

Miriam: Yes. Thank you for bringing that up, Lorna. So, in second grade, it's an enrichment. And that enrichment is focused on teaching... So, we're not getting into, like, reading skills. It's... For instance, we had a reading unit that was on bugs. So, they would do a lot of activities and a lot of... Like integrated science on bugs and learning the vocabulary. So, everything was very integrated, but it wasn't necessarily formally teaching them how to read in Spanish. So, it wouldn't have been a fair assessment to give the kids.

Lorna: Thank you. That's what I thought. This is Lorna again. And, Miriam, just looking at the data that you've shared with us tonight, especially looking at i-Ready data, it looks as though we would be on track as a school to meet the goals that were set forth in our charter and in our charter contract, but I wanted to verify with you that that is correct and that we should be on track to hit those goals as a school next year as long as kids have enough instructional day between each of those testing cycles.

Miriam: Yes. Miriam Benitez, for the record. We are on track. The only thing that throws us a little bit is... And this happens to everyone. Obviously, if we have the room, we accept students all throughout the year. So, like, what happened to us even in second grade, even towards the end of the year, I think we got two or three new students. And these two or three new students that joined us were severely behind, like two grade levels or more. So, obviously, we do what we can. But in a few short couple months before the end of school year, we didn't see as much growth as we would have liked. So, we always have those students that haven't been with us from the beginning that may not show the growth.

Lorna: Thank you for that, Miriam. Are there any other questions or concerns or comments by board members?

Dachresha: Dachresha Harris, for the record. So, just for clarification for me, Miriam. This coming school year, we'll test the students earlier in the fall semester and measure them from the beginning of the semester to their progress at the end? Okay. And the Spanish...the language test is available for us now? Just making sure.

Miriam: Yes. Miriam Benitez, for the record. So, for our language, yes, it is available now in Spanish. And we plan on giving that assessment early, as soon as we start. So, either in August or September. And then we would give them the following...the follow-up in the spring sometime.

Dachresha: Okay. So, it's measured by the complete school year, not, like, midpoint? Because...

Miriam: Right.

Dachresha: Yes. And is that...does it have to be that way, we can't measure, like, mid-year to see what our status is? Like, to make sure...

Miriam: Well, so, the language assessment, the way that it works, it's only two. And so I can only speak to this is an assessment that we're required to give second-language learners. And so they usually have their first assessment at the beginning of the school year. And then there's a window that opens up about January and closes about February. So, we have to give our ELL students the test then. Because there's so much testing, we have to time it so we're not testing on top of testing. Because then that's when we see that we don't get good results. So, then, we were planning on giving the Spanish assessment, because the Spanish assessment will be the kids in the whole school, except our third graders next year. So, we were planning on giving them that assessment as soon as our ELL WIDA is done in English, then start with our Spanish one, which would be about March.

Lorna: This is Lorna. So, Miriam, I think what part of the question is that Dachresha is asking, and if I'm wrong tell me, is is there, like, a progress monitoring of the language skills in the middle of the year, or in the middle of those two test windows, or is it more maybe formative assessments within the classroom that the teachers are using to measure the kids' language growth?

Miriam: So, that's more of a formative assessment that we're talking. And that's the work that we have started to do with Alain when he came out to the school

and did a professional development to help students...or the teachers start creating formative assessments that go along with the units of study in Spanish so we can gauge that they are acquiring the target vocabulary.

Lorna: Thank you.

Dachresha: Thank you.

Lorna: Does that answer your question, Dachresha?

Dachresha: Yes. Dachresha Harris, for the record. Yes, it does. Thank you.

Lorna: Sure. And this is Lorna. Just a note for everybody, too, with the WIDA assessment that we have to give at our schools. What you're looking for for year over year is adequate growth within a child's development. So, you want to see an adequate amount of growth and you want to see children in at least the 50th percentile of growth on that assessment, or higher. And so that's...that really should be our goal with the WIDA assessment, is that we're seeing that 50th percentile growth, or higher, for all of our students.

Good questions. Are there any other questions or comments for Miriam?

Heather: Heather Nay, for the record. I just wanted to note also on the... Not so much kindergarten, but first and second grade I remember, too, that at the beginning they were just trying to get them caught up to where they needed to be because a lot of them were COVID students. So, these scores are actually, like, really good compared to when they first started. Because I think a lot of second and first graders were at, like, kindergarten and pre-K level, if I'm remembering correctly. So, those scores, they may not look that good for first grade, but they really are. So, next year is going to be even better, I'm sure.

Lorna: This is Lorna. Thank you for that insight, too, Heather. And you're exactly right about that. And also, I think it should be noted that when you're looking at the first graders on the ENIL test, these are children who haven't had necessarily any formal education in Spanish literature or literacy. So, for them to, you know, have made growth from within that literacy, which is reading comprehension, the hardest part of reading, that really is showing some good positive growth, as well.

All right. Thank you so much for that, Miriam. At our retreat that's coming up in August, one of the things that I'm going to be asking Miriam to do is just

kind of give us a reminder of what our data has shown for this past year, what our goals with the Charter Authority are, and then how close we are to meeting those goals. So, kind of just working with us on that so that we have a real understanding. And I think just continuing to give us professional development on how to understand some of these assessments is going to be important.

All right. Thank you for that, Miriam. And I know you have item number 4(a), also, I think. Correct? This is the discussion for possible action to approve the updated English-language learner policy and plan, McKinney-Vento Homeless policy and plan, and the foster care policy and plan for the Charter Authority. Is that correct?

Miriam: Yes. So, the Charter Authority... These are manuals that we had already...that the board had already approved last year right before we opened. However, last year, everything that we created, it was created from scratch. So, this year, they sent us a template and they wanted us kind of just to fill in the blanks and use their template. And it did need to be board-approved. So, there's three policies, the foster care, the McKinney-Vento, and the English-learner policy. But the English-learner policy we need to table because that one asked for a lot more information that I need to get from the school's EL coordinator, which was on vacation. So, once he's back, he can go in there and just double check to make sure everything we're saying in that manual is accurate. But these two are ready to be approved. And so basically, it's the template provided to us by the Charter Authority and we just filled in the blanks.

Lorna: Thank you. I hope everyone had the opportunity to read through these policies prior to coming today. If not, let us know if you need a few minutes. Or if you have questions about anything that you read within the policies.

[00:32:05]

[silence]

[00:32:33]

Dachresha: Dachresha Harris, for the record. Colleen, I'm sure you've vetted these inside and out. So, I didn't have any questions.

Lorna: Thank you. That is a good point. Lorna Cervantes. Our board counsel, Colleen, has reviewed both of these policies and has ensured that we're in compliance as necessary. And I, too, read over them and I didn't have any

questions. I wanted to, though, just give a little bit of wait time in case. If there are no questions or concerns with either of the policies, I think we could take them both together. But we do need a motion to approve both the McKinney-Vento Homeless policy and plan and the foster care policy and plan for Strong Start.

Dachresha: Dachresha Harris, for the record. I motion to approve the McKinney-Vento Homeless policy plan and the foster care policy plan.

Lorna: Thank you. Is there a second to that motion?

Woman: I second.

Meli: Meli Pulido. Second.

Lorna: Thank you. So, it has been moved and seconded to approve both plans. All those in favor?

Woman: Aye.

Woman: Aye.

Woman: Aye.

Woman: Aye.

Lorna: Any opposed? Okay, that motion passes. Thank you very much. Miriam, did I miss any other specific items that you had on the agenda tonight?

Miriam: No, I don't believe so. That covers it.

Lorna: Okay. Thank you very much. So, with that, we can go back up to the top of our agenda. And, Kristen, thank you so much for your patience. This is item number 2(a), the finance report by Kristen Deeds from EdTech on budget and finance reports. So, Kristen, we'll go ahead and turn it over to you at this time.

Kristen: Great. Thank you so much. Board members, this is Kristen Deeds, for the record. And I just have a very quick update for you of financials through May, an updated forecast. As of May 31st, we have an annual forecasted net income of $16,446. And we are looking at a cumulative fund balance to carry over to next year of just under $811,000, or 25.6% reserve, which is really strong.

Transcription by www.speechpad.com   Page 12 of 28

The main change from last month to this month was pretty minor, we had about a $5,000-dollar increase in our forecasted net income. And it had to do with a new grant that was just approved that we added for some additional special ed support. We also had a little...some turnover at the end of the year that resulted in some savings. And we had some additional textbook costs that we added to the forecast. So, overall, a net increase of $5,000 this month.

In terms of our year to date, we have earned or received 82% of our forecasted revenues and we have expended 70% of our expenses. On the revenue side, the main areas that we have not yet earned are federal, and it's the CSP funding as well as some of the title monies. We haven't been able to submit reimbursements because those have been locked up in amendment status. So, we haven't been able to recognize that revenue yet. So, those are really the primary things. Also, the CSP grant, we did not spend everything that we anticipated spending by June 30th. So, whatever we don't spend will carry over to next year, as will the revenue. So, we will see a shift in the revenue and expenses on CSP, and we'll include those in the fiscal year '24 forecast when we make that update.

In terms of the balance sheet, we had $1,257,000 in assets. The majority of that was cash, cash is remaining very strong. As of May 31st, it was a $1.1 million. And we anticipated some bigger spending in June really around the CSP and we haven't spent it quite as fast as we expected to. And your cash balance is still quite strong, as of the end of June. So, it's actually better than what we're seeing here. So, you ended June with a very strong cash balance.

In terms of our grants, we have a number of grants, as you can see. I've mentioned that titles 1 through 4 are in amendment status. And we expect to see them approved hopefully next month, we're waiting for the state to do the final approvals on those. And once we get that, we can submit the remaining expenses for fiscal year '23, as well as being able to submit any expenses that are incurred from July through September.

And on these federal grants, September 30th is the last day that we could spend on these funds for fiscal year '23. We've exhausted the special ed IDEA. And the CSP grant, we have spent about 45% of that grant as of June 30th. We have some other grants that are also in play and we'll expect to have some additional spending start to happen, or it did happen in June and will be happening after

Transcription by www.speechpad.com   Page 13 of 28

that. This is just a summary of the CSP grant and what remains. We do have until July of 2024 to spend down this grant.

And then in terms of the budget, we have not made any budget updates at this point. Our focus right now is on closing out the fiscal year '23 year end and getting ready for your first annual audit. So, at this point, we have not made any changes to the budget, but I included in the presentation just for your records and remembrance what the board-approved budget is. So, at this point, the board-approved budget is based on 180 students. We have a net income of just under $47,000.

A couple of assumptions included here that are definitely going to change the numbers in our...when we do the updated forecast are the PCFD revenue rates. So, at the time that we approved this budget, we did not know what the final approved rates could be and we had included a 10% increase, which is about $8,000 per student. And the final base rates for the state are $8,966 per student. So, we're looking at about a $940-dollar-per-student increase, which equates to about $170,000 of additional revenue. So, that'll be good, we'll make that change. And we'll also adjust...consider what we need to adjust in enrollment and other numbers, as well, when we go to do the forecast update next month.

Also included in this, the assumption around benefits. We assumed a 10% increase in benefit costs, and it sounds like they came in at about 4.83% increase. So, we'll probably see some savings there, as well. But we do...this is a lot of moving parts right now, we don't have final-final information on all of the staff and salaries for next year. And so there will be some changes, for sure. And we'll be sharing with you in future months updated forecasts and comparison to the approved budget as we move through the upcoming months.

Does anyone have any questions on the presentation?

Lorna: This is Lorna. I don't see any questions from anyone in the room or online. So, Kristen, thank you so much for waiting for us through the first part of the meeting and for the work that you have done. I just want to let you know also that I received a survey from EdTech and I will have that completed for you by the end of this week and back to you.

Kristen: Great. Thank you so much.

Transcription by www.speechpad.com   Page 14 of 28

Lorna: You're welcome. Thank you for joining us tonight. All right. Seeing that there are no questions, we'll move down now to item 4(b). This was just wanting to speak to you for a minute, if you don't mind, about the proposed draft agenda or ideas that we had floating around for the August...it will be August 22nd, our board retreat. And my thought was to schedule it from 9:00 to 4:00, doesn't mean we'll take that entire time. But that was my thought. Because we know that we want to have a good amount of time during that board retreat in order to do some reminder training. Colleen has agreed to do some reminder on open meeting law, governance, things like that.

We are going to have some training from BoardOnTrack regarding our strengths and weaknesses as a board, maybe some ideas for areas that we may want to move forward. For example, creating committees, how our meetings should run, things like that. For that reason, I did send out to everybody just a little reminder that there were two different assessments in BoardOnTrack. And I sent the link for the second one because I missed it at first. So, I did send a link to everybody and ask you if you would fill that out prior to the retreat because we'll use that data to help inform kind of some of the training that we would receive from the folks at BoardOnTrack. So, if you could do that, I'd appreciate it.

And a few of the other things we were hoping to do is really just start the day with maybe a report of what have we achieved this past year. Because I think it's always important to look back at what we've done so far and where we've come. We did a lot of work in a short time this past year as a board and as a school. And then to have maybe an in-depth look at our student achievement data, where it is, where we hope it's going to go, what our goals are for the next few years. And then that other additional training. But I'd like to ask all of you is there anything else you would like to see that we would include in that agenda? We may have a couple of small business items, like maybe the EL plan, that we need to include there, too. But are there any other things that you all would like to see at that meeting...or at that retreat? Things that you're wishing we had done, things you hope we would do.

Dachresha: Dachresha Harris, for the record. After taking the survey that you sent, it was like, "Oh, we have a lot of opportunities that we need to, like...we can...you know, to help us to be more cohesive and more...work at a higher level."

Transcription by www.speechpad.com   Page 15 of 28

Lorna: This is Lorna. I had kind of a similar thought. And, you know, we're a new board, so we have a lot of...we have nowhere to go but up. And I always look at it like that. When you're starting something new, you've got...you know, you set those small goals and we meet those goals, and then we continue to move up to be that high-performing board that we would like to see. So, thank you for that comment.

Any other thoughts? I think that...I think just filling out that that assessment will really help us to guide a lot of the discussion on that day. I know it takes a few minutes. I think that what I was told is it takes about, and I have to still do it myself, it takes about 20 minutes tops to complete that assessment.

Dachresha: Dachresha Harris, for the record. I only did one assessment. You're telling me there's two?

Lorna: Yeah, yes.

Dachresha: I did one that took about 30 minutes. And I just had it up at work and I kept going back and forth to it because I was like, "I got to move on." But yes.

Lorna: That's probably the one that we need for the retreat, because it was a little longer. There was one that was just in your personal profile area. It's really just an assessment of what your skills are. And I think everyone had completed that. And then I sent a specific link for an assessment that was longer, so 20 to 30 minutes, on really where we are as compared to other high-performing boards. So, I'm sure that's the one that you completed.

And for everybody's information, because this was a question that I received that was a good question. On BoardOnTrack, a lot of times they refer to the "CEO." And that's really our Executive Director, or Principal, Miriam. So, and that's, you know, different groups have different terminology. So, I wanted to point that out, as well.

So, I guess my only other thought with regard to the retreat then is, since it is going to be a full-day retreat, should we plan to hold our regular August board meeting or should we just hold the few agenda items we have from that meeting, maybe we'll just place on the agenda for those few items and we just have the one meeting in August, which would be the full-day meeting? So, I'd like to get your thoughts on that, as well.

Transcription by www.speechpad.com   Page 16 of 28

Meli: Meli Pulido. I feel that we might be able to just...might as well just do both August 22nd.

Lorna: Okay.

Meli: Join those agenda items for the August meeting into the retreat.

Lorna: Okay.

Meli: That's my idea.

Lorna: And how do others feel about that?

Heather: Heather Nay, for the record. I think that that's fair. If it's only a few items, we might as well save it for the retreat.

Lorna: Okay. Anyone else?

Dachresha: Dachresha Harris, for the record. So, are we thinking to add on the meeting at the end of the retreat? Because I think the schedule that you put in place for the retreat is the schedule for us to come together, brainstorm, and see how we could be better. So, is this, like, after we get done with that, is that what we're thinking?

Lorna: It could be. I'm just throwing it out there. Colleen, did you have a recommendation?

Colleen: Colleen McCarty, board counsel. I think they should be at least there's some delineation, however you want to do it. Whether it's the first thing we do to get it out of the way or the last thing at the end of the day, I would think, just so that everybody's minds are in the right headspace.

Lorna: Okay.

Colleen: And also so that we can properly agendize it.

Lorna: Yeah, that's true. And this is a question that was asked of me. So, I said, "Well, I don't know. I'd have to ask the whole group." Alee, any thoughts on your part?

Alee: No, I concur.

Lorna: Okay. I'm wondering if Jaime, are you still with us?

Transcription by www.speechpad.com   Page 17 of 28

Woman: He gave his thumbs up, as well.

Lorna: Oh, he did? Okay. So, I think what we could do then is I can work with Colleen and Miriam and Amanda, and we'll see how we can agendize it. If maybe it's better just to do it first thing in the morning, just work through any business we have, and then we can really be in the right place the rest of the day to really... Because the purpose of most retreats, really, is just to really think about who are we, how are we doing as a group, where do we want to go, where do we see ourselves. And so we'll do that.

And I should have said at the beginning, another piece I want to make sure we include is team building, too. Because we do have some new members and I think it's important for us to always include some team building in this kind of event.

Any other thoughts? If any of you think of anything between here and August 22nd that you would like to see if we can include on the retreat agenda, please send it forward. Because I'd love to have your thoughts on it. Alain did work with me a little bit on the agenda when we were meeting with Gina from BoardOnTrack. But we kind of also looked down some recommendations they had as I was thinking about maybe what we should put on the agenda.

All right. Thank you very much for that recommendation. No other thoughts? I don't think we have to take any action here, it was really just a matter of discussion.

Woman: We don't have to motion to move forward?

Lorna: Do we need a motion to...

Woman: Change the date of the board.

Lorna: ...change the date of the board meeting?

Woman: That's not a bad idea.

Lorna: Okay. Sure. Let's have an...let's go ahead and have an official motion to include our official August board meeting at that board retreat date.

Meli: Meli Pulido. I move to make a motion to have the August board meeting to be joined with the board retreat August 22nd and to be separate so that we can have a separate agenda.

Lorna: Okay. Thank you. Is there a second to that motion?

Alee: Alee Moore. I second.

Lorna: Okay. Thank you. All those in favor?

Woman: Aye.

Woman: Aye.

Woman: Aye.

Lorna: Any opposed? Okay, that motion passes. All right. At this time, we're moving to item number 5, and this is facilities. And we have requested just a quick report, if we could, or a report, however long it needs to be, from the city regarding the status of renovations and new construction at Strong Start Academy. I'm not sure if, Tammy, is that you, or Angela? Okay. Just checking.

Angela: Thank you. Angela Rose, for the record. Just to give some brief updates on item A, right? Facility updates?

Lorna: Yes.

Angela: Okay. So, we are working with our facilities team as well as City Manager's Office and leadership to finalize all of the expansion plans for next year. As we know, we've had a couple of hiccups with some of the structural engineering that we found in the upstairs building to make the expansion plan that we originally had slated for next program year. That had to be put on hold just due to some more intensive work that has to be done on the city's end and due to NRS statutes. If it's over a certain amount of cost, we have to go out to bid. Which we didn't anticipate, we thought it would be quick and easy. Anybody who's bought a facility and thought, "Oh, it's turnkey, it's ready to go, it was already inhabited," surely, once they get in, we find more things.

So, unfortunately, that is on delay. With that news, we have the third building on the property that we're calling the library, pastor house, that was previously used for our school library for the previous owner. We are now retrofitting that to fit two additional classrooms in there to make up for the two that we would be losing upstairs. With it being a third building and close to the parking lot, we recognize the need for additional safety and security. So, we've budgeted a perimeter fence to kind of extend from the library building all the way across to

Transcription by www.speechpad.com   **Page 19 of 28**

join to the other buildings so that kids and teachers have a safe pathway without any access to the outside community.

I think that's the latest status as of 5:52 today. Are there any questions on the general facility improvements?

Oh, one more thing. We are still slated to work on the flooring in the building on the other side, the third building. And so that has been out to bid and awarded, we're just waiting for all the permits to come through so that the contractor can then begin construction on that. That should take roughly two to three months, they're slating for like a mid-August, late august start date once all the permitting comes through. And I hope to see an end of it by November-ish, at this point.

Again, we don't anticipate any additional needs once we get in there, we've already done some pretty extensive drilling to make sure we know what the structures look like and put it out in our bid package. And so we're not expecting too much from that. Too many surprises, I should say. But, as with anything, you never know.

But those are our main current facility projects that I'll answer any questions on before I move on?

Tammy: Angela. Tammy Malich, City of Las Vegas, for the record. I would just add that did go...we briefed on that this week, and that goes to city council. That contract award for the slab and flooring goes to city council on the 19th, next Wednesday.

Lorna: Thank you.

Angela: Angela Rose, for the record. Once that is approved, then they can then issue the permit and the work order to begin construction on that. So, any questions on the facility expansion?

Miriam: Angela, I just... Miriam Benitez, for the record. I just want to clarify. Because you said two classrooms in the pastor house. To clarify, that is to accommodate a contingency plan. As of this moment, we don't anticipate having to move any classrooms or any students into the pastor house. That would be a contingency plan.

Transcription by www.speechpad.com   Page 20 of 28

Angela: Thank you, Miriam. And Angela Rose, for the record. To build off of that, I had a call with SPCSA this afternoon regarding the certificate of occupancy, and all of the building permits, and building and safety certifications for that building, because it wasn't currently part of our facility plan. And they were very comfortable with the recommendations that we were making, wondering if we had a contingency plan should we...something come up with the pastor house COO, the library COO. And I let them know that Miriam already had a plan to keep all students in the building, at least for the beginning of the year while we're waiting on enrollment numbers. And they were very comfortable with that. They said to keep them posted on when we receive the COO. The health district application's already been submitted and we're waiting for that application to come through in that site visit.

And so they understand the facility restraints that many charter schools face. And they are flexible as long as they know that we have a safe and secure building for students to be in, knowing that we may not be using the library/pastor house that we're calling it until later on in the school year. And at that point, it might even be a moot discussion. Because then the other building that the floor is getting reconstructed right now might be completed.

So, SPCSA is fully aware of the situation, and I made them aware, Miriam, that you had a contingency plan. And they are very comfortable with that plan, and signed off on that officially.

Colleen: Colleen McCarty, board counsel. I'm sorry, I'm a little confused. So, the renovations at the pastor house are occurring now? Okay. So, you're remodeling it with the idea that there are going to be classrooms in there? It's not the contingency?

Tammy: Tammy Malich, City of Las Vegas, for the record. We are remodeling it to allow...and permitting and COO for the ability to hold classes in the pastor's house, what is currently the pastor house. And we're going through SPCSA for that approval, as well, in the event Miriam has...pulls back other space to use for kids. SPCSA is comfortable with that, as well. We are providing enough classrooms though so that if she is fully enrolled, she has the capacity to serve kids in those classes. We can't wait until... SPCSA requires your plan A and your plan B, and both must be fully operational and functional, with hopes that you won't need both. But we will have both in place ready to go.

Transcription by www.speechpad.com   Page 21 of 28

And the flooring in the other building is not...that building has already gone through all of the approvals, if you will. But upon the recommendation of board counsel, the school isn't using the area that could be a classroom in that building because of the flooring. But that was already approved on the front end to be used as a classroom. It will not be ready, we are expecting, until the end of August though, after the start of school.

Colleen: Okay. So, if we hit 180, we'll be using the pastor house?

Tammy: If Miriam... Miriam may need the pastor house before then, just depending on the space needs of the school. So, the classrooms that the school needs for next school year, we are negative two. The negative two we were going to gain from the upstairs splitting of classrooms. Because that is not able to happen right now... That is still on the plan...on the path, as well. But because that can't happen by August, we are making...we're adding a net two of classrooms off the pastor's house. Now, how the school uses the space is up to the school. But all the spaces have to be certified by fire and safety, by health district, by SPCSA before they can be used. Again, we leave the operations of the building and the use of classrooms to Miriam as the Executive Director.

Colleen: Okay. And will that...will the pastor house have restroom facilities?

Tammy: It has restrooms, yeah. It has... Actually, it has a shower...

Colleen: I thought it did, but...

Angela: It has two restrooms. Angela Rose, for the record. Two restrooms.

Colleen: Okay. Thank you.

Miriam: So, just to further clarify. Miriam Benitez, for the record. We currently have an empty classroom downstairs that would accommodate one room. And upstairs, our rooms are so large that we put together our two third grade teachers, which they wanted to team teach anyway, and that room could hold up to 37 students. So, should we... The only... Put it this way, the only reason we would have to move into the pastor house is if we hit 40 third-grade students. But at 37, we could stay in the building.

So, really, we could accommodate 177 of our students, of that projected enrollment, within the building we're currently in. 180 is our goal, we hope to get there. But, of course, we had the hacking situation that has impacted our

enrollment and I think it's safe to say that we will be able to stay in the main building.

Lorna: This is Lorna. I did have a question for you, Miriam. So, you're not able to use the area where the flooring is being done or the kitchen area over there, those areas. So, are students still going to be eating in the classrooms next year? Where is the kitchen supply and where do the teachers lunch? Like, how are you handling that situation?

Miriam: So, Miriam Benitez, for the record. The kitchen was temporarily moved out of that second building and they moved into our staff lounge. So, that kitchen is going to operate out of there. And then, as they stated, they are getting that pastor house ready. And so our teachers will be able to either use that area as a staff lounge or to take their preps. Because our specialists are going to be pushing into the classrooms until the second building is complete, we're thinking sometime in January. So, they'll be pushing in. So, our teachers can use that pastor house for lunch and to take their preps, like as a teacher work room. So, the idea being that we keep students in the building. And if anyone's going to use...make use of that house, it would be the teachers, the staff.

Lorna: This is Lorna. Thank you for that update, Miriam. And I guess my only other question is are you feeling like your concerns as the educator in the building, you know, like for the operations of the buildings and stuff, like, are...is the construction team and is everybody being very responsive to your recommendations and your needs as the educator in the building?

Miriam: Yes, they have been, because my concern was that pastor house. But they've...they're going to put a gate, secure it, so no one can just walk up to the house. It's going to be gated and, again, it's going to be primarily...it's going to be occupied by staff. I don't anticipate... And that's the plan that Angela was talking about that she shared with the Charter Authority. Because we had to have something in place. We couldn't just say, "Oh, we're fine with, you know, the 30...if we get 37 kids enrolled instead of 40." No, they needed a set plan, so what's going to happen. So, we have that second building, that pastor house, ready should we need it, but I really do not anticipate needing it for children.

Lorna: This is Lorna. Thank you for that, Miriam. I just want to make sure that everything was happening in the way you need it to happen. And I know that

Transcription by www.speechpad.com   Page 23 of 28

Angela and her team have been very responsive to a lot of your concerns and needs. So, we appreciate that, too. And, of course, the partnership with the city. Any other concerns or comments regarding the construction, or the facility itself? Okay. Then why don't we go on to item B?

This is a report by the City of Las Vegas regarding the status of security improvements at Strong Start Academy. I know at our last meeting you talked about the report that was done. And I think there were some plans to do some security improvements, but we'd just like to know where we are with that.

Angela: Sure. Angela Rose, for the record. I think last time I shared some ancillary, like, buckets of work that were going to be being done. So, like, we didn't share all of the potential liabilities or areas that might be vulnerable. I think now I can share a little bit more in detail what we have done now that those areas are no longer vulnerable. We did have a staff facilities team that were able to go into any internal or exterior gate that didn't have the mesh lining. I think there was some feedback from security that anywhere that there wasn't mesh, you may have a potential vulnerability to somebody reaching in the gate.

And so there was two areas internally, they would have to get past that initial gate to begin with. But now that they are internal, we still went ahead and put those mesh dividers in to make sure that, again, there was just no way. Even if someone got past the first barrier, they really wouldn't get past the second barrier either with that additional mesh. So, that was done.

We additionally had some feedback from our security team about some landscaping needs, just making sure that everywhere was maintained. Looking at the type of bushes that were surrounding the school, making sure we were on a consistent maintenance schedule. Now, I'm happy to report that they've done some major, like, de-brushing of areas beside the pastor house that were areas of, like, low visibility if anybody was back there. On the other...northwest side of the corner of the building, there was another area that was highly...or had low visibility from a marshal standpoint, or security standpoint, that has been removed.

There are future plans to, in general, look at the type of greenery and shrubbery that are on there. Because I think that as our arborist... We have an arborist here at the city. As he has advised, things grow and change. And as one plant style

Transcription by www.speechpad.com   Page 24 of 28

works at one time of the year. Just really looking at the whole landscaping and making sure that we have plants that look visibly pleasing, but that also aren't growing wildly and don't need regular maintenance every 15, 30 days, like some do.

The third thing that we have tackled right away is the lighting on the front part of the building. So, we noticed in our walk-through that a lot of the external pillars on that main walk on Bridger didn't have...they had light fixtures, they just didn't work. But the inside pillars had the lights. And so we had staff go look in the daytime and at nighttime. And realized that just by moving those from the outside to...I mean, from the inside to the outside, it doesn't shine that reflective light towards the building. You're able to now...if you're in the building at night, you're able to see out and nobody's able to see in, which is what we were wanting. I think the opposite was happening, upon further review. We're not sure why it was that way it, it was school operating before then. But our facilities team right away said, "They're actually opposite of how they should be." So, they were able to go in and change all of those on the front side of the building, as well as add two additional ones." There's two pillars that didn't have them. So, they were able to do that.

Thirdly, on the lighting side, we have a traffic and...TEFO, traffic enforcement something. They are in control of all of the lighting that's not fixed to a building. So, all of the street lights, the street lamps. They were able to go in and see right away that we had old lighting, and now they've changed it to LED. So, the main light post or street light in front of the school now has an LED light. And they're looking at ways to potentially add additional street lights, should it be necessary.

They're continuously kind of monitoring it to see how the lighting looks at different parts of the day, and right now they're comfortable with the recommendations that were made as far as adding lighting to the front of the building. They're comfortable with the changing of the LED, but we do want to do some more further investigation to see if we need to add another light pole. That would require a building permit and some more structural information, but they're happy to continue down that path if they'd like to.

The bulk of the recommendations fall under larger pots of funding. And so we did supply...I mean, we did apply, City of Las Vegas, for a Department of Justice grant a couple of months back. We were able to be, like, a lead applicant

Transcription by www.speechpad.com   Page 25 of 28

because we are a funder of a charter school. And so we are still awaiting that funding award. We did get some follow-up questions, so we've supplied them with those answers. We anticipate hearing before October 1, that was kind of the date when we were told we could start spending. So, that tells me at least by October 1 we should get a notification.

In that are, again, like, large buckets of funding for just adding additional security cameras. There's already a very robust security system there. But, as with anything, we'd like to add more. Looking at any...adding any additional enhancements that already exist that are costly. Things like infrastructure to add cameras, that all costs money. The building is old. And so we had our security team walk it. They realized that what's there is good, but, if we want to get better, we have to add the infrastructure. And that's a large cost whenever we're cutting into walls and ceilings, adding new wiring. If the wiring is old, then we have to add all new wiring building-wide, knowing it's two stories. That was their biggest cost factor, was looking at the infrastructure.

So, we feel pretty good about the grant. I think we submitted a compelling application. And there was a pretty large sum of money coming in the Department of Justice. So, we're always hopeful. We think, as a city applicant, we have a long track record of financial fidelity and being a good steward of the money. So, we're hopeful. And as soon as we hear anything, then we have a team in place ready to put out the bids, depending on the dollar amount of the project. Put out bids and start securing that work.

Dachresha: Dachresha Harris, for the record. Does that grant... It's only maintenance, like facilities maintenance, security? [inaudible 01:09:43]

Angela: Yes, for the record. It does...it did not allow for security personnel. There were some unallowable expenses, but facility was the main.

Dachresha: Dachresha Harris, for the record. I was thinking more so because Miriam was talking about there was a hacker with the security systems. So, would the systems be...like, enhancing the security of the systems at the school, would that be something that they would, you know, use on, like, facilities?

Angela: Angela Rose, for the record. We are just currently working with our, like, local law enforcement team to integrate the security system. So, again, always looking at ways to, like you said, enhance the monitoring of it. I think that the school has a, you know, pretty good security system and everything's

working well right now, anything we could do to enhance it. But all of the funding requests that we put in were for structural. Almost like a one-time. Which is good because they asked about sustainability. And most of our costs didn't require a sustainability plan. Because the additional cost even for the additional cameras, I think we proposed like maybe 10 new cameras, the infrastructure to support those cameras costs a lot of money, but the monthly fee is like $7 a camera. You know?

So, I think we were happy with the amount of funding we asked for. Knowing that if we get all of that and really put it into the building facility and all of those infrastructure pieces, the maintenance of it shouldn't be as costly as the initial build-up is.

Dachresha: Thank you.

Lorna: Other questions or comments? This is Lorna Cervantes. So, one of the things I think I'd like to do, if it's okay with you, is just bring these two items back almost as a standing item, or an every-other-month item, until...you know as we're moving through this process. Especially construction is always such a big project. And I know, working with schools in the past, that's been something where we've just kept it as a standing agenda item. So, I think that we'll probably do that moving forward just so that we're aware of how we're progressing on these projects. But thank you for your work with that, Angela.

Angela: Yeah. Angela Rose, for the record. I think that that's obviously a good idea and I think that we are in a construction plan for at least the next 12 to 18 months, 24 months. And I think, again, if we do receive...when we do receive our Department of Justice grant, that will then, again, until...well, it will be an item to bring forward as far as contractually with the board, but also a way to keep everybody apprised of what's happening, again, with limited information until we get the security pieces in place. But I'm happy to provide that monthly for you guys.

Lorna: We appreciate that, thank you. All right. With that, it looks like we're ready for item number 6 on our agenda. This is citizen participation. Any public comment during this portion of the agenda must be limited to matters within the jurisdiction of the board. So, is there any public comment tonight that was sent in? No? And I don't see anybody here in the room for public comment either.

Transcription by www.speechpad.com   Page 27 of 28

So, given that, I just appreciate everybody participating with us tonight. And thank you, Miriam, for taking time out of your vacation, we appreciate that, too, and all the work you've done this past year to get us where we are as a school. And with that, we will go ahead and adjourn our meeting at 6:13 p.m. Thank you, everyone. Have a good day.

Woman: Bye, guys. Thank you.

Lorna: Bye-bye.

Transcription by www.speechpad.com   Page 28 of 28

Coversheet

Report by Kristin Dietz from EdTec on budget and financial reports.

Section:	II. Finance
Item:	A. Report by Kristin Dietz from EdTec on budget and financial reports.
Purpose:	FYI
Submitted by:	
Related Material:	SSAES FY23 Draft Financial Presentation 230818kd.pdf

Strong Start Academy ES
Monthly Financial Update
June 2023 Unaudited Year-End

KRISTIN DIETZ

AUGUST 2023

edtec
Charter School Specialists
BUSINESS · OPERATIONS · PERFORMANCE

Contents

2

1.   2022-2023 Year-end – Unaudited Draft

2.   2022-2023 Cash Flow

3.   Grants Summary

4.   Exhibits

2022-2023 Year-end Unaudited Draft Reports

2022-2023 Year-end vs. Approved Budget

4

Ended FY23 stronger than expected due to grant funding and final expenses less than budget

		2022-23	2022-23	Variance
		Budget	Current Forecast	
Revenue	Revenue from Local Sources	1,738,189	2,089,561	351,372
	State Revenue	619,903	605,317	(14,586)
	Federal Revenue	653,862	437,080	(216,782)
	Total Revenue	**3,011,954**	**3,131,958**	**120,004**
Expenses	Personnel Services-Salaries	1,192,639	1,139,718	52,922
	Personnel Services-Employee Benefits	527,851	460,435	67,416
	Professional and Tech Services	689,700	338,957	350,742
	Property Services	116,435	99,153	17,282
	Other Services	55,206	59,100	(3,894)
	Supplies	527,499	386,846	140,653
	Debt Service and Miscellaneous	550	263	287
	Total Expenses	**3,109,881**	**2,484,473**	**625,408**
	Operating Income	**(97,927)**	**647,486**	**745,412**
	Beginning Balance	792,485	834,486	42,001
	Operating Income	(97,927)	647,486	745,412
Ending Fund Balance (incl. Depreciation)		**694,559**	**1,481,972**	**787,413**
Ending Fund Balance as % of Expenses		**22.3%**	**59.6%**	**37.3%**

2022-2023 Year-end

5

Added CLV grant, expense savings improved year-end results
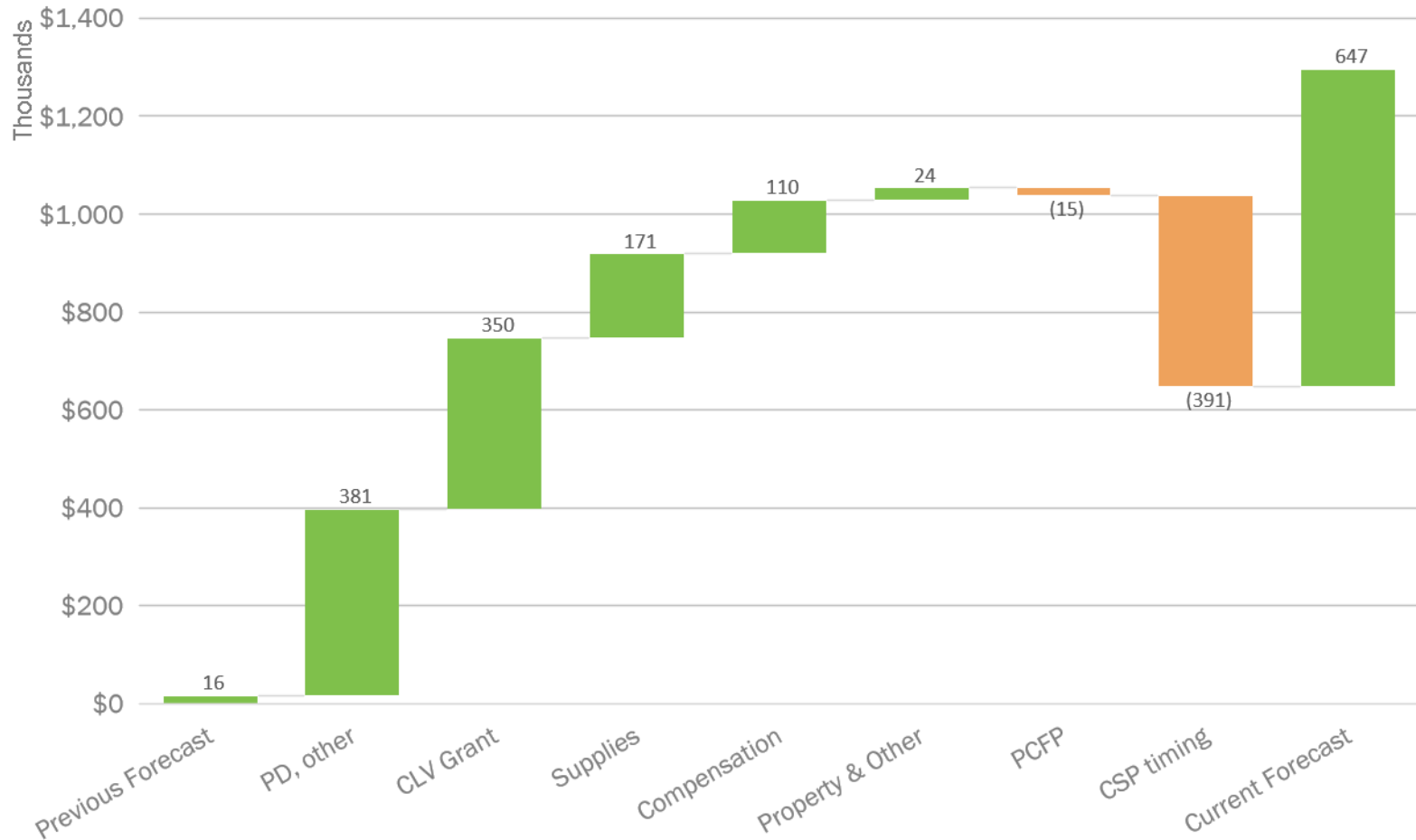
2022-2023 Year-end vs. Prior Month Forecast

6

Year-end adjustments

CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	16,446	
PD, other	381,240	Added grant proceeds in June, timing not budgeted
CLV Grant	350,000	CSP funded expenses not incurred, carryover to FY24
Supplies	170,999	Supplies under budget, some CSP funded carryover to FY24
Compensation	110,416	H&W, PERS benefits lower than budgeted
Property, Other	24,328	Utilities, equipment rentals lower than budgeted
PCFP	(14,586)	Reduced PCFP due to Q4 ADE - pending true up
CSP Timing	(391,358)	CSP grant carryover to FY24
Current Forecast	647,486	

Balance Sheet as of June 2023

7

What Strong Start Academy owns and owes as of 6/30/23

		Jun FY2022	Jun FY2023	YTD Change	Notes
Assets	Cash Balance	689,805	1,404,765	714,960	
	Current Assets	150,569	135,780	(14,789)	Accounts Receivable, Prepaid expenses
	Capital Assets	40,000	40,000	-	Donated murals and plaques (FY22)
	Other Assets	10,000	10,000	-	Deposits
	Total Assets	**890,374**	**1,590,545**	**700,170**	
Liabilities & Equity	Current Liabilities	55,889	108,573	52,684	Accounts Payable
	Beginning Net Assets	-	834,486	834,486	
	Net Income (Loss) to Date	834,486	647,486	(187,000)	
	Total Liabilities & Equity	**890,374**	**1,590,545**	**700,170**	

2022-2023 Cash Flow

Ended year with strong cash balance, 202 days cash on hand

2022-2023 Grants Summary

9

Funding	Amended FY23 Award	Total Spent To Date	Carryover to FY24	Pending Reimbursements	Notes
Title I	43,602	32,011	11,591	1,944	*Plan to spend bal Jul-Sep23*
Title II	13,169	10,000	3,169	-	*Plan to spend bal Jul-Sep23*
Title III	3,210	2,060	1,150	2,060	*Plan to spend bal Jul-Sep23*
Title IV	3,028	3,028	(0)	345	*budget exhausted*
IDEA	9,092	9,092	-	-	*budget exhausted*
CSP	750,000	370,692	379,308	29,960	*2 RRs pending receipt*
ARP ESSER III	40,160	24,150	16,010	-	*Plan to spend Jul23-Jun24*
ARP IDEA	15,906	15,906	-	-	*budget exhausted*
AB495	48,220	25,742	22,478	-	*Plan to spend Jul23-Jun24*
CLV ARPA	120,000	-	120,000	-	*Plan to spend Jul23-Jun24*
FY23 SpEd ESY	8,738	8,096	642	8,096	*New Jun23*
Total	1,046,387	492,681	553,706	34,309	-

Unspent amounts will carryover to FY24

CSP Grant

Strong Start Academy has spent $371k, 51% of CSP grant remains

Account	Description	Total Budget	Total Reimbursement Requests Submitted	Budget Remaining
331	NM Dual Language training programs, SEL, school climate	308,663	118,143	190,520
641	Curriculum Associates iReady Math program	39,012	-	39,012
652	Interactive white boards, computers, desktop computers	81,299	17,163	64,137
652	3 desktop computers for admin	4,650	3,946	704
310	Admin services - accounting, prep, legal	70,352	67,497	2,856
652	180 student chromebooks	43,497	33,011	10,486
612	18 charging carts, students desks, chairs	137,520	73,133	64,386
345	marketing and recruiting costs	65,000	57,800	7,200
	Totals	749,993	370,692	379,301

Exhibits

CLV Strong Start Academy Elementary School
Income Statement
As of Jun FY2023

	Budget				
	Approved Budget v3	Previous Forecast	FY23 Unaudited Draft	Previous Forecast vs. Current Forecast	Approved Budget v3 vs. Current Forecast
SUMMARY					
Revenue					
Revenue from Local Sources	1,738,189	1,739,561	2,089,561	350,000	351,372
State Revenue	619,903	619,903	605,317	(14,586)	(14,586)
Federal Revenue	653,862	828,437	437,080	(391,358)	(216,782)
Total Revenue	**3,011,954**	**3,187,902**	**3,131,958**	**(55,943)**	**120,004**
Expenses					
Personnel Services-Salaries	1,192,639	1,191,365	1,139,718	51,648	52,922
Personnel Services-Employee Benefits	527,851	519,204	460,435	58,769	67,416
Professional and Tech Services	689,700	720,197	338,957	381,240	350,742
Property Services	116,435	118,975	99,153	19,822	17,282
Other Services	55,206	63,606	59,100	4,506	(3,894)
Supplies	527,499	557,558	386,846	170,712	140,653
Debt Service and Miscellaneous	550	550	263	287	287
Total Expenses	**3,109,881**	**3,171,456**	**2,484,473**	**686,983**	**625,408**
Operating Income	**(97,927)**	**16,446**	**647,486**	**631,040**	**745,412**
Fund Balance					
Beginning Balance (Unaudited)	792,485	834,486	834,486		
Operating Income	(97,927)	16,446	647,486		
Ending Fund Balance	**694,559**	**850,932**	**1,481,972**		
Total Revenue Per ADE	35,435	37,505	37,734		
Total Expenses Per ADE	36,587	37,311	29,933		
Operating Income Per ADE	(1,152)	193	7,801		
Fund Balance as a % of Expenses	22.3%	26.8%	59.6%		

CLV Strong Start Academy Elementary School
Income Statement
As of Jun FY2023

		Budget			
	Approved Budget v3	**Previous Forecast**	**FY23 Unaudited Draft**	**Previous Forecast vs. Current Forecast**	**Approved Budget v3 vs. Current Forecast**
KEY ASSUMPTIONS					
Enrollment Breakdown					
Enrollment Summary					
K-3	85	85	83	(2)	(2)
Total ADE	**85**	**85**	**83**	**(2)**	(2)

CLV Strong Start Academy Elementary School
Income Statement
As of Jun FY2023

		Budget				
		Approved Budget v3	Previous Forecast	FY23 Unaudited Draft	Previous Forecast vs. Current Forecast	Approved Budget v3 vs. Current Forecast
REVENUE						
Revenue from Local Sources						
1900	Other Local Revenue	646	646	646	-	-
1920	Contributions and Donations From Private Sources	1,737,543	1,738,915	2,088,915	350,000	351,372
	SUBTOTAL - Revenue from Local Sources	**1,738,189**	**1,739,561**	**2,089,561**	**350,000**	**351,372**
State Revenue						
3110.201	PCFP - Base Funding	619,903	619,903	605,317	(14,586)	(14,586)
	SUBTOTAL - State Revenue	**619,903**	**619,903**	**605,317**	**(14,586)**	**(14,586)**
Federal Revenue						
4500	Federal pass-through grants - other	-	60,455	-	(60,455)	-
4500.633	Title I	32,404	43,602	32,011	(11,590)	(393)
4500.639	IDEA	9,092	9,092	17,188	8,096	8,096
4500.658	Title III-LEP	2,830	3,210	2,060	(1,150)	(769)
4500.661	CSP	500,169	500,169	224,381	(275,788)	(275,788)
4500.709	Title II	10,000	13,169	10,000	(3,169)	-
4500.715	Title IV – Well-Rounded Education	-	3,028	3,028	0	3,028
4500.717	Title IV – Technology	2,683	-	-	-	(2,683)
4500.742	ARP ESSER III (84.425D)	40,160	40,160	24,150	(16,010)	(16,010)
4500.757	ESSER III - Special Education	-	-	15,906	15,906	15,906
4500.780	AB495, Other pass-through funds	-	-	25,742	25,742	25,742
4500.802	NSLP	56,525	72,250	76,315	4,065	19,790
4500.870	Nutrition - Misc Federal Awards	-	6,298	6,298	-	6,298
4700	Grants-in-Aid From Fed Government Thru Intermediate Agencies	-	77,005	-	(77,005)	-
	SUBTOTAL - Federal Revenue	**653,862**	**828,437**	**437,080**	**(391,358)**	**(216,782)**
	TOTAL REVENUE	**3,011,954**	**3,187,902**	**3,131,958**	**(55,943)**	**120,004**

CLV Strong Start Academy Elementary School
Income Statement
As of Jun FY2023

		Budget			
	Approved Budget v3	Previous Forecast	FY23 Unaudited Draft	Previous Forecast vs. Current Forecast	Approved Budget v3 vs. Current Forecast
EXPENSES					
Personnel Services-Salaries					
101 Salaries-Teachers	810,011	805,280	826,546	(21,266)	(16,535)
102 Salaries-Instructional Aides	15,924	5,094	5,697	(603)	10,227
103 Salaries-Substitute Teachers	17,013	-	-	-	17,013
104 Salaries-Licensed Administration	109,091	109,091	109,091	0	0
107 Salaries-Other Classified/Support Staff	163,241	163,485	158,670	4,815	4,571
161 Salaries-Extra Duties-Teachers	77,360	107,336	39,714	67,622	37,646
162 Salaries-Extra Duties-Instructional Aides or Assistants	-	1,080	-	1,080	-
SUBTOTAL - Personnel Services-Salaries	**1,192,639**	**1,191,365**	**1,139,718**	**51,648**	**52,922**
Personnel Services-Employee Benefits					
210 Employee Benefits - Group Insurance	150,686	144,289	123,007	21,282	27,679
220 Employee Benefits - Social Security Contributions	1,054	2,248	2,364	(116)	(1,310)
230 Employee Benefits - Retirement Contributions	326,387	314,620	300,737	13,884	25,650
240 Employee Benefits - Medicare Payments	17,293	17,275	15,306	1,969	1,988
260 Employee Benefits - Unemployment Compensation	20,765	29,335	14,994	14,340	5,770
270 Employee Benefits - Workers Compensation	4,424	4,440	4,027	413	397
290 Employee Benefits - Other Employee Benefits	7,242	6,997	-	6,997	7,242
SUBTOTAL - Personnel Services-Employee Benefits	**527,851**	**519,204**	**460,435**	**58,769**	**67,416**
Professional and Tech Services					
310 Office/Administrative Services	15,259	3,936	3,866	69	11,392
320 Professional Educational Services	41,022	41,022	43,404	(2,382)	(2,382)
330 Training & Development Services	-	920	920	-	(920)
331 Training & Development Services - Teachers	354,171	391,903	109,505	282,397	244,666
340 Other Professional Services	88,026	88,026	50,010	38,016	38,016
340.1 Business Service Fees	60,000	60,000	60,000	-	-
345 Marketing Services	44,000	44,000	36,800	7,200	7,200
350 Technical Services	4,080	4,080	2,583	1,497	1,497
351 Data Processing & Coding Services	32,142	35,311	31,731	3,580	411
352 Other Technical Services	1,000	1,000	138	862	862
360 Other specialized services	50,000	50,000	-	50,000	50,000
SUBTOTAL - Professional and Tech Services	**689,700**	**720,197**	**338,957**	**381,240**	**350,742**
Property Services					

CLV Strong Start Academy Elementary School
Income Statement
As of Jun FY2023

				Budget		
		Approved Budget v3	Previous Forecast	FY23 Unaudited Draft	Previous Forecast vs. Current Forecast	Approved Budget v3 vs. Current Forecast
410	Utility Services	59,003	59,003	46,714	12,289	12,289
411	Water and Sewer	1,567	1,567	1,567	-	-
421	Garbage and Disposal	6,636	9,179	8,341	838	(1,705)
422	Janitorial and Custodial Services	2,000	3,500	2,970	530	(970)
430	Repairs and Maintenance Services	5,000	5,500	4,501	999	499
441	Rent - Land and Building	30,009	30,009	30,009	-	-
443	Rentals of Computers and Related Equipment	10,900	8,897	4,390	4,506	6,510
490	Other Purchased Property Services (incl Security, etc)	1,320	1,320	660	660	660
	SUBTOTAL - Property Services	**116,435**	**118,975**	**99,153**	**19,822**	**17,282**
Other Services						
519	Student Transportation	2,100	9,000	5,006	3,994	(2,906)
522	Liability Insurance	21,337	21,337	21,328	9	9
531	Postage	2,000	2,000	1,794	206	206
535	Phone & internet services	7,560	7,560	7,188	372	372
540	Advertising	-	-	90	(90)	(90)
550	Printing and Binding	100	100	11	90	90
570	Food Service Management	14,360	14,360	14,865	(505)	(505)
580	Travel	-	1,500	1,252	248	(1,252)
591	Intereducational, Interagency Purchased Services	7,749	7,749	7,566	182	182
	SUBTOTAL - Other Services	**55,206**	**63,606**	**59,100**	**4,506**	**(3,894)**
Supplies						
610	General Supplies	48,772	54,123	52,575	1,548	(3,803)
612	Supplies/Equip - Non-IT	104,225	44,325	(10,018)	54,344	114,244
630	Food	58,525	98,484	100,505	(2,021)	(41,980)
640	Books and supplies	34,932	30,001	8,059	21,942	26,874
641	Textbooks	136,663	158,619	167,228	(8,609)	(30,565)
651	Supplies - Technology - Software	15,780	1,024	1,024	-	14,756
652	Supplies/Equipment - Information Technology Related	112,197	136,940	58,259	78,681	53,938
653	Web-based and similar programs	16,405	34,042	9,214	24,828	7,191
	SUBTOTAL - Supplies	**527,499**	**557,558**	**386,846**	**170,712**	**140,653**
Debt Service and Miscellaneous						
810	Dues and Fees	550	550	263	287	287
	SUBTOTAL - Debt Service and Miscellaneous	**550**	**550**	**263**	**287**	**287**

CLV Strong Start Academy Elementary School
Income Statement
As of Jun FY2023

	Budget				
	Approved Budget v3	**Previous Forecast**	**FY23 Unaudited Draft**	**Previous Forecast vs. Current Forecast**	**Approved Budget v3 vs. Current Forecast**
TOTAL EXPENSES	3,109,881	3,171,456	2,484,473	686,983	625,408

CLV Strong Start Academy Elementary Sch
Monthly Cash Forecast
As of Jun FY2023

	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Forecast	Remaining Balance
							2022-23 Actuals & Forecast								
Beginning Cash	689,805	572,859	332,487	692,277	839,177	933,886	1,107,748	940,344	1,045,605	1,238,490	1,197,598	1,126,414		
REVENUE														
Revenue from Local Sources	-	-	450,646	251,372	250,000	250,000	-	250,000	250,000	37,543	-	350,000	2,089,561	(0)
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	-	25,526	51,051	109,647	-	92,633	-	56,600	97,711	54,583	50,274	50,324	605,317	16,969
Federal Revenue	(2,000)	-	-	-	77,290	29,772	39,589	34,698	88,954	77,730	(13,810)	104,857	437,081	1
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**(2,000)**	**25,526**	**501,697**	**361,019**	**327,290**	**372,406**	**39,589**	**341,297**	**436,665**	**169,856**	**36,464**	**505,181**	**3,131,959**	**16,970**
EXPENSES														
Personnel Services-Salaries	14,613	137,867	98,561	98,306	101,729	96,651	93,854	89,602	85,012	85,233	87,703	150,586	1,131,066	(8,652)
Personnel Services-Employee Benefits	1,556	54,213	44,481	42,632	63,826	43,979	39,513	35,435	26,697	38,202	28,219	41,683	469,086	8,651
Professional and Tech Services	9,511	62,532	14,808	19,674	17,856	36,070	38,238	41,291	38,766	17,379	12,017	30,815	338,958	1
Property Services	10,110	18,747	7,772	15,694	5,335	6,896	9,318	5,977	5,259	4,529	2,336	7,180	99,154	1
Other Services	238	10,309	4,231	14,193	3,469	4,613	3,465	2,570	3,931	2,184	1,191	7,388	59,100	1,317
Supplies	65,012	15,090	55,741	34,851	30,449	16,946	40,534	32,918	3,512	41,938	20,160	29,696	386,845	(1)
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service and Miscellaneous	-	-	13	13	142	13	14	13	11	23	12	11	263	(0)
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**101,040**	**298,758**	**225,606**	**225,363**	**222,805**	**205,168**	**224,935**	**207,806**	**163,188**	**189,487**	**151,639**	**267,360**	**2,484,473**	**1,317**
Operating Cash Inflow (Outflow)	**(103,040)**	**(273,233)**	**276,091**	**135,656**	**104,484**	**167,237**	**(185,346)**	**133,491**	**273,477**	**(19,631)**	**(115,175)**	**237,821**	**647,485**	**15,653**
Accounts Receivable - Current Year	2,000	-	120,162	-	3,560	-	-	-	(74,597)	(36,481)	51,740	(11,826)		
Revenues - Prior Year Accruals	-	-	-	(2,770)	-	-	(3,399)	-	-	4,521	-	-		
Other Current Assets	4,258	-	-	-	-	-	-	-	-	-	-	(42,380)		
Accounts Payable - Current Year	(20,165)	(3,027)	(32,696)	13,141	(13,799)	10,454	21,744	(26,539)	(5,000)	10,579	(5,579)	19,693		
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	52,065		
Other Current Liabilities	-	35,888	(3,767)	873	464	(3,828)	(403)	(1,691)	(995)	121	(2,170)	22,977		
Ending Cash	**572,859**	**332,487**	**692,277**	**839,177**	**933,886**	**1,107,748**	**940,344**	**1,045,605**	**1,238,490**	**1,197,598**	**1,126,414**	**1,404,764**		

Combined Board Check Register
School: Strong Start
Month: June 2023

edtec

| | | | | | Total Paid By Check: | $ | 118,938.48 |
| | | | | | Total Paid By Credit Card: | $ | - |

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void		Amount
Check	20754	American Reading Company	6/7/2023	Bill #0000199143--Custom Professional Development Day: 05/09/23		$	2,800.00
Check	20755	Miriam Benitez	6/7/2023	Bill #102522--Reimb: Bagels For Staff Development Day Bill #080222--Reimb: Food		$	73.91
Check	20756	EdTec Inc	6/7/2023	Bill #26361--EdTec Monthly Back Office Service - May 2023		$	5,000.00
Check	20757	Graphicka	6/7/2023	Bill #10419--Website Maintenance Bill #10421--Media: Social Media & Content Development Bill #10420--Media: Social Media & Content Development		$	8,400.00
Check	20758	Special Education Support Staff	6/7/2023	Bill #6382--Speech Therapist: Tonya Dillard; 02/15/23 Bill #6648--School Psychologist: Dana Holtz & Nancy M. Alamo & Hearing and Deaf Teacher: Molly Erminio; 05/15/23 Bill #6647--Speech Therapist: Tonya Dillard; 05/15/23 Bill #6646--Mentor: Donna Mattson Physical Therapist: Jaclyn Rabito & School Nurse: Michelle Layton; 05/15/23		$	4,283.02
Check	20759	Water District	6/7/2023	Bill #052223--Utility Services; 04/25 - 05/22/23		$	791.90
Check	20760	City of Las Vegas-Sewer	6/12/2023	Bill #060123--Utility Services		$	531.98
Check	20761	COX Business	6/12/2023	Bill #060223--Internet services: 06/02 - 07/01/23		$	610.92
Check	20762	EdTec Inc	6/12/2023	Bill #26498--EdTec Monthly Back Office Service - June 2023		$	5,000.00
Check	20763	Graphicka	6/12/2023	Bill #10451--Website Maintenance		$	3,700.00
Check	20764	Intellatek	6/12/2023	Bill #7025--Monthly Contract Rate - 06/01/23		$	320.00
Check	20765	Republic Services #620	6/12/2023	Bill #0620-041100428--Recycle Service: 06/01 - 06/30/23		$	236.62
Check	20766	Republic Services	6/12/2023	Bill #0620-041129158--Recycle Service		$	925.55
Check	20767	A Reliable Pest Control	6/16/2023	Bill #100283--Pest Services: 06/12/23		$	110.00
Check	20768	Revolution Foods, PBC	6/16/2023	Bill #0523-C002973--Food services; May 2023		$	7,529.20
Check	20769	School Food Solution L3C	6/16/2023	Bill #4684--Monthly Food service administration management - April '23		$	352.50
Check	20770	Special Education Support Staff	6/16/2023	Bill #6688--School Nurse; Michelle Layton; 05/31/23 Bill #6689--Speech Therapist; 05/31/23 Bill #6690--School Psychologist; 05/31/23		$	1,130.40

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Page 1

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20771	Board On Track	6/27/2023	Bill #2023-22760--BoardOn Track Membership for the Term: 07/01/23 - 06/30/24		$ 6,495.00
Check	20772	HEALTH PLAN OF NEVADA	6/27/2023	Bill #231590003912--Insurance: July 2023 + Adjustments		$ 7,680.05
Check	20773	Les Olson Company	6/27/2023	Bill #EA1283271--Monthly Contract Billing		$ 121.91
Check	20774	Renaissance Life & Health Insurance Company of America	6/27/2023	Bill #138541--Insurance: 06/01 - 06/30/23		$ 1,409.53
Check	20775	Revco Leasing Company	6/27/2023	Bill #185281--Lease Payment due by 07/04/23		$ 162.36
Check	20776	School Food Solution L3C	6/27/2023	Bill #4728--Monthly Food service administration management - May '23		$ 350.00
Check	DB060123	AMAZON	6/1/2023	DB060123 - AMAZON		$ 85.26
Check	DB060223	NV ENERGY	6/2/2023	DB060223 - NV ENERGY		$ 831.99
Check	DB060223A	NV ENERGY	6/2/2023	DB060223A - NV ENERGY		$ 88.43
Check	DB060523	LEARNING RESOURCES	6/5/2023	DB060523 - LEARNING RESOURCES		$ 2,302.08
Check	DB060523A	IXL SCHOOL SUBSCRIPT	6/5/2023	DB060523A - IXL SCHOOL		$ 299.00
Check	DB060523B	DESIGN ONE	6/5/2023	DB060523B - DESIGN ONE		$ 90.00
Check	DB060623	THE HOME DEPOT	6/6/2023	DB060623 - THE HOME DEPOT		$ 47.96
Check	DB060823	COSTCO	6/8/2023	DB060823 - COSTCO		$ 69.35
Check	DB060823A	COSTCO	6/8/2023	DB060823A - COSTCO		$ 66.15
Check	DB060823B	SAMS CLUB	6/8/2023	DB060823B - SAMS CLUB		$ 58.16
Check	DB060823C	THE HOME DEPOT	6/8/2023	DB060823C - THE HOME DEPOT		$ 50.00
Check	DB060823D	BETTER BUSINESS DES	6/8/2023	DB060823D - BETTER BUSINESS		$ 11.25
Check	DB061223	LAKESHORE LEARNING	6/12/2023	DB061223 - LAKESHORE		$ 962.65
Check	DB061223A	THE HOME DEPOT	6/12/2023	DB061223A - THE HOME DEPOT		$ 39.70
Check	DB061223B	DOLLAR TREE	6/12/2023	DB061223B - DOLLAR TREE		$ 21.25
Check	DB061323	COSTCO	6/13/2023	DB061323 - COSTCO		$ 53.89
Check	DB061423	COSTCO	6/14/2023	DB061423 - COSTCO		$ 64.82
Check	DB061423A	COSTCO	6/14/2023	DB061423A - COSTCO		$ 60.17
Check	DB061623	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	6/16/2023	DB061623 - PERS PAYMENTS		$ 24,245.47
Check	DB061623A	WM SUPERCENTER	6/16/2023	DB061623A - WM SUPERCENTER		$ 129.00
Check	DB061623B	COSTCO	6/16/2023	DB061623B - COSTCO		$ 58.37
Check	DB062023	COSTCO	6/20/2023	DB062023 - COSTCO		$ 63.23
Check	DB062123	SAMS CLUB	6/21/2023	DB062123 - SAMS CLUB		$ 44.97
Check	DB062223	Wright Specialty Premium Trust	6/22/2023	DB062223 - WRIGHT SPECIALTY		$ 26,433.00
Check	DB062223A	AMAZON	6/22/2023	DB062223A - AMAZON		$ 149.65
Check	DB062223B	COSTCO	6/22/2023	DB062223B - COSTCO		$ 56.01
Check	DB062323	COSTCO	6/23/2023	DB062323 - COSTCO		$ 36.09
Check	DB062323A	7 ELEVEN	6/23/2023	DB062323A - 7 ELEVEN		$ 23.29
Check	DB062323B	7 ELEVEN	6/23/2023	DB062323B - 7 ELEVEN		$ 22.62
Check	DB062323C	ALBERTSON'S	6/23/2023	DB062323C - ALBERTSONS		$ 14.97
Check	DB062323D	7 ELEVEN	6/23/2023	DB062323D - 7 ELEVEN		$ 12.08
Check	DB062623	ALAMO RENT-A-CAR	6/26/2023	DB062623 - ALAMO RENT-A-CAR		$ 1,453.94

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	DB062623A	ALAMO RENT-A-CAR	6/26/2023	DB062623A - ALAMO RENT-A-CAR		$ 1,438.94
Check	DB062623B	ALAMO RENT-A-CAR	6/26/2023	DB062623B - ALAMO RENT-A-CAR		$ 1,423.94
Check	DB062723	COSTCO	6/27/2023	DB062723 - COSTCO		$ 71.96
Check	DB062723A	GOFORMZ	6/27/2023	DB062723A - GOFORMZ		$ 24.00
Check	DB062823	ADOBE	6/28/2023	DB062823 - ADOBE		$ 19.99

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Coversheet

Discussion for possible action to approve the retention of a dual language consultant.

Section: II. Finance
Item: B. Discussion for possible action to approve the retention of a dual
language consultant.
Purpose:
Submitted by:
Related Material: Strong Start Proposal 08.21.pdf
                        CLVStrongStart Site Visit S24.pdf

Improving Literacy Instruction and Family Engagement for Multilingual Learners in Partnership with Strong Start Academy

August 21, 2023

TNTP reimagine teaching

TNTP's Approach to Serving Multilingual Learners

TNTP understands that Multilingual Learners (MLs) bring with them unique strengths and the remarkable power to learn in multiple languages. We know, however, that MLs cannot be considered a homogeneous group because in any given classroom and school, there may be a variety of languages spoken, diverse educational experiences, and myriad of academic needs. We believe that educators can effectively support their diverse students' needs by designing instructional models that harness the power of second language acquisition theory and multilingualism. Language acquisition theory consistently underscores the importance of a strong command of language and literacy skills as essential components for access to college and career ready standards and overall academic proficiency. Increasing the understanding of this reality while simultaneously building the capacity of teachers and leaders will be crucial to ensuring success for all of the language learners attending Strong Start Academy, particularly those who our education systems have most often marginalized by centering an English only approach.

We are certain that MLs can successfully engage with the core curriculum and achieve at equal levels with their peers through building knowledge, explicit language instruction, ample opportunities for structured language practice, and carefully planned scaffolds and supports throughout the content areas during core instruction. We would like to continue supporting Strong Start Academy in creating the conditions to truly close the achievement gap for some of its' most vulnerable students while seeing the full promise of a dual language education.

To continue supporting implementation of best practices that support all Strong Start students, the elementary coaching team supports literacy directly through ensuring excellent reading instruction in English and Spanish. The coaches provide real-time and direct ongoing support for their teachers. Coaches will benefit from an opportunity for regular collaboration and to continue to improve their effectiveness, and teachers will benefit from have ongoing support as they plan and implement strong grade level literacy instruction.

Our Support

Research and experience remind us that a meaningful and focused job-embedded preparation experience leads to stronger retention and perseverance in teachers' first few years in the profession, as well as overall effectiveness. This is especially true for teachers of Multilingual Learners, as they require a uniquely robust toolbox of strategies to simultaneously develop students' language and literacy proficiency in both program languages.

At TNTP, we know the surest way to develop teacher knowledge and skills to deliver high-quality, culturally relevant, differentiated instruction is to engage in Lesson Study cycles focused on language and literacy in general. Lesson Study is a collaborative professional development approach that enables teachers to quickly apply learning in practice.

We have had the privilege of working alongside Strong Start Academy over the past year to support strong, effective literacy practices in every classroom. The success of this collaboration shows in the end of year data (2022-23) showing steady student achievement in ELA. We would deeply value the opportunity to continue our collaboration with the Strong Start leaders and teachers to support specifically with the Spanish literacy components of the dual program to ensure students are on-track with their biliteracy trajectories.

Given the unique focus on preparing ML educators, the areas of focus for "Study" will include:

- Knowing your students through multiple sources of data
- Lesson internalization implementing complex text and leveraging language routines in existing literacy curriculum
- Planning strategic Just-In-Time Scaffolds to ensure all students have access to grade level instruction
- Foundational biliteracy skills (grades K-2)
- Breaking down literacy tasks by language demand and plan for vocabulary supports
- Ensuring cross-linguistic connections and metalanguaging between both program languages
- Family engagement support to continue to build a cohesive dual language program with all stakeholders

2

Under the guidance of an expert Teacher Development Coach during their PLC time, teachers, along with their coach, will collaboratively plan an upcoming Spanish literacy lesson which they will teach independently later that week. Following the lesson, participants will then spend time reviewing student work to identify areas of success in their lesson and areas for improvement, as well as review observation feedback with their coach. By engaging in these reflective activities, teachers are building their muscle for iteration and will re-design a new lesson with these improvements in mind. Participants will have the opportunity to teach a similar lesson a second time, and then analyze student work yet again to see how their improved practice enhanced students' outputs. This cycle keeps the focus centered on students' experience and develops teachers' growth mindset by seeing firsthand how students can achieve when provided the right supports.

Timeline:
Beginning in October TNTP proposes engaging in six repeated "Learning Cycles." In each four-week cycle, a skilled TNTP Director will engage the teachers in a mini continuous improvement cycle focused on improving biliteracy instruction for multilingual learners.

Additionally, TNTP will work closely with the Instructional Coaches to operationalize the coaching cycles, such that they see improvement in language development and literacy.
- Go deeper in their learning through applications to their content areas (literacy)
- Co-designs and facilitates walkthroughs and calibrate coaching support for teachers
- Creates data collection systems, summarizes data ongoingly
- Plan biweekly meetings
- Develop meeting materials
- Source/ develop resources

Teachers and coaches will engage in a minimum of three learning cycles, during our engagement from October1, 2023 through June 2024.

Specifically, TNTP will support the following activities in alignment with learning cycles:
- o **Six instructional walkthroughs** with coaches (examples of focus areas, but will be determined in collaboration with coaches during the observations and based on student data)
  - o October: Language Development with focus on current grade level standards and foundational skills
  - o November: Language Development, Instructional strategies (i.e., close reading)
  - o December: Language Development, Instructional strategies cont. (i.e., 3-reads)
- o **Biweekly meetings with literacy coaches** to plan and calibrate upcoming PLC meetings and observations, discuss progress, share data, workshop PD sessions, and problem solve challenges.
- o **Biweekly check-ins with principal** to ensure alignment of systems and high leverage leadership strategies to support the implementation and sustainability of the learning cycles
- o **Family Engagement support to include:**
  - o 2-3 session for a family listening campaign to learn about families' experiences of language and culture as well as learn their vision and hopes of what they're hoping to learn from engaging with the community.
  - o 3 sessions of a Family Empowerment Academy based on what we learn from the listening sessions; topics could include dual language research and knowing their students' data, supporting their student at home in literacy, and how to start preparing for career and college-going.

3

Week 1 Virtual	Week 2 In Person	Week 3 Virtual	Week 4 Virtual
Co-planning around a common literacy lesson or task during grade level PLC time.	o Professional Development with continued learning: best practices in literacy instruction with Multilingual Learners o Meet with each grade level team during their scheduled PLC to finalize lesson o Observations	Feedback sessions with teachers	Student Work Analysis & Lesson Iteration during PLC

Budget:
The cost for designing and leading professional learning in improving literacy instruction for Multilingual Learners is $109,000.

4

Dual Language Education of New Mexico

Service Agreement

Company Address	P.O. Box 91508 Albuquerque, New Mexico 87199 US		Created Date	8/21/2023
			Expiration Date	8/21/2023
			Quote Number	Q-00000741

Prepared By	José Azul Cortés		Contact Name	Miriam Benitez
Phone	(505) 243-0648			
Email	azul@dlenm.org			

Bill To Name	CLV Strong Start Elementary Schools, Inc.		Ship To Name	CLV Strong Start Elementary Schools, Inc.
Bill To	Las Vegas, NV			

Program Description

Project Title	Site Visit
Primary Facilitator	Azul Cortés
Program Goal	

Session Description: Site Evaluation–

This site visit will provide an external perspective related to the services currently being offered to students within the Charter's bilingual programs. It will raise the collective knowledge needed for key decision-making related to program offerings while providing recommendations for program expansion and next steps.

Through analysis of program data and stakeholder interviews, program evaluators will gather information that identifies both the strengths and challenges with respect to the following:

Program Model:

· Appropriateness of and fidelity to the current bilingual program model being implemented

· Horizontal and vertical alignment across grade levels and content delivered in each program language

· Structures supporting sustainability and building of capacity

Curricular Components:

· Appropriate use of the mandated curriculum

· Adequacy/availability of instructional materials in each program language

· Identification of additional curriculum and/or assessments to ensure effective implementation and/or expansion of the program

Instructional Expectations:

· Current use of sheltering/scaffolding techniques during the instruction of second language learners

· Analyze the appropriate use of the target language

Resources:

· Adequacy of current resources

· Knowledge of/availability of addition

A program site report will be prepared for the purpose of:

· Providing information that will assist leadership in the effective design and implementation of an aligned, quality program based on evidence

· Capture data from the site and the interviews completed to develop areas of strength and need

· Provide "Next Step" recommendations for district and site leaders as decisions on activities, training, hiring, and allocation of resources are prioritized during the program planning year.

Services

Service	Date	Unit of Measure	Sales Price	Quantity	Total Price
Facilitator Support: FLAT RATE TRAVEL	8/21/2023	Each	$4,065.00	1.00	$4,065.00
Leadership Dev.– Sustainability Training (per day, 2 facilitators)	8/21/2023	Each	$9,025.00	2.00	$18,050.00

Totals

Subtotal	$22,115.00
Total Price	$22,115.00
Grand Total	$22,115.00

Terms & Conditions

Terms and Conditions: Dual Language Education of New Mexico (DLeNM) is committed to staff safety and complying with all local, state, and federal regulations regarding COVID-19. Trainers providing in-person support will (at a minimum) follow all safety requirements of the district/entity that they are working with. It is imperative that the district/school (entity) point of contact share any and all safety requirements and/or expectations with trainers prior to the live session. DLeNM trainers reserve the right to implement additional personal safety measures while on-site. Should it be determined by trainers that the risk of infection is unacceptable for face-to-face training to take place or continue as scheduled, DLeNM staff will work with the designated point of contact to either modify, postpone, cancel, or conduct the training virtually.

Travel Costs: For trainings involving travel, DLENM charges a flat rate inclusive of all travel-related expenses. Please be advised that the amount listed on this service agreement is the full amount for travel that you will be charged. Any modifications to this practice will need to be negotiated with your designated point of contact prior to the full execution of this agreement.

- Travel costs are guaranteed for up to three months between the date of issuance of a service agreement and the actual training date planned. In circumstances where agreements are negotiated outside of that window, actual travel costs maybe reevaluated.
- Service agreements requested and/or fully executed less than six weeks prior to a desired training date may incur additional travel costs as fees for these services increase the closer they are booked to the travel date.

Multi-session Trainings: district/school(s) will be invoiced at the completion of each segment unless otherwise noted above. Payment must be received within thirty days of invoice date unless otherwise agreed upon.

Service Dates/Delivery Methods: (in person, virtual, etc.) may be modified with approval in writing from an authorized district/school (entity) representative and the DLeNM project supervisor.
This service agreement is not valid until signed by an authorized representative from the District/School and a purchase order has been issued. Please submit the signed service agreement, purchase order number, and any additional documentation to:

accounting@dlenm.org (preferred method)
or
Dual Language Education of New Mexico
Attn:
Accounts Receivable
P.O. Box 91508
Albuquerque, NM 87199
505.243.0648

I certify that I have read and understood this Service Agreement and agree to the Terms and Conditions.

Authorized Signature:

Signature   _____

Name   _____

Title   _____

Date   _____

DLeNM Representative:

Signature   _____

Name   _____

Title   _____

Date   _____

Coversheet

Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, and recruiting.

Section: III. Executive Update
Item: A. Report by the Executive Director on the status of on-going marketing
efforts, open-enrollment, and recruiting.
Purpose: FYI
Submitted by:
Related Material: August Enrollment Update.pdf

Recruiting

Tabling Events
- 8/5 - Back to School Community Resource Fair
- 8/5 - Back to School Supply Giveaway East Las Vegas Community Center
- 7/29 - Stupak Community Back to School Fair

Graphicka
- OTT Advertising
- Digital Campaign
  - Google
  - YouTube
  - Facebook

Enrollment
- 139 students
  - K - 51 students
  - 1st - 46 students
  - 2nd - 19 students
  - 3rd - 22 students

Coversheet

Report by the Executive Director regarding funding for school transportation.

Section:	III. Executive Update
Item:	B. Report by the Executive Director regarding funding for school transportation.
Purpose:	Discuss
Submitted by:	
Related Material:	Transportation (1).pdf

Which county is the charter school campus located in?

School District	Per Pupil Transportation Funding (Based on the FY19-FY22 four-year average)
Carson City	$359
Churchill County	$519
Clark County	$481
Elko County	$480
Washoe County	$392
White Pine County	$968

Currently, Strong Start would be funded for 116 students at $55,796. At the end of September, if funding is available, SPCSA would adjust our funding amount if our October 1 count comes in higher, which is currently at 140 students for $67,340.

1 bus = $67,000 + 11,500 (bus safety escort for 80 students) = $78,500
2 buses and 2 bus safety escorts = $157,000

Coversheet

Discussion for possible action to approve the Strong Start Academy Elementary School Parent Student Handbook, Employee Handbook, Test Security Plan, and English Learner Policy and Plan.

Section: IV. Governance
Item: A. Discussion for possible action to approve the Strong Start Academy Elementary School Parent Student Handbook, Employee Handbook, Test Security Plan, and English Learner Policy and Plan.
Purpose: Vote
Submitted by:
Related Material: Revised_23_24StrongStartParentStudentHandbook (1).pdf
Revised_7_28 Strong Start Academy ES Employee Handbook (1).pdf
2023 EL Policy and Plan.docx.pdf
School Test Security Plan 2023 -2024 (1).pdf

ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

2023-2024
K-3

Parent & Student Handbook

1

Dear Strong Start Families,

Kasserian ingera! This is the traditional greeting used by the Masai tribe in Africa that means, "How are the children?" This greeting captures the essence of what Strong Start is all about. We are about the children! This greeting acknowledges the high value that we will always place on our children's well-being. The traditional response to the greeting is, "all the children are well", which confirms that the priorities of protecting the children are in place! The response serves as a constant reminder to never forget the reason why we are all here. It means that no matter what is going on around us, nothing is more important than properly caring for our children. This greeting perfectly reflects the philosophy at Strong Start Academy, where we emphasize positive and supportive relationships between students and adults that enable students to persist and succeed in academic environments. We are so excited to welcome you to our new school and even more excited and honored that you have selected Strong Start Academy Elementary as your child's school!

As we work together to ensure "all the children are well", we have developed this Parent & Student Handbook to assist in this endeavor. This handbook establishes consistent and clear expectations that align with our school's philosophy, vision, and mission. While we don't expect you to read the handbook from cover to cover, it is extremely important that you familiarize yourself with its contents. This will help you know where to find pertinent information about the school, such as, the school calendar, schedules, policies, procedures, etc. Please know that this is a living document, meaning, it will be consistently edited and updated with relevant information as necessary. We would also encourage you to contribute suggestions and provide feedback throughout the year, as we continuously strive to improve and want to form a true partnership with our families. We value your input and your collaboration. The handbook will be accessible on our website and notifications will alert families anytime changes are made to the handbook.

We look forward to an amazing school year! On behalf of the entire Strong Start family - Kasserian ingera!

Thank you for reviewing our Parent & Student Handbook!

Table of Contents

3

Board of Directors

Lorna James-Cervantes, President
Jaime Gonzales, Treasurer
Alain Bengochea, Secretary
Dachresha Harris, Officer
L. Alee Moore, Officer
Heather Nay, Officer
Melida Pulido, Officer
Nicole Thompson, Officer

Board Meetings
Board meetings are open to the public.
Meeting dates and times are posted as per Open Meeting Law (OML) requirements on the school website

Regular meetings of the Board of Directors are held the second Thursday of each month beginning at 5:00 pm

www.clvstrongstartes.org

Administrative Staff
Miriam Benitez, Executive Director and Principal
mbenitez@clvstrongstartes.org

5

What is a Charter School

As defined by the National Alliance of Public Charter Schools (www.publiccharters.org), Charter schools are independent public schools allowed the freedom to be more innovative, while being held accountable for improved student achievement. Charter schools are non-profit, self-managed entities that enroll public school students. They are approved and monitored by the Nevada State Public School Charter Authority; yet, they run independently of one another. Charter schools are funded by state and local monies and are open to any student residing in Nevada who would otherwise qualify to attend a regular public school in the state of Nevada. Charter school students are public school students, subject to all applicable policies. Charter schools foster a partnership between parents, teachers, and students and create an environment in which parents can be more involved, teachers are given the freedom to be innovative and students are provided the structure they need to learn, with all three held accountable for improved student achievement. Strong Start Academy Elementary School is sponsored by the Nevada State Public Charter School Authority, not the Clark County School District.

Our Mission and Vision

Our Mission
The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world. SSAES is committed to building a culture of high academic achievement for all students. All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures. SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets. Providing an enriched multilingual education combined with high expectations will help students attain their greatest potentials, and close the achievement gap while preparing them for success in the 21st century.

Our Vision
The vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

Our Purpose
Embrace diversity and accelerate learning by providing a high quality and equitable education to give rise to a bilingual, motivated, and socially responsible community of leaders.

Core Values

The guiding core values for the vision are: (1) **Integrity** - Accountability for our actions and learning, (2) **Social Responsibility** – Respect and value for ourselves, each other, and the community, (3) **Diversity, Equity & Inclusion** – Addressing inequitable and/or unjust systems and structures to create educational equity (4) **Civic Engagement** – Enrich the lives of youth to contribute to the well-being of the society. The goal of SSAES is to holistically meet the needs of all students by maximizing each child's learning potential and creating long lasting, positive impact on learners.

Core Values of SSAES Model	
Integrity Accountability for our actions and learning	SSAES will cultivate a strong ethical culture inside and outside of the classroom by encouraging positive and trusting relationships among teachers and students. Teachers will model integrity and a growth mindset by demonstrating and encouraging accountability for our actions and learning. SSAES will maintain a supportive classroom culture, where students feel empowered to take risks in their learning and students will be taught how to build and maintain meaningful relationships. Taking responsibility will be encouraged in order to develop and enhance growth mindsets through personal accountability and reflection.
Social Responsibility Respect and value for ourselves, each other, and the community	Social responsibility at SSAES will mean having a personal investment in the well-being of each other, the community and ourselves. SSAES will engage students with curriculum and school culture that values and creates empowerment, compassion, and respect. These values are fundamental for children to develop basic social skills and confidence, which maximizes student achievement and will play a pivotal role in the development of a concerned and responsible society. Teachers will foster the development of self-directed life-long learners in a safe and enriching learning environment while promoting value and respect amongst each other.
Diversity, Equity, & Inclusion Addressing inequitable and/or unjust systems and structures to create educational equity	SSAES is committed to diversity, equity, and inclusion by taking steps to become an anti-racist and anti-bias school in order to have equitable learning opportunities for all students. SSAES will create a community that supports all dimensions of human differences, and will work towards addressing and dismantling inequitable and/or unjust systems and structures. By incorporating multicultural education and taking a culturally responsive approach to teaching, teachers will help students to achieve their full potential as engaged learners and valued members of society. SSAES wants students to develop a positive self-image and to embrace differences in others. This approach will bring greater multicultural awareness in order to help students with varied needs and backgrounds to succeed. Implementation of effective

7

Civic Engagement Enrich the lives of youth to contribute to the well-being of the society	SSAES wants students to have the critical thinking skills to become productive and active citizens in their community. Teachers will utilize project-based service learning to create opportunities for students to reflect on what they are learning, which will help students to begin to formulate their own opinions and views on topics. By embedding service learning into instruction, students will see the impact they have on the community and feel empowered to take action on issues they care about. This approach will work to build leadership and citizenship skills throughout their childhood and as they transition into adulthood. SSAES believes that helping children see their potential and achieve positive change, leading to a profound and lasting impact on their academic performance, social-emotional well-being, and contributing positively to the development of society.

Core Beliefs

Common community values are the driver of culture, allowing students, staff, and families to commit to shared ways of operating, hold common language for culture, and live out the commitments through implementation of our Core Beliefs. SSAES is a values-driven community of learners committed to the following Core Beliefs.

SSAES Core Beliefs:

- SSAES will strive for high academic standards and expectations for all students in an environment that stimulates learning.
- SSAES will promote students' self-esteem with positive reinforcement and build good character so each student can be successful.
- SSAES believes in programs that allow students to progress academically through appropriately leveled instruction.
- SSAES believes our parents/guardians and families should be equipped with information and resources in order to support their child's learning.
- SSAES respects diversity and individual differences in our students and staff. ○ SSAES believes students should be provided with opportunities to learn a second language.
- SSAES uses technology to help our students, parents, and staff prepare for the future.

SSAES Character Traits

SSAES will be a place that is warm and welcoming with a focus on what is best for children, their families and the community. Through the explicit teaching of character traits, we will build a firm foundation for children to develop strong civic values. Parents/guardians and students will feel the difference and see these character traits in action every day.

○ Kindness ○ Empathy ○ Respect ○ Cooperation ○ Integrity ○ Gratitude ○ Justice ○ Curiosity ○ Courage ○ Perseverance ○ Accountability

kindnes**S**
empa**T**hy
Respect
Co**O**peration
i**N**tegrity
Gratitude

ju**S**tice
curiosi**T**y
cour**A**ge
pe**R**severance
Accoun**T**ability

8

General School Procedures

School Hours

Teacher work day: 7:00 am to 3:30 pm
Student Bell Times : 8:15 am to 3:15 pm

Before/After school childcare:
7:00 am - 8:15 am before school
3:15 pm – 6:00 pm after school

School Calendar

2023-2024 SSAES Calendar

9

Daily Schedule

7:00 am	Before school childcare
8:00 am	First bell Campus opens
8:15 am	Late bell Morning Message begins Breakfast after the bell
8:25 am	Instructional Day begins
3:15 pm	Dismissal
3:15 pm	After school childcare

Childcare

Before and after-school child care is available starting at 7:00 AM through Safekey. Please contact the Safekey office at (702) 229-5437 for more information or visit the website at www.lasvegasnevada.gov/residents/education/safekey.

Arrival/Dismissal Procedures

Arrival

The school campus will open at 8:00 AM and only students will be permitted on school grounds at that time.   Students must arrive promptly at 8:00 AM to ensure they do not miss out on morning activities. Gates will be locked by 8:15 AM to ensure the safety of our students and optimize learning time. Breakfast will be provided in the classrooms until 8:30 AM.

Please note, prior to 8:00 AM, there will be no school personnel on duty to provide supervision. Please do not drop your child off to school before campus is open.

Dismissal

Students will be dismissed at 3:15 PM. The gates will open by 3:13 PM to allow parents on campus. Kindergarten students will be dismissed directly from their classrooms only to persons authorized to pick-up the student(s). Students in grades 1-3 will be dismissed from their designated dismissal exit. To ensure the safety of all of our students, please be sure to communicate your child's after-school plan with the teacher. Teachers must be informed whether children walk home, wait for an adult, go to after-school care, or any other means of getting home.

Late/Early Student Check-in/out Procedure

Students arriving at school after the bell and/or after the gates/doors have been locked must be checked in at the front office.

Students who are dismissed early must be signed out by a parent or guardian in the front office. Students will not be released to those whose names do not appear as a parent/guardian or on the emergency contact list kept on file in Infinite Campus. A photo ID must be shown in order to release a student from the school building. It is the parent's responsibility to come to the front office to add people to the emergency contact list. SSAES is very concerned about the safety and well-being of its students, therefore, there are no exceptions to this policy.

Attendance

The Nevada Department of Education requires that the student attend school regularly in accordance with the laws of the State (NRS 392.122.) The success of the student's educational program at SSAES is largely based upon his/her daily presence, which ensures the continuity of instruction and classroom participation. The administration, faculty, and staff of SSAES expect the student to be in class, on time, and to be prepared to work. Promoting and fostering consistent student attendance requires a commitment from the administrators, teachers, parent(s)/guardian(s), and students. No single individual or group can successfully accomplish this task. Members of SSAES's professional staff will do all they can to encourage and support student attendance. This ranges from creating a pleasant and safe physical environment to providing meaningful learning experiences and opportunities in every class.

State law requires professional staff to:

- Keep accurate attendance records of excused and unexcused absences.
- Incorporate defined, daily participation as part of the teaching/learning process for each grading period.
- Require student accountability by ensuring you complete work you have missed including homework, projects, quizzes, tests, and other assignments.

Per state law, there is a 90% attendance requirement. Students must not miss more than 10% of the school year (18 days - excused or unexcused absences). If a student has a medical condition, which makes him/her miss more than the policy allows, parent/guardian must arrange a meeting with administration to discuss alternative education options. The student is also required to have all missed work completed per the school make-up work policy. Students who do not meet these two conditions and miss this much instruction may be retained in the current grade. The counselor and social worker will be responsible for monitoring attendance and managing the SSAES Attendance Policy. Families will be notified of absences through daily attendance calls, written notices will be sent after three absences, and a conference will be scheduled after five absences.

Absences

SSAES recognizes two kinds of absences and tardiness: **excused and unexcused**. Please read through the following definitions carefully to understand what the student

and parent/guardian responsibilities are. It is imperative students understand the requirements regarding missed homework, quizzes, and tests, as well as the consequences of unexcused absences. After all absences, a note or an email from a parent or doctor must be submitted within three days of the student's return to school for the absence to be excused.

Unplanned Absences

The parent or guardian must provide the school with a written excuse within three days of the student's absences. Failure to do so will result in the absence being marked unexcused. An acceptable excuse for absence from school may be approved for one or more of the following reasons or conditions:
personal illness, illness in the family, and/or death of a relative.

Anticipated/Planned Absences

Anticipated absences including but not limited to: observance of religious holidays, professional appointments, family vacations etc., should be communicated in writing to the front office in a timely manner to discuss alternative education options.

- Whenever a proposed pre-arranged absence (5 or more days) is requested, it must be submitted at least one week in advance, and parents must discuss it with the classroom teacher and administrator. The length of the absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence.

- Parents/students should speak with each teacher to receive assignments and materials that can be completed ahead of time or during the absence to minimize make-up work upon return to school. A teacher is not under any obligation to give this work. It is an extra allowance that may be provided by the teacher. Preparing for classes is very time consuming and could change from week to week.

Truancy

According to NRS 392.130, truancy is defined as being absent from school without written approval from a parent/guardian unless the student is mentally or physically unable to attend school. Truancy shows a deliberate disregard for the educational program and is considered a serious matter that will have immediate consequences.
If the student is truant:

- No credit will be recorded for work the student misses as a result of truancy.
- A letter will be sent home notifying the parent/guardian of the truancy situation.
- A record of the truancy will be entered into the student's file.
- A conference with the student's parents will be held.

According to NRS 392.122, SSAES shall consider a student "habitually truant" when, in spite of warnings and/or the parent's efforts to ensure attendance, the student has accumulated ten consecutive days or fifteen total days of unexcused absences within a semester. A meeting will be held with the administration and parents in order to determine if the student will continue to attend SSAES. After ten consecutive absence

12

days, if a parent has not contacted the school, the student will be withdrawn from enrollment at SSAES.

Tardy Policy

Per attendance regulations, school time missed due to tardiness could contribute to a student's total absences. Any student arriving at school after the designated start time is considered tardy. Parents must sign their child in upon arrival. Excessive tardiness may result in a parent conference with administration.

Transportation

SSAES families with transportation needs will be provided with bus passes through the City Area Transit (CAT) upon request. Students must be accompanied by an adult to ride on the CAT bus.

Field Trips/Extracurricular

SSAES offers a range of activities, which enrich student learning both during and after the school day. For student safety and the safety of others, specific rules apply to these activities.

Field Trips

Field Trips offer exciting ways to learn. SSAES students have the opportunity to go on field trips at various times throughout the school year. Throughout the course of a field trip, students must adhere to the following:

- Permission slips must be signed by the parent or guardian and submitted to the classroom teacher by the specified date. Phone calls and emails will not be accepted as permission.
- Students must wear school uniform, unless otherwise specified.
- Abide by all SSAES rules and policies while on the field trip.

The classroom teacher will provide permission slips to students prior to each field trip giving specific information.

Chaperones

Parents are encouraged to participate as chaperones on field trips. We expect any parent chaperone to work collaboratively with the teacher(s) coordinating the trip to ensure that students are safe and that they are behaving in accordance with the SSAES codes of student conduct. Parent chaperones are expected to assist the teacher and to uphold any policies or procedures set forth by the teacher. Chaperones may not bring other children on field trips and are expected to remain with students for the entire field trip, including the return trip to school. Parent chaperones are expected to actively engage with and monitor students on the trip. Parents willing to be chaperones must fill out a Chaperone Form and have completed the background check required for all parent volunteers.

Special Events & Celebrations

School parties may be held to celebrate special occasions or holidays. Schoolwide celebrations will be announced throughout the year. Celebrations will be limited to the last 15 minutes of the day. The following list of special occasions and/or holidays have been identified as possible celebrations:

Nevada Day/Halloween
Thanksgiving
Day prior to Winter Break
Valentine's Day
St. Patrick's Day
Day prior to Spring Break
Nevada Reading Week
School Community Observations

Birthdays

If a parent chooses to share a treat with the class, the teacher must be notified in advance. Treats will be shared during the student's lunch period in the Multi-Purpose Room. The celebration will be held on the day of the student's birthday, during the regular lunch period. In order to minimize risks of food borne illness and to avoid known food allergies, food must be commercially prepared. It is recommended that a small nonfood item be given in place of a treat for healthier options.

Dress Code/Uniform Policy

SSAES will be following a policy of standard student attire. By wearing school uniforms, students are part of a team. It is this team effort and sense of belonging that will help students experience a greater sense of identity and promote academic excellence. Each student will be provided with 2 logo patches that can be ironed onto polo shirts, hoodies, sweaters, and/or jackets. Additional patches may be purchased through the front office for a nominal fee. The patches can be ironed onto gray, black white or royal blue collared polo shirts. This minimizes the school uniform cost for families.

Shirts
- Uniform **polo shirts** must be gray, black, white or royal blue collared and must have the SSAES logo.
- Long-sleeved shirts or sweatshirts may be worn **underneath** collared polo shirts and must be in school colors.
- **Administration has the final approval for all shirts.**

Outerwear (Sweatshirts, Sweaters, Jackets, etc):
- No preference if worn outside the building
- If students want to wear their jackets, hoodies, or sweaters, inside the school building, outerwear must have the school logo.
- **Administration has the final approval for all outerwear**

14

Pants, Skirts, Shorts, Capris:
- Khaki (tan), black, or gray in color.
- Skirts/shorts must be fingertip length.
- Pants must not be frayed or have holes.
- Leggings and tights are only allowed to be worn under skirts or dresses and must adhere to uniform pant color.
- Sweat suit pants, jeans, sagging or oversized pants are not allowed.
- **Administration has the final approval for all pants, skirts, shorts, and capris.**

Shoes and Sneakers:
- All shoes must fit securely on the foot for student safety.
- No Slides, Flip Flops, Crocs, or Heelys allowed.
- Sandals may be worn provided that they don't interfere with the safety and welfare of the student.
- Shoes with heels should not be taller than 2 inches.
- **Administration has the final approval for all footwear.**

Consequences for Violating the Uniform Policy
- 1st Offense - Verbal warning
- 2nd Offense - Parent contact & parent will have until 10:00 am to bring a school uniform in order for students to change
- 3rd Offense - Parent conference will be scheduled with administration

Friday will be our scheduled 'Spirit Days'. Students are allowed to wear their SSAES t-shirt on Friday with blue jeans. Jeans should not be ripped or have holes. This attire is only allowed on Fridays. Students should remain in uniform on Thursdays if the Friday of a particular week is a holiday.

Charter Fees/Cost

There are no fees associated with attending Strong Start Academy ES.

Medical Information

A parent/guardian will complete an online "Health" form for each student as part of school enrollment.

Immunization Requirements
In accordance with Nevada Revised Statute 392.435, unless a student is excused because of religious belief or medical condition, a child may not be enrolled in SSAES ES, a public charter school, unless the student's parents or guardian submit to the registrar of

15

the school a certificate stating that the child has been immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis (polio), rubella (German measles), rubeola, and other such diseases as the local Board of Health or State Board of Health may determine, and has received proper boosters for that immunization, or is complying with the schedules established pursuant to NRS 439.550, which are as follows:

5 DTaP/DPT (Minimum age: 6 weeks) if series was started before age 7
- 1st and 2nd dose & 2nd and 3rd dose must be separated by 4 weeks
- 5th dose not needed if 4th dose given on or after 4th birthday
- Final dose at least 6 months after the previous dose (on or after the 4 th birthday)
- See Tdap for catch up schedule if series started age 7 or older**

2 Hepatitis A (Minimum age: 12 months)
- 2nd dose must be given at least 6 months after the 1st dose
  ○ Required for students new to Nevada or school after July 1, 2002

3 Hepatitis B (Minimum age: Birth)
- 1st and 2nd dose must be separated by 4 weeks
- 2nd and 3rd dose must be separated by at least 8 weeks
- 3rd dose at least 16 weeks after the 1 st dose (Minimum age for 3rd dose: 24 weeks)
  ○ Required for students new to Nevada or school after July 1, 2002

2 MMR (Minimum age: 12 Months)
- 1st and 2nd dose must be separated by at least 4 weeks
- 2nd not required until on or after the 4th birthday, but may be given sooner if separated by at least 4 weeks

4 Polio/IPV/OPV (Minimum age: 6 weeks)
- 1st and 2nd dose & 2nd and 3rd dose must be separated by 4 weeks
- 4th dose not needed if 3rd dose given on or after 4th birthday
- If both OPV and IPV were administered as part of a series, a total of 4 doses are needed regardless of child's age
- Final dose at least 6 months after the previous dose (on or after 4 th birthday)

1 Tdap **
- Required for 7 th grade enrollment and all students grade 8 th – 12 th
- Catch up schedule – Students age 7 or older, who are not immunized with the childhood DTaP/DPT vaccine series, should receive Tdap vaccine as the initial dose in the catch up series. If additional doses are needed, use the Td vaccine.

- A total of 4 doses DTaP/DTP/Td/Tdap combination is needed if the first doses

16

are given less than 12 months of age. Dose 3 and 4 must be 6 months apart

- A total of 3 doses DTaP/DTP/Td/Tdap combination is needed if the first dose is given at 12 months and older. Dose 2 and 3 must be 6 months apart

- 2 Varicella/Chicken Pox (Minimum age: 12 months)
  - 1st and 2nd dose should be separated by at least 3 months for age ≤ 12 years, however dose is valid if separated by 4 weeks
  - 13 years and older 1st and 2nd dose must be separated by 4 weeks
  - Physician verification of past disease required for exemption
  - Required for students new to Nevada or school after July 1, 2011

The certificate must show that the required vaccines and boosters were given and must bear the signature of a licensed physician or the physician's designee or a registered nurse or the nurse's designee, attesting that the certificate accurately reflects the child's record of immunization. Parents can find out more about the vaccines required to attend school in Nevada at https://www.immunizenevada.org/NVSchoolRequirements. They can also check and print their child's immunization records at https://izrecord.nv.gov. First-time users may need to contact the Nevada WebIZ help desk at 1-877-NV-WebIZ (877)689-3249) or email izit@health.nv.gov. More information can also be obtained by calling the SNHD at 702-759-0850 or referring to http://www.southernnevadahealthdistrict.org/.

Conditional Enrollment

A child may enter school conditionally if the parent or guardian submits a certificate from a physician or local health officer that states the child is receiving the required immunizations. If a certificate showing the child has been fully immunized is not submitted within 90 school days of the conditional enrollment, **THE CHILD WILL BE EXCLUDED FROM SCHOOL AND THE CHILD'S SEAT AT THE SCHOOL WILL BE RELEASED.**
The certificate showing proper immunization or the certificate for conditional enrollment must be received by the school no later than 3:00pm on the school day prior to the first day the child is scheduled to attend his or her first class at SSAES. **FAILURE TO DO SO WILL RESULT IN THE CHILD'S SEAT AT THE SCHOOL BEING RELEASED.

Students from Out-of-State

For a child that is transferring from out of State, the parents must submit a certificate signed by a physician or a local health officer showing:
- If the Nevada immunization requirements shown above can be met with one visit to a physician or clinic, a certificate showing full immunization must be submitted within 30 days of enrollment; or

17

- If the certificate shows that the Nevada immunization requirements shown 16 above cannot be met with one visit to a physician or clinic, a certificate showing the student is receiving full immunization must be submitted within 30 days of enrollment. The parent must then submit a second certificate showing full immunizations within 120 days of enrollment.

**FAILURE TO SUBMIT THESE REQUIRED CERTIFICATES IN THE TIME FRAMES INDICATED WILL RESULT IN THE CHILD BEING EXCLUDED FROM SCHOOL AND THE CHILD'S SEAT AT THE SCHOOL BEING RELEASED.

Illness/Emergency During the School Day

In case of illness or accident, students will come to the school's health office. School staff will assess the student and contact parents immediately if they deem it necessary. Students who are ill (fever, vomiting, excessive productive coughing, runny nose and/or eyes) should be kept home; if illness commences at school, students must be picked up immediately from school. If a parent cannot be reached, the emergency contact listed on the student enrollment form will be notified to come and pick up the student. Particular care should be given to any symptoms that are indicative of viruses. Students should be symptom free for 24 hours - without medicine intervention - before returning to school.

If a medical emergency occurs:
- Parents/guardians will be notified and are responsible for obtaining medical care.
- **It is the parent's responsibility to ensure that the school has the correct and current working phone numbers for parents /guardians and emergency contacts.**
- Activation of EMS (911) will be called.
- Students will be transported per EMS protocol.
- The expense of the ambulance transport and subsequent medical care is the responsibility of the parent/guardian.

Medications

- Parents of students who have specific or special health concerns, chronic illness, or need of medication during school hours will add that information to the "Health" form at the time of enrollment. This information will be given to the school nurse or First Aid Safety Assistant (FASA), who will create a "health alert" folder to be kept at the school office. This folder will contain information on procedures to follow in case of illness or emergency, as well as any necessary parental permission. Should changes occur that may affect the student's care, it is the parent's responsibility to notify the school and to update the student's health information at the school office.
- The FASA will provide teachers with health files on students with health concerns, chronic illnesses, and/or identification of students who take daily medication during school hours.
- For medication to be administered to a student, the school must have an Authorization for Medication form on file. This form is available in the office. A pediatrician or a family doctor must complete these forms. All medication must be office authorized through the

18

health office. Medication must be in its original container and labeled with the following information: the child's name, dosage, name of the drug, physician's name, and the name/phone number of the pharmacy that filled the prescription. Office personnel designated to dispense medication are required to count the number of pills the student brings to school and document in the student medication log. Expired medications will not be accepted. If a medication expires during the school year, it must be picked up or it will be disposed of, with no exceptions. Unclaimed medications will be disposed of at the end of the school year.

Student Behavior Expectations

Student Code of Conduct

Strong Start Academy is committed to fostering a safe and respectful learning environment for all students enrolled at our school. Our Student Code of Conduct is in place to ensure the safety of students and staff and create an environment conducive to learning. SSAES has three basic rules - The 3 B's:

1. **Be Safe - Make good choices!**
   Students should not throw objects at others, push, hit, hurt, kick, or act in any other manner that may cause harm to another individual.

2. **Be Kind - Treat others as you wish to be treated!** Show kindness.
   Be courteous.
   Use appropriate positive language and actions.
   Listen to each other.

3. **Be Responsible- Work hard and try your best at all times!**
   Follow directions.
   Complete your school work.
   If you make a mess, help clean it up.
   If you make a mistake, be honest.
   Take care of your equipment/school property.
   Be on time.

Code of Honor

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and

19

integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper ● Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

BULLYING AND CYBERBULLYING

SSAES responds promptly and takes a strong stance against bullying and cyberbullying. We are committed to providing a safe, secure, and respectful learning environment for all students and employees. Bullying, cyberbullying, harassment, and/or intimidation will not be tolerated. Every individual at SSAES will be treated with dignity and respect. If bullying, cyberbullying, harassment, and/or intimidation occurs, it should be reported to the school immediately.

I. Definitions
   A. Definition of Bullying
      1. Under Nevada Revised Statutes (NRS) 388.122, "bullying" means written, verbal, or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
         a) Have the effect of:
            (1) Physically harming a person or damaging the property of a person; or
            (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person; or
         b) Interfere with the rights of a person by:
            (1) Creating an intimidating or hostile educational environment for the person; or
            (2) Substantially interfering with the academic performance of a student or the ability of the person to participate in or benefit from services, activities, or privileges provided by a school; or
         c) Are acts or conduct described in Section (II.A.1.a.) or Section (II.A.1.b.) and are based upon the:
            (1) Actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person; or Association of a person with another person having one or more of those actual or perceived characteristics.
      2. The term includes, without limitation:
         a) Repeated or pervasive taunting, name-calling, belittling, mocking, or use of put-downs or demeaning humor regarding the actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, language, legal status, or any other distinguishing characteristics or background of a person.
         b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors.
         c) Repeated or pervasive nonverbal threats or intimidation, such as the

21

use of aggressive, menacing, or disrespectful gestures.
d) Threats of harm to a person, to his or her possessions, or to other individuals, whether such threats are transmitted verbally, electronically, or in writing.
e) Blackmail, extortion, or demands for protection money or involuntary loans or donations.
f) Blocking access to any property or facility of a school.
g) Stalking.
h) Physically harmful contact with or injury to another person or his or her property.

B. Definition of Cyberbullying
1. Under NRS 388.123, "cyberbullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737, which is any visual depiction, including, without limitation, any photograph or video of a minor simulating or engaging in sexual conduct, or of a minor as the subject of a sexual portrayal.
2. Under NRS 388.124, "electronic communication" means the communication of any written, verbal, or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer, or any similar means of communication.
3. A student who is a minor who knowingly and willfully transmits or distributes an image that is racially motivated or illustrates bullying, electronically or using another means, with the intent to encourage, further, or promote racially motivated behavior or bullying:
a) For a first violation is considered a child in need of supervision, as that term is used in Title V of the NRS.
b) For a second or subsequent violation, commits a delinquent act, for which a court may order the detention of the minor in the same manner as if the minor had committed an act that would have been a misdemeanor if committed by an adult.

GENDER DIVERSE STUDENT POLICY

Strong Start Academy Elementary School is committed to fostering a safe and respectful learning environment for all students enrolled, including those with diverse gender identities or expressions, in every classroom, hallway, cafeteria, restroom, gymnasium, playground, athletic field, parking lot, and other areas on the premises of the school. This policy will contain the requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions. [NRS 388.132 and NRS 388.133(2)(b)].

I. Definitions
A. These definitions are not provided for the purpose of labeling students, but to assist in understanding this policy.
1. Classroom Activities: Activities that provide education or instruction for all students, other than field trips. Nothing in this definition requires adoption

22

of a specific curriculum [NAC 388.880(6)].

2. Gender Expression: How a person expresses their gender through outward presentation and behavior. This may include, but is not limited to, a person's name, clothing, hair style, body language and mannerisms.

3. Gender Identity: A person's understanding/outlook/feelings/sense of being male, female, both or neither, regardless of the person's biological sex. All people have a gender identity.

4. Gender Support Team: A group consisting of the student; the student's parent(s); the school personnel and/or administrator or designee of the administrator, including a counselor; and any representative(s) of community-based groups (including faith groups), as requested by the parent(s). The Gender Support Team will be led or coordinated by the school administrator or the administrator's designee.

5. Parent: For the purpose of this policy, a parent is defined as:
   a) A biological or adoptive parent;
   b) A legal guardian;
   c) A person acting in the place of a parent with whom the child lives;
   d) A person who is legally responsible for the child's welfare; or
   e) An emancipated student.

II. Gender Support Plan to Address the Rights and Needs of Students with Diverse Gender Identities or Expressions. In order to address the rights and needs of students with diverse gender identities or expressions, a Gender Support Plan will be created for each student by the Gender Support Team.

   A. The Gender Support Plan will be consistent with the requirements of this policy. Each Gender Support Plan for students with diverse gender identities or expressions must include the following components [NAC 388.880(3)]:
      1. Methods to ensure protection of the privacy of the student;
      2. Methods to support the appropriate engagement of the parent(s) of the student;
      3. Compliance with the Nevada Interscholastic Activities Association (NIAA), if interscholastic activities are considered;
      4. Compliance with the Nevada Equal Enjoyment of Places of Public Accommodations law; and
      5. Consideration of the rights and needs of the student for which the plan is developed, as well as the capacity of the school (for example, but not limited to, the layout or age of the school), and the rights and needs of the student body at large, including individual requests for privacy.

   B. SSAES shall take measures to ensure access to academic courses and services that are appropriate for and supportive of students with diverse gender identities or expressions, including without each person governed by the plan, including, without limitation,
      1. Classroom activities that are relevant and meaningful to and appropriate for the student and do not discriminate or segregate according to gender identity or expression;
      2. Physical education, assemblies, dances, ceremonies, and other

23

school activities shall be appropriate for students with diverse gender identities or expressions and not discriminate or segregate according to gender identity or expression;

3. Intramural and interscholastic activities, in accordance with the regulations and policies of the Nevada Interscholastic Activities Association; and

4. Schools shall ensure that students with diverse gender identities or expressions shall have access to all clubs.

III. Addressing the Rights and Needs of Students with Diverse Gender Identities or Expressions

SSAES shall address the rights and needs of students with diverse gender identities or expressions on an individualized basis as outlined in their Gender Support Plan. Specifically, the school shall consider the student characteristics and unique circumstances of the student. The following provisions address the rights and needs of students with diverse gender identities or expressions.

A. The school shall protect the privacy of each student governed by this policy.

1. School employees shall not disclose information that may reveal a student's gender identity or expression status:
   a) to other students;
   b) to the parents of other students;
   c) to staff members unless there is a specific need to know;
   d) unless legally required to do so (e.g. court order, subpoena); or
   e) unless the parent has authorized, in writing, such disclosure.

Names/Pronouns: Students have the right to be addressed by the name and pronoun that correspond to their gender identity or expression. The requested name shall be included in the school's Student Information System in order to inform faculty and staff of the name and pronoun to use when addressing the student.

C. Records:

1. Unofficial Records (including the school's Student Information System): As part of the student's Gender Support Plan, the school has a process that will allow a student to use their preferred name and gender on unofficial records. The unofficial records may include, but are not limited to: identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons, communications, team and academic rosters, newspapers, newsletters, yearbooks, and other site-generated unofficial records.

24

   a. School Administration Receives a Written Request: The process is initiated upon written request from a parent.

   b. School Administration Schedules a Meeting: A meeting is scheduled with a Gender Support Team to address the parent's written request to support the student's gender identity or expression.

   c. Outcome of Request is Determined: As a result of the Gender Support Team meeting; if agreed upon, appropriate changes may be made in the school's Student Information System.

  2. Official Records (including Permanent Records): The school is required to maintain in perpetuity mandatory permanent student records (such as transcripts), which include the legal name of the student and the student's gender as indicated on official government issued documents such as birth certificates, passports, and identification cards/permits. The school will change a student's name and gender on official records when the name of the student is changed by court order.

D. The school shall ensure that dress or uniform policies are not delineated or segregated according to gender identity or expression. Students with diverse gender identities or expressions may wear clothing consistent with their gender identity or expression.

E. The school shall ensure that yearbook photographs allow for all students, including those students with diverse gender identities or expressions, to choose clothing that aligns with their gender identity or expression and, if applicable, allow for yearbook photographs of high school seniors that are not gender-specific.

F. The school shall ensure that the preferred name of a student be read during ceremonies and other events, including, without limitation, promotion ceremonies.

G. The School shall use appropriate definitions and terminology in describing the requirements, needs, and experiences of students with diverse gender identities or expressions.

H. Access to Facilities and Educational Experiences: SSAES complies with all state and federal laws regarding discrimination and access to public facilities. NRS 651.070 states: "All persons are entitled to equal enjoyment of places of public accommodation. All persons are entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages and accommodations of any place of public accommodation, without discrimination or segregation on the ground of race, color, religion, national origin, disability, sexual orientation, sex, gender identity or expression."

1. Restroom Access:

 a. Option 1: Restroom access for students with diverse gender identities or expressions may be determined on a case-by-case basis through the Gender Support Plan process, subject to any individual requests for privacy.

    b. Option 2: Students with diverse gender identities or expressions have the right to access restrooms consistent with their gender identity or expression as determined on a case-by-case basis through the Gender Support Plan process, subject to any individual requests for privacy.

    c. Option 3: Students with diverse gender identities or expressions may use restrooms consistent with their sex assigned at birth, subject to any individual requests for privacy, as determined on a case-by-case basis through the Gender Support Plan process.

IV. Professional Development and Training

The school will provide professional development and training concerning the rights and needs of students with diverse gender identities or expressions, for the Board of Directors, teachers, and all other personnel employed by the school as prescribed by this policy.

A. The school shall develop methods for discussing the meaning and substance of this policy with staff in order to address the rights and needs of persons with diverse gender identities or expressions and ensure that they are safe, included, and respected.

B. The school shall assume full responsibility and authority in developing a professional development and training plan that will include the following requirements and procedures:

    1. Awareness of the rights and needs of students with diverse gender identities or expressions;

    2. Training in the appropriate methods of cultural competency to facilitate positive learning environments, social emotional learning skills, and appropriate human relations among all students;

    3. Training concerning the needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination, harassment, bullying, and cyberbullying;

    4. Training regarding the requirements of state laws and regulations, which require the school to develop a Gender Support Plan with a team led by the school-site administrator or administrator's designee;

    5. Training in methods to support the appropriate engagement of the parents of students with diverse gender identities or expressions; and

6. Training addressing the definitions and terminology in describing the requirements, needs, and experiences of persons with diverse gender identities or expressions.

V. Complaint Procedures

Persons (employees, students, parents, members of the public) who believe they have been discriminated against or believe they witnessed discrimination against a student because of their gender identity or expression may file a complaint with the Executive Director.

VI. Discipline

The school shall establish methods to ensure that disciplinary action against an employee, volunteer, or student for the use of a name or pronoun, selected during the Gender Support Team meeting, shall only be considered if the action or actions meet the definition of bullying as prescribed in Nevada Revised Statutes (NRS) 388.122 through NRS 388.124 inclusive, or violate Bullying and Cyberbullying policies, or any other policy of the school.

Restorative Justice Policy

At SSAES, we employ restorative justice through a whole school approach. A whole school approach uses restorative justice to build culture and climate based on restorative values of respect, trust, inclusion, tolerance, and understanding. Building a restorative culture results in fewer incidents of harm overall. We have embedded Restorative Practices into our Multi-tiered System of Supports (MTSS) framework. Our school-wide Positive Behavior Interventions and Supports (PBIS) is a large-scale example of MTSS that focuses on teaching as prevention. Our Restorative Justice Policy was developed to integrate with the school's PBIS framework and create a model that is a more collaborative, inclusive, and positive approach to developing effective interventions for personal behavioral growth. The model is a three-tier problem-solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of reinforcing appropriate behavior. Tier 1 focuses on prevention of problem behavior by emphasizing universal supports. The critical features of Tier 1 include school-wide expectations that are taught and encouraged, and systems that discourage inappropriate behavior. Tier 2 is designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems. It involves specialized group interventions to supplement the Tier 1 supports. Tier 2 interventions focus on targeted and explicit instruction of skills, structured prompts for appropriate behavior, opportunities to practice new skills in the natural setting, and frequent feedback. Tier 3 is designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports. Tier 3 interventions are utilized for students that demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports.

Tier I	Restorative Practices
Prevent inappropriate behaviors by introducing school wide support	- Establish and reinforce school-wide expectations, initiatives, and systems - Cultivate healthy, positive, and professional relationships with students - Emphasize a sense of school community - Engage students personally before addressing any behavioral issue, whenever possible

Tier II	Restorative Practices
Identify students who are developing chronic inappropriate behaviors Focused on behavior data and documentation	- Continue Tier 1 Restorative Practices - Temporary/alternative student environment - teacher to teacher, teacher to staff member, teacher to penalty box, etc. - Meet with the Counselor or Safe Schools Professional - Self-Reflection - Students required to self-disclose inappropriate behavior to a parent via student initiated contact from the school site. - Informal parent/family contact via phone call, e-mail message, text message - Peer circles - Apology letters
Tier III	Restorative Practices

Resolve chronic inappropriate behaviors with individualized interventions	• Continue Tier 1 & 2 Restorative Practices • Meet with the Counselor or Safe Schools Professional • Introduction to the Executive Director • Formal parent/family contact • Social contracts • Create a Restorative Action Plan (RAP) - Collaborate with students, parents, and all to create a plan that is realistic to accomplish.

In an effort to optimize equitable application of disciplinary consequences for students, it is important to differentiate and define different types of disciplinary incidents.

MINOR BEHAVIOR INCIDENTS
Minor Behavior Incidents are staff-managed behavior incidents that are addressed by school personnel such as a classroom teacher, when applicable. Minor Behavior Incidents violate school or classroom rules or procedures.

Restorative Steps For Minor Behavior

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

MAJOR BEHAVIOR INCIDENTS
Major Behavior Incidents are office-managed behavior incidents that are addressed by office staff and/or administration. They are severe in nature or are habitually repeated. Major Behavior Incidents that violate SSAES Rules or Policies, impact student or staff safety, or cause property damage may be subject to law enforcement involvement. Major Behavior Incidents include discretionary expellable offenses.

Restorative Steps for Major Behavior
- Administrator assesses, problem solves
- Objective: Teach, learn, return to academic instruction as quickly as possible
- Strategies:
  ○ Practice behavior expectations
  ○ Re-Teach in setting
  ○ Ask the following Restorative Questions

29

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?
- Problem-solving team (SST)
  - Student Success Specialist
  - Mentor
  - Administrator
- Conference with families (Student Restorative Plan of Action is completed)

For all offenses, common sense and good judgment will prevail. Strong Start Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate with the severity of the offense.

Administration will make the final decision on disciplinary actions. If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: **RPC, Suspension, or Expulsion.**

If the student continues to exhibit disruptive, dangerous, defiant, or otherwise undesired behavior and/or the student violates their Restorative Action Plan (RAP), parents must come to campus and attend a Required Parent Conference (RPC). The RPC may include members of the Restorative Justice Team, the parent(s)/guardian(s), and the student. It may be necessary to determine interventions or a revision of the student's Restorative Action Plan.

Pursuant to NRS 392.467 a student may be expelled, suspended, or removed if they have been charged with a crime if:
     a. The school conducted its own documented investigation.
     b. The school gives notice of the charges brought against the student.

<u>**Summary of Progressive Restorative Discipline Structure**</u>

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

30

disciplinary consequences. Disciplinary action is also commensurate with the severity of the offense.

AB 168 & Battery of an Employee or Pupil MANDATORY DISCIPLINE IN NRS:
Although the battery of an employee does not require discipline according to NRS, the SSAES Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the Executive Director will bring the matter to the Board for a decision as to consequences.

Discipline Limits for Special Education Students

- 11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing.)
- Age 11+ limit for all four categories of misconduct (no exception for 30 possession of a firearm or dangerous weapon)
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

Changes to discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP)

Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1).

Academic Success

Homework Policy
Homework is assigned to reinforce daily learning targets, as well as to teach students

31

time management, personal responsibility, study skills, and to be independent learners. The homework policy will reinforce parents' active involvement in their child(ren)'s academic progress. Homework is assigned Monday through Thursday, except on holidays or state testing days. Daily homework is due at the beginning of the next school day for all students. Parents wishing to gather homework missed due to an excused absence or on the day of an early sign out may do so at 3:15 p.m. in the front office. To prevent any delay in retrieving classwork/homework, parents are encouraged to contact their child's teacher prior to their arrival at 3:15 p.m.

If a child is taking an excessive amount of time to complete homework assignments, please note this on the homework slip or contact the teacher directly. This information is used to assess both individual and class mastery of concepts, as well as determine proper homework load. Your child may experience difficulties if he/she has excessive absences or is learning new or difficult concepts.

Teacher Responsibilities Regarding Homework
The teacher will:
- Assign meaningful and grade level appropriate homework that reinforces daily learning objectives.
- Monitor comprehension and provide appropriate feedback. Make every attempt to keep homework consistent within the grade level.
- Communicate in a timely manner with parents and students when homework issues arise.
- Respond in a timely manner when homework concerns are brought to his/her attention by a parent.
- Provide appropriate feedback.

Student Responsibilities Regarding Homework
The student will:
- Complete his/her work on time.
- Apply and practice skills learned in class.
- Strive for the highest quality work possible by completing homework to the best of his/her ability.
- Communicate to parents or teachers when concepts are difficult.

Parent Responsibilities Regarding Homework
The parent will:
- Provide the proper conditions suitable to study.
- Check his/her child's homework for complete and neatly written responses.
- Supervise completion.
- Read all communications regarding homework.
- Ensure that proper materials and supplies are available.

32

- Contact the teacher in a timely manner when homework concerns arise.
- Support school homework policies.
- Monitor his/her child's grades and attendance.

Make-up Work Policy

The student shall have up to five (5) school days to request make-up work for excused absences. Students will have the opportunity to submit assignments in a period of time equal to the number of days absent.

Late Work Policy

Late assignments must be handed in within one week of the due date. Assignments submitted later than one week past the due date are accepted at the teacher's discretion. Late assignments will not be accepted during the last week of the semester.

Communication

Parent to School Communication

Conferences with individual teachers can be arranged by contacting the teacher via email or leaving a phone message. A response should be expected within 24 hours. Conferences can be scheduled before school, after school, or during a teacher's planning-time when applicable. Conferences with teachers during arrival, dismissal, or classroom instruction may impede the teacher's ability to effectively supervise his/her students and are not allowed.

Communicating Parent Concerns/Conflicts

When a concern or conflict arises, please adhere to the levels of resolution:
- Direct communication or conference with the teacher or staff member; then
- Communication or conference with the Executive Director - if there still has not been a resolution.

Progress Reports

Student progress reports will be available approximately every four weeks through the Infinite Campus Parent Portal. Parent-teacher conferences are recommended when unsatisfactory progress is identified. The teacher will send an unsatisfactory notice to alert parents at any time during the grading period when the student is doing unsatisfactory work. Notification of student progress will be posted through the Infinite Campus Parent Portal approximately every four weeks during the grading period. Also, parents have access to student grades at any time through the Infinite Campus Portal.

Student Retention

SSAES will promote a student when they demonstrate proficiency or mastery of grade level standards. The retention of a student in his/her grade level is the final intervention step to ensure students have the necessary prerequisite skills to be successful in the next grade level. Students must demonstrate accomplishment of the standards in reading, writing, mathematics, science and social studies adopted by the Nevada Department of Education. SSAES values all academic disciplines by providing a well-rounded program of instruction. If the student does not meet the Promotion Criteria for his or her grade level, parents will be notified of available interventions. Interventions may include, but are not limited to tutoring, summer school, and grade-level retention.

Students who completed a grade level at a previous school must enroll in the next sequential grade level available. Parents may not "self-retain" or "self-promote" by selecting a lower or higher grade level during the enrollment process. Should this occur, the school administration would meet with the parent and discuss a plan of action, including, but not limited to, withdrawal of the student or a change in grade. Written proof of retention or accelerated promotion by the former school must be submitted in writing in order for the grade change to be valid at SSAES.

Student Support Services

Special Education

Strong Start Academy maintains compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. We provide a free, appropriate, public education (FAPE) to students with disabilities in accordance with state and federal statutes and regulations and follow the model policies and procedures outlined by the State Public Charter School Authority's Special Education Guidance Manual.

As a charter school, SSAES meets IDEA's Child Find obligations by identifying, locating, and evaluating all children with disabilities who are in need of special education and related services within the enrolled population of the school. In order to qualify as a student with a disability under IDEA, a child must be of school age, in need of specially designed instruction, and must meet the eligibility criteria for one or more of the following physical or mental disabilities, as set forth in Statutes: autism; developmental delay; emotional disability; hearing impairment; other health impairment; specific learning disability; mild, moderate, or severe intellectual disability; multiple disabilities; multiple disabilities with severe sensory impairment; orthopedic impairment; preschool severe delay; speech/language impairment; traumatic brain injury; and visual impairment. Strong Start engages in identification procedures to ensure that eligible

<div align="center">34</div>

students receive FAPE, including special education and related services, individualized to meet student needs. To identify students who may be eligible for special education, various screening activities are conducted on an ongoing basis. These screening activities include a review of data (cumulative records, enrollment records, health records, report cards, and achievement test scores), hearing and vision screenings, and speech/language screenings. Students who struggle academically or behaviorally may also be referred to the school's Response to Instruction team for pre-referral interventions. When screening or pre-referral intervention results suggest that a student may have a disability, the school's special education team seeks parental consent to conduct a multidisciplinary evaluation. Parents who suspect their child may have a disability may request a multidisciplinary evaluation by submitting a request to the school's Executive Director. When a student is identified as eligible for special education, the school's Special Education Multidisciplinary Team will develop an Individualized Education Plan (IEP) in order to identify the student's needs for special education and related services. At least annually, the student's IEP will be reviewed and revised. At least on a triennial basis, the student will be re-evaluated to determine if he/she still meets the eligibility criteria as a student with a disability in need of specially designed instruction. Strong Start Academy will provide special education services to all eligible students in the Least Restrictive Environment and in alignment with their individual needs. We will provide academic and behavioral support services, itinerant vision and hearing services, speech therapy services, occupational therapy services, physical therapy services, and counseling services as required for the student to benefit from the special education program.

Rehabilitation Act of 1973 - Section 504

To qualify as a student with a disability under Section 504 of the Rehabilitation Act of 1973, a child must be of school age and must have a mental or physical impairment that substantially limits one or more major life activities. If determined to be eligible for protection under Section 504, a student will receive a 504 Plan to outline accommodations and services necessary to provide the student with an equal opportunity to participate in and obtain the benefits of the school's programming to the maximum extent appropriate to the student's abilities. Identification procedures for Section 504 are the same as those of special education. Upon suspicion that a student may meet the Section 504 definition of a student with a disability, the school will follow multidisciplinary consent and evaluation procedures similar to those for special education identification. However, evaluations under Section 504 are not limited to formal evaluation instruments, because the definition of a student with a disability is broader under Section 504 than under IDEA. Parents who suspect their child may have a disability may request a multidisciplinary evaluation by submitting a request to the Executive Director or the 504 coordinator.

English Learner Students

Strong Start Academy Elementary School is committed to ensuring all students graduate college-and career-ready, through the consistent application of high-quality instruction, balanced assessment, and a rigorous accountability system. SSAES is further committed to closing the achievement gap by implementing culturally responsive practices, as well as engaging families and the community. The following policy, guiding principles, and practices support these commitments.

SSAES recognizes that explicit emphasis on language and literacy instruction is an integral part of effective teaching and learning for English Learners (ELs), and that the academic success of ELs is a responsibility shared by students, educators, the family, and the community. Strong Start will be providing a dual immersion program in Spanish and English because it is vital for EL students to receive rigorous, explicit, high-quality language instruction while being held to high expectations and standards in order to access content areas.

It is the intent of Strong Start Academy to provide explicit, high-quality language and literacy instruction to pupils who are Limited English Proficient. Effective instruction is essential in engaging students in both linguistic and academic learning to accomplish the goal of providing quality programs for LEP students, resulting in increased academic achievement. SSAES has committed to develop English and home language proficiency as well as high levels of academic mastery across the curriculum.

1. Guiding Principles
   a. All pupils are provided instruction that enables those pupils to attain proficiency in the English language as soon as possible and improve their overall academic and linguistic achievement and proficiency.
   b. SSAES will use research-based strategies and a set of core principles for an effective English Language Learner (ELL) program to ensure achievement and sustainability and build bilingualism, biliteracy, and multiculturalism.
   c. SSAES systematically uses English Language Learners' languages, cultures, and experiences as the foundation for culturally responsive learning and success across all curricula for 21st Century learning.
   d. SSAES has implemented a concept of data-driven accountability.
   e. Each individual child has a different pace and style of learning. There are many different approaches to instructing English Language Learners in both content, literacy, and English language acquisition that can result in mastery of the subjects, depending on the needs and abilities of a particular student. Children who are Limited English Proficient benefit from instruction that is designed to address the academic and linguistic needs of those children.
   f. SSAES promotes access to educational opportunities and high-quality instruction for all students and their families. The school ensures meaningful community and parent engagement to provide communities and families with the tools to become advocates for the educational rights of students.
2. Guiding Practices
   a. Ensure the proper identification and placement of Limited English Proficient students, and that all students will have access to effective programs and pathways

36

to succeed academically.

b. Promote the simultaneous delivery of language and literacy development and academic content instruction that closes the achievement and access gaps, builds 21st Century skills and capacities, and achieves high levels of parent satisfaction and support.

c. Ensure that English Language Learners develop full proficiencies in academic and interpersonal English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.

d. Evaluate English Language Learners with appropriate and valid data-driven assessments that are aligned with federal, state, and local standards in order to improve academic, linguistic, and sociocultural outcomes for English Language Learners.

e. Provide professional development, giving all teachers and leaders the skills and knowledge they need to address language acquisition in ELL students.

f. Build a culture of collaboration in which all staff work together to meet the needs of ELL students.

g. Offer targeted support services and strong partnerships that ensure families of ELL students are welcomed as full members of the educational community and in the educational decision-making process for students. In addition, the school decisions reflect the voices of ethnically and linguistically diverse parents.

h. Ensure teachers use a balanced assessment system including diagnostic, formative, interim, and summative language, literacy, and content area assessments provided by the state and the school.

After School Activities

After-School Activities

SSAES offers various after-school activities to enrich students' education. Such involvement provides ways for students to engage in activities they already enjoy and provides opportunities to experiment with other areas that may interest them. If students remains at SSAES for an after school activity, he/she will be expected to follow these rules:

- The student must always be with a teacher or other staff member.
- The student must arrange for his/her own transportation to be picked up promptly at the end of the activity.
- The student must abide by SSAES's behavioral expectations while participating in the activity. Inappropriate behavior will result in dismissal from the activity/club.
- The student may not stay after school to wait for another student.
- Once enrolled in an activity/club, students must commit to regular attendance. Three or more unexcused absences from the activity/club may result in withdrawal from that club. All students must be registered in the after-school care program, if participating in after-school activities.

All students who are not in a club, after-school activity, after-school care, or have made a special arrangement with a teacher, must be picked up no later than 15 minutes after standard

37

dismissal. **A full list and description of after school clubs and activities will be posted on the website or available at the front office.**

Cell Phone Policy

Strong Start Academy ES is a cell phone free school during the instructional day. The instructional day is defined from school drop off until school pick up. While students may have a cell phone in their possession, all cell phones should be turned off and stored in the student's backpack. In the event of an emergency, parents and students should contact the office. A violation of this policy will result in the cell phone being confiscated and will only be returned to a parent/guardian at the end of the school day.

Technology Use

Students are offered use of a device and access to Strong Start Academy's computer network for communication, research, and other tasks related to the school's academic program. All use of computers, furnished or created data, software, and other technology resources as granted by SSAES are the property of SSAES 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 SSAES computer network and the school's technological resources. The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. The following Technology and Use agreements must be agreed to by the parent/guardian of all students. Students will have a device assigned to them to be used and kept at school.

Fines

Fines will be assessed for damages to technology devices.

Family Engagement

Volunteering

As establishing and maintaining a thriving small school community involves families and staff working together, parent/guardian volunteering will be highly encouraged, but not required. At SSAES, families are embraced as important stakeholders who have a voice in their child's future. As such, parents/guardians are encouraged to participate in activities, events, and celebrations throughout the school year to take an active role in their child's education. Events are opportunities for families to contribute to the school community. Family volunteers and community organizations are vital to help facilitate

activities and participate in events.

Volunteer opportunities include but are not limited to:
- Attending Parent meetings
- Assisting classroom teachers
- Signing up to help at school sponsored events:
  - o Teacher Appreciation Week
  - o Field Day
  - o Field Trips

More information about volunteer opportunities will be given throughout the school year. Please contact the school office to request volunteer hours.

Parents/visitors must sign-in at the main office and obtain a visitor's pass. In order to ensure the safety of all of our students, **NO PARENTS/VISITORS WILL BE ALLOWED BEYOND THE MAIN OFFICE WITHOUT A VISITOR'S PASS.**

<u>Volunteer Fingerprinting</u>
Senate Bill 287 requires volunteers with unsupervised OR regular contact with students to be fingerprinted and pass a criminal background check. Regular contact has been defined by the Nevada Department of Education as volunteering at least four times a month.

Any volunteer who will have unsupervised contact with students or who will have regular contact with students must:
1. Sign a waiver to have their background check complete;
2. Sign an acknowledgment as being a mandatory child abuse reporter; and,
3. Complete a background check including fingerprinting at the expense of the parent volunteer.

These steps will be required every three (3) years. In order to complete these steps, volunteers must inform the school that they wish to undergo fingerprinting. If a parent volunteer has not completed all of the steps above, and has not been cleared by a school administrator, the parent may not have unsupervised or regular contact with students.

Family Concerns/Greivance Policy

The SSAES Board and school leadership are committed to building and maintaining strong partnerships with parent/guardians, one that is founded on collaboration, honesty, transparency, integrity and two-way communication. If a parent/guardian has a concern about a school policy or practice, academic grade, discipline decision, or any other school related decision or outcome, the parent/guardian is encouraged to contact the appropriate staff member at the school, following the appropriate chain of command. SSAES Board and leadership are committed to address concerns of families

and seeking a resolution that benefits the academic development and progress of our students. Informal complaints should begin with the staff member directly involved and closest to the concern. If that is not possible or comfortable, the complaint can go directly to the Executive Director. All concerns will be mediated at this level with an appropriate decision made. If the informal complaint is not resolved satisfactorily, a letter may be submitted to the Executive Director initiating a formal complaint. The letter should include, in detail, the event, policy or decision of concern; timeline of events; staff involved (if applicable); and desired resolution. Within one week of the formal complaint being filed, the Executive Director will conduct a thorough investigation and issue a written response detailing his/her findings and recommendations or resolution. If the parent/guardian is still not satisfied, he/she may appeal to the Governing Board. Formal complaints submitted to the Governing Board Board of Directors will be reviewed by the Governing Board of Directors President and assigned to a designated Board member to schedule a meeting, during which the parent/guardian will have the opportunity to address his/her concerns. The designated Board member will issue a report of findings to the Board prior to the next regular Board Meeting. At that meeting, the Board will take action, as appropriate, based on the information and findings. The parent/guardian may attend the Board meeting and request to speak. If the parent/guardian wishes to speak, he/she will be limited to two (2) minutes. If additional time is requested, the Board may agree to allocate additional time to speak at the end of the meeting. The Board will make a decision as they feel appropriate. A parent/guardian may address the Board at any meeting without going through the informal and formal complaint process as outlined above, but the Board encourages constructive conversations with relevant parties prior to direct outreach to the Board. The Board has the power, authority and duty to take action as they see appropriate. If the parent/guardian believes that the Board did not adequately address their concern, the parent/guardian may present the concern to the State Public Charter School Authority.

Relevant Law

FERPA

According to the Family Educational Rights and Privacy Act (FERPA), school records of students are confidential. All staff are prohibited from discussing the discipline and investigation of other students. FERPA is a federal privacy law that gives parents certain protections with regard to their children's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. As a parent, you have the right to review your child's education records and to request changes under limited circumstances. To protect your child's privacy, the law generally

40

requires schools to ask for written consent before disclosing your child's personally identifiable information to individuals other than you. FERPA allows school officials to provide what is called "directory information" without parental consent. However, public notice must be made before directory information may be made available. Parents or guardians also have a right to review educational records kept by the school. To inspect these records, parents/guardians should contact the principal to schedule a records review. In addition, parents may by written request, to the principal of the school, challenge the contents of student records that they believe are inaccurate. School personnel are to respond to all requests within a reasonable length of time not to exceed ten (10) school days from the date of receipt of the request. Questions regarding educational records at the school should be directed to the principal in writing. Parents or eligible students have a right to file a complaint regarding the schools compliance with these requirements by contacting the Family Policy Compliance Office, U.S. Department of Education.

Parent Acknowledgement of Handbook

All Strong Start Academy students must have a signed Parent Acknowledgement form on file.

As a parent, I understand the importance of the Strong Start Parent/Student Handbook and I have discussed it with my child. My child and I agree to adhere to the policies and regulations set forth in the Student/Parent Handbook.

_____(initial) I understand that failure to follow school regulations and policies, will jeopardize my child's eligibility to register for the following academic year, or perhaps will result in dismissal from Strong Start Academy by the Governing Body of the school.

Student Name: _____ Grade: _____

Student Signature: _____

Parent/GuardianName:_____

Parent/Guardian Signature: _____

Date _____

Electronic signature during registration will fulfill this requirement. 43

Strong Start Academy Elementary School

Employee Handbook

Miriam Benitez, Principal
310 S 9th Street
Las Vegas, NV 89101
Phone: (702) 463-0222
Fax: (702) 463-0937
Website: https://www.clvstrongstartes.org
Welcome

This Handbook is designed to acquaint you with Strong Start Academy Elementary School and provide you with general information about working conditions, benefits, and policies affecting your employment. The information contained in this Handbook applies to all employees of SSAES, unless stated otherwise. The Handbook is a summary of our policies which seek to further SSAES's goal of providing equitable opportunities for all students to acquire an education that links character education with rigorous academics, technology, and careers to produce students who are well prepared for the 21st century.

You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is conducive to both personal and professional growth.

Since it is impossible to anticipate every situation or question that may arise, you are free to contact the Executive Director regarding any questions you may have.

This Handbook and the policies and procedures in it supersede and/or rescind any prior handbooks

Strong Start Academy Employee Handbook-2023

1

Receipt of Strong Start Academy Elementary School Employee Handbook

The Employee Handbook (sometimes called the "Handbook") is a compilation of personnel policies, practices, and procedures currently in effect at Strong Start Academy Elementary School ("SSAES"), an equal opportunity employer. This Handbook is designed to introduce employees to the organization, familiarize you with SSAES policies as they pertain to you as an employee, provide general guidelines on work rules, disciplinary procedures, and other issues related to your employment, and to help answer many of the questions that may arise in connection with your employment.

This Handbook does not constitute a guarantee of employment or an employment contract, express or implied. You understand that your employment is "at-will" and that your employment may be terminated for any reason, with or without cause, and with or without notice. Only the Board of Trustees has the authority to enter into a signed written agreement guaranteeing employment for a specific term. This Handbook is intended solely to describe the present policies and working conditions at SSAES. This Handbook does not purport to include every conceivable situation; it is merely meant as a guideline, and unless laws prescribe otherwise, common sense shall prevail. Of course, federal, state, and/or local laws will take precedence over SSAES policies, where applicable.

The employment policies in this Handbook are applied at the discretion of SSAES, unless State or federal law requires otherwise. SSAES reserves the right to change, abolish, apply, or amend any of our policies or benefits not required by law, including those covered in this Handbook, at any time with or without notice.

By signing below, you acknowledge that you have received a copy of SSAES's Employee Handbook and understand that it is your responsibility to read and comply with the policies contained in it and any revisions made to it. Furthermore, unless otherwise agreed, you acknowledge that you are employed "at-will" and that this Handbook is neither a contract of employment nor a legal document.

_____

Signature   Printed Name   Date

Please sign and date one copy of this notice and return it to the office manager. Retain a second copy for your reference.

Strong Start Academy Employee Handbook-2023

2

TABLE OF CONTENTS

Strong Start Academy Employee Handbook-2023

3

Strong Start Academy Employee Handbook-2023

4

Strong Start Academy Employee Handbook-2023

5

Strong Start Academy Employee Handbook-2023

6

Strong Start Academy Employee Handbook-2023

7

EMPLOYMENT

Qualifications

All Strong Start Academy Elementary School (SSAES) employees must meet those qualifications set forth by the Nevada Department of Education and/or qualifications for the position they are assigned.

Certification and Licenses

SSAES expects licensed positions to maintain necessary certifications and licenses for their assigned position. Licenses and certifications should be current and in good standing. A copy of licenses and/or certifications must be provided to Human Resources by expiration. Failure to comply may result in disciplinary action up to and including termination.

Conditional Offer of Employment

SSAES may in some cases make a conditional offer of employment, contingent upon the satisfactory completion of pre-employment criteria. Upon approval the applicant will be notified of the offer and the need to complete the new employment orientation/training.

Introductory Period

Full-time and part-time employees are on an introductory period during their first 30 days of employment. During this period of time, the employee will be able to determine if the new job is suitable and the director will have an opportunity to evaluate the employee's work performance. The completion of the introductory period does not guarantee employment for any period of time thereafter.

Equal Employment Opportunity - Affirmative Action

SSAES is an equal opportunity employer and will not knowingly discriminate in any area of employment, including discriminatory recruiting and hiring practices against any United States citizen or legal alien on the basis of race, color, creed, religion, sex, sexual orientation, gender identity or expression, age, marital status, national or ethnic origin, or disability. This is a prohibition of discrimination in employment and shall extend to working conditions, training, promotion and other terms and conditions of employment.

Strong Start Academy Employee Handbook-2023

8

Employment Policy

At the time of hire, employees can be classified as a full-time (10-month, 11- month, or 12-month position), part-time or temporary. This classification determines the type of benefits the employee will receive.

Employee Classification

Employees are classified as either exempt or non-exempt for pay administration purposes, as determined by the federal Fair Labor Standards Act (FLSA).

The definitions of employee's status is defined as one of the following:

- **Full-time**: Employees who work a minimum of 30 hours per week are considered to be full-time. Full-time employees are eligible for benefits after applicable requirements for length of service have been met.
- **Part-time**: Employees who work less than 30 hours per week are considered to be part-time. Unless otherwise agreed, part-time employees are not eligible to participate in SSAES' health insurance, dental insurance, and disability insurance plans. Employees who work 15 hours or less per week, or who work on a temporary or project basis, will receive all legally mandated benefits (such as workers' compensation and Social Security benefits) but are ineligible for other benefit programs.
- **Temporary**: Temporary employees are those engaged to work either part-time or full-time on SSAES' payroll, but who have been hired with the understanding that their employment will be terminated once they complete a specific assignment. This category includes substitute teachers and interns. Such employees may be either "exempt" or "non-exempt" but are not eligible for SSAES' benefits except as mandated by law.
- **Independent Contractors**: Consultants or independent contractors are not employees of SSAES. The distinction between employees and independent contractors is important, because employees may be entitled to participate in SSAES benefits programs, while independent contractors are not. In addition, SSAES is not required to withhold income taxes, withhold and pay Social Security and Medicare taxes, or pay unemployment tax on payments made to an independent contractor.
- **10-Month Employees:** Teachers, teachers-aides, and other employees who work only 10 months out of the year are referred to as 10-month employees.
- **11-Month Employees:** Office and administrative staff who work only 11 months out of the year are referred to as 11-month employees.
- **12-Month Employees:** Maintenance and other employees who work year round are referred to as or 12-month employees.

Strong Start Academy Employee Handbook-2023

9

Employment of Relatives

Members of your immediate family may be considered for employment on the basis of their qualifications. At the discretion of the school, your immediate family may not be hired if it would:

- Create a direct supervisor/subordinate relationship with a family member; and/or
- Create an adverse impact on work performance; and/or
- Create either an actual conflict of interest or the appearance of a conflict of interest.

For purposes of this policy, your immediate family includes: mother, father, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, stepchild, stepparent, or grandparent. This policy also applies to close personal relatives such as uncle, aunt, first cousin, nephew, niece, or half-sibling.

Assignments

School based assignments shall be the responsibility of the administrative team. All reasonable requests for assignment changes shall be made to the school's administration. Requests will be reviewed and a decision based on the needs of the school, grade level/content area with primary consideration given to what is in the best interest of student achievement. The teacher will be notified of the decision by administration and will be given an explanation of the decision if it differs from the request. Teachers will be notified of their class assignments prior to the beginning of the school year.

Reassignment / Transfer

A teacher or any other employee may be reassigned or transferred from one position or grade level to another by the decision of the SSAES administration.

Employment Termination

If your employment with SSAES is at-will employment, this means that you and SSAES both have the right to terminate the employment relationship at any time, for any reason, with or without notice and with or without cause. Only the Board of Directors have the authority to alter the "at-will" relationship. To be valid, any modification of the "at-will" relationship must be specific, in writing, and signed by the Board of Directors.. Nothing in this Handbook modifies or alters this "at-will" employment relationship. Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are a few examples of some of the most common circumstances under which employment is terminated:

1. Resignation - voluntary employment termination initiated by an employee;
2. Termination - involuntary employment termination initiated by SSAES; or

Strong Start Academy Employee Handbook-2023

10

3. Layoff - involuntary employment termination initiated by SSAES for non-disciplinary reasons.

If you wish to resign, you are requested to notify the administration of your anticipated departure date at least two weeks in advance. This notice should be in the form of a written statement. In order to avoid overburdening your co-workers, SSAES appreciates as much notice as possible.

Unused PTO and vacation time is not paid on termination, regardless of the reason for the termination. In the case of termination, SSAES must be reimbursed for any PTO or vacation time used in excess of accrued time.

Furthermore, if we have your prior written permission, any outstanding financial obligations owed to SSAES for lawful deductions such as, for example, health insurance also will be deducted from your final check.

A meeting between you and administration will take place prior to your last day of work.

Modified Work Schedule

Any employee recovering from a work-related disability, and whose recovery is determined by a physician to be to the point where the employee can resume at least partial duties and/or hours of work, may be allowed to return to work on a modified duty schedule. The work schedule and or nature of the work shall be at the discretion of administration.

Every effort will be made to provide a reasonable accommodation to an employee based on the employee's circumstances and conditions of employment.

A modified work schedule may continue only until the employee is certified to return to regular work duties.

Outside Employment

Although SSAES understands that employees may need to have additional employment outside of school, outside employment must not conflict in any way with the employees' responsibilities within the school or interfere in any way with the employees' ability to fulfill obligations to the school and its students. Employees may not work for a competitor nor take an ownership position with a competitor. Employees may not conduct outside work while on school time or use school property, equipment, or facilities in connection with outside work.

Outside Employment While on Leave (Moonlighting)

Employees who accept any employment or go into business while on a leave of absence from SSAES will be considered to have violated the terms of their employment with SSAES as of the day on which they began their leave of absence and may be subject to disciplinary action up to and including termination.

Strong Start Academy Employee Handbook-2023

11

PAY

Your Paycheck

- Employees will be paid bi-monthly for all the time worked during the past pay period.
- Employees will be paid on the 15th and 30th/31st (last day of every month). When the payday is a holiday or weekend, employees normally will be paid on the last business day preceding the holiday or weekend.
- Employees should review their paychecks for errors, as it is the employee's responsibility to notify the School of any errors so that we can resolve the matter quickly and amicably.
- If an employee is absent on the date of paycheck distribution and **does not** have direct deposit, his/her check will be held until his/her return.

Paychecks will only be released to the individual whose name appears on the check or an individual whom the employee has designated and approved through written consent. A photo ID is required from any third party who picks up an employee's paycheck.

Direct Deposit

Employees must log into Paylocity to initiate or update a direct deposit account and complete all necessary forms. Changes to direct deposit must be made in Paylocity at least 5 business days before the pay date in order for the change to take effect for the next pay period. An employee's final check will be a paper check and must be picked up from the front office. No final checks will be direct deposited.

EVALUATIONS

Performance Evaluation

In order to help each individual improve his/her effectiveness in their assigned position, SSAES will provide all employees with ongoing and meaningful feedback on their performance. The development, monitoring and maintenance of the effectiveness of the evaluation program shall be the responsibility of the administration. The goal of the evaluation process is to assess the strengths and weaknesses of the individual and determine the necessary steps needed to help the individual grow professionally.

The Nevada Educator Performance Framework (NEPF)

In 2011, Nevada's legislators passed AB222 , which created the Teachers and Leaders Council (TLC) and required the State Board of Education (SBE) to establish a statewide performance evaluation system for teachers and building level administrators based upon recommendations from the TLC. It also mandated that the evaluation system rate educators as highly effective, effective, minimally effective, or ineffective, and that student

Strong Start Academy Employee Handbook-2023

12

achievement data from statewide assessments will be used to determine educator effectiveness ratings. This system is now known as the Nevada Educator Performance Framework (NEPF).

Instructional Staff Evaluation

Teachers at SSAES are evaluated using the NEPF by a member of the Leadership Team.The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help educators and their evaluators implement the Nevada Educator Performance Framework.

Figure 1: Evaluation Cycle
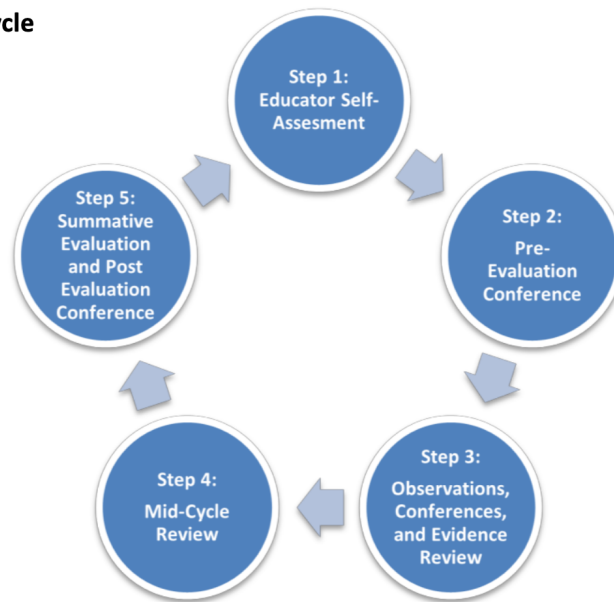
At the beginning of the school year, the educator receives a complete set of materials that includes the **Teacher Instructional Practice Standards** (**Administrator Instructional Leadership Standards**) and the **Teacher Professional Responsibilities Standards** (**Administrator Professional Responsibilities Standards**) rubrics with Standards, Indicators, Performance Levels, and evidence sources, as well as access to the current year's **NEPF Protocols** outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF Rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

Academic Support Staff Evaluation

Academic Support staff will be evaluated by the Leadership Team over the course of the year.

Strong Start Academy Employee Handbook-2023

13

Non-Instructional Support Staff Evaluation

Non-Instructional staff will be evaluated by the Leadership Team over the course of the year.

Requesting Time Off

Attendance Policy

SSAES expects that every employee will be regular and punctual in attendance. This means being in the building and ready to work at his/her starting time each day. Absenteeism and tardiness place a burden on your co-workers and on SSAES.

It is crucial that you begin work at your assigned time. If you are tardy, you should report the reason to the front office staff and administration so that proper coverage can be obtained. It is very much to your advantage to do all that you can to have a good attendance record since regular attendance is one of the best indications of interest in your job and will be taken into account at your performance evaluation.

If an employee is absent on an unscheduled day off, the following procedure must be followed:

1. Call/text the Office Manager **AND** the Executive Director by **6:00 a.m.**
2. If no one answers, make sure to leave a message and follow up with an email to both the Office Manager and the Executive Director.
3. Leave your name, telephone number, the date of your absence, the reason for the unscheduled day off, and any information that you want your substitute to know.

It is the teacher's responsibility to have appropriate lesson plans done, as well as provide any relevant information for the substitutes (i.e., schedule, duties, etc.). Employees must call in each day of the absence, preferably the night before. Employees who are absent for more than three (3) consecutive school days, will be required to submit a doctor's note, approving your return to work, to the Office Manager. After being out on a disability or maternity leave, a doctor's note is required allowing the employee to return to work.

Failure to call in when an employee is sick or unable to report to work for 3 or more consecutive days will be presumed as "job abandonment."

If you become ill at work or must leave work for some other reason before the end of the workday, be sure to inform a supervisor of the situation.

You will be compensated for authorized absences according to the provisions described in this Handbook. Extended absences may be authorized on a case-by-case basis.

Should excessive tardiness or absenteeism occur, disciplinary action up to and including termination may be required.

Strong Start Academy Employee Handbook-2023

14

Holidays & School Breaks

Full-time non-exempt employees are entitled to paid holidays that are determined at the discretion of SSAES and are subject to change from year to year. To be eligible for holiday pay, an employee must not be on a paid or unpaid leave of absence.

SSAES will be closed during the following recognized holidays:	**Staff Development Days**
- Labor Day: September 4, 2023 - Nevada Day: October 27, 2023 - Veterans Day: November 10, 2023 - Thanksgiving Day & Family Day: November 23-24 - Winter Break: December 25-26, 2023 - Martin Luther King, Jr. Day: January 15, 2024 - Presidents' Day: February 19, 2024 - Spring Break: March 15, 2024 - Memorial Day: May 27, 2024 - Juneteenth Holiday: June 19, 2024 - Independence Day: July 4, 2024 - Juneteenth Holiday: June 19, 2024	- September 11, 2023 - October 9, 2023 - January 22, 2024 - February 16, 2024 - April 1, 2024
On the following dates, there is no school for SSAES students:	**Parent Teacher Conferences**
- Labor Day: September 4, 2023 - Staff Development Day: September 11, 2023 - Staff Development Day: October 9, 2023 - Parent Teacher Conference: October 10, 2023 - Nevada Day: October 27, 2023 - Veterans Day: November 10, 2023 - Thanksgiving Day & Family Day: November 23-24 - Winter Break: December 25-26, 2023 - Martin Luther King, Jr. Day: January 15, 2024 - Staff Development Day: January 22, 2024 - Parent Teacher Conference: February 15, 2024 - Staff Development Day: February 16, 2024 - Presidents' Day: February 19, 2024 - Spring Break: March 15, 2024 - Staff Development Day: April 1, 2024 - Parent Teacher Conference: April 25, 2024	- October 10, 2023 - February 15, 2024 - April 25, 2024

Strong Start Academy Employee Handbook-2023

15

● Memorial Day: May 27, 2024 ● Independence Day: July 4, 2024	

Sick Leave

Sick leave is paid leave that is granted to an employee who is unavoidably absent because of personal illness or accident, or because of serious illness or accident in the immediate family. Misuse of sick leave could result in employee discipline.

Personal Leave

Days taken as "personal leave" must be requested a minimum of four days in advance, except in cases of personal emergencies. In the latter case, notice should be given as early as possible. Employees may not use personal leave immediately before or after a holiday, during professional development days, or during state or local testing periods. The effect of the employee's absence on the educational program or department operations, as well as the availability of guest teachers, will be considered by the administration. The schools administration team will always try to honor timely requests for personal leave that comply with policy requirements, but an employee's administration may withdraw approval if unforeseeable absences among other staff (bad weather, professional development, illness) would affect the efficient and effective operation of the campus or department. This leave will be charged to an employee's paid time off.

All vacation/sick/annual time should be requested in Paylocity. Employees are required to check on their status (approval/denial) of their time off request prior to taking off.

Jury Duty

SSAES establishes guidelines for employees who are required to report for/or serve as a member of a jury. An employee must:

1. Apply for appropriate leave in advance;
2. Remit monies received, less transportation mileage reimbursement, to the Accounting Department if you were paid your regular wages during jury service.

Report back to the worksite unless there is less than one hour left in the work day and, as appropriate, make necessary arrangements for a substitute during the absence.

Military Leave

In accordance with state and federal law, the school will grant military leave to an employee who has an obligation to perform military services. An employee who requires military leave will not be disadvantaged in their SSAES career due to their military service, will not be discriminated against based on their military service, and will be entitled to reemployment upon return from military service.

Strong Start Academy Employee Handbook-2023

16

An employee who is on military leave for a period of not more than fifteen (15) work days in any one (1) calendar year is entitled to their regular compensation during their absence, and no such absence may be a part of the employee's annual vacation. If the employee is required to be absent in excess of fifteen (15) days of military leave, the employee, at his/her request, must be permitted to use accrued vacation, if applicable, instead of unpaid leave. However, employees cannot be forced to use vacation time for military service.

Employees who require military leave must provide timely notice, including the expected duration of the leave, unless circumstances make it impracticable. The Department of Defense "strongly recommends" that all military personnel provide thirty (30) days advance notice to their civilian employers.

Bereavement

For an immediate family member, employees will receive up to three days of paid leave. This absence does not count against paid time off days.

Immediate family member is defined as: spouse, son, daughter, son-or daughter-in-law, stepchild, legal ward or child for whom the employee stands in loco parentis, parent, step-parent, parent-in-law, or other individual who stands in loco parentis to the employee, sibling, stepsibling, sibling-in-law, grandparent, grandchild, or any person who may be residing in the employee's household at that time.

Maternity

Maternity leave is for those employees that will be out for an extended time due to the birth or adoption of a child. Employees can receive up to six weeks of non-paid maternity leave, unless they opt to use any accumulated paid time off days.

School Rules & Procedures at a Glance

Academic Calendar

All employees shall be required to follow the school calendar and holiday schedule during the school term and to comply with all SSAES policies, regulations and procedures regarding attendance. Please refer to the school academic calendar for the 2023 - 2024 school year.

Work Day

At SSAES the work day for teachers will start promptly at 7:00 a.m and end at 3:30 p.m (8 hours and 30 minutes). Teachers are expected to attend all Staff Development days Support staff's times will vary depending upon their scheduled work day. **Anytime you are going to be late, for any reason, you must contact the Executive Director**.

If the Executive Director is unavailable, you must contact the Office Manager. **Anytime you need to leave during the day, for any reason, you must gain permission from the Executive Director.** Failure to report

Strong Start Academy Employee Handbook-2023

17

on time, or leave campus during your contracted work day without following absence procedures or securing permission from the Executive Director will result in disciplinary action.

Compensation for each holiday will be made at the equivalent to a typical 8-hour workday for full-time, non-exempt staff. Full-time employees will be paid for the holiday only if the holiday falls on their regularly scheduled work day. **Employees must work the day prior to and after the holiday in order to receive holiday pay.**

First Day of School Procedures

- Gates will open at 8:00 a.m.
- Kinder through third grade teachers will be in their classrooms waiting to receive students.
- Specialists will be at the entrance helping families find their classrooms.
- On the first day of school, teachers will have students sign their names in the comments section of the Sub Attendance Rosters. For students in Kindergarten who are too young to sign their own name, the teacher can write their name for them.
- Starting the first day, all teachers will take attendance in Infinite Campus for each homeroom section (AM/PM). Students not present need to be marked absent. This will help to create a report for all students that need to be "No Showed."
- For absent students, the teacher will write "No show" in the comments section of the Sub Attendance Roster.
- If a student is physically in class but is missing from a teacher's roster, the teacher should add the student to the bottom of the Sub Attendance Roster and notify the office. The student should sign by their name.

Opening Exercises

The first bell rings at 8:00 am and this is when the campus gates open.

- Monday through Friday the Pledge of Allegiance will take place in the classroom and will be led by the classroom teacher and the morning message video.
- The second bell rings at 8:15. After 8:15 am the student is considered tardy and must be marked as tardy in Infinite Campus.

Breakfast After the Bell

- After the second bell rings at 8:15 am the following breakfast schedule goes into place:
  - Kindergarten through 3rd grade students will eat breakfast in their classrooms.
  - Coolers will be delivered to your classrooms.
  - Coolers should be placed outside of your classroom with any other leftover breakfast items.
  - Breakfast scraps must be tossed into the small rectangular trash and the trash bag should be placed outside of the classroom immediately after breakfast ends and no later than 8:40 am

Strong Start Academy Employee Handbook-2023

18

Lunch Procedures

- Lunch coolers will be delivered to classrooms.
- Kindergarten teachers have duty for the first 10 minutes of Kindergarten lunch in the classroom (11:50 am to 12 pm)
- First through third grade teachers have duty for the last 10 minutes of their students lunch period recess period.
- Designated staff who cover lunch duty will arrive at each classroom to supervise the students while they eat in their classrooms.
- Three minutes prior to the end of the assigned recess time, the duty personnel will blow the whistle. Students will line up with their class. All teachers will meet their students outside. Please ensure each class respectfully lines up in a single-file line, keeps hands and feet to themselves, and walks through the school in an orderly fashion.
- Support staff, administrators, teachers, and specialists will provide lunchtime supervision in the classrooms and on the playground.

Students MUST be picked up on time at the end of their lunch schedule. All teachers will report to their lunch duty at the end of their 30 minute lunch. Teachers are expected to be on time, as the staff on duty cannot be detained otherwise they will be late to their next duty coverage.

Students' Safety and Supervision

Teachers and support staff assigned to duty are to arrive at their station at the scheduled time, to be vigilant in their duties.

1. Student Lines – Drop-Off – Pick-Up Times
   - Arrive to pick up students promptly.
   - ALL teachers are expected to escort students in and out of their classrooms in an orderly and managed manner – recess, to/from specials, dismissal.
   - Monitor student lines as you move around campus and ensure that lines are respectful of other learning classroom environments.

2. School wide Safety

   - Be alert of any situation that may need adult attention. Supervision of students is on-going and continuous while teachers are on campus. Address any suspicious activity and report it to the office immediately.

Dismissal Procedures

- Specialists will assist with opening the gates at 3:13 pm
- Teachers must verify their students' dismissal plans with parents on the first day of school.

Strong Start Academy Employee Handbook-2023

19

Ordering Supplies

- Teachers will receive materials as needed. Requisitions for supplies are submitted through a Google Form that is received by the Office Manager. Teachers should plan to utilize supplies conservatively and encourage conservative use among students. Families may be asked to donate limited quantities of supplies for their child's use at school, however; students **will not** be penalized for failing to do so.

School Wide Expectations

Staff will consistently implement the PBIS positive classroom behavior approach as well as school wide rules:

- in the classroom; and
- during transitions to specials; and
- during lunch

Students will walk in a quiet line. Students should not be allowed to walk ahead of the teacher and **must** be within the teachers line of sight at all times.

Teachers, staff, and visitors to the building must have a badge/sticker.

School/Classroom rules:

1. **Be Kind**
2. **Be Safe**
3. **Be Responsible**

Activities for the First Couple of Weeks of School

- Teachers will engage students in activities to explicitly teach SSAES expectations.
- Time will be dedicated to build classroom community and establish high expectations of mutual respect among staff and students.
- Efficient line-up and passage, minimum waits in line, carefully planned classroom routines, and attention to learning space all help in managing student behavior.

Things to Remember

- An engaging learning program pre-occupies most children with positive things and will ease behavior management concerns.
- Power of words! Self-control is important when verbally communicating with students – what we say about children and to children (to others, to ourselves, and to the child) dictates what message we transmit to our students. We need to stay positive and lead by example.
- It is important to recognize, acknowledge, and speak to children who you encounter in school.
- Do not use homework/writing assignments as punishment.

Strong Start Academy Employee Handbook-2023

20

- Do not deprive a student of a learning experience on the grounds of inappropriate behavior. (i.e., participation in P.E., field trips, field day, etc.)
- Students should not be left in the hallway or outside the building. All children **must** be supervised, in-line of sight, at all times.
- Consistency is important but the person on duty should have the right and responsibility to use good judgment at the moment. The staff should agree on basic rules for children and themselves.

Detaining students from instruction or lunch is prohibited unless administrative approval is given (Teachers may NOT assign lunch detention directly – unless they will be holding detention in their classrooms). Use of mass punishment including the innocent is prohibited.

Time-Out Procedure

Time-out can only be used if it is part of your written plan. If a student is removed from their group or class, the reason should be communicated to them clearly at that time. Avoid using the hallways for time-out areas. Leaving students unsupervised is prohibited. Establish a time-out buddy classroom. Generally, one (1) minute per year of age is appropriate.

Corporal Punishment

Corporal punishment is illegal **(NRS 392.465).**

Cell Phone/Electronic Devices - Staff

Staff members' personal electronic devices (such as cell phones and other devices.) should only be accessed during non-instructional time. Student safety is a high priority and the use of such devices may distract from critical communications in the event school-wide emergency procedures need to be activated. Please let administration know if a unique situation may warrant otherwise. Staff may use cellphones to communicate with parents, but should do so during lunch or prep periods. This includes during professional development sessions, PLC meetings, and other grade level/committee meetings.

Cell Phone/Electronic Devices - Students

The use by students of personal technology and communication devices such as cell phones, laptops, tablet computers, or other similar electronic devices is only permitted during scheduled nutrition or lunch periods, and school sponsored activities. During the instructional time, student devices must remain off.

Office Referrals

Teachers are to adhere to SSAES school wide progressive discipline referral process. The school's Behavior Committee will communicate school wide behavior expectations through monthly committee meetings and by

Strong Start Academy Employee Handbook-2023

21

providing a School Behavior Plan. Office referrals will be recorded to Infinite Campus. Incidents between students that result in injury to self or others must be referred directly to the office. All conduct and/or behavior issues should be shared with parents throughout the school year.

Documentation of Discipline

Students who need to be sent to the office for a valid reason, require documentation. Discipline Referrals must be done via Infinite Campus. Students arriving in the front office must have a completed discipline referral in Infinite Campus.

The teacher of record is responsible for documentation of behavior, interventions, discipline history, and parental contacts. The specialist teachers are also responsible to address misbehavior, to include, contacting a parent.

Physical Activity Breaks

Students will have recess after lunch and bathroom breaks are not necessary since all classrooms have bathrooms located inside of the classrooms.

Bathrooms in the classroom:

Bathroom procedures: Students should be encouraged to go to the restroom before school, during breaks, at lunch recess, and before going to specials to avoid disruptions to instruction. Any child who has an emergency should be allowed to go to the restroom.

RESPONSIBILITIES OF THE TEACHER

Absences

It is the responsibility of every staff member to secure their own substitute in the event of an absence. In an emergency the office staff will be more than willing to help staff members do this, however this is not their responsibility.

The following steps must be followed when an absence occurs:

1. Notify your immediate supervisor, Miriam Benitez (702) 757-0811 as soon as you know you will be absent but no later than 6:00 a.m. by a phone call or text. If your supervisor is unavailable, please ensure to leave a message or send a text. Additionally, notify the school by speaking to the Office Manager, Marisol Piedra.
2. Make sure that you have submitted a sub folder and current sub plans are maintained and ready throughout the school year in case of an emergency. This is your responsibility and doing so will provide consistency in your classroom during your absence.

Strong Start Academy Employee Handbook-2023

22

Professional Development (PD)

SSAES is committed to the professional development of all its employees. For educators, SSAES provides training before the start of the school year, on-site coaching and modeling throughout the school year, day-to-day instructional leadership, and training during morning meetings. For non-instructional staff, SSAES provides technical training before the start of the school year and throughout the year.

In addition, Professional Development days are embedded into our academic school year calendar. All licensed, non-licensed, and support staff employees are required to attend the Professional Development unless otherwise stated by administration. If you are unable to attend any of the Professional Development days please contact administration to discuss possible solutions.

Staff Development Days Scheduled for SSAES for the 2023-2024 school year are as follows:

- September 11, 2023
- October 9, 2023
- January 22, 2024
- February 16, 2024
- April 1, 2024

Administrative Expectations

The following is a list of what is expected from every single staff member on the campus. A professional educator:

- is always learning and growing
- learns how to make good use of instructional time (not sitting, on the computer or phone)
- has an underlying belief that every student can learn
- exhibits and models SSAES Values
- bases decisions on "what is best for children"
- adheres to school wide procedures
- consults and helps others
- treats others how they wish to be treated

Based upon the Nevada Educators Performance Framework (NEPF) and the Nevada Academic Content Standards (NVACS) the administrators will be looking for the following indicators as they gather information for teacher performance assessment.

1. The NVACS serves as the basis for classroom instruction. Classroom activities, lesson plans and learning materials in use should support that belief.
2. Students' achievement is commensurate with established expectancies. Samples of student work and observation of their performance will be used to determine this expectancy. Quantitative data, such as

Strong Start Academy Employee Handbook-2023

23

      norm-based tests, standards-based tests, criterion-referenced tests, and formative assessment results will be important indicators of student achievement.

3. Instruction is planned, organized and adjusted to meet the individual needs of students. Grouping, learning centers, developmentally appropriate lessons, peer tutoring, cooperative learning, use of parents and university students as resources will serve as evidence that this is true.

4. A classroom climate conducive to the teaching/learning process is established and maintained. Indications of this are: positive behavior management, effective use of time, mutual respect in teacher/student interactions.

5. Instruction includes the components of an effective lesson and the NEPF. Evidence of this can be seen in the use of motivating approaches to teaching, use of effective teaching strategies, skillful use of guides, independent practice and use of applied learning.

6. Plans to increase personal effectiveness are developed and implemented such as concrete, developmentally-sound science and math instruction, use of the writing process, computers, varied reading materials and strategies, integrated curriculum activities and a well-organized classroom designed to stimulate excitement and motivation for learning.

Bulletin Boards

Bulletin boards should be attractive and relevant to some specific teaching area, unit of work, classroom expectation, or current theme in a subject area. Bulletin boards should be changed a minimum of **ONCE A MONTH**, according to the changes in units of work, and not be left for observation after their objectives have been met. Every effort should be made to have bulletin boards reflect student work in alignment with the current year's School Performance Plan (SPP) goals.

Bulletin board displays become valuable tools of learning as they encourage the development of student interest, participation, and responsibility. They represent the thinking, planning and development of the entire classroom and become a center for independent learning, a motivator for a unit or activity, a place to reinforce effort or highlight key concepts. Interactive bulletin boards can also be highly effective.

Please Note:

It is known that the critical variables that ensure an outstanding educational program are the professional competence of the teacher, the time spent in relation to the subject, and the teacher/student interaction.

When classroom observations are conducted, the supervising administrator will be looking for evidence of current and relevant bulletin boards and displayed student work. Keep in mind, the longer a display is posted,

Strong Start Academy Employee Handbook-2023

24

the less effective it becomes and the less a student "sees" it. Use different ways of presentation to capture and maintain interest.

Data displays may be changed less frequently. The theme may stay the same, but the display should be varied at least each trimester.

Use caution when creating bulletin boards not to violate students' FERPA rights (Family Educational Rights and Privacy Act). For example, a posting of student work on a bulletin board with a grade is not permissible. A bulletin board that encourages students to meet classroom goals can be encouraging for students who are performing at or above grade level, but the same bulletin board can be very damaging and discouraging for students struggling below grade level. Use common sense and good judgment to build on all of your students' accomplishments.

Child Abuse Neglect

Nevada Revised Statutes (NRS) require that school authorities, school teachers, and others are mandated to report any suspected cases of child abuse or neglect to the Division of Child and Family Services (DCFS) through Child Protective Services (CPS) or the appropriate local law enforcement agency. Child Abuse Hotline Number, (702) 399-0081 or website:
http://www.clarkcountynv.gov/depts/family_services/services/pages/childprotection.aspx

The following procedures should be followed immediately following suspected abuse:

1. Notify an administrator. In the event there is no administrator on campus, you must follow the subsequent steps using your best professional judgment.
2. The child may need to meet with a counselor, school nurse, or FASA.
3. Call Child Protective Services at (702) 455-5401. Document the date, who you talked to, the suspected abuse, even if CPS refuses to take a report. If CPS takes the report, get the report number.

Child Protective Services will never disclose who made the report. In the event you are confronted by parents, it may be wise to deny any knowledge of the abuse or making a report.

Committee Involvement

As part of the Professional Responsibilities rubric of the licensed personnel evaluation, teachers at SSAES are expected to be involved in a committee, as well as participate in their Professional Learning Community (PLC). Committee meetings will be held once per month. Teachers will meet daily in their PLCs with the exception of committee meetings, RTI meetings for your grade level or scheduled school wide staff meetings or professional development.

Confidential & Cumulative Folders

Confidential folders are kept for any student receiving special education services. Because of their confidential nature and the federal laws that govern special education and the privacy of students, these folders are kept in

Strong Start Academy Employee Handbook-2023

25

locked files in the special education room. Teacher of record may review the file, signing out the folder, and documenting in the summary portion of the confidential folder. Information contained within the folder is confidential, and, at no time, shared with non-custodial parents, or other children in the classroom.

Cumulative, or Cum folders, are kept in the front office. Student's records can be found in alphabetical order. In order to review the folder, you must sign the cum folder out, and when returning, sign the folder in. Inside you will find all of the students' records pertaining to grades, attendance, and registration required by Nevada State Law, and therefore, loss of a folder by mishandling carries serious consequences.

Documentation of Discipline

Students that need to be sent to the office for a valid reason, require documentation. Discipline referrals must be done via Infinite Campus. Students arriving in the front office must have a completed discipline referral in Infinite Campus.

The teacher of record is responsible for documentation of behavior, interventions, discipline history, and parental contacts. The specialist teachers are also responsible to address misbehavior, to Include, contacting a parent.

Duty

Teachers may have assigned supervisory duties during and outside of instructional times. During your assigned duty time, it is your responsibility to supervise your assigned area. In the event you will be late or absent, it is your responsibility to secure another staff member to complete your duties or instruct your substitute to complete your duties. Failure to do so will leave you subject to discipline and solely liable for any breach of duty.

Teachers and support staff on the playground and/or classroom lunch duty must continually circulate to maintain line of sight of students. This procedure will reduce the number of problems and accidents because the students realize that adults are nearby.

Teachers and aides on playground duty must:

- Report on time.
- Space themselves around the playground so no area remains unsupervised.
- Respond sensitively and actively to a child's expressed concern.
- Make a point to intervene when a problem is anticipated.
- Teachers and aides must be familiar with school and playground rules.
- Make sure that students are not released until the people scheduled for duty are present.
- Students are not to be sent to an unsupervised area.
- Radio the Nurse or FASA if students need any medical attention.
- Maintain attention on the students and do not socialize with other adults.

Strong Start Academy Employee Handbook-2023

26

Grooming and Dress Code

These guidelines are part of an effort to encourage development of a professional image, and to reinforce the high regard parents have for the teachers.

At SSAES, we strongly encourage our staff to dress professionally. We have the expectation that our staff will model for the children we serve. At a minimum, we expect that the student dress code will be followed by our staff (with the exception of rubber-soled shoes to be worn at all times). Simply put, we work in a Professional Learning Community. Let's look the part of a professional!

- The following are NOT considered to be appropriate attire:
    1. For men: jeans (except for Fridays), jeans with tears or ragged edges, shorts, tank tops, muscle shirts, sweat suits or warm-ups, collarless T-shirts, spandex/lycra as an outer garment, no pants that drag or sag enough to show underwear or similar tight outfits;
    2. For women:jeans (except for Fridays), jeans with tears or ragged edges, shorts or skirts more than four inches above the knee, provocative shirts, tank or crop tops, muscle shirts, sweat suits or warm-ups, spandex/lycra, no pants that drag or sag enough to show underwear as an outer garment or similar tight outfits; and leggings.
    3. Slippers, house shoes, work boots, thongs, flip flop (any sandal that cuts between the toes and has no back is considered a flip flop and is not allowed), and other similar foot apparel.
- All employees are expected to exemplify grooming standards in a manner that projects an appropriate image for the employee and the school.
    1. Employees shall keep their hair neatly groomed. Beards and mustaches shall be neatly groomed;
    2. Employees shall not wear facial jewelry, excluding earrings; and
    3. Employees shall not wear on the outside of their clothing jewelry or similar artifacts that may be considered obscene or distracting, may cause disruptions, or which may present a safety hazard to the employee and those whom they work. Hats are not to be worn inside the school.

Health Office Referrals

Each classroom has a first aid kit. The teacher should administer ordinary First Aid. Students who feel ill or whom you suspect are ill should be sent to the office with a Health Referral. Any student who is vomiting, has high fever, rash, lice, or has suffered a serious injury should be sent to the office immediately. Any student who has sustained a head injury must automatically go to the office. All students who need to take medications during the day must do so through the Health office. Students may also be sent to the office for a change of clothes in the event of an accident or inappropriate clothing choice.

Procedures when we have no Substitutes

Please note that it is the teacher's responsibility to follow absence procedures and secure a substitute for a long-term absence. Please notify the school and your supervisor, as soon as you suspect you will be out to prevent your colleagues & students from having to accommodate your absence at the last moment. However,

Strong Start Academy Employee Handbook-2023

27

even with the best of intentions, sometimes we do not have a substitute for a classroom. When this happens, we will:

> 1. Make contact with our preferred sub list. If you know of a good substitute, please make sure to give their name and number to the Office Manager.
> 2. Make an all-call asking for teachers to sell their preps. Teachers who cover the classroom will be compensated for working through their prep time.
> 3. Cover the class with personnel not currently assigned to a classroom.
> 4. Split the class. Students will be assigned to other classrooms for the day.

At times, these procedures may be followed out of order. All decisions will be based upon what is best for students. Please note that none of these steps are optimal for students, and all of these steps consume an inordinate amount of your co-worker's time and effort. In most instances, **ensuring a substitute the moment you suspect you need one, will prevent this disruption from happening.**

Information for Substitutes

Arrangement for a substitute should be made as far in advance as possible to ensure their availability.

Every effort must be taken to assure that when a substitute is necessary; the educational process can proceed without undue interruption. Each teacher is required to provide the following items in a folder to be available for any substitute.

 Students with health concerns and what to do about them

- Daily schedule
- Duty schedule
- Fire drill map
- School schedules (school start, lunch and dismissal times, prep times)
- Attendance and lunch count procedure
- List of students who attend special classes
- Names of staff members to go to for assistance
- Names of reliable students
- Location and procedures for restroom passes
- Classroom management plan
- Worksheets and directions to cover three days of absences
- Classroom seating chart

Substitute folders are kept in the office. Teachers should submit their folder to the Office Manager by the **second Friday** of school. Also, be sure to keep the folder updated as changes occur and emergency worksheets are used. In addition to the preceding requirements, a teacher can further help the job of the substitute by keeping the substitute file up-to-date and making lesson plans clear and having all teaching materials easily accessible.

Teachers should also be conscious of the need to involve the students in making the substitute teacher's day as

Strong Start Academy Employee Handbook-2023

28

pleasant as possible. Make sure the students have been informed of what to do and how to behave when a substitute is taking the place of their regular teacher. Discuss the fact that how they behave gives the substitute teacher an overall impression of the school. Designate a room host to welcome the substitute and acquaint the substitute with routine procedures. Develop a willingness on the part of the students to accept the fact that a substitute teacher might do things differently. Encourage students to assume a major responsibility for helping the day go well.

Google

Google (Mail, Drive, etc.) is SSAES' communication system. It is to be used for school communication and business only. Staff must check their Google mailboxes throughout the day, to ensure that important information is read and deadlines are met. Also, in the event of a lockdown situation, information will be posted, if possible and appropriate, for staff viewing only. All staff will read and sign an Acceptable Use Policy form which defines appropriate computer use. Please remember that SSAES' Google is not private.

Parent Communication

It is expected that the classroom teacher provide adequate communication to parents. The following is the minimum expectation of communication:

- All teachers must join the school's Class Dojo account and encourage all parents to sign-up.
- All school wide flyers, bulletins, fundraising information, and newsletters should be posted to each teacher's Class Dojo account as well as sent home in a timely manner.
- Progress Reports should be generated every 4 weeks with students to inform parents of their child's progress.
- Report Cards and Unsatisfactory Notices need to go home on required dates.
- Parents should be notified in the case of any adverse injury sustained at school, extreme or habitual behavior problems, at the first sign a child begins to experience academic difficulty, attendance and tardy issues, and at the first indication a student may be retained in the same grade.
- The administrator is responsible to ensure that the content of communications is proper and meets high standards of accuracy, neatness, legibility, spelling, and syntax. All communication must be approved by the administration before sending it home. In the event a parent is confrontational, or tries to intimidate staff members, seek administrative help immediately.

RECORDING OF ABSENCES/TARDIES

Teachers' Class Record Books (grade books) are part of the SSAES' official records and must be maintained for a minimum of five full years. The teacher's Class Record Book shall serve as the legal document of reference and will be used exclusively for determining absences. The Attendance Register serves as the official in-school record of attendance. Attendance markings should match between the Attendance Register and the Class Record Book (grade book).

Strong Start Academy Employee Handbook-2023

29

Student Absences

- See that correct and accurate attendance records are kept daily using Infinite Campus.
- See that you receive written excuses from home. Turn in all absence notes daily to the attendance clerk in designated envelope and record all calls to and from parents.
- Inform the office staff when you feel that student absences/tardies are excessive.
- Call home to see if the child is okay and to tell the student he/she is missed.
- Stress the importance of good attendance by setting an example yourself, and by complimenting students who have good attendance.
- Make your classroom inviting enough that students want to come to school.
- Contact the office if you have a reason to question a child's absence or suspect truancy.
- When a student has been absent more than four times in one reporting period, the teacher should notify the office in writing.
- The office will inform you when a parent informs the office that their child will be out for an extended period of time.

Tardies

- Record all tardies on Infinite Campus.
- If a child is tardy, counsel and/or contact parents.
- If the problem continues, notify the office staff.
- Teachers will inform parents of tardiness through written notification when three tardies have occurred during one reporting period and will call parents when four tardies have occurred.

Staff Children

Children of the staff should be able to engage in independent activities with little or no supervision and with no disruption to other staff members, otherwise, there is Safekey available for a fee. Children of the staff members are to avoid staff meetings, committee meetings, staff lounge areas, mailboxes, and other areas prohibited to all students.

Student Confidentiality

Any information regarding a student's health, grades, records, attendance, academic progress, special education services, and directory information is confidential. Confidential information may not be shared with non-custodial parents, or other students. Check the student's registration information in Infinite Campus. Federal law prohibits releasing any recorded data on any child to anyone other than parent or legal guardian without the consent of the parent or legal guardian. Teachers must abide by this law. Failure to do so has both ethical and legal ramifications.

Strong Start Academy Employee Handbook-2023

30

Student Supervision

All teachers will accept responsibility for the supervision of children. No child or group of children, either in a classroom or on the playground may ever be left unattended. In case of an emergency, ask a neighboring teacher to supervise. Do not accept responsibility for saying, "Yes, I'll watch your class," if it is not an emergency. The teacher saying "yes" is accepting total responsibility for the supervision of those students.

Students are not to be excluded from the classroom for disciplinary measures without supervision. Teachers, at all times, are responsible for the conduct and safety of children, and are accountable to see that children observe safety rules. Unsupervised children are in a potentially dangerous position and a negligent teacher can be held personally liable for accident or injury.

INSTRUCTION

Classroom Management

Classroom management is largely the responsibility of the teacher and should, in most cases, be handled by the teacher. Effective teachers manage student behavior and enhance student motivation by having a clear and well developed classroom management plan. The techniques derived from varied research literature support the following principles:

1. Classroom organization has a huge impact on student behavior; therefore, teachers should carefully structure their classrooms in ways that prompt responsible student behavior.
2. Teachers should explicitly teach students how to follow the 3 B's (be safe, be responsible, be kind) in every situation.
3. Teachers should focus more time, attention, and energy on acknowledging responsible behavior than on responding to misbehavior.
4. Teachers should pre-plan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

However, there are those occasions when it is necessary to remove a student from the classroom. In such cases, a discipline referral should be completed in Infinite Campus. Additionally, the following comments are intended to give insight into what this administration believes will result in positive classroom environments:

- Good organization - reduces the need for discipline plans. Efficient line up and passage, minimum waits in line, carefully planned classroom routines, and attention to living space all help in managing student behavior.
- On-going programs such as cooperative learning activities, Life Skills, CHAMPS and similar plans promote social skills growth, enhance teacher and student self-esteem, and build teacher/pupil rapport. The end result is improved discipline.
- The moment you lose your temper, the child wins. Keeping your cool is a must. If you are incapable of remaining calm, call for help.

Strong Start Academy Employee Handbook-2023

31

- An exciting learning program pre-occupies most children with positive things and will ease behavior management concerns.
- Model the behaviors you wish to see.
- Control is important when verbally communicating with students - what we say about children (both to others and to ourselves) dictates what we transmit to our students.
- It is important to recognize, acknowledge, and speak to children that you encounter in school.
- Review routines and procedures frequently. Provide praise and rewards for those who follow classroom rules.
- Children in time out should be in areas supervised by an adult. Students should not be left in the hallway or outside the building.
- Consistency is important, but you have the right and responsibility to use good judgment at the moment.
- Your last resort should be the office/behavior classroom. Students view you as the authority. The moment you turn that over that power to another person (the counselor, administrator, or any other person) it sometimes sends the wrong message to the child such as "I have no control over your behavior. I give up!" This is true especially if the child is continually sent out for minor violations in the classroom.

Nevada Academic Content Standards (NVACS)

This is your curriculum. You will find all that needs to be covered for your grade level or specialty area, by grade, in this document. You can find the NVACS on the Nevada Department of Education's website. This document provides specificity to the time/grade the standards must be taught and mastered. The NVACS are aligned with college and work expectations, allowing our students to be prepared for a global economy.

Grading Policy / Report Cards / Progress Report

SSAES Report Card was developed to report student progress toward meeting the Nevada Academic Content Standards. The Nevada Academic Content Standards outline essential student learning standards for each grade level and core courses. These standards are used by classroom teachers as the curricular scope for planning and delivering instruction and for monitoring student learning and progress. Benchmarks, reflecting the Nevada Academic Content Standards, break up the learning into semesters. SSAES' Report Card will be issued to parents at the end of each semester, twice per year.

Teachers should study each student's learning needs and provide for these needs in the classroom setting, make ongoing adjustments in the curriculum to meet individual student needs on a continual basis (not just mid-year or year-end consideration), motivate students to progress as rapidly as their ability permits, be alert to every student's social, emotional and academic needs, and provide appropriate learning situations to meet them.

Student academic progress must be documented using the adopted web based Infinite Campus portal and needs to be uploaded every other week (bi-monthly) to provide parents with up to date information. Teachers are mandated to comply with this reporting process. **It is expected that all teachers in all grade levels will show**

Strong Start Academy Employee Handbook-2023

32

consistency in the reporting of grades of all students. Progress reports should be provided to parents frequently (at least once a month). Grades need to be uploaded to Infinite Campus on a weekly basis.

Report Cards

Give an overview of the student's performance in all subject areas and strands. These grades take into account all classroom work and assessments for the semester. Look specifically at how the student performed on essential grade level skills. These skills do not represent all of the skills taught during the semester but are considered important enough to report separately on the report card. The comments must be specific and personalize for each student's performance during the semester.

Strong Start Academy
Standards Based Grading Scale
Escala de Calificación Basada en Estándares

4. Advanced	3. Proficient	2. Developing	1. Beginning
The student has demonstrated proficiency and can apply knowledge above and beyond the standard.	Student has mastered the standard. GOAL	Student can demonstrate some understanding of the concept required by the standard but lacks proficiency in key areas.	Student has difficulty demonstrating understanding and needs support to complete key tasks.
4. Advancado	3. Competente	2. Desarrollando	1. Comenzando
El estudiante ha demostrado competencia y puede aplicar conocimientos por encima y más allá del estándar.	El estudiante ha dominado el estándar. Objectivo	El estudiante puede demostrar cierta comprensión del concepto requerido por el estándar, pero carece de competencia en áreas clave.	El estudiante tiene dificultad para demostrar comprensión y necesita apoyo para completar las tareas clave.

W: Working on standards below grade level only for the 1st semester for newcomers or for Special Education students.

Lowering grades for disciplinary reasons is unacceptable and report cards may not be withheld pending return of school property.

At SSAES, three parent-teacher conferences are offered for each student each year. Teachers shall maintain records of parent-teacher conferences and are required to advise parents, by conference or written notice, of unsatisfactory progress being made by their student. Parent teacher- conferences are also recommended when unsatisfactory progress is identified.

In elementary schools, teachers are required to advise parents of student progress and post a progress report to the parent/guardian portal every 3 to 4 weeks. The teacher of record of a competency based course is required to confer with students who are not demonstrating progress and to provide a written progress report notice to students to be shared with parents advising them of work that is below average progress. If, at that time, a student's behavior is unsatisfactory, it should also be noted on the written progress report notice.

Strong Start Academy Employee Handbook-2023

33

A grade of a "1" shall not be given unless previous notice of unsatisfactory progress has been provided for the reporting period. Failing grades resulting from conditions existing exclusively in the last four weeks of a report period may be exempt from the prior reporting notice with the approval of the school principal.

Homework Policy

Homework assignments shall take into consideration the individual needs and academic abilities of students. Homework should be something that students can complete independently. Homework assignments should generally be an outgrowth of classroom interests and activities. Holidays and weekends should ordinarily be free for outside activities. The student should always understand the purpose of the homework assignment and be certain as to what to do or what to look for.

Students should have homework on Monday through Thursday. Homework should be a continuation of work that has been taught by the classroom teacher, but not completed by the students during their seatwork time. Time for reading to, with, or by the student is appropriate as a homework assignment and is strongly recommended as follows:

Kindergarten – 3rd Grade = minimum 15 minutes daily

Here are some guidelines to use when assigning homework:

1. Make certain students understand the purpose of assigned homework and understand what to do.
2. Insist on a high standard of work to be turned in by students. Stress accuracy, neatness, legibility, and proper arrangement on the page, correct spelling, and punctuation.
3. Always thoroughly teach new or difficult work in the classroom before assigning new instruction as homework.
4. Teach good study habits in the classroom in order to promote a higher degree of benefit from homework.
5. Do not assign homework as punishment.
6. Always acknowledge completed homework by checking papers in a timely manner. Students and families need feedback for justification of expended effort at home.
7. Students who do not complete homework should spend any free time, recess, etc. completing their work.

Holidays / Celebrations

In observance of recognized special holidays, teachers and students may prepare and carry out suitable educational activities. Please do not begin earlier than one-half hour before dismissal time. Activities are appropriate in all grades (kindergarten through third) for Halloween, Thanksgiving, Christmas and Valentine's Day. At Christmas time, or any other time, do not allow students to exchange gifts. To do so may place a burden on parents.

Strong Start Academy Employee Handbook-2023

34

Birthdays may be acknowledged, however, birthday celebrations for students are not to be allowed at school during instructional time. If a child has invitations, they should be passed out either before or after school. Please encourage parents to bring non-food items as treats, however, if food treats are delivered, please inform parents that they will be distributed by their child at the very end of the school day or at lunch (last 15 minutes).

Celebrating special holidays is voluntary and limited to the last 30 minutes of the day. If you have a party inside the classroom, request extra trash bags from the custodian.

All foods for special occasions must be commercially prepared to minimize risks of food borne illnesses and to avoid known food allergens. Foods must meet the nutrient and beverage standards within this regulation with the exception of an activity that is part of a learning experience related to the reinforcement of established lesson plans in the classroom. Any food item distributed at school during regular school hours is required to be in alignment with the nutrient and beverage standards as specified in regulation R-5157. If you plan on serving any food items that do not meet the nutrient and beverage standards for a special occasion, a letter must be sent home prior to the event, notifying parents and requiring parent permission.

Lesson Plans / Instructional Planning

Teachers are required to do weekly lesson plans. Purposeful planning is essential for good teaching. Teachers will utilize SSAES' lesson plan system to develop and document weekly lesson plans/activities or appropriate alternate forms and/or instructions for recording instructional plans. These plans provide teachers with a convenient, systematic way of organizing and planning classroom work.

Lesson Plans

Nevada Academic Content Standards, the Literacy Framework, the Standards for Mathematical Practices, and the Next Generation Science Standards will serve as the basis for instruction for each teacher. As a grade level, teachers will develop an annual pacing plan for each subject; daily, weekly and unit plans are to be developed from those pacing plans.

Instructional Planning

Purposeful planning is essential for good teaching. Teachers will maintain lesson plans and post them in the SSAES' lesson plan system. Although no specific template is required, it is expected that plans will include the date, teacher's name, and subject being taught on each layer for each portion of the daily plan. Also included in the lesson plan should be the following:

- How you are preparing the learner;
- The NVAC standard (What students' are learning?)
- Purpose (Why are they learning it?)
- The task (How will they show they have learned it?)
- Teachers will also include within the procedures how they will help students make-meaning of the content.

Strong Start Academy Employee Handbook-2023

35

- With the adoption and training of the literacy framework structure, it is also expected that every teacher will include in their daily plans their lessons for the differentiated reading block. The plans should include the time for each group, the names of students in each group, and the skill/strategy being taught. While pulling small groups, other students are expected to be working on standards based workstations, which also need to be outlined in the plans (work stations do not have to change daily).

 Your grade level team, Learning Strategists, and administrators are all available for support if you need help establishing routines or groups.

During prep and morning professional development, time is provided for collaboration to discuss the standards being taught and ideas on how to teach the standard. Each teacher is expected to write plans for each subject area under their own login. Lesson plans are mandatory and must be completed and available each week. In case of an unexpected absence, the teacher's plans should provide an adequate guide for the substitute who may be called to teach the class. ALL PLANS ARE TO BE POSTED BY MONDAY MORNING AT 7:00 a.m. BEFORE THE WEEK BEGINS, EVERY WEEK. A hard copy must also be placed on the teacher's desk to be available for inspection.

**Any administrator or member of the Board of School Trustees may request a teacher's instructional plans for review at any time.

Plans must be submitted at the end of the school year to be archived for seven years.

Effective use of Morning Meetings (PLC)

Morning meetings will be held from 7:00 a.m. to 8:00 a.m. Meetings are expected to begin promptly and all teachers must report on-time, come prepared, and ready to participate. The following is a list of what is expected from every single staff member on the campus. A professional educator:

- Is willing to learn, grow, and collaborate
- Make good use of time (not texting, writing lesson plans, checking emails, or grading papers during meetings)
- Has an underlying belief that every student can learn
- Stays positive and focused on the school's mission
- Bases decisions on "What is best for Children"
- Adheres to school wide procedures
- Consults and helps others
- Treats others respectfully

The focus of conversation during PLC meetings is to collaboratively engage in the teaching and learning cycle. Begin by discussing or unwrapping the standards being taught and narrowing the standard to the learning goal or objective. Next, share ideas and strategies on how to teach the standard. Then, create or identify common assessments that will be used to report student data results with your team. Finally, use the data to implement changes to instruction. ***Only grade levels scheduled to meet for RTI are excused from PLC meetings, all other grade levels will meet daily for PLC.**

Strong Start Academy Employee Handbook-2023

36

Effective Use of Allocated Instructional Time

Implement a direct teaching activity that addresses grade level/school wide focus goals as identified on the academic focus calendar at the onset of each school day. Grade level frequent assessments are required to monitor and address mastery toward school improvement focus objectives.
Plan routine classroom procedures so that instruction begins quickly and interruptions to learning are minimized. Practice routines with students so that they become familiar with them and use them automatically. Adhere to scheduled times, as much as possible, so that schedule-dependent activities start and stop on time. Set and maintain a brisk pace for instruction. Maximize instructional interaction between teacher and students. Integrate subject areas whenever possible to maximize instructional time.

Parent Concerns

Parents will be provided the opportunity to resolve concerns in an informal manner by conferencing with the teacher first and then with the administrator, if needed. Teachers should encourage parents to bring concerns that do not relate to their child directly to the administrator.

Make every effort to resolve concerns. Concerns not satisfactorily resolved should be referred to the office. Parents will be asked to complete a Parent Concern form that will be reviewed by the administrative team and every attempt will be made to resolve the concern. When efforts to resolve concerns informally do not produce satisfactory results, the person with a concern may formalize the complaint by putting it in writing and forwarding it to the Board of Directors. A written verbal acknowledgment will be provided in an appropriate amount of time.

Parent-Teacher Conferences

Teachers should conference with parents as often as necessary, particularly before problems develop. At least three conferences with each child's parents must be arranged by the teacher during the scheduled Parent-Teacher Conferences. Other conferences may be requested by the parents or principal in connection with support staff, school psychologist, and school nurse or school speech therapist.

Teachers are also encouraged to maintain contact with parents through phone calls, texts, Class Dojo, and/or email. Invite them to become involved in the school's programs.

Teachers will maintain records on all parent/teacher conferences/contacts including those held by telephone. Where deficiencies in student performance are identified, teachers should prescribe corrective action. It is imperative that teachers document each and every contact with a parent as such documentation may be referred to on numerous occasions.

Personal Property

Teachers who bring personal items into their classrooms, should secure their items in their desk or in another

Strong Start Academy Employee Handbook-2023

37

secure location. Do not leave your purse or any other personal property where it can be easily accessed by students.

Preparation Time

A Prep schedule will be provided to all staff at the beginning of the year. An electronic copy will also be available via Google Drive. Teachers will use preparation time productively and professionally. Remember this time is provided for teachers to use for collaboration, to prepare for lessons, and/or contact parents. This is NOT time for socializing or "hanging out".

Students

Procedures for Arrival and Dismissal at SSAES

Assemblies:

Because of the need to maximize instructional time, assemblies will be kept to a minimum. Before any assembly, teachers are to review expected assembly behavior from students:

- Students will sit quietly and wait for the program. "Give me five" will be the signal to focus.
- Students will not call out to their friends.
- Students will respect performers by paying attention.
- Students will show appreciation only by smiling and clapping.
- When the program is over, students will sit without talking and stand when their teacher signals.
- Students will leave the room with arms folded and mouths quiet.

Performers:

- Will wait quietly in the hallway.
- Will stand quietly on the stage without touching the curtain.
- Will concentrate on your post; do not wave or call to people you know or talk to others on the stage.
- Will leave the stage quietly.

Child Protective Services

Nevada Statutes require school authorities, teachers, and others to report to Nevada State Welfare or to law enforcement agencies any suspected case of child abuse or neglect. Immunity from civil or criminal liability is provided under the law to those making such reports.

Strong Start Academy Employee Handbook-2023

38

Nevada Statutes define child abuse and neglect as "physical or mental injury of a non-accidental nature, sexual abuse, sexual exploitation, or negligent treatment or maltreatment of a child under the age of 18 years by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby."

If you believe that a child has been the victim of abuse/neglect, it is your duty by NV State Law to document and report the abuse. The following procedures should be followed immediately following suspected abuse:

1. Notify an administrator. In the event there is no administrator on campus, you must follow the subsequent steps using your best professional judgment.
2. Call Child Protective Services at (702)455-5401. Document date, who you talked to, the suspected abuse, even if CPS refuses to take a report. If CPS takes the report, get the report number.
3. Call the Police.
4. Child may need to meet with a counselor, school nurse, or FASA.

Child Protective Services will never disclose who made the report. In the event you are confronted by angry parents, it may be wise to deny any knowledge of the abuse or making a report.

Discipline

A behavioral code has been developed at SSAES to guide appropriate student behavior in a consistent manner through the school. Specific rules are also developed to govern situations (lunchroom, playground, etc.) that require heightened specificity, however, all rules relate directly to our behavior code.

Restorative Justice Policy
At SSAES, we employ restorative justice through a whole school approach. A whole school approach uses restorative justice to build culture and climate based on restorative values of respect, trust, inclusion, tolerance, and understanding. Building a restorative culture results in fewer incidents of harm overall. We have embedded Restorative Practices into our Multi-tiered System of Supports (MTSS) framework. Our school-wide Positive Behavior Interventions and Supports (PBIS) is a large-scale example of MTSS that focuses on teaching as prevention. Our Restorative Justice Policy was developed to integrate with the school's PBIS framework and create a model that is a more collaborative, inclusive, and positive approach to developing effective interventions for personal behavioral growth. The model is a three-tier problem-solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of reinforcing appropriate behavior. Tier 1 focuses on prevention of problem behavior by emphasizing universal supports. The critical features of Tier 1 include school-wide expectations that are taught and encouraged, and systems that discourage inappropriate behavior. Tier 2 is designed to prevent the development and escalation of problem behaviors for students who are

Strong Start Academy Employee Handbook-2023

39

identified as being at risk for developing chronic behavior problems. It involves specialized group interventions to supplement the Tier 1 supports. Tier 2 interventions focus on targeted and explicit instruction of skills, structured prompts for appropriate behavior, opportunities to practice new skills in the natural setting, and frequent feedback. Tier 3 is designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports. Tier 3 interventions are utilized for students that demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports.

Tier I	Restorative Practices
Prevent inappropriate behaviors by introducing school wide support	- Establish and reinforce school-wide expectations, initiatives, and systems - Cultivate healthy, positive, and professional relationships with students - Emphasize a sense of school community - Engage students personally before addressing any behavioral issue, whenever possible

Tier II	Restorative Practices
Identify students who are developing chronic inappropriate behaviors Focused on behavior data and documentation	- Continue Tier 1 Restorative Practices - Temporary/alternative student environment - teacher to teacher, teacher to staff member, teacher to penalty box, etc. - Meet with the Counselor or Safe Schools Professional - Self-Reflection - Students required to self-disclose inappropriate behavior to a parent via student initiated contact from the school site. - Informal parent/family contact via phone call, e-mail message, text message - Peer circles - Apology letters

Strong Start Academy Employee Handbook-2023

40

	Restorative Practices
Tier III	
Resolve chronic inappropriate behaviors with individualized interventions	● Continue Tier 1 & 2 Restorative Practices ● Meet with the Counselor or Safe Schools Professional ● Introduction to the Executive Director ● Formal parent/family contact ● Social contracts ● Create a Restorative Action Plan (RAP) - Collaborate with students, parents, and all to create a plan that is realistic to accomplish.

In an effort to optimize equitable application of disciplinary consequences for students, it is important to differentiate and define different types of disciplinary incidents.

MINOR BEHAVIOR INCIDENTS
Minor Behavior Incidents are staff-managed behavior incidents that are addressed by school personnel such as a classroom teacher, when applicable. Minor Behavior Incidents violate school or classroom rules or procedures.

Restorative Steps For Minor Behavior

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

MAJOR BEHAVIOR INCIDENTS
Major Behavior Incidents are office-managed behavior incidents that are addressed by office staff and/or administration. They are severe in nature or are habitually repeated. Major Behavior Incidents that violate SSAES Rules or Policies, impact student or staff safety, or cause property damage may be subject to law enforcement involvement. Major Behavior Incidents include discretionary expellable offenses.

Strong Start Academy Employee Handbook-2023

41

Restorative Steps for Major Behavior
- Administrator assesses, problem solves
- Objective: Teach, learn, return to academic instruction as quickly as possible
- Strategies:
  - Practice behavior expectations
  - Re-Teach in setting
  - Ask the following Restorative Questions
    - What happened?
    - What were you thinking of at the time?
    - What have you thought about since?
    - Who has been affected by what you have done?
    - In what way have they been affected?
    - What do you think you need to do to make things right?
  - Problem-solving team (SST)
    - Student Success Specialist
    - Mentor
    - Administrator
  - Conference with families (Student Restorative Plan of Action is completed)

For all offenses, common sense and good judgment will prevail. Strong Start Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate with the severity of the offense.

Administration will make the final decision on disciplinary actions.
If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: **RPC, Suspension, or Expulsion.**

If the student continues to exhibit disruptive, dangerous, defiant, or otherwise undesired behavior and/or the student violates their Restorative Action Plan (RAP), parents must come to campus and attend a Required Parent Conference (RPC). The RPC may include members of the Restorative Justice Team, the parent(s)/guardian(s), and the student. It may be necessary to determine interventions or a revision of the student's Restorative Action Plan.

Strong Start Academy Employee Handbook-2023

42

Pursuant to NRS 392.467 a student may be expelled, suspended, or removed if they have been charged with a crime if:
      a. The school conducted its own documented investigation.
      b. The school gives notice of the charges brought against the student.

Summary of Progressive Restorative Discipline Structure

Students are disciplined in a restorative, progressive manner. It is not an individual disciplinary event(s) that is/are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168). Continued disregard for school rules is a key factor for disciplinary consequences. Disciplinary action is also commensurate with the severity of the offense.

AB 168 & Battery of an Employee or Pupil MANDATORY DISCIPLINE IN NRS:
Although the battery of an employee does not require discipline according to NRS, the SSAES Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the Executive Director will bring the matter to the Board for a decision as to consequences.

Discipline Limits for Special Education Students

- 11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing.)
- Age 11+ limit for all four categories of misconduct (no exception for 30 possession of a firearm or dangerous weapon)
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

Changes to discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP)

Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case

Strong Start Academy Employee Handbook-2023

43

a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1)

FIELD TRIPS

Anytime you take your students outside of the school boundaries, you are taking a field trip. Field trips can extend and enhance classroom activities and learning experiences. Field trips should have an education value clearly associated with the objectives and skills found in the NVACS.

It is not always appropriate to bring some students on a field trip because of safety concerns. Field trips are NOT mandatory, and teachers are held liable for the safety and well-being of all who attend. Therefore, who goes on the field trip is left to the teacher's discretion. If you deny any student a field trip experience because of behavior concerns, you must contact the parent prior to the trip to provide rationale for the denial. You will also be responsible to make appropriate academic arrangements for the students while away on the trip.

Field Trip Guidelines

General Rules

1. All chaperones and students are expected to follow established rules of behavior. Failure to do so will result in an immediate return home at the individual's expense, in addition to possible legal action.
2. Courteous, considerate behavior is expected at all times. Any behavior that compromises another students' or chaperones' comfort will not be tolerated.
3. Chaperones and students are expected to be at their assigned meeting location at the appointed time.
4. Possession of any items which may be considered dangerous (i.e., knives, etc.) or behavior which may compromise the safety of others will not be tolerated.
5. Any participation in the use of alcohol, drugs, or any illegal act is cause to be sent home immediately at the individual's expense, in addition to possible legal action.
6. Any illness, injury, or other problems must be brought to the attention of the trip leader immediately.
7. The responsibility for all personal items rests on the individual. SSAES cannot assume responsibility for lost, damages, or stolen items.
8. Volunteer chaperones participate in the trip to supervise the students. Therefore, at no time must the chaperone leave the group for personal business. No side trips, free time away from the group.

Travel

1. A copy of each student's field trip permit must be kept by their assigned chaperone.
2. When traveling by air, a list of all students and chaperones with contact numbers must be kept by the leader of the trip. A copy must be kept at the school site.
3. Seatbelts and other safety devices should be worn at all times.
4. Voices should be kept at a moderate level.

Strong Start Academy Employee Handbook-2023

44

5. Students should be able to easily identify their belongings and have them labeled. It is suggested that everyone provide a count of the number of bags they are bringing to assist in gathering all belongings when you arrive in your destination.
6. If medication is required by a student then one adult should be in charge of the medications and be familiar with the dispensing requirements and medical needs of those students. Medication must be kept in a carryon bag.
7. Any rental vehicles being used must go through the proper reservation procedures for the school. Only those adults listed on the rental contract should be driving a rental vehicle.

Holidays

- No public school funds shall in any way be used to benefit sectarianism and no books or papers of a sectarian or denominational character may be used to promote a particular religion or sect.
- SSAES employees shall not promote nor permit the promotion of sectarianism within the schools. Student initiated non-school sponsored religious speech is acceptable in the public schools in the same manner as other free speech.
- Religious holidays may be observed only to the extent that such observances interpret the customs and traditions of a culture and may not provide opportunities for religious indoctrination. Songs and customs commonly accepted in the American way of life, even though such songs and customs may have been of a religious nature, are considered to be cultural traditions.
- Care should be taken not to schedule major examinations or significant single event student activities on major religious holidays.
- If you have a student who does not celebrate certain events for religious reasons, you must find an alternative activity for the child that does not conflict with the child's beliefs.

Lunch Procedures

1. Staff designated to cover student lunches will report to the classrooms.
2. Kindergarten students will be picked up by the Specialists on the playground and escort them to specials.
3. First - third grade teachers will be on recess duty for the last 10 minutes of recess and will line their students up at the end of recess.
4. Support Staff, classroom teachers, and specialists will provide lunchtime supervision.

Playground Procedures

- Students must walk to the playground.
- Basketball may be played at the basketball court.
- Two-square/four-square can be played in their designated areas.

Playground equipment

Strong Start Academy Employee Handbook-2023

45

- Students must go down the slide, one at a time, on their bottoms, and feet first.
- Students may not climb on the railings, or hang from the railings by their feet.

Grassy area

- Students may run on the grass.
- Students must stay in the designated areas-PE area is off limits.
- Students may not dig in the mud/dirt.

Restrooms

- Students must use the restrooms, flush, wash hands, dispose of trash and exit facilities.
- No playing is allowed inside the restrooms.

Students

- At all times, students are to keep hands to themselves and follow school wide procedures.
- When their designated whistle blows, students are to STOP playing and line up.
- Consequences need to be in place if this does not occur on a consistent basis.

Playground Supervisors

- Be on time for duty/picking up students. If something happens and you were not there, you are liable. In the event that you cannot be at duty, find a responsible person to cover or let an administrator know.
- Know the playground procedures and enforce them.
- Remind students what they can do. Sometimes they forget.
- When monitoring the playground, move around. Students are less likely to misbehave if they cannot predict where you will be next.
- Look for signs of aggression, i.e. raised voices, pushing, and stop the fight before it starts.
- Send students immediately with an escort to the office for any head injury, heat exhaustion, asthma, bee sting, or severe injury.
- Stop any adult on the playground or attempting to get on the playground without proper identification. Remind them that all visitors are welcome if they sign in at the front office.
- When students misbehave, intervene immediately with a reminder of procedures, a time-out from recess, a trip to the Peace Table, or for serious violations send the student(s) to the office.
- Teachers are encouraged to allow balls, Frisbees, and other appropriate equipment to be taken out during lunch recess.

Release of Students

During the instructional day, students will be released only from the office! Do not release students from the classroom unless requested by the office. The office will call students when leaving early. Parents should be

Strong Start Academy Employee Handbook-2023

46

referred to the office to sign the student release log. Releasing a student to any person other than those persons listed on infinite campus is prohibited.

Release of a student on demand to appropriate public officials <u>will occur at the office</u>.

Two (2) public officials have authority to take students into custody:

1. law enforcement officers, and
2. child abuse investigators of the Nevada State Welfare Division. A CCF-822 must be completed when a student is released to a law enforcement officer or a child abuse investigator.

Student Search / Confiscation

Teachers and/or administrators have the right to search students when there is probable cause. This right includes searching student desks at any time. Searching a student's person is subject to strong legal safeguards. When a teacher feels a student should be searched the administrator will be contacted and will assist the teacher. You may search a student if the student voluntarily consents. Confiscated toys, playthings, or other inappropriate items, should not be discarded but stored where they can be returned to parents, if necessary. Dangerous items should be confiscated immediately and the administrator notified.

TEACHERS MAY NOT SEARCH STUDENTS NOR THEIR BELONGINGS. TEACHERS MAY SEARCH DESKS AT ANY TIME.

FACILITIES

Building Security / Safety Procedures

School rooms, other than your own are not to be unlocked for any reason without the knowledge of the staff person responsible for the room. Do not unlock the doors to other teachers' rooms at the request of students. Make sure that classroom doors are locked when the room is vacant, and when working late or on non-school days. Make certain that the building is secure when you depart. No one is allowed in the building between the hours of 11:00 p.m. – 6:00 a.m.

Care of School Property

Staff members spend more awake time at school, than in their own homes, so it benefits all of us to show care and respect for our campus that has been placed in our hands. Please do your best to keep clean and organize the work space, lounge areas, classrooms, playground, and garden areas. Please model and encourage students to do the same.

Because our building is old, it requires more maintenance than typical of a newer building. If you notice repairs that need to be made, please contact the Head Custodian through SSAES Google Mail, or the custodians' mailbox. We will do our best to make repairs in a timely manner.

Strong Start Academy Employee Handbook-2023

47

If you choose to paint your room, or any part of it, you must first seek administrative approval. You must also stick to the neutral paint colors selected for the school and make sure the work space is clean when you are finished.

Furniture has also been assigned to each classroom. If you require changes to furniture, please contact the Head Custodian.

Staff Lounge Clean Up

Custodians are not responsible for cleaning the staff lounge. Individual staff members using the lounge areas are expected to clean up after themselves. This includes covering food in the microwave, washing dishes, and wiping tables. Please remove any food items at the end of the week. Please note that there is no garbage disposal. Do not allow food to go down the drain.

Staff Bathrooms

Please do not flush feminine hygiene products or paper towels down the toilets. Our plumbing cannot handle the excess paper.

Staff Work Areas

We have several teacher work areas available to the SSAES Staff. Please do not allow children near paper cutters or copiers. If you have parent volunteers working for you, please train them in the proper use of machinery and make sure that they clean up the work space when finished. Work areas are required to be neat, and orderly. This is the responsibility of all who use these areas.

Heating and Air Conditioning

If you have problems with the HVAC systems please notify the office. Please do not leave doors open when the air conditioning system is in operation.

Lights

Please turn off the lights whenever you go out of your classroom.

Computers

Please turn off all computers/copy machines at the end of day.

Strong Start Academy Employee Handbook-2023

48

School Keys

Teachers are responsible for the maintenance and security of all issued school keys. School keys must not be loaned to other persons (including students) or left unattended. Duplicate and additional keys may only be obtained through the school principal. Only designated personnel are allowed to duplicate school keys.

School rooms, other than your own, are not to be unlocked for any reason without the knowledge of the staff person responsible for the room. Do not unlock the doors to other teachers' rooms at the request of students. Make sure that classroom doors are locked when the room is vacant, when working late, or on non-school days. Make certain that the building is secure when you depart.

- Teachers should never leave keys on or in a desk. Everyone must take responsibility for the keys they are assigned.
- When using the building after school hours or on weekends be sure to check the door and ensure that it is locked.
- Sign-in turn on/off alarm on weekends/after school hours.
- Lock personal valuables in a file cabinet or other suitable place.
- Never give keys to a student.
- Never place school keys on a ring w/school name on it.

POLICIES

General

The successful operation and reputation of SSAES is built upon the principles of ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as scrupulous regard for the highest standards of conduct and personal integrity.

SSAES will comply with all applicable laws and regulations, including its charter agreement with the State of Nevada, and expects all employees to conduct their work in accordance with relevant law and to refrain from any illegal, dishonest or unethical conduct. Neither the Board nor any SSAES employee shall retaliate against a person who in good faith reports perceived illegal, dishonest or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, discuss the matter with your immediate supervisor and, if necessary, the office manager.

Every employee is responsible for complying with the school's policy of proper business ethics and personal conduct. Disregarding or failing to comply with these standards may lead to disciplinary action, up to and including termination of employment

Strong Start Academy Employee Handbook-2023

49

Standards of Conduct

All employees are expected to work together in a cooperative spirit to serve the best interests of SSAES and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers, as required by applicable law.
- Meet established expectations of job performance.
- Comply with attendance policies.
- Be responsible in the performance of job duties.
- Be efficient.
- Respect the personal and property rights of all individuals one comes in contact with during the course of SSAES business.
- Follow job instructions.
- Maintain a courteous and professional demeanor.

Promotion / Retention Policy

It is presupposed that students work toward achievement of the educational goals of SSAES in a continuous program of learning through an established grade-sequential curriculum and, hence, normally are promoted one grade each year. Advancement through the curriculum however, shall be based upon a student's demonstrated ability rather than age or years in school; and retention at grade level or double promotion of a student may be directed when deemed appropriate.

Student Retention

Before retaining any student in the same grade, conferences must be held with parents/guardians to discuss the reason for retention. Parental acceptance of retention is essential to the probability of future success for the child. For this reason, though permission is not a requirement, retention should not ordinarily be considered if the parents are resistant.

The decision to make a recommendation for retaining a student in the same grade is one of the more important and sometimes-difficult decisions a teacher must make. One of the first considerations is that studies and research findings conclude that for most children, retention is of no benefit and may often be harmful. The prime consideration for recommending retention is that, in the teacher's judgment, the pupil will benefit over and above any detrimental effects that may result from being retained. In this regard, the teacher should consider not only the situation for the child at the beginning of the next school year, but also his/her situation in years to come. Retention should be considered only if a child can reasonably be expected to profit from another year in the same grade.

The teacher and the principal in joint agreement have the final authority to retain a student. No student may be

Strong Start Academy Employee Handbook-2023

50

retained more than one time in the same grade. Before any student may be retained in the same grade rather than be promoted, the procedures identified on the following pages are to be utilized.

I.   Identification Phase
- Students whose achievements are significantly below grade level are potential candidates for retention. Such students should be identified as early in the school year as possible, and parents should be notified.
- The teacher, the principal, and the parent/guardian should undertake special consideration of the student's learning needs. When appropriate, the teacher initiates a data-gathering phase.

II. Data Gathering Phase
- Data may consist of:
    i.   Student profile
        1. age
        2. physical size/maturity
        3. knowledge of English language
        4. experiential background
        5. grade placement
        6. siblings
        7. transience
        8. school attendance patterns
        9. present level of academic achievement as reflected in management system profiles and report card grades
        10. student's attitude about retention
        11. motivation to complete tasks
        12. emotional problems
        13. history of delinquency
        14. ability as measured by standardized tests
        15. prior retention(s)
    ii. Pertinent Information may be taken from:
        1. confidential file to identify history of learning
        2. cumulative folder
        3. research validated retention indicators (e.g., Light's Retention Scale)
        4. student work samples
        5. teacher observation
        6. parent/teacher conference records
- After collecting sufficient information, the teacher will again conference with the parent/guardian and the principal. Deficiencies will be specified and an instructional intervention plan will be formulated. The basic elements of this plan should include:
    1. A description of specific student skill deficiencies,
    2. A description of minimum student skill, acquisitions needed to demonstrate acceptable progress,
    3. A description of teacher commitment to facilitate student acquisition of identified skills.
    4. A description of home (parent/guardian),

Strong Start Academy Employee Handbook-2023

51

     5.   A projected time frame for implementation.

III. Intervention Phase
- An instruction intervention plan will be implemented (including alternative referrals, if appropriate).
- A sufficient amount of time will be allowed for improvement.
- After an appropriate time interval, the teacher, principal, and parent/guardian will conduct a review of the student's progress.
- If necessary, activities will be modified to better accomplish the expectancies of the plan.
- If acceptable progress is not evidenced, adequate measures should be taken to rule out learning and/or emotional handicaps.

IV. Decision Phase
- The principal and teacher, in joint agreement, will have final authority to retain a student. The following will be included in the basis of that decision:
    - i.   data gathered
    - ii.   student progress in intervention phase
    - iii. professional judgment
    - iv. effect of retention student's educational improvement
    - v.   degree of parental support
- In cases where the principal and teacher cannot reach an agreement, or when the parent/guardian requests a review of the decision, an in-building advisory team of certificated personnel will be selected by the principal and teacher to review the situation and to offer advisory recommendations. A school may deem it advisable to use a similar advisory team for each recommendation for student retention. In the absence of final agreement between teacher and principal, the student will not be retained.
- A reasonable effort to meet the parents/guardian to discuss recommendation and action will be made by the principal and teachers.
    - i.   Appropriate means for parental involvement will be discussed.
    - ii.   Appropriate documents will be reviewed, explained, and filed in the student's cumulative record folder.

V. After the final decision regarding the student has been made, a summary of the instructional intervention plan (Phase III) will be prepared and filed in the student's cumulative folder. This summary should include identification of instructional methods and intervention techniques that have been used for the student.

Corporal Punishment

Corporal punishment is strictly forbidden. Slapping, spanking, pinching, hitting, or physical force to correct student behavior is strictly prohibited. SSAES expects employees to command respect by being respectful and by correcting students in a respectful manner. Employees are expected to seek the necessary resources to correct student behavior when it is beyond their ability to take corrective action. Use of corporal punishment may be grounds for discipline up to and including immediate termination.

Strong Start Academy Employee Handbook-2023

52

Bullying Policy

Policy 5137 - Safe and Respectful Learning Environment: Bullying and Cyberbullying Under **NRS 388.122**, "bullying" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:

(a) Have the effect of:
  (1) Physically harming a person or damaging the property of a person; or
  (2) Placing a person in reasonable fear of physical
  harm to the person or damage to the property of
  the person; or
(b) Interfere with the rights of a person by:
  (1) Creating an intimidating or hostile educational environment for the person; or
  (2) Substantially interfering with the academic performance of a pupil or the ability of the
  person to participate in
  or benefit from services, activities or privileges
  provided by a school; or
(c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
  (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or
  expression, sexual orientation, physical or mental disability of a person, sex or any
  other distinguishing
  (2) characteristic or background of a person; or
  (3) Association of a person with another person having one or more of those actual or
  perceived characteristics.

NRS 388.132 Legislative declaration concerning safe and respectful learning environment.

The Legislature declares that:

1. Pupils are the most vital resource to the future of this State;
2. A learning environment that is safe and respectful is essential for the pupils enrolled in the public schools in this State and is necessary for those pupils to achieve academic success and meet this State's high academic standards;
3. Every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a public school in this State must be maintained as a safe and respectful learning environment, and no form of bullying or cyberbullying will be tolerated within the system of public education in this State;
4. Any form of bullying or cyber-bullying seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;
5. The use of the Internet by pupils in a manner that is ethical, safe and secure is essential to a safe and respectful learning environment and is essential for the successful use of technology;
6. It will ensure that:

Strong Start Academy Employee Handbook-2023

53

12

(a) The public schools in this State provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential;

(b) All administrators, principals, teachers and other personnel of the school districts and public schools in this State demonstrate appropriate and professional behavior on the premises of any public school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate bullying and cyber-bullying, and by taking immediate action to protect a victim or target of bullying or cyber-bullying when witnessing, overhearing or being notified that bullying or cyber-bullying is occurring or has occurred;

(c) The quality of instruction is not negatively impacted by poor attitudes or interactions among administrators, principals, teachers, coaches or other personnel of a school district;

(d) All persons in public schools are entitled to maintain their own beliefs and to respectfully disagree without resorting to bullying, cyber-bullying or violence; and

(e) Any teacher, administrator, principal, coach or other staff member or pupil who tolerates or engages in an act of bullying or cyber-bullying or violates a provision of NRS

388.121 to 388.1395, inclusive, regarding a response to bullying or cyber-bullying will be held accountable; and

7. By declaring this mandate that the public schools in this State provide a safe and respectful learning environment, the Legislature is not advocating or requiring the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but is requiring that pupils be free from physical, emotional or mental abuse while in the care of the State and that pupils be provided with an environment that allows them to learn. (Added to NRS by 2001, 1929; A 2005, 705; 2009, 687; 2013, 1655; 2015, 412, 881)

NRS 388.135 - Bullying and Cyber-Bullying Prohibited.

A member of the board of trustees of a school district, any employee of the board of trustees, including, without limitation, an administrator, principal, teacher or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any pupil shall not engage in bullying or cyber-bullying on the premises of any public school, at an activity sponsored by a public school or on any school bus.

NRS 388.1351 - Reporting: Staff member required to report violation to principal; required actions and investigation; notification to parent or guardian; written report of findings and conclusions of investigation; follow-up with victim; list of resources to be provided to parent or guardian; appeal of disciplinary action.

Strong Start Academy Employee Handbook-2023

54

1. A teacher, administrator, principal, coach or other staff member who witnesses a violation of **NRS 388.135** or receives information that a violation of **NRS 388.135** has occurred shall report the violation to the principal or his or her designee **as soon as practicable, but not later than a time during the same day** on which the teacher, administrator, principal, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.
2. Upon receiving a report required by subsection 1, the principal or designee shall immediately take any necessary action to stop the bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the bullying or cyber-bullying and shall begin an investigation into the report.

Video / Film Policy

Based on **P.L. 94-553 and Title 17 of the United States Code**, the following procedures have been established for the use and retention of films and videotapes. These procedures are intended to protect the SSAES and its employees against liability for copyright infringement. Most videotaped materials are protected by copyright. Unauthorized copying and use may be prohibited and punishable by law.

Teachers within the SSAES should consider very carefully the appropriateness of the use of any commercially produced movies. With movies available on television, through videotapes, and in theaters, nearly every student today experiences over exposure.

Classroom use of Commercial Television - Copyright Implications

1. Recordings may be used only for relevant teaching activities.
2. Teachers may tape programs broadcast on commercial channels (ABC-13, CBS-8, NBC-3, and independent channels 5, 21, 33, etc.) The general public receives these channels without charge and may be taped whether received off-air or transmitted on cable. It is not permissible to record off pay TV (HBO, ShowTime, etc.)
3. Teachers may tape or request that a program be taped at school one time.
4. A program may be recorded only once for the same teacher, regardless of how many times that program is broadcast.
5. Tapes may not be made in anticipation of requests i.e., the librarian could not tape a program in anticipation that a teacher might request it.
6. A teacher may show a recording one time to each of his/her classes within ten consecutive school days after taping. Recordings may be repeated once in any given class for instructional reinforcement during this ten-day period.
7. Tapes may be retained for a total of 45 calendar days. After the first ten consecutive days, the teachers may use the tapes only for evaluation purposes. Programs must be erased after that time.
8. Taped programs may only be shown to students in the presence of their teacher i.e., they may not be sent to the library to view taped programs in the absence of the teacher.

Strong Start Academy Employee Handbook-2023

55

Classroom Use of Commercial Films and VideoTapes

1. Motion pictures must be used for educational purposes.
2. Motion pictures rated "G " may be considered appropriate for use at any level within the school if there is a direct correlation to the teaching objective(s).
3. Motion pictures rated "PG" may be shown to students in grades 7-12, but only after securing written parental permission.
4. Films rated "PG-13" or "R" shall not be shown to students at any grade level.

The Motion Picture Association of American rates films with the following general categories:

G: General Audience
PG: Parental Guidance
PG-13: Parental Guidance (may not be suitable for children under 13)
R: Restricted
PROCEDURES FOR POSSIBLE USE OF NON-RATED FILMS
Instructors who are considering the possible use of non-rated films should:

1. Be certain there is no other more appropriate material available to achieve the instructional purpose.
2. Preview the film completely to see if there is inappropriate language, violence, or sexual explicitness that would, under normal circumstances, earn the film a "PG" rating.
3. The principal must approve any non-rated film before it is shown.

Classroom Use of VideoTapes / DVDS / Video Streaming

1. All videotapes/DVD's, video streaming must be used for educational purposes.
2. All videotapes/DVD's rented from local rental agencies and those labeled "For Home Use Only" are not to be used in the schools except for face-to-face teaching activities in a classroom or similar place of instruction. There must be a direct correlation to the teaching objective(s).

Americans with Disabilities Act

Under the provisions of the Americans with Disabilities Act of 1990, as amended, and the ADA Amendments Act of 2008, qualified applicants and employees with disabilities will not be knowingly discriminated against in hiring, promotion, discharge, pay, job training, benefits, and other terms and conditions of employment. Support and consideration will be given to any employee who, in spite of medical conditions or disability, is able to perform all of the essential functions of the assigned position with or without reasonable accommodations so long as he/she is not a health or safety threat to students, the employee, or fellow employees.

SSAES is committed to providing equal employment opportunities to otherwise qualified individuals with disabilities. This may include providing reasonable accommodations where appropriate. A disability is a physical or mental impairment that substantially limits one or more major life activities.

In general, it is the employee's responsibility to notify the Human Resources Specialist of the need for accommodation. The employee and the Human Resources Specialist then will work together to identify the

Strong Start Academy Employee Handbook-2023

56

precise limitations resulting from the disability and potential accommodations – that do not impose an undue hardship on SSAES – that could overcome those limitations. When appropriate, SSAES may need to obtain the employee's permission to obtain additional information from his/her physician or other medical or rehabilitation professionals.

Violence-Free Workplace

It is SSAES's policy to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, SSAES will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to SSAES employees, students, guests, vendors, and persons doing business with SSAES.

It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Examples include but are not limited to:

> Physical assaults or threats of physical assault, whether made in person or by other means (*i.e.,* in writing, by phone, fax, or e-mail);
> Verbal conduct that is intimidating and has the purpose or effect of threatening the health or safety of a co-worker;
> Possession of firearms or any other lethal weapon on SBCS property, in a vehicle being used on SBCS business, or at a work-related function; *or*
> Any other conduct or acts that administration believes represents an imminent or potential danger to work place safety/security.
> Anyone with questions or complaints about workplace behaviors which fall under this policy should discuss them with the Executive Director. SSAES will promptly and thoroughly investigate any reported occurrences or threats of violence. Violations of this policy will result in disciplinary action, up to and including immediate termination. Where such actions involve non-employees, SSAES will take action appropriate for the circumstances. Where appropriate and/or necessary, SSAES will also take whatever legal actions are available and necessary to stop the conduct and protect SSAES employees, students, and property.

Workplace Harassment Policy

It is the policy of SSAES to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. SSAES prohibits any such discrimination or harassment. It is our mission to provide a professional work and learning environment free of harassment that maintains equality, dignity, and respect for all. It shall be a violation of this policy for any student, teacher, administrator or other employee of SSAES to harass a student, teacher, administrator, or other employee through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to SSAES (e.s., an outside vendor or consultant). Conduct prohibited by these

Strong Start Academy Employee Handbook-2023

57

policies is unacceptable in the workplace and in any work-related setting outside of the workplace, such as during SSAES business trips, SSAES meetings and or SSAES related social events.

What is Harassment

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes:

- Offensive remarks, comments, jokes or slurs pertaining to an individual's race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status or any other protected status defined by law.
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved.
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault.
- Offensive pictures, drawings or photographs or other communications, including em-mail.
- Threatening reprisals of an employee's refusal to respond to requests for sexual favors or for reporting a violation to this policy.
- Unwelcome sexual advances, requests for sexual favors and other verbal or phyiscal conduct of a sexual nature, regardless of gender, when:
  - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
  - Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individuals.
  - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment

Responsibility

All SSAES employees have a responsibility for keeping our work environment free of harassment.

Reporting

SSAES encourages reporting of all perceived incident of discrimination, harassment or retaliation, regardless of the offender's identiy or posistion. Individuals who believe that they have been the victim of such conduct should discuss their concerns with the administration. In addition, SSAES encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. SSAES recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. SSAES is serious about enforcing its policy against harassment. However, SSAES cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problem to SSAES attention so it can take whatever steps are necessary to correct the problems.

Strong Start Academy Employee Handbook-2023

58

DRUG - FREE WORKPLACE AND SCHOOLS

SSAES is committed to providing a safe and productive workplace for its employees. In keeping with this commitment, the following rules regarding alcohol and drugs of abuse have been established for all staff members, regardless of position, including both regular and temporary employees. The rules apply during working hours to all employees of SSAES while they are on school premises or elsewhere on SSAES business.

Drugs and Alcohol Prohibited

The unlawful manufacture, distribution, dispensing, possession, or use of drugs and/or alcohol, other than as specifically allowed by SSEAS regulations, at the school or as a part of any of the school's activities is prohibited. For the purposes of this policy, drugs are defined as any controlled substance, drug which is not legally obtainable or any controlled substance, or drug which is legally obtainable, such as a prescription drug, but which is not legally obtained or is not being used for prescribed purposes.

Notice of Convictions

Any employee who is convicted of violating any federal or state criminal drug statute in the workplace must notify the administration in writing within five (5) days of such conviction. For the purposes of this notice requirement, a conviction includes a finding of guilt, a no contest plea, or an imposition of sentence by any judicial body for any violation of a criminal statute involving the unlawful manufacture, distribution, dispensing, possession, or use of drugs in the workplace.

Penalties for Violation

Compliance with this Drug and Alcohol policy is mandatory and is a condition of continued employment. Consequently, a violation of any aspect of this policy will render employees subject to disciplinary action, up to and including termination. If there is evidence that an illegal act has been committed, the evidence shall be referred to the appropriate law enforcement agency for prosecution.

Smoking Policy

It is the policy of SSAES that smoking, carrying lit tobacco products or use of smokeless tobacco products including "vapor" or "e-cigarettes" is prohibited at any time on school property and at any school activity. For purposes of this policy, SSAES property includes any building used for instruction, administration, support services, maintenance, or storage; the grounds and surrounding buildings; and all SSAES-owned vehicles. This policy applies to all students, teachers, staff, and visitors.

Social Media Policy

The purpose of this policy is to communicate the expectation of SSAES concerning its employees' use of social media as it relates to SSAES's business.

Strong Start Academy Employee Handbook-2023

59

1. Employees who engage in social networking activities, such as Facebook, LinkedIn, Myspace, Twitter, blogs, or other online discussion groups, are expected to realize the public nature of such activities and act with the highest degree of professionalism and confidentiality.

2. SBCS expects its employees to comply with all state and federal laws, rules, and regulations concerning student confidentiality. Using social media to disseminate any information, confidential or otherwise, about SSAES's students is prohibited.

3. Unless otherwise directed by a supervisor, employees are prohibited from using social media while at work. This includes, but is not limited to, using SSAES equipment or systems for writing, posting, or otherwise contributing to blogs, personal websites or web pages, listservs or mailing lists, social or other networking sites, or audio-or video-sharing websites. This prohibition applies to the use of SSAES or personal cell phones to access social media sites during work hours.

4. Unless otherwise directed in writing by the Head of Schools, employees are prohibited from representing themselves through social media outlets as acting on behalf of or at the direction of SBCS. Employees may not use, refer to, or post any of SSAES's protected information, including its confidential practices, financial information, strategic plans, or any non-public information about its students, vendors, or other business associates. Employees further are prohibited from making false or misleading statements about SSAES. Nothing in this provision is meant to prohibit employees from discussing the terms and conditions of their employment via social media.

5. Employees' use of social media outside of the work place must comply with SSAES's policies, including its anti-harassment and anti-discrimination policies. SSAES has a no-tolerance policy concerning unlawful harassing or discriminatory behavior, and any instances of unlawful harassment or discrimination via the Internet will result in discipline. Employees may not use any form of social or other electronic media to unlawfully harass, threaten, slander, defame, or discriminate against any co-worker or other person associated with SSAES. Nothing in this provision is meant to prohibit employees from discussing the terms and conditions of their employment via social media.

6. SSAES respects its employees' rights to discuss the terms and conditions of their employment. Nothing in this policy should be construed as curtailing those rights.SSAES reserves its rights to monitor employee conduct through the public portions of social networking sites, public blogs, or other electronic media. Failure to comply with the policies listed above may subject employees to discipline up to and including termination.

Child Abuse Neglect Policy

Nevada Revised Statutes (NRS) require that school authorities, school teachers, and others are mandated to report any suspected cases of child abuse or neglect to the Division of Child and Family Services (DCFS) through Child Protective Services (CPS) or the appropriate local law enforcement agency. **Child Abuse Hotline Number, (702) 399-0081 or website: http://www.clarkcountynv.gov/depts/family_services/services/pages/childprotection.aspx**

The following procedures should be followed immediately following suspected abuse:

Strong Start Academy Employee Handbook-2023

60

1. Notify an administrator. In the event there is no administrator on campus, you must follow the subsequent steps using your best professional judgment.
2. Child may need to meet with a counselor, school nurse, or FASA.
3. Call Child Protective Services at (702) 455-5401. Document the date, who you talked to, the suspected abuse, even if CPS refuses to take a report. If CPS takes the report, get the report number.

Child Protective Services will never disclose who made the report. In the event you are confronted by parents, it may be wise to deny any knowledge of the abuse or making a report.

Improper Payments and Gifts

SSAES prohibits the solicitation, acceptance, offer, or payment to any person or organization of any bribe, kickback or similar consideration of any kind, including money, services, goods, or favors (other than goods or favors which are nominal in amount and not prohibited by any federal, state, or local law). Do not accept or give gifts, gratuities, entertainment or favors of such value or significance that their receipt might reasonably be expected to interfere with the exercise of independent and objective judgment in making or participating in the decisions of SSAES or the party with whom SSAES is dealing.

Strong Start Academy Employee Handbook-2023

61

ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

English Learner Policy and Plan

STRONG START ACADEMY ELEMENTARY SCHOOL

2023 - 2024

CONTENTS

1 ABOUT STRONG START ACADEMY

Build bilingual and biliteracy in all studentsEnsure students are on or above grade level

Strong Start Academy is a dual language charter school that offers a 50/50 dual-language education model in which students spend 50% of their day learning in English and 50% of their day learning in Spanish. Academic instruction occurs in both languages. Students alternate learning in two languages between morning and afternoon and between content areas. The three goals at Strong Start Academy are: 1) Build bilingual and biliteracy in all students. 2) Ensure students are on or above grade level. 3) Promote positive cross-cultural attitudes and behaviors.

1.1 SCHOOL MISSION STATEMENT

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world.

SSAES is committed to building a culture of high academic achievement for all students.

All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures.

SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets.

Providing an enriched multilingual education combined with high expectations will help students attain their greatest potential and close the achievement gap while preparing them for success in the 21st century.

1.2 SCHOOL VISION STATEMENT

The vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about Strong Start Academy, please refer to the website at clvstrongstartes.org.

You may also wish to review the School Performance Plan: https://www.clvstrongstartes.org/wp-content/uploads/2022/11/2022_08_24-Strong-Start-School-Performance-Plan-2.pdf.

2 INTRODUCTION

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

2.1 PURPOSE

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

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023
Page 4 of 24

Powered by BoardOnTrack

175 of 202

2.2 PHILOSOPHY

At Strong Start Academy we believe in dual language instruction, which is a bilingual education model that uses two languages, the students' native language and English, as the means of instruction**.** Our dual language program serves both language-minority students as well as native English speaking mainstream students. We subscribe to a "maintenance" philosophy of bilingual instruction which is intended to promote the development, enrichment and preservation of both target languages and as such, promotes additive bilingualism. This process involves adding second language skills to a person's linguistic repertoire in a context where both languages and cultures are equally valued. At Strong Start we believe:

- Multilingualism, multiliteracy, and multiculturalism are assets.

- Students' home, school, and community experiences influence their language development.

- Home languages, cultures, and experiences are valuable learning tools. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

- Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

- Language is an integral part of teaching and learning.

- All teachers are language teachers and learners.

- Students learn language and culture through meaningful use and interaction.

- Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

- Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

- Acquisition of language is a life-long process and is a key factor in developing self-identity, intrapersonal skills, and interpersonal skills.

- All students should have the opportunity to learn and use more than one language to encourage the development of the SSAES attributes of being open-minded, a risk-taker, and a communicator.

- Language learning enhances global understanding and develops sociocultural competence.

- Translanguaging strategies help students make meaning of content and language across languages.

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023
Page 5 of 24

Powered by BoardOnTrack

176 of 202

- Transdisciplinary, inquiry-based learning with differentiated language tools and strategies develops academic knowledge, language, and skills in meaningful ways.

SSAES Dual Language Guiding Principles:

1. Effective programs have equitable access and are based on both standards and current research.

2. Effective instruction meets the needs of culturally and linguistically diverse students.

3. Effective on-going family involvement is integral to student success.

4. Effective professional development improves teaching through the integration of language and content.

LEGAL REQUIREMENTS

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

2.3 BOARD APPROVAL

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

This manual was approved on: July 13, 2023.

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

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

- Lorna James-Cervantes: Board President
- Alain Bengochea: Board Secretary
- Jaime Gonzalez: Board Treasurer
- Alee Moore: Board Member
- Dachresha Harris: Board Member
- Heather Nay: Board Member
- Melida Pulido: Board Member
- Nicole Thompson: Board Member

2.4 DESCRIPTION

This manual contains:

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023
Page **6** of **24**

- Information regarding the EL Bill of Rights.
- Information regarding the identification of EL students.
- Information regarding the Assessment of EL students.
- Information regarding eliminating achievement gaps and ensuring equitable access through:
  - Data.
  - Leadership and staffing.
  - Research-based curriculum.
  - Professional development/professional learning
  - Other educational programs for ELs
- Information regarding EL students with disabilities.
- Information regarding required parent communication and participation.
- Student participation in other educational programs.
- Links to all resources identified in this manual.
- Forms and documents used in conjunction with the EL program at the school.

2.5 DESIRED OUTCOMES

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

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

2.6 DEFINITIONS AND ACRONYMS

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

- English Language Acquisition and Development (ELAD) Endorsement: Teachers with the ELAD endorsement on their teacher license have extended knowledge of the theories of second language acquisition, contemporary issues related to the education of English language learners and emergent bilinguals, assessment of language learning, and methods for supporting the academic language development of linguistically diverse students. This endorsement is formerly known as the Teach English as a Second Language (TESL) endorsement.

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023
Page 7 of 24

- English Learner (EL) student: Refers to a student who has been determined to be an English Language Learner or Limited English Proficient (LEP) and is therefore entitled to receive services to overcome language barriers that impede his/her equal and meaningful participation in the school's instructional programs. English learner student-Speakers of other languages who are learning English; refers to learners who are identified as still in the process of acquiring English as an additional language. English Learner students may also be referred to as English Language Learners (ELLs) as this is the acronym used by WIDA for their assessment suite.
- English Language Proficiency: The level of competence at which an individual can use language for both basic communicative tasks and academic purposes.
- English Language Proficiency Assessment (ELPA): English Language Proficiency Assessment- umbrella term used by the Nevada Title III Office to identify the annual English language proficiency assessment given to English language learners. Currently the ELPA assessment in Nevada is the WIDA ACCESS.
- Every Student Succeeds Act (ESSA): is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called "No Child Left Behind." It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Evidence Based Interventions (EBI): Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented.
- Exited ELL: Refers to a student who was formerly an ELL but subsequently met the criteria for exiting the ELL Program based on a valid and reliable assessment of the student's English proficiency in each of the four (4) domains of speaking, listening, reading, and writing. An exited ELL is entitled to receive monitoring of his/her academic progress to determine whether the student has and maintains a sufficient level of English proficiency to succeed in mainstream classes without language acquisition services.
- Home Language: Language spoken in the home by caregivers and siblings who reside in the child's home; sometimes used as a synonym for primary language or native language.
- Home Language Survey (HLS): A screening tool used by schools upon student registration that determines languages that are spoken by the students.
- Individualized Education Program (IEP): A legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- Infinite Campus (IC): Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Limited English Proficient (LEP): A federal term for English language learners who receive services and are tested from Title III funds. This term is being replaced with the term English Learner (EL).
- Language Instruction Educational Program (LIEP): a legal requirement for districts with students who are in the process of learning English as an additional language. A LIEP must be identified for each student.
- Model of Instruction (MOI): The LIEP is based on choosing an appropriate Model of Instruction (MOI) for each student. A list of models that may be used in the state of Nevada from the NDE is found on the document titled [Language Instruction Educational Program (LIEP) Models in Nevada](.) One model of instruction should be selected for each student and when entered in Infinite Campus, the appropriate code should be entered from the list.
- Multi-Tiered System of Support (MTSS): MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.
- Native language: Primary or first language spoken by an individual.
- Nevada Department of Education (NDE): The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.

- Nevada Revised Statute (NRS): The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Section 504 of the Rehabilitation Act of 1973: Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.
- Section 504 Plan: 504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.
- Smarter Balanced Assessment Consortium (SBAC) Assessment: Adopted by the Nevada Department of Education, to measure K-8 students achievement of the Nevada Academic Core Standards (NVACS). The assessment system includes a rigorous computer adaptive summative test for grades 3-8 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the NVACs give teachers and principals the tools to help students meet today's college- and career-ready standards.
- State Public Charter School Authority (SPCSA): The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Statewide Plan for the Improvement of Pupils (STIP): Nevada law requires the State Board of Education to develop a 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada, officially referred to as a "Statewide Plan for the Improvement of Pupils". We often abbreviate this to "STIP". The Board must submit this plan, or a revised plan, on or before March 31 of each year. The STIP is prepared for the State Board's consideration by the Nevada Department of Education (NDE) and reflects feedback and input gathered from school districts, education partners, and stakeholders across the State. (These requirements are outlined in Nevada Revised Statutes (NRS) 385.111-113).
- Title III: Language Instruction of Limited English Proficient Students and Immigrants (2002). Title III under ESSA consolidates 13 bilingual, immigrant, and Native American education programs formerly known as Title VII (1994). The focus of the title is on assisting school districts in teaching English to EL students and helping EL students meet state academic standards.
- US Department of Education (USED): The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.
- WIDA: Consortium joined by Nevada Department of Education that provides the state ELPA test, known as ACCESS, and provides extensive professional development on the comprehensive ELP standards that address the need for students to become fully proficient in both social and academic English.
- Dual Language Program: Also known as Two-way Immersion / Developmental Bilingual Program. The goal of these programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of native English speakers and speakers of the other language.

3   THE EL BILL OF RIGHTS

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

1. Provide parents of English Learners with a copy of the "English Learner Pupil and Parent Rights" and post the document to the school website.

a. This information should be provided in English and in the parent's primary language upon enrollment or identification as an English learner. For students who did not receive this documentation at the time of enrollment or identification as an English learner, provide this documentation as soon as possible. When posted to the website, it should be posted in as many languages as possible, and at minimum, all the languages provided by NDE. These documents may be downloaded from https://spcsa.instructure.com/courses/42/modules/items/537 in multiple languages.

2. Post information to the school's website regarding the use of Title III funds.
   a. Schools must post to the website (and update annually), Post to your school's website (and update annually), information related to the way the school has used funds received pursuant to Title III of the Every Student Succeeds Act (ESSA) of 2015. This information must be organized into categories of programs and services that the funds were used for, including the engagement of parents and families.

3. Include the following items in the school's EL Policy and Plan:
   a. Provisions for the identification of the primary language of each pupil enrolled in the school district at the beginning of each school year to assist in the identification of pupils who are English learners
   b. Provisions that ensure English learner students remain in a program for English learners until the pupil obtains language proficiency based on an appropriate assessment for pupils who are English learners, unless the parent or legal guardian of the pupil declines for the student to remain placed in a program for English learners.

4. A variety of data collection requirements are included as a part of the EL Bill of Rights. Schools must maintain accurate records in Infinite Campus at all times so that data is readily available when requested from SPCSA or NDE.

4 IDENTIFICATION OF ENGLISH LEARNER (EL) STUDENTS

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

4.1 HOME LANGUAGE SURVEY

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

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

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

The HLS must include three basic questions to determine:

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

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

At our school, the HLS is issued during the Online Registration process through Infinite Campus. All three languages should be entered for any student who has listed at least one language that is not English in any of the three fields. A

student who requires screening should have "Pending" placed in Infinite Campus for their EL status by the school's ELL Coordinator, until they have taken the screener.

4.2   PRIOR SCHOOL RECORDS

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

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

4.3   SCREENING ASSESSMENT

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

The screener will be administered at our school by the ELL Coordinator.

4.4   PLACEMENT AND OPT OUT

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

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

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

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

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

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

4.5 SCREENING, PLACEMENT, AND EXIT, RECORDS

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

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

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

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

5 ASSESSMENT

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

5.1 STATE ASSESSMENTS

5.1.1 Placement/Screener Assessment

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

5.1.2 English Language Proficiency Assessment (ELPA)

5.1.2.1 About the ELPA

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

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023

acquiring academic English. All ELs enrolled during the testing window must be assessed with the WIDA ACCESS 2.0., Kindergarten ACCESS, or Alternate ACCESS.

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

5.1.2.2   *Administration and Scoring of the ELPA*

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

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

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

Upon receipt of the scores the school must:

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

At our school, WIDA scores are entered into Infinite Campus by the ELL Coordinator. Notifications regarding test results are sent annually to parents/guardians by US Mail by the ELL Coordinator. The date of the notification is recorded in Infinite Campus by the ELL Coordinator.

5.2 LOCAL ASSESSMENTS

In addition to state assessments, SPCSA schools conduct:

- Formal Interim assessments which are chosen at the school level which are relevant to the school's instructional programs.

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

Our school uses the following assessments:

- Formal Interim Assessments:

  o MAP - The Measures of Academic Progress (MAP) assessment is a norm-referenced measure of student growth over time. This assessment provides detailed, actionable data about where each child is on his/her unique learning path.

  o iReady - is a web-based adaptive diagnostic assessment and instruction program. i-Ready assesses students' reading skills to the sub-domain level, prescribing differentiated Common Core instruction so learners of all abilities can achieve success.

  o ENIL & IRLA - Delivers specific, actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors needed to learn next to accelerate reading growth.

  o Imagine Learning - Imagine Learning's assessments enable educators to drive student growth by offering multiple research-based measures of student progress. Through the use of their personalized learning programs language and literacy skills are accelerated and developed side by side.

6 EQUITABLE ACCESS

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

6.1 USE OF DATA

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

6.1.2 Exit
The criteria for a student to exit from an EL program is specified by NDE and has been updated for the 2022 – 2023 school year. Beginning in 2022 – 2023, students may qualify for exit by receiving a qualifying score on WIDA or through an alternate pathway. Students should be exited as EL students according to the "Exit Criteria" found on the Nevada WIDA website, in the document called "Nevada English Language Learner Identification and Placement" in the section of the document titled "Identification and Placement." When a student has met the criteria for exit, the exit date recorded

in Infinite Campus should be the last day of student attendance for the school year in which the student received a qualifying score to exit. A notification letter should be sent to parents at the beginning of the following school year, that the student has been exited.

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

6.1.3   Monitoring of Exited ELs

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

The academic progress of all EL students will be monitored using the MAPs Assessment in ELA and Math three times throughout the year. The results of the benchmark assessments will be used to identify students that are not on grade level or that are not demonstrating sufficient grade level growth.

- Exited students in monitoring status will be identified in Infinite Campus.
- MAPs benchmark data will be analyzed three times per year for these students. MAPs data will be triangulated with i-Ready lessons and assessments as well as teacher made assessments and observations.
- Grade level teachers, Literacy Specialist, English Learner (EL) Specialists, and Principal will monitor exited students.
- EL students who are not performing at grade level standards will participate in an Intervention Plan that is prescribed weekly and monitored every other week. These intervention plans will be written by the grade level teachers and implemented by the teachers and subject-specific strategists and shared with parents.
- Grade level teachers will notify the family via printed letter and/or email.

6.1.4   Additional School Level Data

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

- MAP data will be analyzed three times per year.
- iReady data will be analyzed three times per year.
- Imagine Learning data will be analyzed three times per year.
- ENIL & IRLA - data will be analyzed at minimum biweekly and as necessary during small group instruction.

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

- MAP
  - o   During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss interventions.
  - o   The MAP Class Profile Report will be reviewed to determine students who are not meeting growth targets and/or proficiency.

- o Once students have been identified, the MAP Student Profile Report will be reviewed for deeper analysis of skill deficiency for students not meeting growth targets and/or proficiency.
- o The MAP Learning Continuum Report will then be accessed to help teachers plan instruction for interventions.

- ● i-Ready
  - o During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss students' learning paths and necessary interventions.
  - o The i-Ready Growth Report will be reviewed to determine students who have not met typical growth targets and/or are not performing on grade level.
  - o Once students have been identified, teachers will create a customized learning path for the student and provide small group intervention as needed.

- ● Imagine Learning
  - ○ During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss students' learning paths and necessary interventions.
  - ○ The Language and Literacy Reports will be reviewed to determine students who are not meeting their growth targets and/or are not performing on grade level.
  - ○ Once students have been identified, teachers will create a customized learning path for the student and provide small group intervention as needed.

- ● ENIL & IRLA
  - ○ Ongoing monitoring of student progress during daily small group instruction.

6.2 LEADERSHIP AND STAFFING

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

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

- ● ELL Coordinator:
  - o Prepares and Administers WIDA Assessments Online Screener and Access 2.0 to all LEP students; Serves as WIDA testing coordinator on the actual dates of online reading testing for WIDA ;
  - o Maintains and continually updates ELL Records and important documentation online in both student information systems and in educational portfolios
  - o Notifies all LEP parents of ELL required testing throughout the year (ACCESS, ELPAS, Oral Language Assessments, etc.);
  - o Assists the district and campus testing coordinator with testing WIDA, MAP, State Testing SBAC, ACT, EOC
  - o Ensures anyone administering Online Screener and WIDA Access 2.0 have current WIDA Certifications
  - o Maintains updated English Language Individual Learning Plans and Accommodations, ensures appropriate staff has knowledge of LEP students' plans and accommodations
  - o Provide continual staff support for Professional Development and information with instructional strategies, best practices for academic language development

- ● Read by Grade 3 Literacy Specialist:

o   Support school personnel with the implementation of high-quality, standards-based instruction aligned to the ELA NVACS and the NEPF.
o   Plan, prepare, and facilitate literacy professional learning and follow-up processes to support school-based personnel with the implementation of the ELA NVACS, NEPF, and the District's K–12 Literacy Plan.
o   Work collaboratively with teachers to model effective data-driven, decision-making processes focusing on professional learning communities. 5.
o   Provide coaching and mentoring supports for teachers by conducting demonstration lessons, observing classroom instruction, and conferencing with teachers to implement research-based strategies addressing the needs of all learners, including students who have been identified as at-risk in literacy, students with special needs, and English language learners (ELL).
o   Work collaboratively with school-based administrators and classroom teachers to effectively implement evidence-based practices for literacy instruction and tiered interventions to support all students.
o   Assist school-site personnel in developing a set of culturally responsive practices that are infused within the school climate and instructional expectations.
o   Work collaboratively with school-based administrators and classroom teachers to effectively implement the required RBG3 assessments,such as the Measures of Academic Progress (MAP) Growth assessments.
o   Assist school-based personnel with the analysis of data aligned with a balanced assessment system.
o   Develop a progress monitoring plan for every student identified as at-risk in literacy; and support systematic progress monitoring for every student identified as at-risk in literacy.
o   Ensure parents and/or legal guardians are notified within 30 days of the determination that a student in kindergarten through Grade 3 is identified as at-risk in literacy.
o   Ensure parents and/or legal guardians approve the intensive instructional plan for all students in kindergarten through Grade3 who are identified as at-risk in literacy.
o   Provide instruction and support to parents and/or legal guardians of students who have been identified as at-risk in literacy.

- Bilingual Teacher:
   o   All teachers at Strong Start Academy are bilingual and biliterate in English and Spanish.
   o   Students receive instruction in English for half the day and in Spanish for the other half.
   o   Teachers receive training in Guided Language Acquisition Design (GLAD) to enhance language acquisition.

6.3   CURRICULUM

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

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

- American Reading Company (ARC) for ELA ,Tier I
- Ready and i-Ready Math curriculum, Tier I
- Imagine Learning English & Spanish, Supplemental
- Bridge to Reading, Supplemental Phonics and Phonemic Awareness for Tier I
- BrainPop, Supplemental
- Fundations, Supplemental Phonics
- Dreambox, Supplemental Math

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

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

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

- i-Ready
  - ESSA EBI Level: 2
  - Citation: https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact
- Dreambox: Description.
  - ESSA EBI Level: 1
  - Citation: https://www.evidenceforessa.org/program/dreambox-learning/
- Imagine Learning
  - ESSA EBI Level: 2
  - Citation: https://www.imaginelearning.com/essa-effectiveness/
- Brainpop
  - ESSA EBI Level: 2
  - Citation: https://www.brainpop.com/classroom-solutions/resources/funding

6.4   PROFESSIONAL DEVELOPMENT

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

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

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

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Equity:** Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.
- **Cultural Competency:** Professional learning that increases educator effectiveness and results for all students facilitates educator's self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich educational experiences for all students.

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

- Restorative Practices - Training sessions for all staff to build relationship-building activities throughout the school community will strengthen relationships between staff and students and staff and families. - Equity
- American Reading Company - Training session to assist teachers with high levels of deep implementation of the core reading program. - Outcomes
- i-Ready - Training session to assist teachers with high levels of deep implementation of the core math program. - Outcomes
- Raising The Bar - Training session to assist teachers on how to analyze iReady, MAP, WIDA, and SBAC data to plan and assess instruction. - Outcomes
- TNTP - Training sessions for improving literacy instruction and family engagement for Multilingual Learners. - Cultural Competency
- GLAD - Training for teachers to modify the delivery of student instruction to promote the acquisition of academic language and literacy. - Cultural Competency
- LETRS - A top-notch professional learning suite grounded in the Science of Reading to help teachers develop their reading pedagogy. - Outcomes
- LindaMood-Bell - Training sessions designed to help teachers meet the needs of struggling readers. - Outcomes

6.5 OTHER EDUCATIONAL PROGRAMS FOR ELS

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

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

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023
Page **19** of **24**

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

At SSAES, we ensure that our research based educational curriculum and programs are effectively implemented by highly qualified teachers and support staff. Our staff is constantly receiving professional development in order to continue to meet the needs of the students. The school has adopted a high-quality, culturally responsive, core curriculum in both ELA and Math to ensure students have access to grade level material.

To ensure that all students have an equal opportunity to participate in programs such as those listed above, the school has created a master schedule to ensure accountability for allocated minutes per subject are met by all teachers. The administrator and coaches conduct classroom visits to ensure all students are engaged in all subjects and grade level materials are used.

7   ENGLISH LEARNERS WITH DISABILITIES

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

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

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

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

- Tool #1, Referral, Identification, Assessment, and Service Delivery to ELs with Disabilities, includes recommendations about ELs with disabilities from states with large or rapidly growing EL student populations.
- Tool #2, Considering the Influence of Language Differences and Disability on Learning Behaviors, offers a matrix of learning behaviors organized by skill area (e.g., listening, speaking, reading, etc.) and the varying roles that language difference or disability can play in those behaviors.

- Tool #3, Developing an IEP for an English Learner with a Disability, is a list of questions to consider for ELs during the IEP-writing process.
- Tool #4, How to Use Data from the Office for Civil Rights' Civil Rights Data Collection (CRDC), provides instructions about how to access EL data at the LEA level, including data about ELs with disabilities.
- Tool #5, Selecting Appropriate Accommodations for Students with Disabilities, offers a list of "dos" and "don'ts" related to choosing accommodations for students with disabilities.

EL Students with Disabilities Plan

- SSAES will identify, locate, and evaluate ELs with disabilities within 30-45 days of starting school.
- SSAES will consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- SSAES will provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- SSAES will not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- SSAES will provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.

8 PARENT COMMUNICATION AND PARTICIPATION

8.1 ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

Per USED as documented on the EL DCL Fact Sheet:

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

Strong Start Academy ES will provide effective language assistance to limited English proficient parents, by offering translated materials or a language interpreter. Language assistance will be free and provided by appropriate and competent staff, or through appropriate and competent outside resources. These interpreters and translators have knowledge in both languages and are specifically trained to communicate any specialized and/or technical terms or concepts used within an individualized educational program.   Interpreters and translators are trained in the ethics of interpreting and translating and the need to maintain confidentiality.

8.2 PARENT NOTIFICATIONS

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

- EL Bill of Rights Documents
- Home Language Survey

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023
Page 21 of 24

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

8.3 PARENT PARTICIPATION

Strong Start Academy ES will provide effective language assistance to limited English proficient parents, by disseminating all school information in both English and Spanish. All staff are bilingual in English and Spanish and can seamlessly conduct parent teacher conferences in both English and Spanish. Translated materials or a language interpreter can be provided for other languages upon request. Students with Individualized Educational Plans (IEPs) will be provided interpreters and/or translators who have knowledge in the parents' native language and are specifically trained to communicate with parents regarding special education.

At SSAES, families are embraced as important stakeholders who have a voice in their child's future. As such, parents/guardians are encouraged to participate in activities, events, and celebrations throughout the school year to take an active role in their child's education. The school hosts monthly family engagement meetings and all staff in attendance are bilingual and biliterate in English and Spanish. Sessions are offered in both languages.

9 REFERENCES

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

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

10 APPENDIX A: LINKS

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

- SPCSA Strategic Plan
  - o https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf
- Nevada Revised Statute (NRS) 388.407
  - o https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407
- Equal Educational Opportunities Act of 1974, 20 U.S.C.§ 1703(f)
  - o https://www.law.cornell.edu/uscode/text/20/1703
- Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq
  - o https://www.law.cornell.edu/uscode/text/42/2000d
- 34 C.F. R. part 100
  - o https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023
Page **22** of **24**

- NRS Chapter 385
    - https://www.leg.state.nv.us/nrs/nrs-385.html
- NRS Chapter 388
    - https://www.leg.state.nv.us/nrs/nrs-388.html
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
    - https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf
- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
    - https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text
- Language Instruction Educational Program (LIEP) Models in Nevada
    - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Models_of_Instruction_NV.pdf
- EL Bill of Rights Documents
    - https://spcsa.instructure.com/courses/42/files/525?module_item_id=537
- Nevada WIDA site
    - https://wida.wisc.edu/memberships/consortium/nv
- Nevada English Language Learner Identification and Placement
    - https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf
- Template HLS
    - https://spcsa.instructure.com/courses/42/files/1077?module_item_id=969
- EL DCL Fact Sheet
    - https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf
- NDE EL Data Workshop Recordings
    - https://spcsa.instructure.com/courses/42/pages/recordings?module_item_id=552
- NDE EL Data Workshop Zip File
    - https://spcsa.instructure.com/courses/42/files/533?module_item_id=553
- WIDA Accessibility and Accommodations Manual
    - https://wida.wisc.edu/resources/accessibility-and-accommodations-manual
- ACCESS Online Accommodations Checklist
    - https://wida.wisc.edu/resources/access-online-accommodations-checklist
- Kindergarten ACCESS Accommodations Checklist
    - https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist
- Alternate ACCESS Accommodations Checklist
    - https://wida.wisc.edu/resources/alternate-access-accommodations-checklist
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
    - https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf
- ACCESS for ELLs Checklist
    - https://wida.wisc.edu/sites/default/files/checklists/NV-online-checklist.pdf
- Nevada Statewide Plan for the Improvement of Pupils (STIP)
    - https://doe.nv.gov/STIP/Nevada/
- Standards for Professional Development
    - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/NVStandardsforPD.pdf
- English Learner Toolkit
    - https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities
    - https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023
Page 23 of 24

Powered by BoardOnTrack

194 of 202

11 APPENDIX B: FORMS AND DOCUMENTS

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

Strong Start Academy
July 7, 2023
English Learner Policy and Plan: 2022 - 2023
Page 24 of 24

Powered by BoardOnTrack

195 of 202

Strong Start Test Security Plan

All licensed school personnel who administer tests to students at Strong Start Academy Elementary School (SSAES) and non-licensed personnel required to be present in the testing environment are trained before any testing is conducted.

Online testing will be conducted in the classrooms. During testing, rooms are locked and a testing sign will be posted on the door. When students are testing there will always be a licensed trained teacher along with trained testing proctor/s. Students will have access to bathrooms that are located in the testing rooms. Teachers use their school computers to monitor testing sessions. Students needing additional time to complete testing will have a designated room available which will be proctored by a licensed teacher.

Administration and Learning Strategists will be responsible for verifying that all necessary on-line software is downloaded and updated on testing devices. Staff and administration will do practice assessments and test computers prior to administering any test. Administration will be available to troubleshoot anything that may occur during testing windows.

We will secure materials for high stakes testing such as SBAC and WIDA which require physical materials such as test tickets and student response booklets, in the Learning Strategist office in a locked file cabinet. Materials and test tickets will be signed out to licensed test administrators for testing by test coordinator (Tino Mora). Tickets and materials will be checked back in to the test coordinator daily.

In case of an emergency during testing, test administrators will, if at all possible, pause or shutdown the test and lock room before evacuating.

Teachers will be provided a list of students with IEP/504 testing accommodation. The Special Education staff and the Safe School Professional will be responsible for providing a list of accommodations for the students with IEP/504s to the test coordinator. Test coordinator is responsible for entering accommodations on needed assessments on-line. Special Education staff and the Safe School Professional will be administering the test to students in compliance with their accommodations.

Coversheet

Discussion for possible action to approve the Organizational Performance Framework Self-Certification Form.

Section: IV. Governance
Item: B. Discussion for possible action to approve the Organizational
Performance Framework Self-Certification Form.
Purpose: Vote
Submitted by:
Related Material:
220627-220609-CLEAN-OPF-Self-Certification-Checklist-Strong-Start-ES (3).docx

Joe Lombardo
Governor

STATE OF NEVADA

Rebecca Feiden
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

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

STATE PUBLIC CHARTER SCHOOL AUTHORITY

ORGANIZATIONAL PERFORMANCE FRAMEWORK

Self-Certification Form

Updated July 2022 for School Year Ending Jun 30, 2023

Dear Charter School Leaders and Board members:

In addition to the desk audit and regular Site Evaluations pursuant to NRS 388A.223(1)(i), the SPCSA staff also conducts these self-certifications to confirm certain areas of school performance. The self-certification is focused on confirming that schools are consistently in compliance with all applicable federal, state, local and agency requirements. In addition to this certification, SPCSA staff reviews documentation and gathers information from other relevant agencies, such as the Nevada Department of Education (NDE), to confirm compliance with these areas.

Please review and certify the compliance of your school with the following Organizational Performance Framework (OPF) areas.

The period of review being certified is for the School Year ending June 30, 2023. This updated version reflects the removal of three self-certification requirements. SPCSA staff will confirm compliance regarding those three areas with NDE, document review, and/or other third-party sources.

Deadline:
These self-certification forms must be returned to the SPCSA by being posted in Epicenter no later than August 1, 2023. Prior to the submission of the form, the school's board shall review and approve the form at a regularly scheduled board meeting.

References, e.g. "1b", refer to sections in the OPF Technical Guide. *The below items are select—and not all—areas from the OPF requiring self-certification by the school board. See the OPF Technical Guide for all other areas being reviewed by the SCPSA.*

Self-Certification List (Select[1] OPF items)	
Indicator 1: Education Program	
1. The school conducted initial evaluations within the 45-day timeline to determine if students had a disability and were eligible for special education services. 1c	**Yes ☑No ☐**
2. The school only uses Staff (internal or contracted) who hold Nevada licensure in special education to provide special education services, pursuant to NRS 388A.518. 1c	**Yes ☑No ☐**
3. Evaluations and current, signed IEPs are on file for all special education students when available. 34 CFR 300.341-350 and 300.531-536 and NAC 388 https://www.leg.state.nv.us/nac/nac-388.html. 1c	**Yes ☑No ☐**
4. The school ensured that all students with disabilities and all students receiving instruction in a class funded with Gifted and Talented Funds were served at the required student- teacher ratios (NAC 388.150). 1c	**Yes ☑No ☐**
5. The school took proper steps to identify all students in need of ELL services as required by law, evidenced by: a. The presence of completed Home Language Surveys (HLS) of pupil records reviewed; b. Screening Tests for pupils identified as having a primary home language other than English and for students who have received ELL services at the charter school; and evidence of Parent Notification for identified pupils. 1d	**Yes ☑No ☐**
6. Staff the school uses (internal or contracted) to provide services to English Language Learners hold, as required by law, Nevada licenses with English Language Acquisition and Development (ELAD) endorsements (with or without practicum). 1d	**Yes ☑No ☐**
Indicator 2. Financial Management and Oversight	

[1] **While SPCSA staff will rely on verified data from NDE and PERS for some data, school boards are encouraged to confirm for themselves compliance with the following items which appeared on prior versions of this form: The 95% student testing participation requirement for all mandated statewide assessments; material compliance with student attendance requirements, achieving attendance of 90% or greater; the school is current with all PERS obligations.**

7.	The governing board certifies that it is submitting all required reports in the NDE chart of accounts (COA) formats required by the Department. 2c	Yes ☑No ☐
Indicator 3: Governance and Reporting		
8.	The Attorney General did not issue findings of fact and conclusions of law that the governing body or any other public body created by the charter school has taken action in violation of any provision of NRS 241.010 et seq. (Open Meeting Law) during the fiscal year. 3a	Yes ☑No ☐
9.	The school received no material governance compliance complaints which were substantiated or if they were substantiated the school board promptly implemented acceptable corrective actions. 3a	Yes ☑No ☐
10.	The school's governing body certifies that all current board members have completed training in Nevada's Opening Meeting Law and the State Public Charter School's Governance Standards. See NRS 388A.224. 3a	Yes ☑No ☐
Indicator 4: Students and Employees		
11.	The school properly collects and protects student private information pursuant to FERPA and any other applicable requirements. 4a	Yes ☑No ☐
12.	The school's governing board certifies the school was in compliance with all due process protections, privacy, civil rights, and student liberties requirements, including the First Amendment. 4a	Yes ☑No ☐
13.	The school complies with requirements regarding maintenance of personnel records. 4d	Yes ☑No ☐
14.	The school has no known outstanding obligations with regard to payroll, unemployment, ADA, FLMA, IRS, or other federal, state and local entities. 4e	Yes ☑No ☐
15.	The school timely obtained valid fingerprint clearance for all school employees which have or may have regular contact with children or with student data, all employees and volunteers of the charter school and all vendor employees situated or regularly on campus NRS 388A.515. 4f	Yes ☑No ☐
16.	All Governing Body members, after being appointed, have met the 10 day law regarding fingerprint submissions, and maintain compliance with fingerprint requirements pursuant to NRS 388A.323. 4f	Yes ☑No ☐
Indicator 5: School Environment		
17.	The school complies with all other requirements including providing appropriate nursing services and dispensing of pharmaceuticals, food service requirements, and other health and safety services. 5b	Yes ☑No ☐

Notes	
Please provide an explanation for each item above that you selected "No." (Provide the item number and explanation in the table below. Insert rows if necessary.)	
Item Number(s)	*Explanation(s)*

School Board Certification of Compliance
with the Organizational Performance requirements of the SPCSA
For the School Year Ending June 30, 2023

The Board of <u>Strong Start Academy Elementary School</u> certifies to the State Public Charter School Authority (SPCSA) that, based on its reviews, verifications and certifications of the compliance of its charter school, that the school, including all of its campuses and support offices, where applicable, to the best of our knowledge, and except as described below, has, from the start of the school fiscal year and throughout the school fiscal and educational year, operated in compliance with all applicable federal, state and local laws, regulations and ordinances as well as with its charter contract obligations with the SPCSA, as indicated above.

_____   _____

Signature   **Date**

 Lorna James-Cervantes
_____
Printed Name

_____

Board Chair

_____

Board Meeting Approval Date