



Strong Start Academy

STRONG START ACADEMY ELEMENTARY SCHOOL AT THE TONY HSIEH EDUCATION CENTER

BOARD MEETING AGENDA 7/25/24

Published on July 19, 2024 at 11:25 PM PDT

Date and Time

Thursday July 25, 2024 at 9:00 AM PDT

Location

310 S. 9th Street Las Vegas, NV 89101

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:00 AM
A. Call the Meeting to Order		Lorna James-Cervantes	5 m
B. Record Attendance		Lorna James-Cervantes	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
<p>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.</p>			
D.	Approve Minutes from June 13, 2024 Board Meeting.	Approve Minutes Lorna James-Cervantes	1 m
II.	Finance		9:08 AM
A.	Report by Kristin Dietz from EdTec on budget and financial reports.	FYI Kristin Dietz	10 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 on the results of the Pupil Enrollment and Attendance Audit School Year 2023-2024.	FYI Miriam Benitez	2 m
IV.	Governance		9:25 AM
A.	Discussion for possible action to approve the Strong Start Academy Elementary School Parent Student Handbook and Test Security Plan.	Vote	10 m
B.	Discussion for possible action to approve the Organizational Performance Framework Self-Certification Form.	Vote	5 m
C.	Discussion for possible action to designate the position of Executive Director as one subject to a critical labor shortage as of July 1, 2024 pursuant to NRS 286.523 and to make all necessary findings attendant thereto for submission to the Public Employees' Retirement System of Nevada.	Vote	5 m
D.	Discussion for possible action to approve Executive Director evaluation form.	Vote Lorna James-Cervantes	
V.	Facilities		9:45 AM

	Purpose	Presenter	Time
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

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

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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 from June 13, 2024 Board Meeting.

Section: I. Opening Items
Item: D. Approve Minutes from June 13, 2024 Board Meeting.
Purpose: Approve Minutes
Submitted by:
Related Material: 24-06-13 Draft Minutes.pdf

CLV Strong Start Academy Elementary Schools, Inc. Board Meeting – June 13th, 2024

Lorna: It's 5:06 on June 13th, 2024. At this time, we will call the meeting of Strong Start Academy Elementary School at Tony Hsieh Education Center to order. This is roll call. Lorna James-Cervantes. Present. Alain Bengochea.

Alain: Present.

Lorna: Alee Moore.

Dr. Moore: Present.

Lorna: Dachresha Harris.

Dachresha: Present.

Lorna: Astrid Angulo.

Astrid: Present.

Lorna: Meli Pulido.

Meli: Present.

Lorna: Jaime Gonzalez. Not present. Okay. But we do have a quorum, so we will go ahead and start the meeting at this time.

Nicole: Can I interject? Nicole Thompson. Present.

Lorna: Oh, Nicole Thompson. I didn't have my list in front of me. Nicole Thompson, present. Thank you for interjecting Nicole. All right. Thank you so much, everybody, for joining us tonight. We will move at this time to public comment, item number 1C. 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. The amount of discussion as well as the amount of time any single speaker is allowed will be limited to two minutes absent board approval. Public comment may also be given by calling 1 415 655 001 and entering access code number 2660 563 4745 followed by #. Is there any public comment at this time?

Angela: We didn't receive any.

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Lorna: Okay. And there was none in the room at City Hall. So, we will move at this time to item number 3A on the agenda. This is a discussion for possible action to approve transportation grant application to the Nevada State Public Charter School Authority to fund student transportation for the 2024 summer school session. And I will turn it over to Miriam Benitez at this time.

Miriam: Thank you, Lorna. Miriam Benitez for the record. And thank you all for your availability this evening. So, we wanna submit a grant application to SPCSA for reimbursement of the cost of providing transportation for our summer program, which is \$7,500. And just to give context to our program, we do offer summer school for those students who have been identified as having unfinished learning. And we also offer extended school year or ESY to our special education students.

And our summer program is very targeted, and it specifically addresses students' learning gaps. So, it's kind of an intense tutoring session, and because of this, it's only a half-day program. And because it's a half-day program, that creates a little bit of a challenge for some of our families to be able to transport their kids to and back from school since it ends midday and many of our parents work and they can't leave work to pick up the kids in the middle of the day.

So, this is why we offer transportation during the summer. And so in order for us to be able to apply for the reimbursement, we do need board approval prior to submitting the grant application.

Lorna: Thank you, Miriam. Are there questions by board members at this time?

Alain: Alain Bengochea for the record. How long does it last to the summer period?

Miriam: It's the whole month of June. So, it's started June 3rd, and it ends, I believe it's June 28th, the last Friday of the month.

Alain: Thank you.

Lorna: Are there questions for Miriam?

Dr. Moore: Yes, Dr. Alee Moore for the record. Has the grant application been written? When is it due? Has it been submitted? What's the...

Miriam: Yeah, so thank you for that question. Miriam Benitez for the record. So, the last opportunity to apply for this grant for the '23/'24 school year was
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May 31st, but I submitted the application. And when I went to submit it is when I learned that we needed board approval and they did accept it and said that they'd hold onto it until we had our board meeting.

And then obviously if it gets approved, I submit the board agenda with the transcription as evidence that it was approved, but it was already due. And I didn't attach it here because it has personal identifiable information of students, so that's why I didn't submit it as backup documentation.

Dr. Moore: Thank you.

Lorna: Thank you, Miriam. Other questions or comments? Hearing no other questions or comments at this time, I would like to move that we approve the transportation grant application to the Nevada State Public Charter School Authority to fund student transportation for the 2024 summer school session. Is there a second to that motion? This is Lorna Cervantes by the record making the motion.

Alain: Bengochea, second.

Lorna: Okay. All those in favor.

Dachresha: Aye.

Meli: Aye.

Dr. Moore: Aye.

Lorna: Are there any opposed? Okay. Thank you. That motion passes. And, Miriam, you do have board approval to submit that application. I apologize to everybody, in my desire to move it, [inaudible 00:06:38] I missed item number 1D. This was approval missed from the May 9th board meeting. I think you all have those minutes ahead of time, and I hope that you all had the time to took over those. If there are no concerns or corrections needed in those meeting minutes, then I would appreciate a motion to approve the minutes as submitted.

Nicole: Nicole Thompson, I move to approve the minutes from May 9th, 2024 as submitted.

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

Alain: Bengochea, second.

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Lorna: All those in favor.

Dr. Moore: Aye.

Dachresha: Aye.

Lorna: Any opposed? Thank you. That motion passes and those minutes will be posted as approved. And at this time, we can move to item four. This is 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 as well as the amount of time any single speaker is allowed will be limited to two minutes absent board approval. Public comment may also be given by calling 1 415 655 0001 and entering access code number 2660 563 4745 followed by #. Is there any public comment at this time?

Angela: None at this time.

Lorna: None at this time. Okay. And at this time, I would just like to remind all of our board members that our retreat will be coming up on July the 25th. We will have our July board meeting, first thing in the morning on July 25th, followed by our whole-day retreat. We do hope that you're all available and would appreciate you all being available in [inaudible 00:09:04] retreat, as this will be a time for us to work together to set our goals and expectations for the coming year. And with that, I will adjourn our meeting at 5:15 p.m., and I thank you all for joining us tonight.

Miriam: Yay. Thank you.

Lorna: Thank you. [inaudible 00:09:24].

Alain: Thank you.

Lorna: All right. Bye-bye.

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 Financial Presentation 240708kd.pdf

Strong Start Academy ES

Monthly Financial Update

May 2024 Forecast

KRISTIN DIETZ

JULY 2024



Contents



1. 2023-24 Forecast – May 2024
2. 2023-24 Cash Flow Projections
3. Grant Summary
4. Balance Sheet
5. Exhibits



May24 Forecast vs Approved Budget

Positive forecast trending close to budget, final ADE 143

		2023-24	2023-24	Variance
		Budget	Current Forecast	
Revenue	Revenue from Local Sources	1,851,000	1,851,056	56
	State Revenue	1,376,291	1,379,630	3,338
	Federal Revenue	763,934	813,544	49,610
	Total Revenue	3,991,226	4,044,230	53,005
Expenses	Personnel Services-Salaries	1,583,631	1,623,306	(39,675)
	Personnel Services-Employee Benefits	793,007	780,802	12,205
	Professional and Tech Services	598,328	629,433	(31,105)
	Property Services	110,549	95,820	14,728
	Other Services	72,236	71,072	1,163
	Supplies	620,177	640,128	(19,951)
	Depreciation Expense	2,667	4,027	(1,360)
	Debt Service and Miscellaneous	15,351	15,504	(153)
	Other Items - Expense	-	-	-
	Total Expenses	3,795,945	3,860,093	(64,148)
	Operating Income	195,280	184,137	(11,143)
	Beginning Balance (Audited)	1,738,124	1,738,124	-
	Operating Income	195,280	184,137	(11,143)
	Ending Fund Balance (incl. Depreciation)	1,933,404	1,922,261	(11,143)
	Ending Fund Balance as % of Expenses	50.9%	49.8%	-1.1%



2023-24 Forecast Update – May24 vs. Apr24

Staffing /hire dates and State SpEd revenue improve bottom line



CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	185,279	
Federal Revenue	22,551	NSLP Revenue increased per actuals, offset in expense
Property Services	8,858	Savings in utilities, equipment rentals below budget as of 6/30
State Revenue	2,237	Adjust State SpEd per Q4 payment workbook
Compensation	(17,069)	FY23 term'd employee payouts, offset by H&W savings, hourly pay under budget
Supplies	(17,719)	Food supplies increased per actuals
Current Forecast	184,137	

2023-24 Grants Summary



Funding	Grant	Total Spent To Date	Balance Remaining	% Grant Remaining	Notes
Title I	36,118	35,287	831	2%	Exhausted Jun24
Title II	10,519	10,519	-	0%	
Title III	3,009	990	2,019	67%	Spend 7/1-9/30/24
Title IV	2,946	2,946	-	0%	
IDEA	11,334	11,334	-	0%	
CSP	750,000	740,612	9,388	1%	will fully spend by 8/1/24
ARP ESSER III	42,033	9,014	33,019	79%	Will exhaust by 9/30/24
SpEd EXN	12,079	12,079	-	0%	
SpEd PIP	750	750	-	0%	New
AB495	22,478	-	22,478	100%	Spend summer '24, expires 12/31/24
CLV ARPA	120,000	86,580	33,420	28%	Fully exhausted 6/30/24
Total	1,011,266	910,111	101,155	10%	-

On track to spend down all grants by due dates

CSP Grant



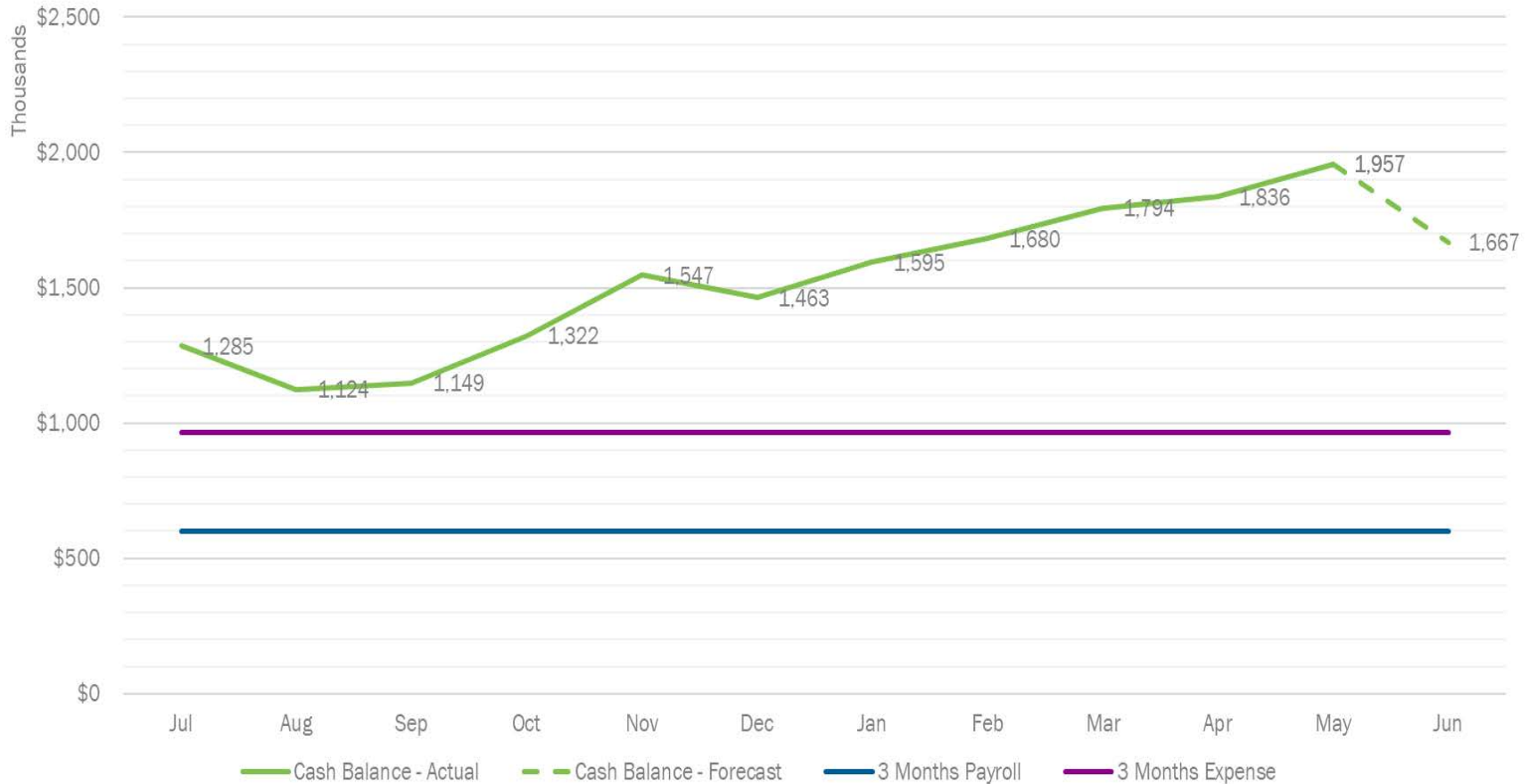
Balances below as of 6/30/24, on track to fully spend by due date

Account	Description	Total Budget*	Total Reimbursement Requests Submitted	Budget Remaining
331	NM Dual Language training programs, SEL, school climate	262,445	253,063.33	9,381.68
641	Curriculum Associates iReady Math program	44,391	44,390.69	-
652	Interactive white boards, computers, desktop computers	85,639	85,638.97	-
652	3 desktop computers for admin	3,946	3,946.03	-
310	Admin services - accounting, prep, legal	65,182	65,181.50	-
652	180 student chromebooks	65,723	65,722.59	-
612	18 charging carts, students desks, chairs	78,869	78,868.60	-
345	marketing and recruiting costs	143,800	143,800.00	-
Totals		749,993	740,612	9,382



2023-2024 Cash Flow

Cash balances remain strong, projecting 158 Days Cash On Hand (DCOH)





Balance Sheet as of May 2024

What Strong Start Academy owns and owes as of May 2024

		Jun FY2023	May FY2024	YTD Change	Notes
Assets	Cash Balance	1,404,765	1,957,363	552,598	
	Current Assets	528,269	49,368	(478,901)	Accounts receivable
	Capital Assets	37,333	55,290	17,957	
	Other Assets	10,000	310,739	300,739	PERS deferred asset, security deposit
	Total Assets	1,980,367	2,372,761	392,394	
Liabilities & Equity	Current Liabilities	242,243	113,122	(129,122)	Accounts payable
	Beginning Net Assets	834,486	1,738,124	903,638	Fund balance - school-wide
	Net Income (Loss) to Date	903,638	521,515	(382,122)	
	Total Liabilities & Equity	1,980,367	2,372,761	392,394	

Exhibits



CLV Strong Start Academy Elementary School
Income Statement
As of May FY2024

	Actual			YTD	Budget						
	Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
Revenue from Local Sources	250,000	250,000	100,000	1,850,482	1,851,000	1,851,000	1,851,056	56	56	574	100%
State Revenue	112,606	114,178	123,447	1,265,427	1,376,291	1,377,449	1,379,630	2,181	3,338	114,203	92%
Federal Revenue	31,074	72,802	51,909	488,577	763,934	790,993	813,544	22,551	49,610	324,967	60%
Total Revenue	393,679	436,980	275,356	3,604,486	3,991,226	4,019,443	4,044,230	24,788	53,005	439,744	89%
Expenses											
Personnel Services-Salaries	137,579	136,045	133,461	1,298,986	1,583,631	1,597,755	1,623,306	(25,551)	(39,675)	324,320	80%
Personnel Services-Employee Benefits	55,574	60,376	59,622	603,413	793,007	789,285	780,802	8,482	12,205	177,390	77%
Professional and Tech Services	33,591	90,370	67,735	522,878	598,328	617,030	629,433	(12,403)	(31,105)	106,555	83%
Property Services	4,767	5,829	5,254	69,650	110,549	114,369	95,820	18,548	14,728	26,170	73%
Other Services	3,904	3,692	3,704	59,287	72,236	73,786	71,072	2,713	1,163	11,785	83%
Supplies	19,618	17,953	92,513	511,212	620,177	622,241	640,128	(17,887)	(19,951)	128,916	80%
Depreciation Expense	222	222	222	2,445	2,667	4,027	4,027	-	(1,360)	1,582	61%
Debt Service and Miscellaneous	334	14	24	15,100	15,351	15,671	15,504	167	(153)	404	97%
Total Expenses	255,589	314,501	362,535	3,082,971	3,795,945	3,834,164	3,860,093	(25,930)	(64,148)	777,123	80%
Operating Income	138,090	122,479	(87,179)	521,515	195,280	185,279	184,137	(1,142)	(11,143)	(337,378)	
Fund Balance											
Beginning Balance (Unaudited)					1,481,971	1,481,971	1,481,971				
Audit Adjustment					256,152	256,152	256,152				
Operating Income					195,280	185,279	184,137				
Ending Fund Balance					1,933,404	1,923,403	1,922,261				
Total Revenue Per ADE					27,911	28,108	28,281				
Total Expenses Per ADE					26,545	26,812	26,994				
Operating Income Per ADE					1,366	1,296	1,288				
Fund Balance as a % of Expenses					50.9%	50.2%	49.8%				

CLV Strong Start Academy Elementary School
Income Statement
As of May FY2024

KEY ASSUMPTIONS

Enrollment Breakdown
 Enrollment Summary
 K-3
 Total ADE

Actual			YTD	Budget						
Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
				143	143	143	-	-		
				143	143	143	-	-		

CLV Strong Start Academy Elementary School
Income Statement
As of May FY2024

		Actual			YTD	Budget						
		Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE												
Revenue from Local Sources												
1900	Other Local Revenue	-	-	-	425	1,000	1,000	1,000	-	-	575	43%
1920	Contributions and Donations From Private Sources	250,000	250,000	100,000	1,850,056	1,850,000	1,850,000	1,850,056	56	56	(0)	100%
SUBTOTAL - Revenue from Local Sources		250,000	250,000	100,000	1,850,482	1,851,000	1,851,000	1,851,056	56	56	574	100%
State Revenue												
3110.201	PCFP - Base Funding	107,226	108,799	107,619	1,173,315	1,282,138	1,282,138	1,282,138	-	-	108,823	92%
3254	PCFP - ELL	5,380	5,380	5,380	59,175	64,555	64,555	64,555	-	-	5,380	92%
3270	State SpEd	-	-	10,449	32,937	29,598	30,756	32,937	2,181	3,338	-	100%
SUBTOTAL - State Revenue		112,606	114,178	123,447	1,265,427	1,376,291	1,377,449	1,379,630	2,181	3,338	114,203	92%
Federal Revenue												
4500	Federal pass-through grants - other	-	38,552	28,440	86,580	120,000	120,000	120,000	-	-	33,420	72%
4500.633	Title I	-	-	8,153	46,878	47,709	47,709	47,709	-	-	831	98%
4500.639	IDEA	997	-	2,602	24,163	22,376	23,413	28,077	4,664	5,701	3,914	86%
4500.658	Title III-LEP	120	-	-	2,140	4,159	4,159	4,159	-	-	2,019	51%
4500.661	CSP	-	34,250	-	182,912	379,308	379,308	379,308	-	-	196,396	48%
4500.709	Title II	-	-	-	13,688	13,688	13,688	13,688	-	-	(0)	100%
4500.715	Title IV – Well-Rounded Education	-	-	-	2,946	2,946	2,946	2,946	-	-	-	100%
4500.742	ARP ESSER III (84.425D)	-	-	751	9,013	16,010	42,033	42,033	-	26,022	33,019	21%
4500.780	AB495, Other pass-through funds	-	-	-	-	22,478	22,478	22,478	-	-	22,478	0%
4500.802	NSLP	29,956	-	11,963	106,548	121,550	121,550	139,437	17,887	17,887	32,889	76%
4500.870	Nutrition - Misc Federal Awards	-	-	-	13,710	13,710	13,710	13,710	-	-	-	100%
SUBTOTAL - Federal Revenue		31,074	72,802	51,909	488,577	763,934	790,993	813,544	22,551	49,610	324,967	60%
TOTAL REVENUE		393,679	436,980	275,356	3,604,486	3,991,226	4,019,443	4,044,230	24,788	53,005	439,744	89%

CLV Strong Start Academy Elementary School
Income Statement
As of May FY2024

		Actual			YTD	Budget						
		Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES												
Personnel Services-Salaries												
101	Salaries-Teachers	87,425	88,256	95,233	876,917	1,069,692	1,053,550	1,084,106	(30,556)	(14,414)	207,189	81%
102	Salaries-Instructional Aides	4,059	5,405	4,039	44,445	46,800	51,480	51,480	-	(4,680)	7,035	86%
103	Salaries-Substitute Teachers	-	-	-	220	4,750	5,225	220	5,005	4,530	-	100%
104	Salaries-Licensed Administration	10,587	10,587	10,587	114,965	115,499	127,049	127,049	-	(11,550)	12,084	90%
105	Salaries-Non-licensed Administration	-	-	-	-	31,440	-	-	-	31,440	-	-
107	Salaries-Other Classified/Support Staff	18,499	21,551	19,721	203,958	197,230	216,960	216,960	-	(19,730)	13,001	94%
151	Salaries-Additional Comp-Teachers	-	-	-	-	55,000	55,000	55,000	-	-	55,000	0%
161	Salaries-Extra Duties-Teachers	17,008	10,246	3,880	58,481	63,221	88,492	88,492	-	(25,271)	30,011	66%
SUBTOTAL - Personnel Services-Salaries		137,579	136,045	133,461	1,298,986	1,583,631	1,597,755	1,623,306	(25,551)	(39,675)	324,320	80%
Personnel Services-Employee Benefits												
210	Employee Benefits - Group Insurance	15,338	18,628	17,860	180,496	197,250	194,250	175,396	18,854	21,854	(5,100)	103%
220	Employee Benefits - Social Security Contributions	478	527	803	3,896	339	1,239	929	310	(590)	(2,967)	419%
230	Employee Benefits - Retirement Contributions	37,809	39,293	39,069	394,521	528,684	528,553	538,789	(10,236)	(10,105)	144,269	73%
240	Employee Benefits - Medicare Payments	1,950	1,927	1,890	19,084	22,963	23,167	23,538	(370)	(575)	4,454	81%
260	Employee Benefits - Unemployment Compensation	0	0	0	0	32,889	32,294	32,114	180	776	32,114	0%
270	Employee Benefits - Workers Compensation	-	-	-	5,416	10,882	9,781	10,037	(256)	845	4,621	54%
SUBTOTAL - Personnel Services-Employee Benefits		55,574	60,376	59,622	603,413	793,007	789,285	780,802	8,482	12,205	177,390	77%
Professional and Tech Services												
310	Office/Administrative Services	225	316	205	3,886	32,416	4,317	4,317	-	28,100	431	90%
320	Professional Educational Services	11,614	36,884	11,690	130,006	54,000	138,366	138,366	-	(84,366)	8,359	94%
330	Training & Development Services	-	-	-	100	100	100	100	-	-	-	100%
331	Training & Development Services - Teachers	-	34,500	34,500	202,019	207,025	207,025	207,025	-	-	5,006	98%
340	Other Professional Services	8,763	7,109	4,385	66,696	56,495	66,495	82,057	(15,562)	(25,562)	15,361	81%
340.1	Business Service Fees	5,417	5,417	5,417	59,583	65,000	65,000	65,000	-	-	5,417	92%
345	Marketing Services	7,000	3,500	5,000	45,823	99,255	99,255	99,255	-	-	53,432	46%
350	Technical Services	572	2,644	572	8,708	6,864	9,300	9,300	-	(2,436)	592	94%
351	Data Processing & Coding Services	-	-	5,968	5,968	26,172	26,172	23,013	3,159	3,159	17,046	26%
352	Other Technical Services	-	-	-	88	1,000	1,000	1,000	-	-	912	9%
360	Other specialized services	-	-	-	-	50,000	-	-	-	50,000	-	-
SUBTOTAL - Professional and Tech Services		33,591	90,370	67,735	522,878	598,328	617,030	629,433	(12,403)	(31,105)	106,555	83%
Property Services												
410	Utility Services	2,765	2,392	4,545	39,495	72,000	68,000	58,000	10,000	14,000	18,505	68%
411	Water and Sewer	932	852	-	9,266	7,000	11,000	11,000	-	(4,000)	1,734	84%
421	Garbage and Disposal	702	2,068	296	11,223	9,180	13,000	13,000	-	(3,820)	1,777	86%
422	Janitorial and Custodial Services	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
430	Repairs and Maintenance Services	-	-	-	4,993	6,560	6,560	6,560	-	-	1,567	76%
441	Rent - Land and Building	-	-	-	12	12	12	12	-	-	-	100%
443	Rentals of Computers and Related Equipment	368	388	413	4,202	13,497	13,497	4,948	8,548	8,548	746	85%
490	Other Purchased Property Services (incl Security, etc)	-	130	-	460	1,300	1,300	1,300	-	-	840	35%
SUBTOTAL - Property Services		4,767	5,829	5,254	69,650	110,549	114,369	95,820	18,548	14,728	26,170	73%
Other Services												
519	Student Transportation	-	-	-	-	6,878	6,878	6,878	-	-	6,878	0%
522	Liability Insurance	-	-	-	29,445	29,445	29,445	29,445	-	-	-	100%
531	Postage	-	-	-	5	3,575	3,575	5	3,570	3,570	(0)	100%
535	Phone & internet services	629	621	631	6,885	7,800	7,800	7,800	-	-	915	88%

CLV Strong Start Academy Elementary School
Income Statement
As of May FY2024

		Actual			YTD	Budget						
		Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
540	Advertising	-	250	1,006	1,857	1,000	1,000	1,857	(857)	(857)	-	100%
550	Printing and Binding	-	-	-	-	11	11	11	-	-	11	0%
570	Food Service Management	361	-	721	4,165	6,000	6,000	6,000	-	-	1,836	69%
580	Travel	1,575	1,475	-	3,050	1,500	3,050	3,050	-	(1,550)	-	100%
591	Intereducational, Interagency Purchased Services	1,340	1,345	1,345	13,881	16,027	16,027	16,027	-	-	2,146	87%
SUBTOTAL - Other Services		3,904	3,692	3,704	59,287	72,236	73,786	71,072	2,713	1,163	11,785	83%
Supplies												
610	General Supplies	2,548	1,419	7,755	36,396	66,510	66,044	66,044	-	467	29,648	55%
612	Supplies/Equip - Non-IT	-	4,087	17,736	30,142	74,386	74,386	48,030	26,356	26,356	17,889	63%
630	Food	14,546	12,403	17,732	127,841	121,550	121,550	139,437	(17,887)	(17,887)	11,596	92%
640	Books and supplies	-	-	15	7,998	40,428	40,428	40,428	-	-	32,430	20%
641	Textbooks	-	-	22,875	98,801	111,123	111,123	111,123	-	-	12,322	89%
651	Supplies - Technology - Software	1,169	-	-	7,664	8,983	8,807	8,807	-	177	1,143	87%
652	Supplies/Equipment - Information Technology Related	-	-	26,356	129,077	118,273	120,981	147,337	(26,356)	(29,063)	18,260	88%
653	Web-based and similar programs	1,353	44	44	73,294	78,923	78,923	78,923	-	-	5,629	93%
SUBTOTAL - Supplies		19,618	17,953	92,513	511,212	620,177	622,241	640,128	(17,887)	(19,951)	128,916	80%
Depreciation Expense												
790	Depreciation	222	222	222	2,445	2,667	4,027	4,027	-	(1,360)	1,582	61%
SUBTOTAL - Depreciation Expense		222	222	222	2,445	2,667	4,027	4,027	-	(1,360)	1,582	61%
Debt Service and Miscellaneous												
810	Dues and Fees	14	14	14	507	1,052	1,052	884	167	167	377	57%
832	Interest	-	-	-	-	37	37	37	-	-	37	0%
890.1	Miscellaneous Expenditures - Prior Year Expenses	320	-	-	14,583	14,263	14,583	14,583	-	(320)	-	100%
899	Uncategorized Expense	-	-	10	10	-	-	-	-	-	(10)	
SUBTOTAL - Debt Service and Miscellaneous		334	14	24	15,100	15,351	15,671	15,504	167	(153)	404	97%
TOTAL EXPENSES		255,589	314,501	362,535	3,082,971	3,795,945	3,834,164	3,860,093	(25,930)	(64,148)	777,123	80%

CLV Strong Start Academy Elementary School
Monthly Cash Forecast
As of May FY2024

	2023-24												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast		
Beginning Cash	1,404,765	1,285,018	1,124,270	1,148,659	1,322,486	1,546,571	1,463,138	1,594,951	1,680,491	1,793,694	1,836,380	1,957,363		
REVENUE														
Revenue from Local Sources	-	425	250,056	250,000	250,000	-	250,000	250,000	250,000	250,000	100,000	574	1,851,056	-
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	-	191,501	92,051	170,820	109,893	109,893	74,905	166,133	112,606	114,178	123,447	110,287	1,379,630	3,916
Federal Revenue	-	126,653	9,342	45,087	40,067	31,274	56,115	24,256	31,074	72,802	51,909	261,322	813,544	63,645
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	318,579	351,449	465,907	399,960	141,167	381,020	440,388	393,679	436,980	275,356	372,183	4,044,230	67,561
EXPENSES														
Personnel Services-Salaries	30,912	114,970	118,348	117,772	121,230	106,446	110,452	171,771	137,579	136,045	133,461	223,788	1,623,306	100,533
Personnel Services-Employee Benefits	35,277	62,989	56,818	54,002	53,537	48,258	46,812	70,148	55,574	60,376	59,622	86,491	780,802	90,899
Professional and Tech Services	8,527	48,887	5,157	71,994	17,709	76,059	25,476	77,373	33,591	90,370	67,735	106,555	629,433	-
Property Services	5,907	10,778	6,939	9,118	5,347	2,165	7,734	5,811	4,767	5,829	5,254	10,942	95,820	15,228
Other Services	31,299	2,791	1,718	2,650	2,295	2,295	2,319	2,621	3,904	3,692	3,704	9,759	71,072	2,026
Supplies	16,361	138,287	59,967	37,676	23,773	5,191	58,788	41,087	19,618	17,953	92,513	128,916	640,128	-
Depreciation Expense	-	-	-	-	-	1,334	222	222	222	222	222	1,582	4,027	-
Debt Service and Miscellaneous	315	111	6,062	8,143	32	57	53	(46)	334	14	24	404	15,504	-
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	128,598	378,814	255,009	301,354	223,922	241,804	251,857	368,987	255,589	314,501	362,535	568,437	3,860,093	208,685
Operating Cash Inflow (Outflow)	(128,598)	(60,235)	96,440	164,553	176,038	(100,637)	129,163	71,401	138,090	122,479	(87,179)	(196,254)	184,137	(141,124)
Accounts Receivable - Current Year	49,345	(99,961)	(79,632)	20,610	48,900	26,346	2,429	(37,566)	48,828	(74,370)	146,097	-	-	-
Other Current Assets	343,119	-	-	-	-	-	-	-	-	(6,995)	-	-	-	-
Fixed Assets	-	-	-	-	-	1,334	222	222	(20,180)	222	222	1,582	-	-
Other Assets	(300,739)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(8,361)	(13,243)	7,336	(9,954)	(201)	1,889	(595)	29,559	(27,678)	782	62,067	(66,294)	-	-
Expenses - Prior Year Accruals	(52,065)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(22,448)	12,692	245	(1,381)	(652)	(12,364)	593	21,923	(25,858)	567	(225)	(29,132)	-	-
Ending Cash	1,285,018	1,124,270	1,148,659	1,322,486	1,546,571	1,463,138	1,594,951	1,680,491	1,793,694	1,836,380	1,957,363	1,667,265		



Combined Board Check Register

School: Strong Start

Month: May 2024

Total Paid By Check: \$ 166,113.20
Total Paid By Credit Card: \$ 7,353.33

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	21016	Brady Industries	5/7/2024	Bill #8830320--Supplies		\$ 1,083.04
Check	21017	EdTec Inc	5/7/2024	Bill #28982--EdTec Monthly Back Office Service - May 2024		\$ 5,416.67
Check	21018	Infinite campus	5/7/2024	Bill #ANNUAL046456--Direct Support Campus Passport & Yearly Event Series: 07/01/24 - 06/30/25		\$ 4,013.10
Check	21019	Intellatek	5/7/2024	Bill #8085--Monthly Contract Rate: 05/01/24		\$ 572.00
Check	21020	Special Education Support Staff	5/7/2024	Bill #7592--School Nurse: Diana Mendez: 04/15/2024		\$ 675.00
Check	21021	Water District	5/7/2024	Bill #042324--Utility Services; 03/27 - 04/23/25		\$ 796.01
Check	21022	Susana Abrams	5/13/2024	Bill #050924--Reimb: Treats for tutoring		\$ 29.96
Check	21023	bluprinthr	5/13/2024	Bill #INV-000004--Professional Svcs: 04/01 - 04/29/24		\$ 1,050.00
Check	21024	Republic Services #620	5/13/2024	Bill #0620-044225898--Recycle Service: 05/01 - 05/31/24 + Late Fee		\$ 260.28
Check	21025	Republic Services	5/13/2024	Bill #0620-044225882--Late Fee		\$ 36.04
Check	21026	Revolution Foods, PBC	5/13/2024	Bill #003177-C002973--Food services; April 2024		\$ 15,432.10
Check	21027	School Food Solution L3C	5/13/2024	Bill #5573--Monthly Food service administration management - May 2024		\$ 360.50
Check	21028	Scoot Education Inc.	5/13/2024	Bill #78669--Services : 04/29/24		\$ 268.00
Check	21029	COX Business	5/20/2024	Bill #050224--Internet services: 05/02 - 06/01/24		\$ 631.00
Check	21030	HEALTH PLAN OF NEVADA	5/20/2024	Bill #241290003282--Insurance: June 2024 & Adjustments		\$ 19,623.43
Check	21031	Les Olson Company	5/20/2024	Bill #EA1407148--Monthly Contract Billing		\$ 250.88
Check	21032	Lindamood - Bell Learning Processes	5/20/2024	Bill #7927671--Online-Visualizing & Verbalizing : 04/06 - 04/20/24		\$ 7,250.00
Check	21033	Scoot Education Inc.	5/20/2024	Bill #79799--Services : 05/06 - 05/10/24		\$ 2,035.00
Check	21034	Special Education Support Staff	5/20/2024	Bill #7636--School Nurse: Diana Mendez: 04/30/2024		\$ 1,012.50
Check	21035	Data Recognition Corporation	5/30/2024	Bill #177440--LLO Hand Scoring WR & SP & RD		\$ 1,954.40
Check	21036	Fairchild Record Search	5/30/2024	Bill #190209--Corporate Document Filing		\$ 205.00

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	21037	Fox Rothschild LLP	5/30/2024	Bill #3400413--Professional Services rendered through 04/30/24		\$ 3,129.50
Check	21038	Revco Leasing Company	5/30/2024	Bill #230652--Lease Payment due by 06/04/24		\$ 162.36
Check	21039	School Food Solution L3C	5/30/2024	Bill #5486--Monthly Food service administration management - April 2024		\$ 360.50
Check	21040	School Outfitters	5/30/2024	Bill #INV14142586--Mobile Convertible Bench Table Plywood Core & Protect Edge		\$ 17,735.75
Check	21041	Scoot Education Inc.	5/30/2024	Bill #80853--Services : 05/17/24 Bill #80832--Services : 05/13 - 05/17/24		\$ 2,174.00
Check	21042	TNTP	5/30/2024	Bill #CINV24057061--PD & Coaching for Teachers		\$ 27,250.00
Check	21043	WildFlower Therapy Services, LLC	5/30/2024	Bill #518--Speech Services: 04/02 - 04/30/24		\$ 5,525.00
Check	DB050124	NV ENERGY	5/1/2024	DB050124		\$ 2,007.79
Check	DB050124-1	NV ENERGY	5/1/2024	DB050124-1		\$ 837.17
Check	DB050124-2	NV ENERGY	5/1/2024	DB050124-2		\$ 78.54
Check	DB050924	BETTER BUSINESS DES	5/9/2024	DB050924		\$ 14.25
Check	DB051524	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	5/15/2024	DB051524 - PUBLIC EMPLOYEES' RETIREMENT SYSTEM		\$ 39,293.17
Check	DB051624	AMERICAN EXPRESS	5/16/2024	DB051624- AMERICAN EXPRESS		\$ 4,226.61
Check	DB051624-1	COSTCO	5/16/2024	DB051624-1 - COSTCO		\$ 309.94
Check	DB052024	CIRCLE K	5/20/2024	DB052024		\$ 9.72
Check	DB052824	GOFORMZ	5/28/2024	DB052824		\$ 24.00
Check	DB052824-1	ADOBE	5/28/2024	DB052824-1		\$ 19.99
Credit Card	L425 - NV - 1005	Ross Stores	5/22/2024	04/24 - Ross Stores		\$ 24.90
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2024	04/29 - Amazon MKTPlace		\$ 26.88
Credit Card	L425 - NV - 1005	ALBERTSON'S	5/22/2024	04/30 - ALBERTSON'S		\$ 34.46
Credit Card	L425 - NV - 1005	PAYPAL	5/22/2024	04/30 - PAYPAL Teachchange		\$ 5.00
Credit Card	L425 - NV - 1005	PAYPAL	5/22/2024	04/30 - PAYPAL Teachchange		\$ 5.00
Credit Card	L425 - NV - 1005	PAYPAL	5/22/2024	04/30 - PAYPAL Teachchange		\$ 5.00
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2024	05/06 - Amazon MKTPlace		\$ 71.90
Credit Card	L425 - NV - 1005	EINSTEIN BROS BAGEL	5/22/2024	05/06 - EINSTEIN BROS BAGEL		\$ 39.84

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
Credit Card	L425 - NV - 1005	POPPY'S DONUTS	5/22/2024	05/07 - POPPY'S DONUTS		\$ 39.84
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2024	05/07 - Amazon MKTPlace		\$ 68.93
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2024	05/07 - Amazon MKTPlace		\$ 107.96
Credit Card	L425 - NV - 1005	WAL-MART	5/22/2024	05/08 - WAL-MART		\$ 42.12
Credit Card	L425 - NV - 1005	Amazon.com	5/22/2024	05/08 - Amazon.com		\$ 9.25
Credit Card	L425 - NV - 1005	WAL-MART	5/22/2024	05/09 - WAL-MART		\$ 89.45
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2024	05/09 - Amazon MKTPlace		\$ 45.37
Credit Card	L425 - NV - 1005	WAL-MART	5/22/2024	05/10 - WAL-MART		\$ 62.79
Credit Card	L425 - NV - 1005	Indeed Jobs	5/22/2024	05/10 - Indeed Jobs		\$ 501.17
Credit Card	L425 - NV - 1005	Amazon.com	5/22/2024	05/11 - Amazon.com		\$ 13.51
Credit Card	L425 - NV - 1005	School Outlet	5/22/2024	05/14 - School Outlet		\$ 4,938.95
Credit Card	L425 - NV - 1005	Indeed Jobs	5/22/2024	05/15 - Indeed Jobs		\$ 505.22
Credit Card	L425 - NV - 1005	McDonald's	5/22/2024	05/16 - McDonald's		\$ 248.33
Credit Card	L425 - NV - 1005	SAMS CLUB	5/22/2024	05/16 - SAMS CLUB		\$ 106.86
Credit Card	L425 - NV - 1005	ALBERTSON'S	5/22/2024	05/17 - ALBERTSON'S		\$ 22.69
Credit Card	L425 - NV - 1005	Party City	5/22/2024	05/17 - Party City		\$ 49.09
Credit Card	L425 - NV - 1005	SAMS CLUB	5/22/2024	05/19 - SAMS CLUB		\$ 84.26
Credit Card	L425 - NV - 1005	SAMS CLUB	5/22/2024	04/21 - SAMS CLUB		\$ 123.32
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2024	04/25 - Amazon MKTPlace		\$ 66.92
Credit Card	L425 - NV - 1005	Amazon.com	5/22/2024	04/26 - Amazon.com		\$ 14.32

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

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: July Enrollment Update (1).pdf



Recruiting

- Tabling
 - July 14, 2024 Pack for Success Community Event (East Las Vegas Community Center)
 - July 28, 2024 Back to School Supply Distribution and Resource Fair (East Las Vegas Community Center)

- Graphicka
 - Facebook
 - Google
 - OTT (Telemundo, Peacock, etc.)

24-25 Enrollment

- 230 students enrolled (11 seats available)
 - K = 60 students (full)
 - 1st = 60 students (full)
 - 2nd = 54 students (6 seats available)
 - 3rd = 21 students (full)
 - 4th = 35 students (5 seats available)

Coversheet

Report by the Executive Director on the results of the Pupil Enrollment and Attendance Audit School Year 2023-2024.

Section: III. Executive Update
Item: B. Report by the Executive Director on the results of the Pupil Enrollment and Attendance Audit School Year 2023-2024.
Purpose: FYI
Submitted by:
Related Material: PEAA Final Report- Strong Start Academy.pdf

Joe Lombardo
Governor
Jhone M. Ebert
*Superintendent
of Public Instruction*



Southern Nevada Office
2080 E. Flamingo Rd., Suite 210
Las Vegas, NV 89119-0811
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DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
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July 17, 2024

Ms. Miriam Benitez, Executive Director
Strong Start Academy Elementary School
310 S. 9th St.
Las Vegas, NV 89101
mbenitez@clvstrongstartes.org

Ms. Lorna James-Cervantes, Board President
Strong Start Academy Elementary School
ljamescervantes@clvstrongstartes.org

RE: Pupil Enrollment and Attendance Audit
School Year 2023 – 2024 (Q1 – Q4); Audit No. 24-2673-136

Dear Ms. Benitez and Ms. James-Cervantes:

Enclosed is the report of our Pupil Enrollment and Attendance Audit of the Strong Start Academy Elementary School for the 1st, 2nd, 3rd, & 4th quarters of the 2023 – 2024 school year. We do not require a response to this report from the school as there were not exceptions to the items we reviewed.

We appreciate the cooperation and courtesies extended to us during the course of the audit. If you have any questions, please contact me at 775-687-9231.

Sincerely,

Michael Shafer
Chief Auditor

MS/lw

Enclosure: Pupil Enrollment and Attendance Audit

cc via email: Melissa Mackedon, Executive Director, State Public Charter School Authority
James Malone, Program Analyst, LCB
Yuriy Ikovlev, Program Analyst, LCB
Lilliana Camacho-Polkow, Program Analyst, LCB
Michael Rankin, Executive Branch Budget Officer I, Budget Division, CFO

STRONG START ACADEMY ELEMENTARY SCHOOL

PUPIL ENROLLMENT AND ATTENDANCE AUDIT

SCHOOL YEAR 2023 – 2024 (Q1 – Q4)



Student Investment Division * Audit Office * Las Vegas, Nevada
Audit No: 24-2673-136

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 Enrollment Verification
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RESPONSE FROM CHARTER SCHOOL 4

INTRODUCTION

Organization

Strong Start Academy Elementary School
Las Vegas, Nevada
Grades: K – 3
Locations: 1
Sponsor: State Public Charter School Authority

Program

Pupil Centered Funding Plan (PCFP)

Objectives

The purpose of the examination was:

- To determine if the School’s average daily enrollment (ADE) on a specific date matched the number of pupils contained on the master register.

Background

Replacing the 54-year old Nevada Plan, the PCFP prioritizes equity by funding students based on their unique needs and circumstances. The plan seeks to provide all students with a base level of resources, and to provide greater support to those who need it. In addition, for the first time ever, Nevada’s education funding formula accounts for the adjusted costs of providing education in urban and rural and large and small district and school settings across Nevada.

The statutes (laws) addressing financial support of school systems, the system of public instruction, and pupil enrollment and accounting are contained in NRS 386, 387, and 388. The regulations included in the Nevada Administrative Code (NAC) 386, 387, and 388 are also pertinent.

Effective July 1, 1999, the Nevada Legislature enacted NRS 387.304, requiring NDE to conduct an annual audit of the count of pupils for apportionment purposes reported by each school district. In addition, NRS 387.1238 allows for the verification of “reports of enrollment and daily attendance submitted by any school district, charter school, or university school for profoundly gifted pupils for apportionment purposes.”

PUPIL ENROLLMENT AND ATTENDANCE AUDIT

Enrollment Verification

Our audit procedures included comparing the output of the School's ADE in Infinite Campus to the master register for a selection of School session dates shown in the table below. The School Spot Check Results identify the School and the dates that were selected for review.

Results:

Through our audit process, we could verify the average daily enrollment at the School was:

Quarter 1:	139.88
Quarter 2:	143.51
Quarter 3:	144.04
Quarter 4:	147.29

- There were no exceptions to the enrollment for apportionment.

School Spot Check Results

School: Strong Start Academy Elementary School			
Dates Tested	ADE in Infinite Campus	Master Register Enrollment Confirmed in Audit	Variance
September 7, 2023	142	142	0
September 13, 2023	142	142	0
September 27, 2023	141	141	0
October 18, 2023	144	144	0
November 27, 2023	144	144	0
December 11, 2023	145	145	0
January 3, 2024	146	146	0
February 7, 2024	143	143	0
March 25, 2024	146	146	0
April 8, 2024	148	148	0
April 18, 2024	148	148	0
May 6, 2024	147	147	0

Results:

No discrepancies were noted for the items reviewed.

RESPONSE FROM CHARTER SCHOOL

No response from the School was required as there were no exceptions to the items that were reviewed.

Coversheet

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

Section: IV. Governance
Item: A. Discussion for possible action to approve the Strong Start Academy
Elementary School Parent Student Handbook and Test Security Plan.
Purpose: Vote
Submitted by:
Related Material: 24_25StrongStartParentStudentHandbook .pdf
SSAES 24-25 District Level Test Security Plan .pdf



ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

2024-2025
K-4

Parent & Student Handbook

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!

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Board of Directors

Lorna James-Cervantes, President

Jaime Gonzales, Treasurer

Alain Bengochea, Secretary

Dachresha Harris, Officer

L. Alee Moore, Officer

Astrid Angulo, Officer

Melida Pulido, Officer

Vacancy, 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

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	
<p>Integrity Accountability for our actions and learning</p>	<p>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.</p>
<p>Social Responsibility Respect and value for ourselves, each other, and the community</p>	<p>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.</p>
<p>Diversity, Equity, & Inclusion Addressing inequitable and/or unjust systems and structures to create educational equity</p>	<p>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</p>

<p>Civic Engagement Enrich the lives of youth to contribute to the well-being of the society</p>	<p>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.</p>
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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

General School Procedures

School Hours

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

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

School Calendar

[2024-2025 SSAES Calendar](#)

Daily Schedule

7:00 am	Before school childcare
8:00 am	First bell Campus opens Morning Message begins Breakfast after the bell
8:15 am	Late bell
8:30 am	Breakfast ends
3:15 pm	Dismissal
3:15 pm	After school childcare

Childcare

Before and after-school childcare 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 1-4 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 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 the left side of 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 the left side of 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 on the left side.
- 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 on the left side.
- **Administration has the final approval for all outerwear**

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 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 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

- 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 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 - Use respectful language and actions

Treat others as you wish to be treated.

Be courteous.

Use appropriate positive language and actions.

Listen to each other.

3. Be Responsible – Solve Problems Wisely

Follow directions.

Complete your schoolwork.

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 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:

3. Taking or copying answers on an examination or any other assignment from another student or other source
4. Giving answers on an examination or any other assignment to another student
5. Copying assignments that are turned in as original work
6. Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
7. Allowing others to do the research or writing for an assigned paper • Using unauthorized electronic devices
8. 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 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 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 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:
 - 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	<ul style="list-style-type: none"> ● 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
<p>Identify students who are developing chronic inappropriate behaviors</p> <p>Focused on behavior data and documentation</p>	<ul style="list-style-type: none"> ● 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
<p>Resolve chronic inappropriate behaviors with individualized interventions</p>	<ul style="list-style-type: none"> ● 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
 - 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.

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

- Age 11+ Discipline is limited to suspensions of not more than 10 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing.)
- Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon)
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.
- If a student with an IEP of any age is removed from school premises, suspended, expelled or permanently expelled for any behavior for more than 10 cumulative days, the school must make available to the student a free appropriate public education in compliance with IDEA. Schools must also comply with this and other provisions of IDEA with respect to notice, determining whether a removal constitutes a change of placement, conducting a manifestation determination and other requirements in connection with any disciplinary removal of a pupil with a disability.

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 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 their 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.
- 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 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 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 remain 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 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 damage 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:
 - Teacher Appreciation Week
 - Field Day
 - 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.**

Volunteer Fingerprinting

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 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/Guardian Name: _____

Parent/Guardian Signature: _____

Date _____

Electronic signature during registration will fulfill this requirement.



District Test Security Plan 2024-2025

Note: A copy of this manual will be submitted to the Nevada Department of Education by September 1, 2024

The Strong Start District Test Security Plan complies with the mandates provided in Nevada Revised Statutes. The 'Plan' is reviewed annually with copies made available on the district website.

1. The Strong Start Board of Directors delegates the responsibility for implementation of the Plan and the reporting of test irregularities to the Strong Start Academy Elementary School (SSAES) Executive Director. In the event that test administration irregularities or alleged breaches are reported to the Nevada Department of Education, summaries of the reports are provided to the Executive Director of SSAES.
2. The Nevada Department of Education (NDE) provides annual training in test security and test administration for each assessment in the Nevada Proficiency Examination Program. A site administrator must verify, in writing, that they have participated in each mandated and appropriate NDE training prior to handling secure test materials or administering any state assessment. Verification of participation in NDE mandated and appropriate test security and test specific training will be submitted to the State Public Charter School Authority (SPCSA).
3. The SSAES Executive Director or test coordinator will receive annually updated copies of the Nevada Department of Education Test Security Plan and related forms that address test security information and general information about each test administered in the assessment program by NDE.
4. **By September 30th of each year**, the Executive Director will account for the school test security plan that is consistent with the procedures outlined in the state plans.
5. SSAES annually revises the *Test Administration and Security: Procedures and Expectations Manual*. Revisions reflect current legislative and NDE mandates regarding test administration and security. The *Procedures and Expectations Manual* is consistent with the procedures and criteria identified in the State Test Security Manual. The *Procedures and Expectations Manual* topics include, but are not limited to:
 - Purpose of the Assessment Program
 - Statement of Responsibility
 - Parent/Guardian Notification
 - Staff Training
 - Test Materials
 - Scheduling, Test Timing, Breaks
 - Testing Environment
 - Staff Responsibilities During Testing
 - Reporting Suspected Testing Irregularities
 - Investigations of Suspected Testing Irregularities
 - Consequences for Failure to Implement Test Security Plan
 - Protection of School District Personnel
 - Terms and Definitions

- SSAES Emergency Plan During Testing
6. Copies of the *Procedures and Expectations Manual* are provided to licensed personnel and other classified personnel of the school district who have assessment responsibilities during the school year. An electronic copy of the *Procedures and Expectations Manual* is posted on the SSAES webpage.
 7. A PowerPoint presentation is used by the school administration for use during their mandatory annual review of test administration and security procedures. Administrators must document staff training with an agenda and signature sheet and **complete the training by September 30th of each year**. Training must be designed so that all licensed and classified personnel involved in any way with state or district assessments are familiar with the policies and professional expectations contained within the *Procedures and Expectations Manual* and to cover the requirements as outlined in the Nevada Department of Education State Test Security Plan – Training Requirements, including:
 - Instructions in proper handling of test materials, including electronically administered assessments;
 - Instructions in proper test administration and security procedures;
 - Information regarding protection of school district personnel regarding the disclosure of testing irregularities;
 - Conditions related to testing, under which licensed staff may be suspended, dismissed, have their license revoked, or not reemployed.
 8. SSAES licensed personnel and classified personnel who participate in the annual review of test administration and security procedures at each site will read the *Procedures and Expectations Manual* and complete and sign the *Personnel Acknowledgement* form. Each school administrator will retain the signed *Personnel Acknowledgement* forms and the annual review agenda and sign-in sheet with their annual review assessment files in a locked cabinet for three years. The forms are available in the event of questions or circumstances which require reference to them.
 9. After each school administrator completes the mandatory annual review of test administration and security procedures with their staff, they are to complete the *Verification of Annual Mandatory Staff Test Security and Administration Training* form and submit to SPCSA by **October 5th of each year**. The school administrator will review the *Procedures and Expectations Manual* with new staff throughout the year and include as applicable in test specific refresher training.
 10. **By September 30th of each year**, SSAES will provide written notice regarding procedures related to the district test security plan and actions that may be taken against personnel and pupils for violations of the test security plan or other testing irregularities. The notice will be posted on the SSAES webpage. Each school will be required to communicate this information to their respective parent communities.

Reporting Suspected Testing Irregularities

A school official, student, or parent who has reason to believe that a violation of the state or district test security plan has occurred must report any suspected testing irregularities in administration or security to the site principal/test coordinator. If the site principal/test coordinator is potentially involved in the suspected testing irregularity the report should go directly to SPCSA.

Nevada Revised Statutes:

1. Provides for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state and district-mandated examinations. **(Whistleblower Protection)**.
2. A school official shall not directly or indirectly use or attempt to use his or her official authority or influence to intimidate, threaten, coerce, command, influence or attempt to intimidate, threaten, coerce, command or influence another school official in an effort to interfere with or prevent the disclosure of information concerning irregularities in testing administration or testing security.

3. As used in this section, “official authority or influence” includes taking, directing others to take, recommending, processing or approving any personnel action such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation or other disciplinary action.
4. If any reprisal or retaliatory action is taken against a school official who discloses information concerning irregularities in testing administration or testing security within 2 years after the information is disclosed, the school official may file a written appeal with the State Board for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action.
5. A person who willfully discloses untruthful information concerning irregularities in testing administration or testing security is guilty of a misdemeanor and is subject to appropriate disciplinary action.
6. A teacher or administrator may be demoted, suspended, dismissed, or not re-employed or his/her license may be suspended for failure to observe and carry out state or school district plans for ensuring the secure administration of required examinations.

The following sequence must be followed in the event of any alleged, suspected, or reported breach of test security or unauthorized disclosure of test (state and district) content:

- The situation must be reported to the school principal/test coordinator within 24 hours.
- The school principal/test coordinator must report the incident to the SPCSA within 24 hours of the time the suspected incident has been brought to his/her attention.
- For state assessments, the District Test Director will immediately upon receipt of the report of a suspected incident report that incident to the Nevada Department of Education test security official.
- For all assessments, the District Test Director will report the incident to appropriate district level administrators.
- Within 5 days, the school principal must provide a completed Report of Test Irregularity to the SPCSA.
- For state assessments, the District Test Director will provide the completed Report of Test Irregularity to the Nevada Department of Education within 14 days of receipt.
- The District Test Director will provide updates to appropriate district level administrators.

Investigations of Suspected Testing Irregularities

- All evidence and documentation related to test security investigations is confidential.
- All reports of suspected or alleged testing irregularities shall be investigated by the school district and/or the Nevada Department of Education
 - o If investigated by the school district, the District Test Director will work collaboratively with the school principal/testing coordinator to investigate the allegation after submission of the completed Report of Test Irregularity
 - o All findings will be reported to the Nevada Department of Education test security office.
 - o If investigated by the Nevada Department of Education, the Department has an obligation to investigate the incident as it deems appropriate. Districts and schools are required to comply with the Department’s requests for documentation and information relevant to the investigation.
- All investigations will be conducted as prescribed by Nevada Department of Education and NRS.
- A school principal will be required to file a corrective action plan with the Department under the conditions which include, but are not limited to, the following:

- o When an investigation reveals that the testing irregularity resulted from inappropriate school-level test administration and/or an inadequate security protocol, including lack of appropriate storage and distribution of materials
 - o When an investigation reveals that the school principal did not provide for adequate or sufficient training of school personnel in test administration and/or security procedures
- The District Test Director/Coordinator will be required to file a corrective action plan with the Department under conditions which include, but are not limited to, the following:
 - o In an investigation reveals that the testing irregularity resulted from inappropriate district test administration and/or inadequate security protocol, including lack of appropriate storage and distribution of test materials
 - o When an investigation reveals that the District Test Director/Coordinator did not provide for adequate or sufficient training of school district personnel in test administration and/or security procedures
- The Department test security coordinator will forward information regarding a testing irregularity to the Deputy Attorney General for review if an investigation reveals that a licensed employee of the school district or charter school (a) was responsible for a breach in the security or confidentiality of the test's questions or answers, or (b) intentionally failed to observe and carry out the requirements of the district and state test security plans.
- If the information is forwarded to the SPCSA, then the SPCSA shall determine if there is sufficient evidence to issue a charging document against the individual or individuals.
- If it is determined that the evidence is insufficient to issue a charging document against an individual or individuals for (a) a breach in the security or confidentiality of a test's questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan, the Department test security coordinator will report this finding in writing to the District Test Director. No disciplinary action will be taken by the Department, but this does not preclude a school district from taking disciplinary action.
- If the evidence is sufficient to support a charging document against an individual or individuals for (a) a breach in the security or confidentiality of a test's questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan and the Superintendent of Public Instruction decides to take action for the suspension or revocation of the individual's license, a notice of complaint will be issued to the licensee.
- When there is sufficient evidence to take action against an individual's license, both the significance of the testing irregularity and the intent of the individual's actions are factors considered in evaluating the appropriateness of suspension or revocation of the license.

Any questions about appropriate test administration, contents of the *Procedures and Expectations Manual*, or alleged breaches of test security should be directed to the school principal or site test coordinator and/or to the SSAES Executive Director at (702)463-0222.

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: OPF-Self-Certification-Checklist--_School Name_.pdf

Nevada State Public Charter School Authority (SPCSA) Organizational Performance Framework

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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(775) 687-9174 · Fax (775) 687-9113

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STATE PUBLIC CHARTER SCHOOL AUTHORITY ORGANIZATIONAL PERFORMANCE FRAMEWORK

Self-Certification Form

Updated June 2023 for School Year Ending June 30, 2024

OPF Technical Guide

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, 2024. SPCSA staff will confirm compliance in noted 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, 2024. 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 (Select¹ 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
3. Evaluations and current, signed IEPs are on file for all special education students and made available upon request. 34 CFR 300.341-350 and 300.531-536 and NAC 388 https://www.leg.state.nv.us/nac/nac-388.html . 1c	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
5. The school took proper steps to identify all students in need of ELL services as required by law, evidenced by: <ul style="list-style-type: none"> a. Presence of completed, reviewed Home Language Surveys (HLS) of pupil records; 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 c. Evidence of Parent Notification for identified pupils. 1d 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
6. School staff (internal or contracted) who 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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
Indicator 2. Financial Management and Oversight	

¹ While SPCSA staff will rely on verifications 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; and that the school is current with all PERS obligations.

OPF Technical Guide

7. The governing board certifies that it is submitting all required reports in the NDE chart of accounts (COA) format required by the Department. 2c	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
11. The school's governing body certifies that Board Center in Epicenter and the school's website(s) were updated during the school year as changes in board membership occurred, and that Board Center in Epicenter and the school's website currently reflect the accurate makeup of the school's board members and roles. 3a	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
12. All Governing Body members have completed and signed an Information and Disclosure Form, annually and/or within 10 days of appointment, which was submitted to Epicenter and/or SPCSA staff. 3a	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Indicator 4: Students and Employees	
13. The school properly collects and protects students' private information pursuant to FERPA and any other applicable requirements. 4a	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
14. 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
15. The school complies with requirements regarding maintenance of personnel records. 4d	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
16. The school has no known outstanding obligations with regard to payroll, unemployment, ADA, FLMA, IRS, or other federal, state and local entities. 4e	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
17. 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
18. 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
Indicator 5: School Environment	
19. 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>

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.)	
<i>Item Number(s)</i>	<i>Explanation(s)</i>
6	We are a dual language school and offer instruction in both English and Spanish. While dual language model of instruction is the most effective program for English Language Learners and we have provided extensive professional learning to our teachers on best practices for working with multi-language learners, not all of our teachers have the ELAD endorsement on their license. It is work in progress.

School Board Certification of Compliance with the Organizational Performance requirements of the SPCSA For the School Year Ending June 30, 2024

The Board of the Strong Start Academy Elementary (school) 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 above, 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 in this document.

7/1/2024

Signature

Date

Lorna James-Cervantes

Printed Name

Lorna James-Cervantes

Board President

7-25-2024

Board Meeting Approval Date