



Strong Start Academy

STRONG START ACADEMY ELEMENTARY SCHOOL AT THE TONY HSIEH EDUCATION CENTER

BOARD MEETING AGENDA 10/10/24

Published on October 6, 2024 at 4:01 PM PDT

Date and Time

Thursday October 10, 2024 at 5:00 PM PDT

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
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. 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. Public comment may also be given by calling 1-415-655-0001 and entering access code number 2661 607 3009 followed by the # sign.

	Purpose	Presenter	Time
D. Introduction of new board member, Tari Smethurst who was recently approved by the City of Las Vegas City Council.	Discuss	Lorna James-Cervantes	5 m
E. Approve Minutes from September 12, 2024 Board Meeting.	Approve Minutes	Lorna James-Cervantes	1 m
II. Finance			5:13 PM
A. Report by Kristin Dietz from EdTec on budget and financial reports.	FYI	Kristin Dietz	10 m
III. Executive Update			5:23 PM
A. Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, and recruiting.	FYI	Miriam Benitez	5 m
B. Discussion regarding the results of the Preliminary Organizational Performance Ratings, School Year 2023-2024 conducted by the Nevada State Public Charter School Authority.	Discuss		5 m
C. Discussion regarding the 2023-2024 Strong Start Academy Nevada School Rating Report from the Nevada Department of Education.	Discuss	Miriam Benitez	5 m
D. Discussion for possible action to enter into Memorandum of Understanding with S.A.F.E. House to provide services for the prevention of interpersonal violence/domestic violence.	Vote	Miriam Benitez	5 m
E. Discussion for possible action to approve Foster Care, McKinney-Vento, and English Learner Policies and Plans.	Vote	Miriam Benitez	5 m
F. Report by the Executive Director on the Strong Start Academy School Performance Plan in an effort to drive continuous school improvement.	FYI	Miriam Benitez	5 m
IV. Governance			5:53 PM
A. Discussion for possible action to approve the new and revised Fiscal Policies and Procedures	Vote		

	Purpose	Presenter	Time
	and Self-Assessment Checklist required by the Nevada State Public Charter School Authority.		
B.	Discussion for possible action to approve the Access to Public Records policy.	Vote	Lorna James-Cervantes
C.	Discussion for possible action to approve Board Meeting Attendance Policy.	Vote	Lorna James-Cervantes 5 m
D.	Discussion for possible action to approve Board Committee Policy.	Vote	Lorna James-Cervantes 5 m
E.	Discussion for possible action to approve Board Public Comment Policy.	Vote	Lorna James-Cervantes 5 m
F.	Discussion for possible action to approve Board Policy and Procedures Manual and Code of Ethics.	Vote	Lorna James-Cervantes 5 m
G.	Discussion for possible action to approve the use of the CEO Evaluation survey for the 2024-25 school year which is available on BoardOnTrack.	Vote	Lorna James-Cervantes 5 m
H.	Discussion for possible action regarding Board Member Renewal and terms of office.	Vote	5 m
V. Facilities			6:23 PM
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.

Purpose

Presenter

Time

VII. Closing Items

A. Adjourn Meeting

Vote

Facilities are provided throughout City Hall for the convenience of persons with disabilities. Reasonable efforts will be made to assist and accommodate persons with disabilities or impairments.

If you need an accommodation to attend and participate in this meeting, please call Missy Fredriksen at 702-229-6242 and advise of your need at least 48 hours in advance of the meeting. Dial 7-1-1 for Relay Nevada.

THIS MEETING WAS PROPERLY NOTICED AND POSTED AT THE FOLLOWING LOCATIONS IN ACCORDANCE WITH THE NOTICING STANDARDS AS OUTLINED IN NRS 241.020:

Strong Start Academy Elementary School website www.clvstrongstartes.org
City Hall, 495 S Main St, 1st floor, Las Vegas, NV 89101
The Nevada Public Notice website – notice.nv.gov

Coversheet

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 240927kd.pdf

Strong Start Academy

Financial Update

August 2024

KRISTIN DIETZ

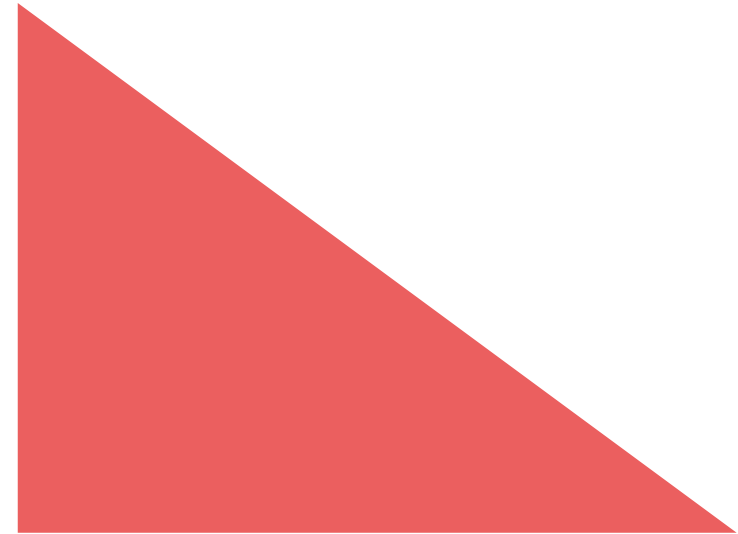
SEPTEMBER 27, 2024





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- 2024–25 Forecast Update - August
- Balance Sheet
- 2024-25 Cash Projection
- Exhibits



2024-25 Forecast Update - August





2024-25 Forecast Update

Forecast decreased -67k primarily due to increased staffing costs

		2024-25	2024-25	Variance
		Budget	Current Forecast	
Revenue	Revenue from Local Sources	1,662,457	1,662,457	-
	State Revenue	2,246,868	2,283,774	36,906
	Federal Revenue	275,828	299,191	23,363
	Total Revenue	4,185,153	4,245,422	60,269
Expenses	Personnel Services-Salaries	1,845,988	2,053,763	(207,775)
	Personnel Services-Employee Benefits	918,010	1,023,037	(105,026)
	Professional and Tech Services	467,172	396,352	70,820
	Property Services	113,865	94,203	19,662
	Other Services	83,867	94,083	(10,215)
	Supplies	498,292	392,336	105,955
	Depreciation Expense	6,747	6,433	314
	Debt Service and Miscellaneous	1,083	2,492	(1,409)
	Total Expenses	3,935,025	4,062,699	(127,674)
Operating Income		250,128	182,723	(67,406)
	Beginning Balance (Audited)	1,886,779	2,045,994	159,214
	Operating Income	250,128	182,723	(67,406)
Ending Fund Balance (incl. Depreciation)		2,136,908	2,228,716	91,808
Ending Fund Balance as % of Expenses		54.3%	54.9%	0.6%



Current Forecast vs. Approved Budget

Confirmed staffing increases forecasted expenses, but strong result expected overall

CATEGORY	BOTTOM LINE IMPACT	NOTES
Approved Budget	250,128	
Supplies	104,861	Expecting lower spending on general supplies, curriculum
Professional and Tech Services	80,267	Reduced training to match planned spending, removed Safe-Key, no cost expected
State Revenue	36,906	Increased weighted ELL and At-Risk funding per NDE
Federal Revenue	23,363	Unspent Federal grants carried over to current year - spent by 9/30/24
Compensation	(312,801)	Salaries, PERS, benefits updated per actual hires
Current Forecast	182,723	



Balance Sheet as of August 2024

Financially strong with solid ratios, cash very strong

		Jun FY2024	Aug FY2025	YTD Change	Notes
Assets	Cash Balance	1,583,406	1,761,911	178,505	
	Current Assets	444,695	36,599	(408,096)	Accounts receivable
	Capital Assets	52,558	52,558	-	Depreciable assets
	Other Assets	310,739	310,739	-	PERS deferred asset, subject to audit AJE
	Total Assets	2,391,399	2,161,808	(229,591)	
Liabilities & Equity	Current Liabilities	345,405	128,106	(217,299)	Accounts payable
	Beginning Net Assets	1,738,124	2,045,994	307,870	
	Net Income (Loss) to Date	307,870	(12,292)	(320,162)	
	Total Liabilities & Equity	2,391,399	2,161,808	(229,591)	

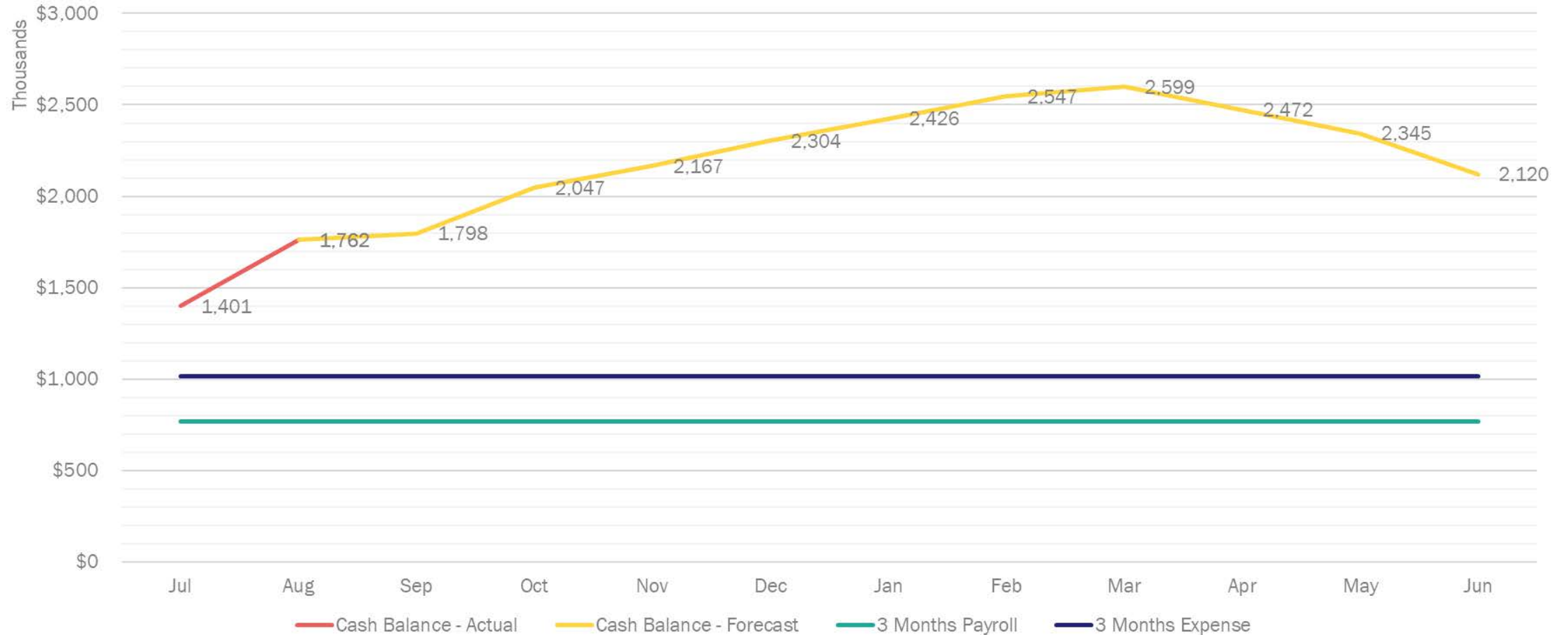
**\$1.8M in Liquid Assets, and
\$128k of Liabilities
Equity/Fund Balance of \$2M (50% reserve)**

*Does not include FY24 PERS adjustments



2024-25 Cash Projection

Forecasting to end the year with strong cash, 191 Days Cash On Hand



Exhibits



CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2025

	Actual		YTD	Budget & Forecast						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast	% Current Forecast Spent
							Current Forecast	Current Forecast	Remaining	
SUMMARY										
Revenue										
Revenue from Local Sources	164	-	164	1,662,457	1,662,457	1,662,457	-	-	1,662,293	0%
State Revenue	170,746	190,197	360,943	2,246,868	2,248,567	2,283,774	35,207	36,906	1,922,831	16%
Federal Revenue	7,221	3,660	10,881	275,828	299,191	299,191	-	23,363	288,310	4%
Total Revenue	178,131	193,857	371,988	4,185,153	4,210,215	4,245,422	35,207	60,269	3,873,434	9%
Expenses										
Personnel Services-Salaries	33,445	156,713	190,158	1,845,988	1,892,417	2,053,763	(161,346)	(207,775)	1,863,605	9%
Personnel Services-Employee Benefits	42,896	67,674	110,569	918,010	890,852	1,023,037	(132,185)	(105,026)	912,467	11%
Professional and Tech Services	(633)	17,066	16,434	467,172	481,388	396,352	85,036	70,820	379,919	4%
Property Services	7,820	6,044	13,864	113,865	113,545	94,203	19,342	19,662	80,339	15%
Other Services	8,589	5,148	13,737	83,867	88,218	94,083	(5,865)	(10,215)	80,346	15%
Supplies	22,427	15,064	37,491	498,292	492,358	392,336	100,021	105,955	354,846	10%
Depreciation Expense	-	-	-	6,747	6,434	6,433	1	314	6,433	0%
Debt Service and Miscellaneous	15	2,013	2,028	1,083	1,053	2,492	(1,439)	(1,409)	464	81%
Total Expenses	114,559	269,722	384,281	3,935,025	3,966,265	4,062,699	(96,435)	(127,674)	3,678,419	9%
Operating Income	63,573	(75,865)	(12,292)	250,128	243,950	182,723	(61,228)	(67,406)	195,015	
Fund Balance										
Beginning Balance (Unaudited)				1,886,779	2,068,450	2,045,994				
Operating Income				250,128	243,950	182,723				
Ending Fund Balance				2,136,908	2,312,400	2,228,716				
Total Revenue Per ADE				19,023	19,137	19,297				
Total Expenses Per ADE				17,886	18,028	18,467				
Operating Income Per ADE				1,137	1,109	831				
Fund Balance as a % of Expenses				54.3%	58.3%	54.9%				

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2025

KEY ASSUMPTIONS

Enrollment Breakdown

Enrollment Summary

K-3

4-6

Total ADE

Actual		YTD	Budget & Forecast						
Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
			186	186	186	-	-		
			34	34	34	-	-		
			220	220	220	-	-		

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2025

		Actual		YTD	Budget & Forecast						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
Revenue from Local Sources											
1920	Contributions and Donations From Private Sources	-	-	-	1,662,457	1,662,457	1,662,457	-	-	1,662,457	0%
1990	Other Local Revenue-Miscellaneous	164	-	164	-	-	-	-	-	(164)	
SUBTOTAL - Revenue from Local Sources		164	-	164	1,662,457	1,662,457	1,662,457	-	-	1,662,293	0%
State Revenue											
3110.201	PCFP - Base Funding	158,469	158,469	316,938	2,071,080	2,071,080	2,071,080	-	-	1,754,142	15%
3254	PCFP - ELL	12,003	12,003	24,006	110,423	112,122	144,034	31,912	33,611	120,028	17%
3255	PCFP - FRL	275	275	549	-	-	3,295	3,295	3,295	2,746	17%
3270	State SpEd	-	19,451	19,451	65,365	65,365	65,365	-	-	45,915	30%
SUBTOTAL - State Revenue		170,746	190,197	360,943	2,246,868	2,248,567	2,283,774	35,207	36,906	1,922,831	16%
Federal Revenue											
4500.633	Title I	-	-	-	37,360	37,360	37,360	-	-	37,360	0%
4500.639	IDEA	-	2,640	2,640	21,629	22,743	22,743	-	1,114	20,103	12%
4500.658	Title III-LEP	930	1,020	1,950	5,633	7,652	7,652	-	2,019	5,702	25%
4500.709	Title II	-	-	-	19,401	19,401	19,401	-	-	19,401	0%
4500.715	Title IV – Well-Rounded Education	-	-	-	4,805	4,805	4,805	-	-	4,805	0%
4500.742	ARP ESSER III (84.425D)	608	-	608	-	661	661	-	661	53	92%
4500.780	AB495, Other pass-through funds	5,683	-	5,683	-	14,068	14,068	-	14,068	8,385	40%
4500.802	NSLP	-	-	-	187,000	192,500	192,500	-	5,500	192,500	0%
SUBTOTAL - Federal Revenue		7,221	3,660	10,881	275,828	299,191	299,191	-	23,363	288,310	4%
TOTAL REVENUE		178,131	193,857	371,988	4,185,153	4,210,215	4,245,422	35,207	60,269	3,873,434	9%

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2025

		Actual		YTD	Budget & Forecast						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES											
Personnel Services-Salaries											
101	Salaries-Teachers	1,749	62,595	64,344	1,339,095	1,372,096	1,541,607	(169,511)	(202,512)	1,477,263	4%
102	Salaries-Instructional Aides	554	2,190	2,745	55,598	53,402	53,402	-	2,197	50,657	5%
103	Salaries-Substitute Teachers	-	-	-	17,107	17,107	-	17,107	17,107	-	-
104	Salaries-Licensed Administration	10,587	11,434	22,022	137,213	135,597	135,597	-	1,616	113,575	16%
106	Salaries-Other Licensed Staff	-	59,937	59,937	-	-	-	-	-	(59,937)	-
107	Salaries-Other Classified/Support Staff	13,403	19,806	33,208	241,341	242,500	251,442	(8,942)	(10,101)	218,234	13%
151	Salaries-Additional Comp-Teachers	-	-	-	55,000	55,000	55,000	-	-	55,000	0%
161	Salaries-Extra Duties-Teachers	7,151	750	7,901	633	16,714	16,714	-	(16,082)	8,813	47%
SUBTOTAL - Personnel Services-Salaries		33,445	156,713	190,158	1,845,988	1,892,417	2,053,763	(161,346)	(207,775)	1,863,605	9%
Personnel Services-Employee Benefits											
210	Employee Benefits - Group Insurance	32,591	14,028	46,618	237,600	218,439	236,642	(18,203)	958	190,024	20%
220	Employee Benefits - Social Security Contributions	5	130	135	1,114	6,721	5,989	731	(4,876)	5,854	2%
230	Employee Benefits - Retirement Contributions	8,580	51,283	59,863	612,389	597,647	655,648	(58,002)	(43,260)	595,785	9%
240	Employee Benefits - Medicare Payments	1,720	2,233	3,953	26,767	27,440	29,780	(2,340)	(3,013)	25,826	13%
260	Employee Benefits - Unemployment Compensation	0	(0)	0	30,556	30,556	62,894	(32,338)	(32,338)	62,894	0%
270	Employee Benefits - Workers Compensation	-	-	-	9,586	10,050	32,084	(22,034)	(22,498)	32,084	0%
SUBTOTAL - Personnel Services-Employee Benefits		42,896	67,674	110,569	918,010	890,852	1,023,037	(132,185)	(105,026)	912,467	11%
Professional and Tech Services											
310	Office/Administrative Services	284	263	548	3,876	4,902	5,067	(166)	(1,192)	4,520	11%
320	Professional Educational Services	-	1,608	1,608	166,075	178,310	184,375	(6,065)	(18,300)	182,767	1%
331	Training & Development Services - Teachers	275	150	425	54,623	53,078	3,605	49,473	51,018	3,180	12%
340	Other Professional Services	(7,660)	8,577	917	68,490	97,385	91,595	5,790	(23,105)	90,678	1%
340.1	Business Service Fees	5,896	5,896	11,792	70,750	70,750	70,750	-	-	58,958	17%
345	Marketing Services	-	-	-	6,180	6,000	7,000	(1,000)	(820)	7,000	0%
350	Technical Services	572	572	1,144	10,877	14,300	6,864	7,436	4,013	5,720	17%
351	Data Processing & Coding Services	-	-	-	33,772	56,163	26,596	29,567	7,176	26,596	0%
352	Other Technical Services	-	-	-	1,030	500	500	-	530	500	0%
360	Other specialized services	-	-	-	51,500	-	-	-	51,500	-	-
SUBTOTAL - Professional and Tech Services		(633)	17,066	16,434	467,172	481,388	396,352	85,036	70,820	379,919	4%
Property Services											
410	Utility Services	5,436	1,408	6,844	70,040	69,600	54,000	15,600	16,040	47,156	13%
411	Water and Sewer	-	3,919	3,919	11,330	11,541	11,541	-	(211)	7,622	34%
421	Garbage and Disposal	2,151	295	2,447	9,455	12,000	12,000	-	(2,545)	9,553	20%
422	Janitorial and Custodial Services	-	-	-	1,030	1,000	1,000	-	30	1,000	0%
430	Repairs and Maintenance Services	-	150	150	6,757	5,142	5,000	142	1,757	4,850	3%
441	Rent - Land and Building	-	-	-	12	12	12	-	-	12	0%
443	Rentals of Computers and Related Equipment	232	273	505	13,902	13,500	9,900	3,600	4,002	9,395	5%
490	Other Purchased Property Services (incl Security, etc)	-	-	-	1,339	750	750	-	589	750	0%
SUBTOTAL - Property Services		7,820	6,044	13,864	113,865	113,545	94,203	19,342	19,662	80,339	15%

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2025

		Actual		YTD	Budget & Forecast						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Other Services											
519	Student Transportation	-	-	-	3,713	4,514	10,000	(5,486)	(6,287)	10,000	0%
522	Liability Insurance	5,568	2,336	7,904	31,801	36,000	36,000	-	(4,199)	28,096	22%
531	Postage	-	-	-	5,665	5,500	220	5,280	5,445	220	0%
535	Phone & internet services	637	618	1,255	8,034	7,739	8,442	(704)	(408)	7,187	15%
540	Advertising	403	213	616	1,030	2,000	3,500	(1,500)	(2,470)	2,884	18%
550	Printing and Binding	-	-	-	11	-	-	-	11	-	-
570	Food Service Management	-	-	-	6,180	5,032	5,032	-	1,148	5,032	0%
580	Travel	-	-	-	1,545	1,545	5,000	(3,455)	(3,455)	5,000	0%
591	Intereducational, Interagency Purchased Services	1,981	1,981	3,962	25,889	25,889	25,889	-	-	21,927	15%
SUBTOTAL - Other Services		8,589	5,148	13,737	83,867	88,218	94,083	(5,865)	(10,215)	80,346	15%
Supplies											
610	General Supplies	728	5,423	6,151	63,647	68,661	69,943	(1,282)	(6,296)	63,792	9%
612	Supplies/Equip - Non-IT	2,071	7,404	9,475	38,500	38,160	10,000	28,160	28,500	525	95%
630	Food	-	-	-	192,610	192,500	192,500	-	110	192,500	0%
640	Books and supplies	3,947	-	3,947	54,367	52,907	11,000	41,907	43,367	7,053	36%
641	Textbooks	8,500	2,085	10,585	45,835	45,900	45,900	-	(65)	35,315	23%
651	Supplies - Technology - Software	45	-	45	7,770	7,770	671	7,099	7,099	626	7%
652	Supplies/Equipment - Information Technology Related	-	-	-	38,136	37,788	11,000	26,788	27,136	11,000	0%
653	Web-based and similar programs	7,135	152	7,287	57,427	48,672	51,322	(2,650)	6,105	44,035	14%
SUBTOTAL - Supplies		22,427	15,064	37,491	498,292	492,358	392,336	100,021	105,955	354,846	10%
Depreciation Expense											
790	Depreciation	-	-	-	6,747	6,434	6,433	1	314	6,433	0%
SUBTOTAL - Depreciation Expense		-	-	-	6,747	6,434	6,433	1	314	6,433	0%
Debt Service and Miscellaneous											
810	Dues and Fees	15	574	589	1,083	1,053	1,053	-	30	464	56%
890.1	Miscellaneous Expenditures - Prior Year Expenses	-	1,439	1,439	-	-	1,439	(1,439)	(1,439)	-	100%
SUBTOTAL - Debt Service and Miscellaneous		15	2,013	2,028	1,083	1,053	2,492	(1,439)	(1,409)	464	81%
TOTAL EXPENSES		114,559	269,722	384,281	3,935,025	3,966,265	4,062,699	(96,435)	(127,674)	3,678,419	9%

CLV Strong Start Academy Elementary School
Monthly Cash Forecast
As of Aug FY2025

	2024-25													
	Actuals & Forecast													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	Remaining
	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		Balance
Beginning Cash	1,583,406	1,400,898	1,761,911	1,797,679	2,046,721	2,166,863	2,304,400	2,425,596	2,546,791	2,598,785	2,471,981	2,345,176		
REVENUE														
Revenue from Local Sources	164	-	249,836	250,000	250,000	250,000	250,000	250,000	162,457	-	-	-	1,662,457	-
State Revenue	170,746	190,197	167,637	332,277	170,277	186,619	170,277	170,277	188,619	172,277	172,277	190,226	2,283,774	2,066
Federal Revenue	7,221	3,660	2,854	2,854	29,026	29,026	29,026	29,026	29,026	29,026	29,026	29,026	299,191	50,394
TOTAL REVENUE	178,131	193,857	420,327	585,132	449,303	465,645	449,303	449,303	380,102	201,303	201,303	219,252	4,245,422	52,460
EXPENSES														
Personnel Services-Salaries	33,445	156,713	105,887	160,862	160,862	160,862	160,862	160,862	160,862	160,862	160,862	260,277	2,053,763	210,544
Personnel Services-Employee Benefits	42,896	67,674	83,214	82,625	82,625	82,625	82,625	82,625	82,625	82,625	82,625	97,578	1,023,037	70,673
Professional and Tech Services	(633)	17,066	39,241	38,741	38,741	38,741	38,741	38,741	38,741	38,741	38,741	30,748	396,352	-
Property Services	7,820	6,118	1,792	8,129	8,129	8,129	8,129	8,129	8,129	8,129	8,129	7,167	94,203	6,275
Other Services	8,589	5,148	6,439	7,023	8,023	8,023	8,023	8,023	8,023	8,023	8,023	8,023	94,083	2,704
Supplies	22,427	15,064	67,005	38,709	29,728	29,728	29,728	29,728	29,728	29,728	29,728	41,036	392,336	-
Depreciation Expense	-	-	1,608	536	536	536	536	536	536	536	536	536	6,433	-
Debt Service and Miscellaneous	15	1,939	(515)	-	1,053	-	-	-	-	-	-	-	2,492	-
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	114,559	269,722	304,671	336,625	329,697	328,644	328,644	328,644	328,644	328,644	328,644	445,365	4,062,699	290,196
Operating Cash Inflow (Outflow)	63,573	(75,865)	115,656	248,506	119,606	137,001	120,659	120,659	51,458	(127,341)	(127,341)	(226,114)	182,723	(237,736)
Accounts Receivable - Current Year	(33,306)	432,786	-	-	-	-	-	-	-	-	-	-	-	-
Revenues - Prior Year Accruals	1,569	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	8,068	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	1,608	536	536	536	536	536	536	536	536	536	-	-
Due To (From)	-	-	(1,021)	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(77,266)	(9,038)	(4,848)	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(126,988)	-	7,455	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(18,158)	13,131	(83,083)	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,400,898	1,761,911	1,797,679	2,046,721	2,166,863	2,304,400	2,425,596	2,546,791	2,598,785	2,471,981	2,345,176	2,119,599		



Combined Board Check Register

School: Strong Start

Month: July 2024

Total Paid By Check: \$ 207,221.95
Total Paid By Credit Card: \$ 4,716.78

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	21065	Dual Language Education of New Mexico	7/8/2024	Bill #5389--Project Glad Foundations Certification Training; 06/13 - 06/21/24		\$ 32,435.00
Check	21066	EMRB	7/8/2024	Bill #AA24-110--Assesment per Employee fo FY 2025		\$ 48.00
Check	21067	Fox Rothschild LLP	7/8/2024	Bill #3421652--Professional Services rendered through 05/31/24		\$ 1,980.00
Check	21068	HEALTH PLAN OF NEVADA	7/8/2024	Bill #241610003823--Insurance: July 2024		\$ 17,396.93
Check	21069	Les Olson Company	7/8/2024	Bill #EA1418625--Monthly Contract Billing		\$ 140.27
Check	21070	Renaissance Life & Health Insurance Company of America	7/8/2024	Bill #169864--Insurance: 07/01 - 07/31/24		\$ 1,513.51
Check	21071	Revco Leasing Company	7/8/2024	Bill #233604--Lease Payment due by 07/04/24		\$ 162.36
Check	21072	Scoot Education Inc.	7/8/2024	Bill #83313--Services : 06/13 - 06/14/24		\$ 1,080.00
Check	21073	Southern Nevada Health District	7/8/2024	Bill #IN0358769--Elementary School & Kitchens; 07/01/24		\$ 314.00
Check	21074	Trafera, LLC	7/8/2024	Bill #I001064165--Supplies		\$ 19,061.00
Check	21075	Clifton Larson Allen	7/9/2024	Bill #L241416892--Group Audit procedures as requested by city of las Vegas & Preparation of form 990		\$ 2,486.40
Check	21076	Intellatek	7/9/2024	Bill #8245--Monthly Contract Rate: 07/01/24 Bill #8217--Monthly Contract Rate: 06/26/24		\$ 3,172.00
Check	21077	School Outfitters	7/9/2024	Bill #INV14160583--Rectangle Whiteboard Activity Table (30" W X 60" L)		\$ 7,922.54
Check	21078	Special Education Support Staff	7/9/2024	Bill #7750--School Psychologist: Nancy M. Alamo Ed.D: 06/15/24		\$ 283.50
Check	21079	Water District	7/9/2024	Bill #062524--Utility Services; 05/23 - 06/25/24		\$ 317.64
Check	21080	Wright Specialty Premium Trust	7/9/2024	Bill #420810--Insurance Premium; 06/24/24		\$ 5,760.40
Check	21081	Brady Industries	7/16/2024	Bill #9008720--Supplies		\$ 60.20
Check	21082	COX Business	7/16/2024	Bill #070224--Internet services: 07/02 - 08/01/24		\$ 637.32
Check	21083	EdTec Inc	7/16/2024	Bill #204612--EdTec Monthly - July 2024		\$ 5,895.83

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	21084	HEALTH PLAN OF NEVADA	7/16/2024	Bill #241900004283--Insurance: August 2024		\$ 18,673.32
Check	21085	Revolution Foods, PBC	7/16/2024	Bill #003849-C002973--Food services; June 2024		\$ 3,028.05
Check	21086	American Reading Company	7/30/2024	Bill #0000213470--Kindergarten: Digital Access SY24-25 (V11) & Grade 2: Digital Access SY24-25 (V11)		\$ 8,500.00
Check	21087	Fox Rothschild LLP	7/30/2024	Bill #3437463--Professional Services rendered through 06/30/24		\$ 1,950.00
Check	21088	Literacy Resources, LLC	7/30/2024	Bill #356036--Bridge to Reading First Grade Classroom Refill Kit 1Year & Foundational Skills for Kindergarten - Student Materials 5-		\$ 3,947.44
Check	21089	Les Olson Company	7/30/2024	Bill #EA1428977--Monthly Contract Billing		\$ 70.01
Check	21090	Republic Services #620	7/30/2024	Bill #0620-044760025--Recycle Service: 07/01 - 07/31/24		\$ 251.20
Check	21091	Republic Services	7/30/2024	Bill #0620-044760007--Garbage and Disposal		\$ 1,900.17
Check	21092	Revco Leasing Company	7/30/2024	Bill #236635--Lease Payment due by 08/04/24		\$ 162.36
Check	21093	School Food Solution L3C	7/30/2024	Bill #5720--Monthly Food service administration management - June 2024		\$ 360.50
Check	21094	Wright Specialty Premium Trust	7/30/2024	Bill #431084--Insurance Premium; 07/24/24		\$ 2,880.20
Check	DB070124	SUPPORT PDF FILLER	7/1/2024	DB070124		\$ 96.00
Check	DB071224	KAERCHER TRUST	7/12/2024	DB071224		\$ 2,688.00
Check	DB071224-1	NV ENERGY	7/12/2024	DB071224-1		\$ 2,620.48
Check	DB071224-2	NV ENERGY	7/12/2024	DB071224-2		\$ 1,742.57
Check	DB071224-3	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	7/12/2024	DB071224-3- PUBLIC EMPLOYEES' RETIREMENT SYSTEM		\$ 100.00
Check	DB071224-4	BETTER BUSINESS DES	7/12/2024	DB071224-4		\$ 15.00
Check	DB071524	LOOM SUBSCRIPTION	7/15/2024	DB071524 - LOOM SUBSCRIPTION		\$ 45.13
Check	DB071624	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	7/16/2024	DB071624- PUBLIC EMPLOYEES' RETIREMENT SYSTEM		\$ 56,210.18
Check	DB071624-1	AMERICAN EXPRESS	7/16/2024	DB071624-1		\$ 1,152.90
Check	DB072424	SMITH'S FOOD	7/24/2024	DB072424 - SMITHS FOOD		\$ 40.43
Check	DB072524	SMITH'S FOOD	7/25/2024	DB072524 - SMITHS FOOD		\$ 9.28
Check	DB072924	GOFORMZ	7/29/2024	DB072924		\$ 24.00
Check	DB072924-1	ADOBE	7/29/2024	DB072924-1		\$ 19.99
Check	DB073024	WAL-MART	7/30/2024	DB073024 - WAL-MART		\$ 51.88
Check	DB073124	COSTCO	7/31/2024	DB073124 - COSTCO		\$ 15.96
Credit Card	L425 - NV - 1005	WISCONSIN CENTER	7/22/2024	07/01 - WISCONSIN CENTER		\$ 350.00
Credit Card	L425 - NV - 1005	PAYPAL	7/22/2024	07/05 - PAYPAL		\$ 550.00

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
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2024	07/10 - Amazon.com		\$ 903.20
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2024	07/10 - Amazon.com		\$ 9.50
Credit Card	L425 - NV - 1005	Indeed Jobs	7/22/2024	07/01 - Indeed Jobs		\$ 402.58
Credit Card	L425 - NV - 1005	School Outlet	7/22/2024	07/15 - School Outlet		\$ 607.60
Credit Card	L425 - NV - 1005	Vegas PBS	7/22/2024	07/19 - Vegas PBS		\$ 75.00
Credit Card	L425 - NV - 1005	Vegas PBS	7/22/2024	07/19 - Vegas PBS		\$ 75.00
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2024	07/01 - Amazon MKTPlace		\$ 72.90
Credit Card	L425 - NV - 1005	WISCONSIN CENTER	7/22/2024	07/01- WISCONSIN CENTER		\$ 675.00
Credit Card	L425 - NV - 1005	Walmart. Com	7/22/2024	07/11 - Walmart. Com		\$ 996.00

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.



Combined Board Check Register

School: Strong Start

Month: August 2024

Total Paid By Check: \$ 104,895.71
Total Paid By Credit Card: \$ -

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	21095	Wright Specialty Premium Trust	8/5/2024	Bill #431450--Insurance Premium due 07/24/24		\$ 392.70
Check	21096	Wright Specialty Premium Trust	8/5/2024	Bill #431449--Insurance Premium: 07/24/24		\$ 941.40
Check	21097	Zurii Mershant D'Ambra	8/13/2024	Journal #SSAE1320-- Bill #INV-000006/000007--Professional Svcs: 06/04 - 07/26/24	Voided	\$ -
Check	21098	EdTec Inc	8/13/2024	Bill #204613--EdTec Monthly Back Office Service - August 2024		\$ 5,895.83
Check	21099	Intellatek	8/13/2024	Bill #8309--Monthly Contract Rate: 08/01/24		\$ 572.00
Check	21100	MCINTOSH COMMUNICATIONS	8/13/2024	Bill #240399--Supplies		\$ 319.00
Check	21101	Florentino Mora	8/13/2024	Bill #080824--Reimb: Training-breakfast		\$ 62.39
Check	21102	Water District	8/13/2024	Bill #072524--Utility Services; 06/26 - 07/24/24 & Late Fee		\$ 1,613.65
Check	21103	Brady Industries	8/19/2024	Bill #9127580--Supplies		\$ 1,338.37
Check	21104	Clifton Larson Allen	8/19/2024	Bill #L241531752--1st Installment billing for the audited financial statements for the year ended 06/30/24 & Client Support Fee		\$ 7,455.00
Check	21105	COX Business	8/19/2024	Bill #080224--Internet services: 08/02 - 09/01/24		\$ 617.94
Check	21106	HEALTH PLAN OF NEVADA	8/19/2024	Bill #242210002650--Insurance: September 2024 & Adjustements		\$ 16,901.13
Check	21107	Les Olson Company	8/19/2024	Bill #EA1439316--Monthly Contract Billing		\$ 110.29
Check	21108	MCINTOSH COMMUNICATIONS	8/19/2024	Bill #240548--Supplies		\$ 112.71
Check	21109	Philadelphia Insurance Companies	8/19/2024	Bill #2007175674--Insurance Premium		\$ 557.00
Check	21110	Republic Services #620	8/19/2024	Bill #0620-045188395--Recycle Service: 08/01 - 08/31/24		\$ 257.34
Check	21111	Republic Services	8/19/2024	Bill #0620-045188383--Late Fee		\$ 38.00
Check	21112	School Outfitters	8/19/2024	Bill #INV14183395--Rectangle Whiteboard Activity Table (30" W X 60" L)		\$ 5,752.39
Check	21113	American Reading Company	8/26/2024	Bill #0000214564--Unit 2 Grade 2: Research Lab Informational		\$ 2,085.00

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	21114	Angel Freddy's Appliance Maintenance and Repair LLC	8/26/2024	Bill #645--Service call two door cooler/freezer		\$ 150.00
Check	21115	Brady Industries	8/26/2024	Bill #9146364--Supplies		\$ 37.29
Check	21116	MCINTOSH COMMUNICATIONS	8/26/2024	Bill #240560--Supplies		\$ 208.00
Check	21117	Revco Leasing Company	8/26/2024	Bill #240405--Lease Payment due by 09/04/24		\$ 162.36
Check	21118	Scout Education Inc.	8/26/2024	Bill #85136--Services : 08/12 - 08/16/24		\$ 1,608.00
Check	21119	Wright Specialty Premium Trust	8/26/2024	Bill #440371--Insurance Premium due 09/23/24		\$ 130.90
Check	21120	Wright Specialty Premium Trust	8/26/2024	Bill #440372--Insurance Premium: 09/23/24		\$ 313.80
Check	21121	Zurii Mershant D'Ambra	8/30/2024	Journal #SSAE1321-- Bill #INV-000006/000007--Professional Svcs: 06/04 - 07/26/24	Voided	\$ -
Check	DB080224	AMERICAN EXPRESS	8/2/2024	DB080224		\$ 13,886.26
Check	DB080524	COSTCO	8/5/2024	DB080524		\$ 545.44
Check	DB080724	THE HOME DEPOT	8/7/2024	DB080724		\$ 18.12
Check	DB080824	SMITH'S FOOD	8/8/2024	DB080824 - SMITHS FOOD		\$ 11.10
Check	DB080924	WAL-MART	8/9/2024	DB080924		\$ 229.47
Check	DB080924-1	COSTCO	8/9/2024	DB080924-1		\$ 170.30
Check	DB080924-2	KAHOOT!	8/9/2024	DB080924-2		\$ 108.00
Check	DB081224	NV ENERGY	8/12/2024	DB081224		\$ 2,413.55
Check	DB081224-1	NV ENERGY	8/12/2024	DB081224-1		\$ 1,647.08
Check	DB081224-2	POPPY'S DONUTS	8/12/2024	DB081224-2		\$ 37.51
Check	DB081524	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	8/15/2024	DB081524-PERS		\$ 38,152.40
Check	DB082724	GOFORMZ	8/27/2024	DB082724		\$ 24.00
Check	DB082824	ADOBE	8/28/2024	DB082824		\$ 19.99

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

Coversheet

Discussion regarding the results of the Preliminary Organizational Performance Ratings, School Year 2023-2024 conducted by the Nevada State Public Charter School Authority.

Section: III. Executive Update
Item: B. Discussion regarding the results of the Preliminary Organizational Performance Ratings, School Year 2023-2024 conducted by the Nevada State Public Charter School Authority.
Purpose: Discuss
Submitted by:
Related Material: SYE2024 Preliminary OPR_Strong Start Academy ES.pdf

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

September 11, 2024

Mrs. Lorna James-Cervantes
Ms. Miriam Benitez
Strong Start Academy Elementary School
310 S 9th St
Las Vegas, NV 89101

RE: Preliminary Organizational Performance Ratings, School Year 2023-2024

Dear Mrs. James-Cervantes and Ms. Benitez:

As the State Public Charter School Authority (SPCSA) is responsible through Nevada Revised Statute (NRS) 388A.150 for providing “oversight to the charter schools...to ensure that those charter schools maintain high educational and operational standards,” we have adopted a framework to evaluate “the organizational performance of the charter school.”

The 2023-2024 Organizational Performance Framework (OPF) is provided to public charter schools sponsored by the SPCSA to iterate key expectations of organizational compliance and serves for an external analysis based on five indicators, or categories, detailed in the [OPF Technical Guide](#), approved by the Authority, and found on the State Public Charter School Authority website [Accountability page](#).

A few benefits of this organizational framework include:

- providing clear guidance on important contractual obligations and expectations of compliancy;
- helping sponsored schools avoid common but significant and material organizational issues which befall many charter schools; and
- providing charter school stakeholders transparency and assurances that the school is meeting its obligations to ensure high-quality organizational environments where students can thrive.

In the 2023-2024 OPF, schools receive one of two ratings for each indicator and for overall performance:

- Meets Standards, MS, (80% or higher) or
- Does Not Meet Standard, DNMS, (less than 80%)

Schools with an overall Does Not Meet Standards rating are subject to a Notice of Concern; however, SPCSA Staff will **not** be recommending any notices for the 2023-2024 school year.

The ratings below are based on relevant reports and information collected between July 2023 and June 2024 in conjunction with the OPF Self-Certification for the 2023-2024 school year.

Indicator	Points Awarded	Points Possible	% Awarded	Rating
1. Education Program	20	20	100%	MS
2. Financial Management Oversight	20	20	100%	MS
3. Governance and Reporting	20	20	100%	MS
4. Students and Employees	20	20	100%	MS
5. School Environment	20	20	100%	MS
Total Points	100	100	100%	MS

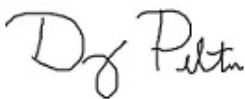
**An explanation of point deduction(s) follows this letter, where applicable.*

We appreciate your continuing efforts to help prepare Nevada’s students for academic, social, and economic success and support your commitment to ensuring strong organizational/operational performance, including timely submissions of complete, accurate reporting requirements in the current and future fiscal years.

The SPCSA is now providing your leadership team with a review window for this preliminary data through September 20, 2024, after which time the data will become final. Should you have questions or concerns, please contact us **no later than September 13, 2024**.

SPCSA staff anticipate final results being presented for possible Authority action during the scheduled SPCSA Board meeting on Friday, October 4, 2024.

Sincerely,

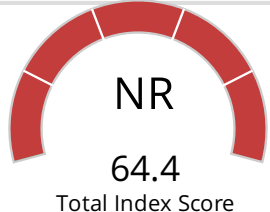


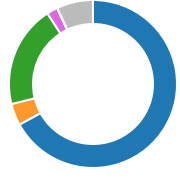
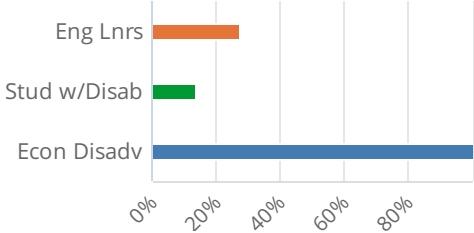
Danny Peltier, Manager
Organizational Performance Framework

Coversheet

Discussion regarding the 2023-2024 Strong Start Academy Nevada School Rating Report from the Nevada Department of Education.

Section: III. Executive Update
Item: C. Discussion regarding the 2023-2024 Strong Start Academy Nevada School Rating Report from the Nevada Department of Education.
Purpose: Discuss
Submitted by:
Related Material: 23-24 SSAES_NV_School_Rating.pdf

<p>School Level: Elementary School Grade Levels: KG-03 District: State Public Charter School Authority School Address: 310 S 9th St Las Vegas, NV 89101</p>	 <p>NR 64.4 Total Index Score</p>	<p>School Type: SPCSA School Designation: No Designation 95% Assessment Participation: Met</p>
--	--	---

 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 4.2% White 19.7% BI/Afr Am 66.9% Hisp/Latino 2.1% Asian N/A% Am Ind/AK Nat N/A% Pac Isl 7.0% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>95.0 NR</td> </tr> <tr> <td>2021-2022</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2022-2023	95.0 NR	2021-2022	N/A N/A	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2022-2023	95.0 NR							
2021-2022	N/A N/A							

What does my school rating mean?

In order for an elementary or middle school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators: Student Achievement, Growth. For this school, the minimum requirements have not been met.

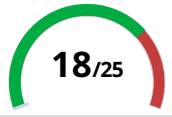
How are school star ratings determined?

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

How are star ratings determined based on total index score?


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

2023-2024 School Performance




Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	52.3	48.3
Math Proficiency	52.3	51.2
ELA Proficiency	52.3	54.6
Science Proficiency	N/A	21.2
Read-by-Grade-3 Proficiency	52.3	51.2




Growth Indicator

Measure	School Median	District Median
Math MGP	N/A	52.0
ELA MGP	N/A	54.0
	School Rate	District Rate
Met Math AGP Target	N/A	44.4
Met ELA AGP Target	N/A	54.0




English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	58.8	48.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	N/A	22.5
Prior Non-Proficient Met ELA AGP Target	N/A	36.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	22.9	20.7
Climate Survey Participation	N/A	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

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

Pooled Proficiency Points Earned: 14/20

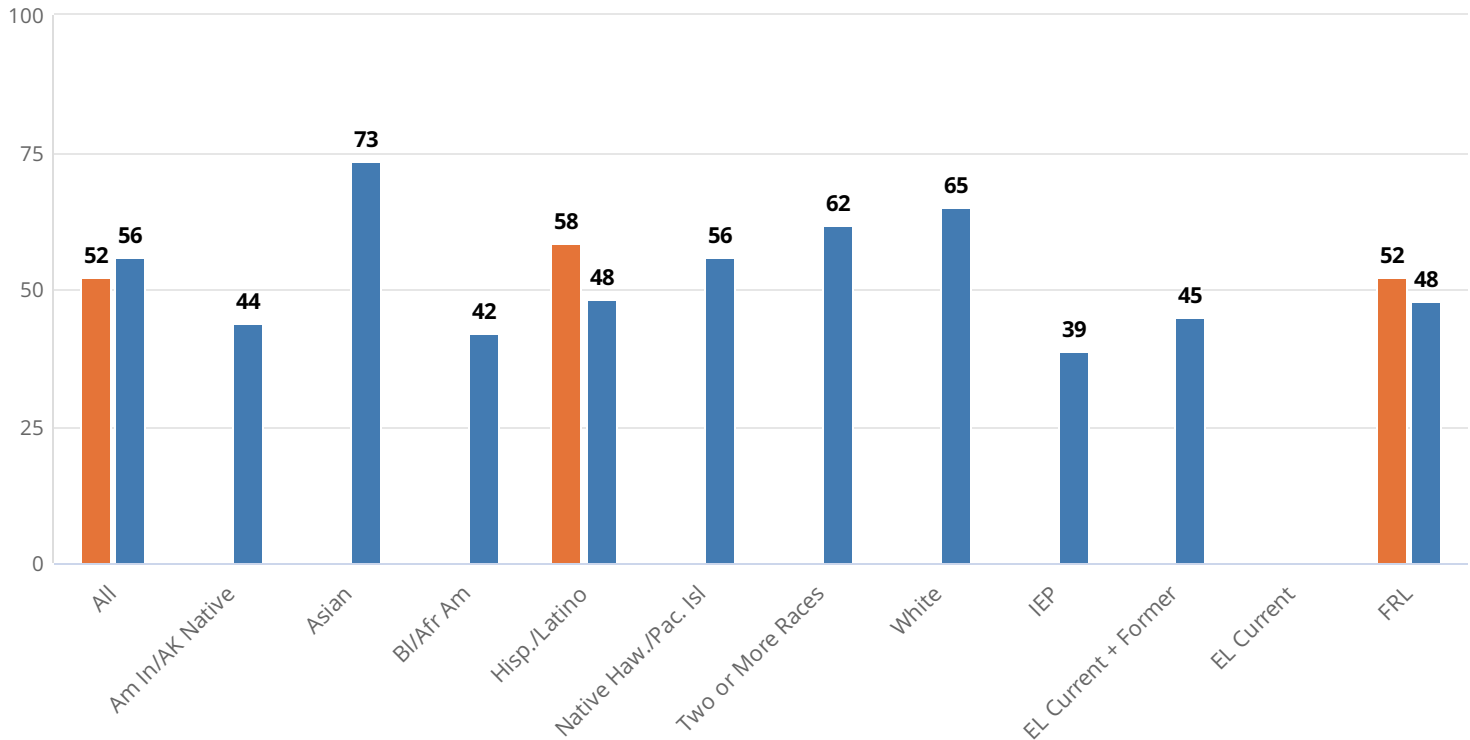
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	52.3	48.3	N/A	50.0

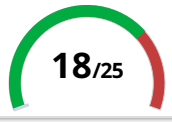
Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	52.3	51.2	55.8	N/A	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	N/A	35.7	40.7
Asian	-	74.8	73.3	N/A	74.5	71.9
Black/African American	-	31.7	42	N/A	31.4	38.9
Hispanic/Latino	58.3	41.7	48.2	N/A	42.2	45.5
Pacific Islander	N/A	45.9	55.7	N/A	49.0	53.4
Two or More Races	-	57.2	61.6	N/A	57.8	59.6
White/Caucasian	-	62.7	65.1	N/A	63.7	63.3
Special Education	-	26.9	38.8	N/A	29.1	35.5
English Learners Current + Former	-	38.7	44.9	N/A	38.1	42
English Learners Current	-	27.5		N/A	27.6	
Economically Disadvantaged	52.3	40.4	47.7	N/A	39.0	44.9

Math Assessments % Proficient

■ 2023-2024 Strong Start Academy ■ 2023-2024 Mips





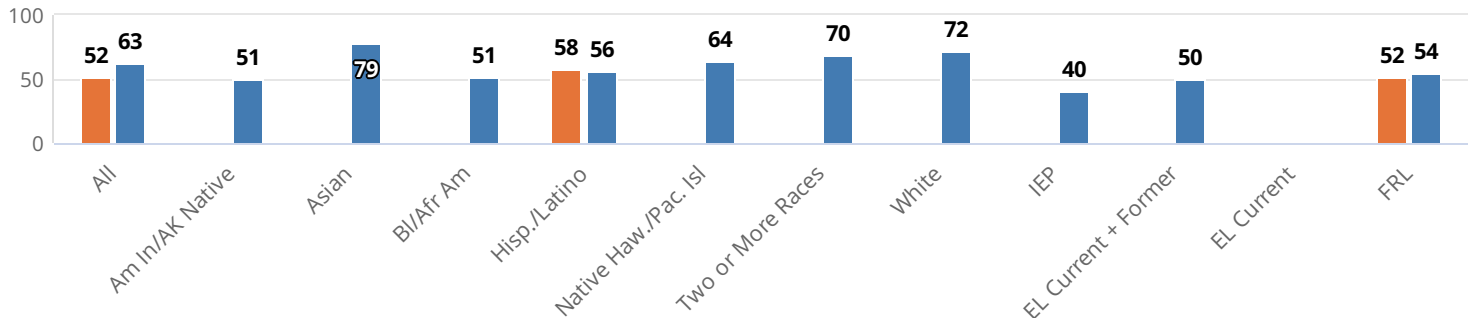
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	52.3	54.6	63.1	N/A	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	N/A	48.2	48.1
Asian	-	75.3	78.9	N/A	74.1	77.8
Black/African American	-	36.5	50.8	N/A	37.5	48.2
Hispanic/Latino	58.3	46.0	55.6	N/A	45.9	53.2
Pacific Islander	N/A	48.3	63.9	N/A	49.0	62
Two or More Races	-	60.4	69.5	N/A	60.7	67.9
White/Caucasian	-	65.2	72.1	N/A	64.4	70.6
Special Education	-	25.8	39.9	N/A	27.4	36.8
English Learners Current + Former	-	39.5	49.8	N/A	37.6	47.2
English Learners Current	-	25.3		N/A	24.1	
Economically Disadvantaged	52.3	44.1	54.4	N/A	42.0	51.9

ELA Assessments % Proficient

2023-2024 Strong Start Academy 2023-2024 Mips

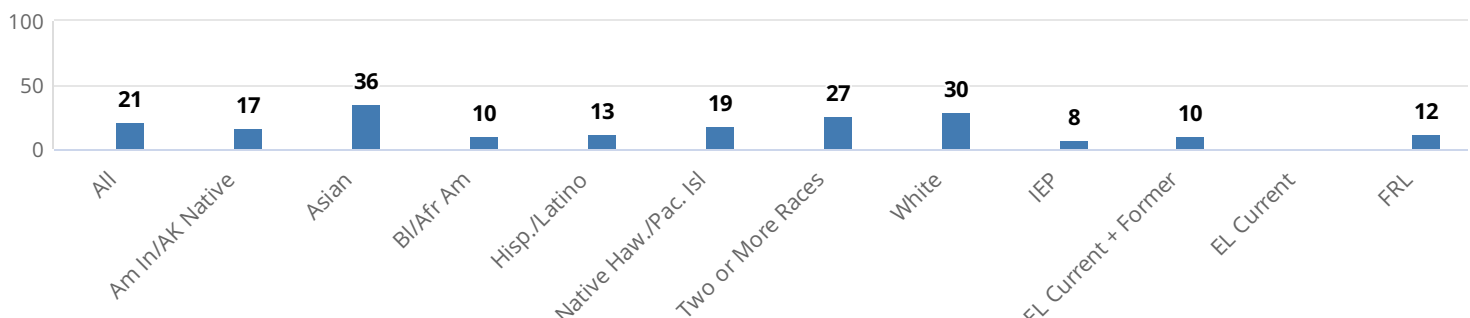


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	N/A	21.2	N/A	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	N/A	35.5	N/A	51.0
Black/African American	N/A	10.4	N/A	15.3
Hispanic/Latino	N/A	12.9	N/A	19.5
Pacific Islander	N/A	19.1	N/A	18.7
Two or More Races	N/A	27.2	N/A	34.5
White/Caucasian	N/A	29.6	N/A	40.9
Special Education	N/A	7.6	N/A	12.2
English Learners Current + Former	N/A	10.4	N/A	15.1
English Learners Current	N/A	<5	N/A	<5
Economically Disadvantaged	N/A	12.4	N/A	17.6

Science Assessments % Proficient

2023-2024 Strong Start Academy 2023-2024 District





Academic Achievement

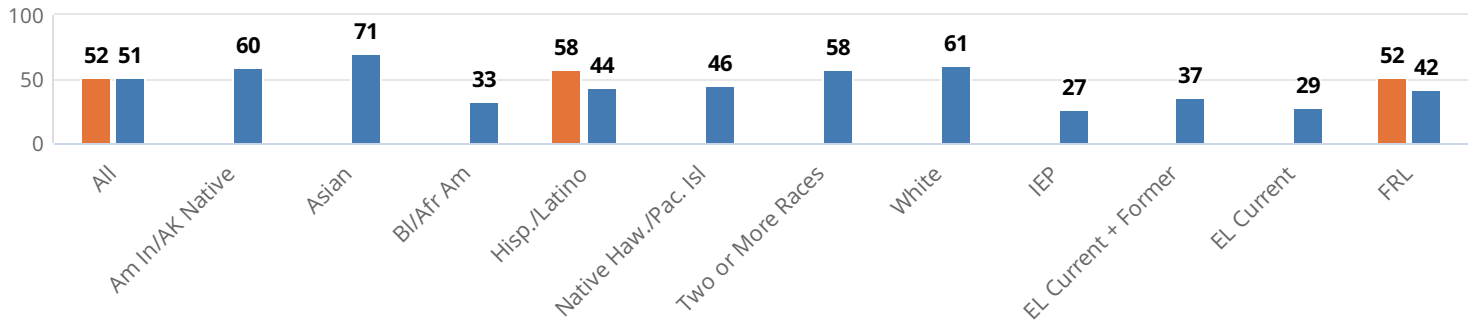
Read by Grade 3 Proficient

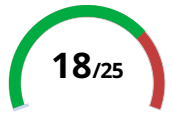
Read by Grade 3 Points Earned: 4/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	52.3	51.2	N/A	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	N/A	68.5
Black/African American	-	32.7	N/A	33.9
Hispanic/Latino	58.3	43.7	N/A	44.2
Pacific Islander	N/A	45.9	N/A	48.4
Two or More Races	-	58.4	N/A	62.3
White/Caucasian	-	60.7	N/A	62.5
Special Education	-	27.0	N/A	29.5
English Learners Current + Former	-	36.6	N/A	36.1
English Learners Current	-	28.5	N/A	27.6
Economically Disadvantaged	52.3	42.4	N/A	40.3

Read by Grade 3 % Proficient

2023-2024 Strong Start Academy (Orange) 2023-2024 District (Blue)





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	N/A	N/A
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	N/A	N/A
Black/African American	-	-	N/A	N/A
Hispanic/Latino	-	-	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	N/A	N/A
White/Caucasian	-	-	N/A	N/A
Special Education	-	-	N/A	N/A
English Learners Current + Former	-	-	N/A	N/A
English Learners Current	-	-	N/A	N/A
Economically Disadvantaged	>=95%	>=95%	N/A	N/A

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



Student Growth

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

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

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

MGP Growth Data

Math MGP Points Earned: NA/10

ELA MGP Points Earned: NA/10

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	N/A	52.0	N/A	54.0	N/A	55.0	N/A	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	N/A	46.0	N/A	52.0
Asian	N/A	57.0	N/A	62.0	N/A	61.0	N/A	61.0
Black/African American	N/A	46.0	N/A	49.0	N/A	52.0	N/A	50.0
Hispanic/Latino	N/A	50.0	N/A	52.0	N/A	54.0	N/A	53.0
Pacific Islander	N/A	53.0	N/A	54.0	N/A	60.5	N/A	55.5
Two or More Races	N/A	53.0	N/A	53.0	N/A	54.0	N/A	55.0
White/Caucasian	N/A	53.0	N/A	57.0	N/A	56.0	N/A	57.0
Special Education	N/A	46.0	N/A	48.0	N/A	49.0	N/A	51.0
English Learners Current + Former	N/A	53.0	N/A	53.0	N/A	55.0	N/A	54.0
English Learners Current	N/A	49.0	N/A	51.0	N/A	54.0	N/A	53.0
Economically Disadvantaged	N/A	51.0	N/A	52.0	N/A	54.0	N/A	53.0

AGP Growth Data

Math AGP Points Earned: NA/7.5

ELA AGP Points Earned: NA/7.5

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	N/A	44.4	N/A	54.0	N/A	50.8	N/A	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	N/A	41.3	N/A	48.2
Asian	N/A	63.8	N/A	69.4	N/A	66.5	N/A	67.6
Black/African American	N/A	28.9	N/A	41.4	N/A	38.1	N/A	42.1
Hispanic/Latino	N/A	36.9	N/A	48.1	N/A	43.8	N/A	46.9
Pacific Islander	N/A	42.7	N/A	51.1	N/A	52.8	N/A	51.4
Two or More Races	N/A	49.5	N/A	55.5	N/A	52.0	N/A	56.1
White/Caucasian	N/A	52.8	N/A	61.4	N/A	58.8	N/A	58.9
Special Education	N/A	27.2	N/A	32.4	N/A	32.3	N/A	34.0
English Learners Current + Former	N/A	38.8	N/A	46.0	N/A	41.8	N/A	43.1
English Learners Current	N/A	27.5	N/A	35.8	N/A	33.5	N/A	33.8
Economically Disadvantaged	N/A	36.5	N/A	46.7	N/A	43.0	N/A	45.2

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



English Language

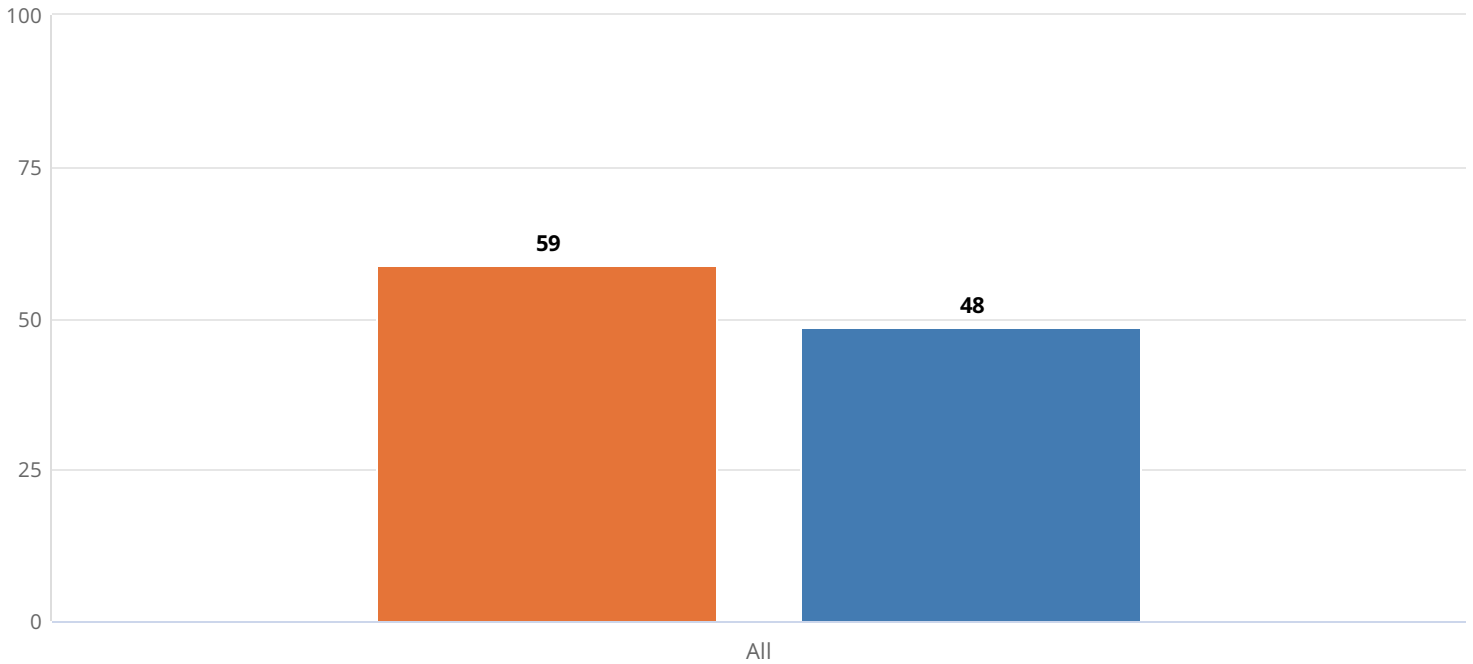
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 10/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	17	58.8	48.4	-	-	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Strong Start Academy 2023-2024 District



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



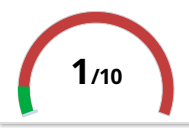
Closing Opportunity Gaps

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

Math AGP Points Earned: NA/10 ELA AGP Points Earned: NA/10

Groups	2024	2024	2024	2024	2023	2023	2023	2023
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	N/A	22.5	N/A	36.5	N/A	31.9	N/A	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	N/A	36.7	N/A	44.8	N/A	42.0	N/A	48.2
Black/African American	N/A	15.8	N/A	29.4	N/A	25.9	N/A	29.9
Hispanic/Latino	N/A	20.4	N/A	34.4	N/A	29.9	N/A	34.4
Pacific Islander	N/A	29.4	N/A	32.8	N/A	33.3	N/A	41.2
Two or More Races	N/A	26.4	N/A	37.7	N/A	31.3	N/A	40.3
White/Caucasian	N/A	27.2	N/A	43.4	N/A	37.8	N/A	42.6
Special Education	N/A	14.6	N/A	23.4	N/A	20.8	N/A	25.2
English Learners Current + Former	N/A	23.3	N/A	34.1	N/A	27.5	N/A	31.6
English Learners Current	N/A	20.0	N/A	31.2	N/A	25.4	N/A	30.3
Economically Disadvantaged	N/A	20.8	N/A	33.4	N/A	28.7	N/A	33.1

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



Student Engagement

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

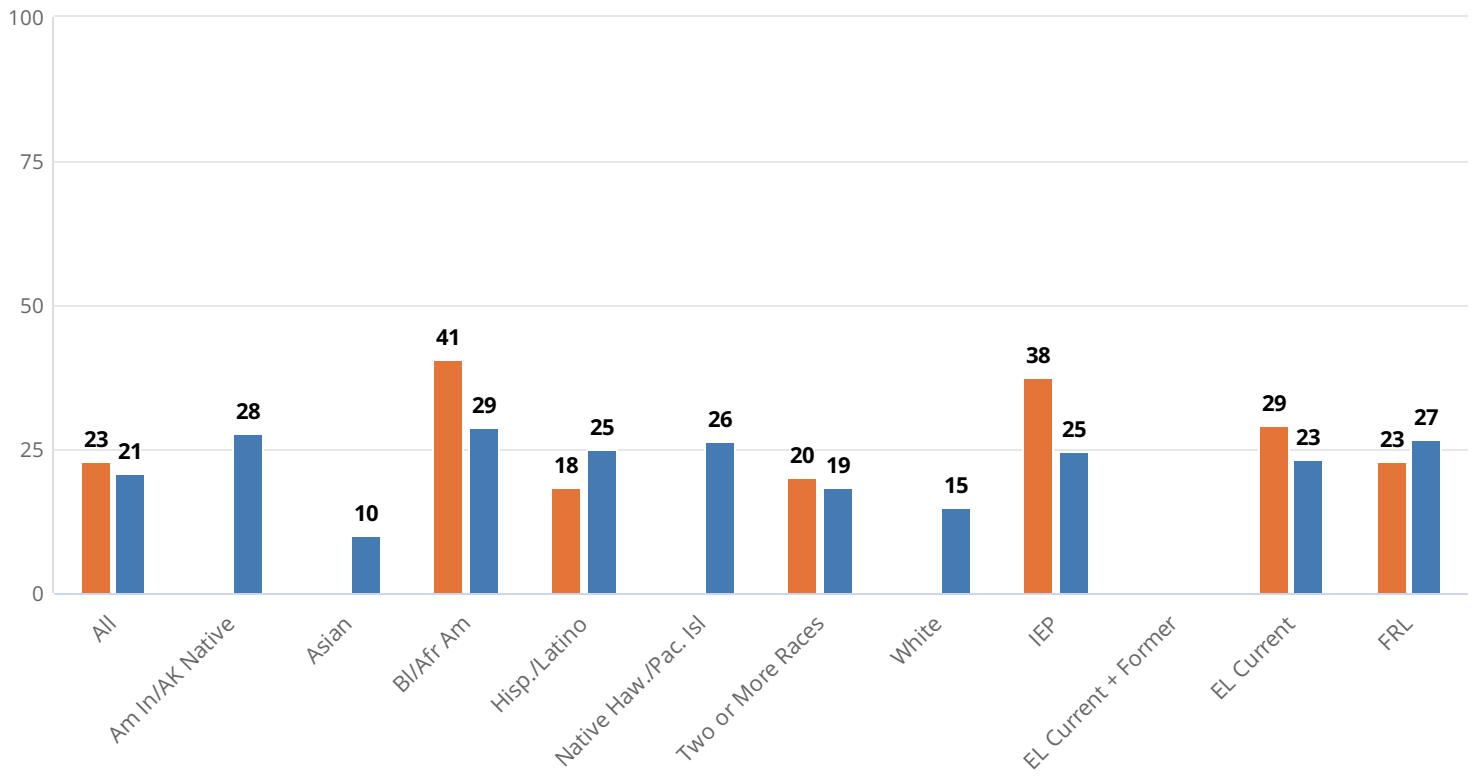
Chronic Absenteeism Chronic Absenteeism Points Earned: 1/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	22.9	20.7	5.2	22.9
American Indian/Alaska Native	N/A	27.7	N/A	24.0
Asian	-	10.0	-	12.9
Black/African American	40.7	28.9	20.0	30.1
Hispanic/Latino	18.3	25.0	<5	27.5
Pacific Islander	N/A	26.3	-	31.6
Two or More Races	20.0	18.5	<5	21.4
White/Caucasian	-	14.9	-	17.1
Special Education	37.5	24.7	<5	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	29.2	23.1	<5	25.4
Economically Disadvantaged	22.9	26.8	N/A	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

■ 2023-2024 Strong Start Academy
 ■ 2023-2024 District



Coversheet

Discussion for possible action to enter into Memorandum of Understanding with S.A.F.E. House to provide services for the prevention of interpersonal violence/domestic violence.

Section: III. Executive Update

Item: D. Discussion for possible action to enter into Memorandum of Understanding with S.A.F.E. House to provide services for the prevention of interpersonal violence/domestic violence.

Purpose: Vote

Submitted by:

Related Material:

AB 245 (2023) Power-Based Violence MOU (1) - CEM Redlines revised(155431010.1)-C.docx (2) (2).pdf

MEMORANDUM OF UNDERSTANDING

S.A.F.E. HOUSE

AND

STRONG START ACADEMY

This Memorandum of Understanding (“MOU”) stands as evidence that S.A.F.E. House, Inc. (“S.A.F.E. House”) and CLV Strong Start Academy Elementary Schools Inc. (“Strong Start Academy”) intend to collaborate toward the mutual goal of providing maximum available assistance for students of Strong Start Academy and their families who experience interpersonal violence/domestic violence. Both agencies believe that implementation of a prevention program (“Program”) at Strong Start Academy, as described herein, will further this goal. S.A.F.E. House and Strong Start Academy Elementary School agree to collaborate in improving the physical, psychological, emotional and social safety of all students. To this end, each agency agrees to consider participation in the Program by coordinating/providing the following services:

Specifically:

Strong Start Academy agrees to the following:

1. Provide S.A.F.E. House with the classroom space necessary to facilitate the presentations and/or trainings described herein.
2. Provide assistance from the school’s staff in getting informational flyers to parents before presentations and/or trainings are scheduled to occur.
3. Provide a designated member of the school’s staff to remain in the physical or virtual classroom while S.A.F.E. House facilitates the trainings and/or presentations.
4. Provide presentation feedback following each presentation.
5. Refer students, families, and employees who self-disclose that they are victims/survivors of power-based violence to S.A.F.E. House.
6. Place a link to the S.A.F.E. House website on the school’s website as a resource to the school community.
7. Provide S.A.F.E. House with all applicable policies and procedures.

S.A.F.E. House, Inc. agrees to the following:

1. Offer/Provide trainings and/or presentations regarding prevention and education on power-based violence to school counselors/Teachers and parents of students.
2. Offer/Provide school counselors/teachers with English and Spanish informational flyers to be distributed to parents prior to presentations/trainings, and as needed.
3. Offer/Provide violence prevention education on topics relevant to student, family, and employee safety, such as bystander intervention.

155431010.1

- 4. Comply with all Strong Start Academy policies and procedures.
- 5. Comply with all applicable laws, regulations and ordinances.

Both agencies agree to be responsive to one another in their communications.

In no event will Strong Start Academy be liable for any loss profits, loss of use, loss of contracts or for any indirect or consequential loss or damage. Strong Start Academy will not be liable for any liability arising in connection with the Program.

Strong Start Academy shall not provide or make available to S.A.F.E. House any person’s personally identifiable information from education records. In the event any Program participant not employed by Strong Start Academy voluntarily provides personally identifiable information to S.A.F.E. House in conjunction with the Program, S.A.F.E. House shall treat such information as confidential.

This MOU will be effective for 1 year from the date of signature. Both agencies may terminate this MOU at any time for any reason upon written notice. Strong Start Academy reserves the right to terminate individual Program service providers at any time for any reason at its sole discretion.

We, the undersigned, as authorized representatives of S.A.F.E. House and Strong Start Academy do hereby approve this document.

Beth Flory

Executive Director
S.A.F.E. House, Inc.

Lorna James-Cervantes

Board President
Strong Start Academy Elementary
School

Date

Date

Coversheet

Discussion for possible action to approve Foster Care, McKinney-Vento, and English Learner Policies and Plans.

Section: III. Executive Update
Item: E. Discussion for possible action to approve Foster Care, McKinney-Vento, and English Learner Policies and Plans.
Purpose: Vote
Submitted by:
Related Material: 2024_Foster_Care_Policy_Plan.pdf
2024_Mckinney_Vento_Policy_Plan.pdf
2024_EL_Policy_Plan.pdf



ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

Foster Care Policy and Plan

- **STRONG START ACADEMY ELEMENTARY SCHOOL**
-

2024 - 2025

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1 ABOUT STRONG START ACADEMY

Strong Start Academy is a dual language charter school that offers a 50/50 dual-language education model in which students spend 50% of their day learning in English and 50% of their day learning in Spanish. Academic instruction occurs in both languages. Students alternate learning in two languages between morning and afternoon and between content areas. The three goals at Strong Start Academy are: 1) Build bilingual and biliteracy in all students. 2) Ensure students are on or above grade level. 3) Promote positive cross-cultural attitudes and behaviors.

1.1 SCHOOL MISSION STATEMENT

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world.

SSAES is committed to building a culture of high academic achievement for all students.

All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures.

SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets.

Providing an enriched multilingual education combined with high expectations will help students attain their greatest potential and close the achievement gap while preparing them for success in the 21st century.

1.2 SCHOOL VISION STATEMENT

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

1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about Strong Start Academy, please refer to the website at clvstrongstartes.org.

You may also wish to review the School Performance Plan:

https://www.clvstrongstartes.org/wp-content/uploads/2022/11/2022_08_24-Strong-Start-School-Performance-Plan-2.pdf.

2 INTRODUCTION

This manual serves as a reference for Strong Start Academy Elementary School regarding the topic of Foster Care.

2.1 PURPOSE

The purpose of the Foster Care Policy and Plan is to define procedures and specify program elements to ensure equal participation in all education programs for Foster Care students. An effective policy, plan, and program, ensures that all students have been provided with the necessary support and have been given the opportunity to meet all requirements for high school graduation.

2.2 LEGAL REQUIREMENTS

[Nevada's Assembly Bill \(AB\) 491 of 2017](#) describes educational legal requirements for students in foster care that are codified in [Nevada Revised Statute \(NRS\) Chapter 388E](#). Additionally the [Every Student Succeeds Act \(ESSA\) of 2015 \(20 U.S.C. § 6311\)](#) led to states being required to have procedures for children in foster care to remain in their school of origin.

Programs must be in compliance with [NRS Chapter 385](#) and [NRS Chapter 388](#) and the components that govern public schools, along with [NRS chapter 388A](#) which are the provisions that govern charter schools. Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [NRS388.205](#), [NRS388A.489](#), and [NRS389.320](#).

The Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) is a Federal law that protects the privacy of student education records is also referenced in this manual.

2.3 BOARD APPROVAL

2.3.1 Board Approval

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

This manual was approved on: October 10, 2024.

2.3.2 Stakeholders

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

- Lorna James-Cervantes: Board President
- Alain Bengochea: Board Secretary
- Jaime Gonzalez: Board Treasurer
- Alee Moore: Board Member
- Dachresha Harris: Board Member
- Astrid Angulo: Board Member
- Melida Pulido: Board Member
- Tari Smethurst: Board Member

2.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to Foster Care Students
- Information regarding School of Origin and Best Interests Determination
- Enrollment
- Identification and Tracking of Foster Care Students
- Transportation
- Foster Care Liaison
- Educational Records and Confidentiality
- Full or Partial Credit Requirements
- References
- Links

2.5 DEFINITIONS AND ACRONYMS

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

- Best Interests Determination:
 - When a child enters foster care or changes placement while in foster care, the agency which provides child welfare services to the child shall determine whether it is in the best interests of the child for the child to remain in his or her school of origin. In making this determination, there is a rebuttable presumption that it is in the best interests of the child to remain in his or her school of origin ([NRS 388E.105](#))
- Every Student Succeeds Act (ESSA):
 - is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Family Educational Rights and Privacy Act (FERPA):
 - The Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Additional information about FERPA may be reviewed at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
- Foster Care:
 - Based on [NAC 432B.017](#), the term “foster care” means any out-of-home placement of a child. The term includes:
 1. The placement of a child into:
 - (a) A family foster home, as that term is defined in NRS 424.013;
 - (b) A group foster home, as that term is defined in NRS 424.015; or
 - (c) Any other similar institution having the appropriate qualifications and facilities to provide the necessary and desirable degree and type of care to the child.
 2. The placement of a child with a relative other than the relative who had a legal responsibility for providing a home for the child before the child was placed into the custody of the agency which provides child welfare services.
 3. An independent living arrangement approved by the agency which provides child welfare services in accordance with NAC 432B.410, made by the agency which provides child welfare services for a child in the custody of the agency which provides child welfare services pursuant to NRS 127.050 or 432B.550, or for whom the agency which provides child welfare services is responsible pursuant to NRS 432B.360. (Added to NAC by Div. of Child & Fam. Services by R221 97, eff. 6 5 98; A by R045 02, 7 23 2002)
- Infinite Campus (IC):
 - Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Nevada Department of Education (NDE):
 - The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS):
 - The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Participating school:
 - A charter school that is sponsored by the State Public Charter School Authority.
- School of Origin:
 - The public school in which a child was enrolled at the time that the child was placed in foster care or the school in which a child who is in foster care is enrolled at the time of the most recent change in the placement of the child.

- State Public Charter School Authority (SPCSA):
 - The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- US Department of Education (USED):
 - The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

3 SCHOOL OF ORIGIN AND BEST INTERESTS DETERMINATION

The school of origin is the public school in which a child was enrolled at the time that the child was placed in foster care or the school in which a child who is in foster care is enrolled at the time of the most recent change in the placement of the child.

When a child enters foster care or is moved to a new foster home, a best interests determination is conducted to determine if the student should remain in the school of origin or enroll in a different public school. The best interests determination should occur in conjunction with the relevant schools (school of origin and potential new school), the SPCSA foster care liaison, and the local family services agency to determine the appropriate placement.

Per [NRS 388E.105 \(2\)](#):

In determining whether it is in the best interests of a child in foster care to remain in his or her school of origin, the agency which provides child welfare services, in consultation with the local education agency and the educational decision maker appointed for the child pursuant to [NRS 432B.462](#), must consider, without limitation:

- (a) The wishes of the child;
- (b) The educational success, stability and achievement of the child;
- (c) Any individualized education program or academic plan developed for the child;
- (d) Whether the child has been identified as an English learner;
- (e) The health and safety of the child;
- (f) The availability of necessary services for the child at the school of origin;
- (g) Whether the child has a sibling enrolled in the school of origin; and
- (h) A plan for the continued education of the child, developed pursuant to [NRS 432B.60847](#), if the child is admitted to a psychiatric hospital or facility which provides residential treatment for mental illness.

The costs of transporting the child to the school of origin must not be considered when determining whether it is in the best interests of the child to remain at his or her school of origin.

Once the best interests determination has been conducted, if a dispute arises regarding the placement, the local family services agency will make the final decision regarding the child's school which will be subject to court approval if any party objects.

Additionally, upon exit from foster care, the child may remain in the school of origin until the child enters a grade level that is no longer served by the school, or reaches an age where they are no longer eligible to attend the level of school.

4 ENROLLMENT

4.1 IMMEDIATE ENROLLMENT

In accordance with subsection 2 of NRS 388A.453, when it is determined that it is in the best interests of the child to change schools, immediate enrollment means the school's legal requirement to immediately enroll the child into the new school regardless if the new school has received all the child's educational records; school transfer records, immunization records or any other unmet educational or academic requirements. Enrollment for a child in foster care cannot be denied or delayed. The enrolling school shall immediately contact the school of origin to obtain relevant academic and other records and those records will be promptly transferred.

4.2 RECORDING FOSTER CARE STATUS IN INFINITE CAMPUS

Foster Care status will be recorded in Infinite Campus by the Office Manager.

Foster Care students must be correctly entered in Infinite Campus for a variety of purposes including grant eligibility and desktop monitoring. SPCSA must be able to accurately obtain data regarding the numbers of Foster Care students for reporting to NDE via Infinite Campus. Please use the instructions below to accurately identify Foster Care students in Infinite Campus.

1. In the Campus Tools menu on the "Index" tab, choose "Student Information" then click "Program Participation", then choose "Foster Care" from the index that appears.
2. Locate the student using the search tab.
3. Once you have pressed "Go" to locate the student, press "New" to enter the information for the Foster Care student. You must enter:
 - Placement type
 - "Start Date"
 - "End Date" should be entered if available from the department of family services if the expected end date is known. If the student exits foster care status during the school year, you should update the end date when notified.
 - Enter the social worker name.
 - Enter the school name for the "Owner".
4. Return to the "Index" tab and select "General". It will display the student "Summary" tab. Click the "Flags" tab.
5. On the "Flags" tab, press the "New" button to add the Foster Care flag for the student. You should enter a "Start Date" and "End Date".

5 IDENTIFICATION AND TRACKING OF FOSTER CARE STUDENTS

5.1 IDENTIFICATION

Strong Start Academy uses an Online Registration process through Infinite Campus. In order to complete the registration process, required documents must be uploaded. The required documents include, but are not limited to: student birth certificate, valid form of identification for parent/guardian, proof of current address, and student immunization records. Once an application is submitted, the Office Manager must review the application and all corresponding documentation must be submitted prior to application approval. During this process, the Office Manager would identify any student placed in the foster care system and alert the school's Safe School Professional so that they could collaborate with the parent/guardian and the child welfare agency to ensure school stability and prompt enrollment.

5.2 TRACKING OF FOSTER CARE STUDENTS

The school's Safe School Professional will serve as the Foster Care Liaison. The Safe School Professional will work with the child's teacher to create an academic plan which will be housed in Infinite Campus. The Safe School Professional is responsible for reviewing the plan and making any modifications to the plan.

5.3 DATA VALIDATION

The Safe School Professional will ensure that all data required of Foster Care students is accurate and available in Infinite Campus. The Safe School Professional will then prepare the required report(s) and submit them to the Executive Director. The Executive Director will validate the information and submit the report(s) to the required entity (Nevada Department of Education and/or State Public Charter School Authority).

6 TRANSPORTATION

Transportation procedures are determined according to the Memorandum of Understanding (MOU)/Interlocal agreements with the local family services agencies in the state of Nevada.

In addition to ESSA and Fostering Connections, NRS Chapters 388 and 388E provides guidance on addressing school transportation in the rural school districts. The SPCSA, each Participating School and the local family service agency will regularly monitor compliance with ESSA, the Fostering Connections Act, state law and this Memorandum of Understanding.

7 FOSTER CARE LIAISON

Every school is required to have a Foster Care Liaison. It is the job of the Liaison to ensure that foster care students have the same opportunities as all other students, which includes ensuring that foster care students are able to attend school, arranging for transportation in a timely manner, keeping the school staff informed of the rights of foster care students, communicating with the parents/guardians of foster children and youth, and communicating with the local family services agency.

The foster care liaison may communicate and provide information through a variety of methods including but not limited to:

- Email.
- Phone.
- Professional Development for school staff.
- Informational materials such as flyers and posters regarding the rights of foster care students.
- Distribution of internet-based resources regarding foster care matters.

The foster care liaison at our school is:

Maxine Martinez

(702) 463-0222

mmartinez@clvstrongstartes.org

8 EDUCATIONAL RECORDS AND CONFIDENTIALITY

The policies for sharing educational records and confidentiality for students in foster care are determined according to the Memorandum of Understanding (MOU)/Interlocal agreements with the local family services agencies in the state of Nevada.

In January 2013, Family Educational Rights and Privacy Act (FERPA) was amended in the U.S. Department of Education through the enactment of the Federal Uninterrupted Scholars Act (USA). The USA made key revisions to FERPA that permits educational agencies to disclose a student's education records, without parental consent, to a caseworker or other representatives of child welfare agencies.

8.1 LOCAL FAMILY SERVICE AGENCY REQUEST OF EDUCATION RECORDS:

The local family service agency caseworker requesting the records will provide a badge identifying the caseworker as a local family service agency employee and proof of custody of the student with the one of the following:

- A written notification on the local family service agency letterhead indicating that the agency has legal custody or is otherwise legally responsible for the care and protection of the child or
- A court order.

8.2 LOCAL FAMILY SERVICE AGENCY USE OF EDUCATIONAL RECORDS:

The manner in which the local family service agency may use a child's education records, including, without limitation, electronic education records maintained by the school and/or Participating School:

- To ensure the child's education needs are met.
- Effectively implement a child's case plan.
- Maintain the child's educational stability.
- Provide services to address a student's educational needs.
- Monitor a child's educational outcomes and promote success.

8.3 STUDENT CONFIDENTIALITY

Consistent with the MOU/Interlocal and with state and federal law, the SPCSA, each Participating School and the local family service agency shall protect confidential information from re-disclosure unless specifically authorized by state or federal law. The SPCSA, each Participating School and the local family service agency shall report any unauthorized releases of exchanged data to the other party and cooperate in taking appropriate corrective action.

The local family service agency, the SPCSA and each Participating School acknowledge that each entity has a legal obligation to maintain the confidentiality and privacy of student records and information identifying a student or child being in foster care. Parties agree to maintain compliance with the Uninterrupted Scholars Act, FERPA and with any other federal and state laws protecting the rights of children who are in the protective custody of a child welfare agency. The local family service agency, the SPCSA and each Participating School agree to safeguard all such information.

8.4 DESIGNATION OF THE LOCAL FAMILY SERVICE AGENCY AS SCHOOL OFFICIAL

In accordance with the Family Education Rights and Privacy Act (FERPA) ([20 U.S.C. §1232g and 34 C.F.R Part 99](#)), the Participating School shall designate the local family service agency as a School Official.

9 FULL OR PARTIAL CREDIT REQUIREMENTS

Our school does not currently offer a middle school or high school program and is not subject to full or partial credit requirements.

10 REFERENCES

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

11 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below in the order that they appear in this manual:

- AB491 of 2017:
 - <https://www.leg.state.nv.us/Session/79th2017/Bills/AB/AB491.pdf>
- NRS Chapter 388E:
 - <https://www.leg.state.nv.us/nrs/NRS-388E.html>
- ESSA:
 - <https://www.law.cornell.edu/uscode/text/20/6311>
- NRS Chapter 385:
 - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388:
 - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- NRS Chapter 388A:
 - <https://www.leg.state.nv.us/nrs/NRS-388A.html>
- NRS Chapter 388E:
 - <https://www.leg.state.nv.us/nrs/NRS-388E.html>
- SB147 of 2019:
 - https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- FERPA:
 - 20 U.S.C. § 1232g: <https://www.law.cornell.edu/uscode/text/20/1232g>
 - 34 CFR Part 99: <https://www.ecfr.gov/current/title-34/subtitle-A/part-99?toc=1>
- NRS Chapter 388E:
 - <https://www.leg.state.nv.us/nrs/NRS-388E.html>
- General information about FERPA:
 - <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- NAC 432B.017
 - <https://www.leg.state.nv.us/nac/NAC-432B.html#NAC432BSec017>

McKinney-Vento/Homeless Policy and Plan

- **STRONG START ACADEMY ELEMENTARY SCHOOL**
-

2024 – 2025



ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

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2 ABOUT STRONG START ACADEMY

Strong Start Academy is a dual language charter school that offers a 50/50 dual-language education model in which students spend 50% of their day learning in English and 50% of their day learning in Spanish. Academic instruction occurs in both languages. Students alternate learning in two languages between morning and afternoon and between content areas. The three goals at Strong Start Academy are: 1) Build bilingual and biliteracy in all students. 2) Ensure students are on or above grade level. 3) Promote positive cross-cultural attitudes and behaviors.

2.1 SCHOOL MISSION STATEMENT

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world. SSAES is committed to building a culture of high academic achievement for all students.

All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures.

SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets.

Providing an enriched multilingual education combined with high expectations will help students attain their greatest potential and close the achievement gap while preparing them for success in the 21st century.

2.2 SCHOOL VISION STATEMENT

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

2.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about Strong Start Academy, please refer to the website at clvstrongstartes.org.

You may also wish to review the School Performance Plan:

https://www.clvstrongstartes.org/wp-content/uploads/2022/11/2022_08_24-Strong-Start-School-Performance-Plan-2.pdf.

3 INTRODUCTION

This manual serves as a reference for Strong Start Academy regarding the topic of McKinney-Vento.

3.1 PURPOSE

The purpose of the McKinney-Vento Policy and Plan is to define procedures and specify program elements ensure equal participation in all education programs for homeless youth. An effective policy, plan, and program, ensures that all students have been provided with the necessary support and have been given the opportunity meet all requirements for high school graduation.

3.2 LEGAL REQUIREMENTS

[Subtitle VI-B of The McKinney-Vento Homeless Assistance Act](#) authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by Title IX, Part A, [of Every Student Succeeds Act \(ESSA\)](#).

Programs must be in compliance with [Nevada Revised Statute \(NRS\) Chapter 385](#) and [NRS Chapter 388](#) and the components that govern public schools. Additionally, Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [NRS388.205](#), [NRS388A.489](#), and [NRS389.320](#).

3.3 BOARD APPROVAL

3.3.1 Board Approval

Each SPCSA school is required to have the McKinney-Vento/Homeless Policy and Plan approved by their school board.

This manual was approved on: October 10, 2024,

3.3.2 Stakeholders

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

- Lorna James-Cervantes: Board President
- Alain Bengochea: Board Secretary
- Jaime Gonzalez: Board Treasurer
- Alee Moore: Board Member
- Dachresha Harris: Board Member
- Astrid Angulo: Board Member
- Melida Pulido: Board Member
- Tari Smethurst: Board Member

3.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to McKinney-Vento and homeless youth
- The rights of children and homeless youth.
- Dissemination of information regarding educational rights for homeless youth.
- Identification of homeless youth.
- School selection.
- Transportation.
- Disputes.
- Services provided.
- Free meals.
- Training.
- Coordination.
- Preschool.
- Full or partial credit requirements.

3.5 DEFINITIONS AND ACRONYMS

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

- Child find:
 - In general All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.
- Every Student Succeeds Act (ESSA):
 - is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Homeless children and youths:
 - Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:
 - The term "homeless children and youths"--
 - (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
 - (B) includes--
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
 - *Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.
- Infinite Campus (IC):
 - Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- McKinney – Vento:
 - The McKinney–Vento Homeless Assistance Act of 1987 is a United States federal law that provides federal money for homeless shelter programs. It was the first significant federal legislative response to homelessness and was passed by the 100th United States Congress and signed into law by President Ronald Reagan on July 22, 1987. The act has been reauthorized several times over the years, and now includes educational components. To read more about the McKinney-Vento Homeless Assistance Act, please view the materials from the National Center for Homeless Education (NCHE) at <https://nche.ed.gov/legislation/mckinney-vento/>.
- National Center for Homeless Youth (NCHE):

- o NCHE operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program.
- Nevada Department of Education (NDE):
 - o The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS):
 - o The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- School of Origin:
 - o (i) IN GENERAL.-The term school of origin means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool.
 - o (ii) RECEIVING SCHOOL.-When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term 'school of origin' shall include the designated receiving school at the next grade level for all feeder schools.
- State Public Charter School Authority (SPCSA):
 - o The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Unaccompanied Youth:
 - o The McKinney-Vento Act defines unaccompanied youth as “a homeless child or youth not in the physical custody of a parent or guardian” [42 USC § 11434a(6)]. Taking a closer look at the definition, two conditions must be present for a child or youth to be considered an unaccompanied youth under the McKinney-Vento Act:
 - (A) 1. The child’s or youth’s living arrangement meets the Act’s definition of homeless, and
 - (B) 2. The child or youth is not in the physical custody of a parent or guardian.
 - o To read more about unaccompanied youth, please view the materials from the National Center for Homeless Education at <https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>
- US Department of Education (USED):
 - o The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

4 RIGHTS OF HOMELESS CHILDREN AND YOUTH

According to the NCHE whitepaper titled [The Educational Rights of Children and Youth Experiencing Homelessness](#), in order to remove educational barriers for homeless children and youths, the McKinney-Vento Act mandates:

- immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available [42 U.S.C. § 11432(g)(3)(C)];
- the right of children and youths experiencing homelessness, including young homeless children attending public preschools, to remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled), when in the child’s or youth’s best interest to do so [42 U.S.C. § 11432(g)(3)(A), 42 U.S.C. § 11432(g)(3)(B) and 42 U.S.C. § 11432(g)(3)(I) (i)];
- transportation to and from the school of origin at the request of the parent or guardian (or in the case of an unaccompanied youth, the local liaison)[42 U.S.C. § 11432(g)(1)(J)(iii)];
- provision of services comparable to services offered to other students in the school, including Title I services or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners; career and technical education; programs for gifted and talented students; and school nutrition programs [42 U.S.C. § 11432(g) (4)];

- that homeless students have access to and receive educational services for which they are eligible, including services through Head Start programs, early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the local educational agency [42 U.S.C. § 11432(g)(6)(iii)];
- removal of barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs for homeless students who meet relevant eligibility criteria [42 U.S.C. § 11432(g)(1)(F)(iii)];
- rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian) who are experiencing homelessness, including allowing them to be immediately enrolled without proof of guardianship [42 U.S.C. § 11432(g)(1)(H) (iv)];
- the right of parents, guardians, or unaccompanied youth to dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute [42 U.S.C. § 11432(g) (3)(E)]; and
- the appointment of a local homeless liaison in every school district or local education agency (LEA) to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school [42 U.S.C. § 11432(g)(1)(J)(ii) and 2 U.S.C. § 11432(g)(6) (A)].

5 DISSEMINATION OF EDUCATIONAL RIGHTS INFORMATION

The McKinney-Vento/Homeless Policy and Plan should be posted to the Strong Start Academy website for the school community to view. In addition, the school will have written materials in English and other languages spoken at the school that advise the school community of the rights of homeless youth. Written materials include but are not limited to:

- Posters and Flyers
 - Educational Rights Poster (Youth) from NCHIE:
 - [English](#)
 - [Spanish](#)
 - Educational Rights Poster (Parent) from NCHIE:
 - [English](#)
 - [Spanish](#)
 - Higher Education Poster from NCHIE
 - [English](#)
 - [Spanish](#)
 - Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHIE:
 - [English](#)
- Brochures
 - NCHIE Brochure:
 - [English](#)
 - [Spanish](#)

- Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE:
 - [English](#)
 - [Spanish](#)
- Booklets
 - Parent booklet from NCHE:
 - [English](#)
 - [Spanish](#)
- Email communication to the school community
- Information posted on the school website

The school will retain copies of all distributed materials as evidence for monitoring conducted by SPCSA and NDE, including materials that are printed from other sources such as NCHE.

6 IDENTIFICATION

To determine a student's McKinney-Vento eligibility, schools must determine whether a student's living arrangement meets the McKinney-Vento definition of homeless. In general, parents/guardians or unaccompanied youth should complete a Student Housing Questionnaire (SHQ) which may be electronic or a paper form.

6.1 SELF-IDENTIFICATION

6.1.1 Online Registration

Upon registration, students may be identified as homeless through the online registration process in Infinite Campus which asks a questionnaire regarding housing status. Once identified as homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.1.2 Other Identification Methods

Students may experience homelessness at any time throughout the school year. While a student may not necessarily be homeless at the time of online registration, they may become homeless at another point during the school year. Or, during registration the parent/guardian/unaccompanied youth may have not selected the option during online registration.

If a parent/guardian/student notifies the school at any time that the student is potentially experiencing homelessness, students should complete a [Student Housing Questionnaire](#) to determine eligibility. Once determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.2 STAFF IDENTIFICATION

School staff may also be particularly helpful in identifying homeless students. This can be via trusting relationships with a staff member, symptoms of homelessness noticed, by reviewing enrollment documents, and reviewing attendance records. If any school staff member has reason to believe that a student may be experiencing homelessness, they should reach out to the school McKinney-Vento Liaison so that the McKinney-Vento Liaison may reach out to the parent/guardian/unaccompanied youth to complete a [Student Housing Questionnaire](#) to determine eligibility. Once

determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.3 RECORDING HOMELESS STATUS IN INFINITE CAMPUS

Homeless status will be recorded in Infinite Campus by the Office Manager.

Homeless students must be correctly entered in Infinite Campus for a variety of purposes including grant eligibility and desktop monitoring. SPCSA must be able to accurately obtain data regarding the numbers of homeless students for reporting to NDE via Infinite Campus. Please use the instructions below to accurately identify homeless students in Infinite Campus.

1. In the Campus Tools menu on the “Index” tab, choose “Student Information” then click “Program Participation”, then choose “Homeless” from the index that appears.
2. Locate the student using the search tab.
3. Once you have pressed “Go” on the screen shown, press “New” to enter the information for the homeless student. You must enter:
 - “Primary Night Time Residence”
 - “Start Date”
 - “End Date” should be entered as 07/31/YYYY where the year is the end of the current school year, as the status should continue through summer school, but end prior to the start of the new school year. If the student exits homeless status prior to the end of the school year, you may update the end date when notified.
 - If the student is an “Unaccompanied Youth” the option should be selected.
 - Be sure to save once you have entered the information.
4. Return to the “Index” tab and select “General”. It will display the student “Summary” tab. Click the “Flags” tab.
5. On the “Flags” tab, press the “New” button to add the Homeless Flag for the student. You should enter a “Start Date” and “End Date”.

7 SCHOOL SELECTION

All public schools including charter schools must accept homeless students. Per page 17 of the [Homeless Tool Kit for School Staff](#) provided by NDE:

7.1 IMMEDIATE ENROLLMENT

A school must **immediately** enroll a homeless student, even if the student does not have documents normally required for enrollment, such as academic and medical/immunization records or proof of residency. Once enrolled, the Homeless Education Liaison of the school must help the parent/guardian/unaccompanied youth obtain the necessary records and/or immunizations, and work with the parent/guardian/unaccompanied youth to determine appropriate placement in classes if records are not immediately available.

7.2 THE RIGHT TO CHOOSE WHAT SCHOOL TO ATTEND

Students have the right to continue attending their “school of origin”. The “school of origin” is the school where the child or youth was last enrolled or the school the child or youth was attending when they became homeless. The school district shall keep a student in the “school of origin” unless it goes against the wishes of the parent. The student also has the option of enrolling in school where he is currently living.

If the school district sends a student to a school other than the school of origin or a school requested by the parent, the district must provide the parent with a written explanation of the decision, which includes the right to appeal the decision to the NDE Homeless Liaison.

If a student obtains permanent housing during the school year, the student has the right to stay in their current school until the end of the school year.

All placement decisions must be made based on what is in the best interest of the student.

8 TRANSPORTATION

The transportation process in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following transportation process should be followed by all charter schools:

The parent or guardian (or, in the case of an unaccompanied youth, the school homeless liaison) of a homeless student may request that transportation be provided to and from school.

If the student is still in the same district as the school of origin, the school district must provide transportation.

If the student is not living within the district of the school of origin, the district of origin and the district where the student is living must determine how to share transportation costs and responsibility.

If the districts cannot come to an agreement, then the responsibility and costs must be shared equally. In general, transportation time should be limited to one hour or less in each direction.

Please note, the transportation provisions of McKinney-Vento only apply to students who are currently homeless. If a student obtains permanent housing and continues to attend his/her school of origin until the end of the school year, the continued provision of transportation is at the discretion of the district of origin.

Remember: The school district must make decisions based on the best interests of the student.

9 DISPUTES

The dispute resolution process in Nevada is specified by NDE on page 19 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following dispute resolution process should be followed by charter schools:

If a charter school challenges the right of a homeless student to attend the school, the charter school must continue to provide transportation and other services to the student until the dispute is resolved.

The dispute resolution process begins when the charter school challenges the student's enrollment/continued enrollment in school. The same day the charter school challenges the enrollment of the student, the district must notify the Homeless Liaison and the parent/guardian or unaccompanied youth in writing. This notice must include the right of the parent/guardian or unaccompanied youth to appeal the decision. The charter school must also notify the NDE Homeless Liaison/Coordinator the same day and provide them with copies of all notices provided to the parent/guardian or unaccompanied youth.

The NDE Liaison must then provide the parent/youth with a clear, easy-to-understand, written explanation of dispute resolution process and include the contact information for the NDE Homeless Liaison.

The school district then has two working days to determine whether it will continue to challenge the right of the student to be enrolled in school. During this time, NDE may provide technical assistance to the school on the requirements of McKinney-Vento.

The final decision by the charter school must be made in writing by the Superintendent (or Executive Director, or equivalent at the charter school) and must state all factual reasons and the legal basis for the decision. If the final decision of the charter school is adverse to the student, the charter school must provide the NDE homeless liaison (NDE

then notifies the parent) with a copy of the Rights of Homeless Students under the McKinney-Vento Act the written decision that same day. The parent/youth then has the right to appeal the decision to NDE.

Once NDE has received the appeal, the NDE Homeless Liaison has two working days to make a decision. The decision made by NDE Homeless Liaison is final.

10 SERVICES

Homeless students have the same rights as all other students to participate in special education programs, after school programs, and any other programs available at the school.

10.1 HOMELESS EDUCATION LIAISON

Every school is required to have a Homeless Education Liaison (often referred to as the McKinney-Vento Liaison). It is the job of the Liaison to ensure that homeless students have the same opportunities as all other students, which includes ensuring that homeless students are able to attend school, arranging for transportation in a timely manner, keeping the school staff informed of the rights of homeless students and providing appropriate referrals to service providers.

The homeless liaison at our school is:

Maxine Martinez
(702) 463-0222
mmartinez@clvstrongstartes.org

10.2 SPECIAL EDUCATION

Homeless students who qualify for special education services must be provided appropriate services based on the information that is available to the school. A school may not delay providing such services based on the non-receipt of school records. Homeless children are also included under child find requirements in the Individuals with Disabilities Education Act 20 U.S.C. 1412(a)(3).

10.3 AFTER SCHOOL PROGRAMS

Homeless students will be given access to Safekey and/or RTC bus passes to facilitate participation in afterschool programs.

11 FREE MEALS

Homeless students have the same rights as all other students to participate in school nutrition programs. The process for identifying eligibility for free or reduced price meals in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following processes for determining free meal eligibility should be followed by all charter schools:

In order to determine the eligibility for free or reduced price meals, school officials must accept documentation that the student is homeless from the local Homeless Education Liaison or the director of the homeless shelter where the student resides. If a student is temporarily residing with another household, the household size and income of the host family are not taken into consideration when determining the free meal eligibility for the homeless student. However, the host family may include the homeless family as household members if the host family is providing financial support to the family.

Additionally, according to page 3 of the NCHE whitepaper titled “[Access to Food for Students Experiencing Homelessness](#)” the following must occur after eligibility is determined:

Once the above documentation has been provided to the school nutrition program, the student must be directly certified. School meals personnel do not have discretion to decline directly certifying children who have been documented to be categorically eligible. If a school administrator knows that a child is homeless but is concerned that there may be a delay in obtaining documentation from the local liaison, the administrator may complete an application on behalf of the child so the child can begin receiving free meals immediately. The administrator must then follow up with the local liaison to obtain the needed documentation.

Once a child is certified as eligible to receive free school meals, eligibility remains in effect for the duration of the current school year and for up to 30 days after the first operating day of the subsequent school year or until a new eligibility determination is made in the new school year, whichever comes first.

12 TRAINING

Training will be provided for the McKinney-Vento Liaison and for other school staff.

12.1 MCKINNEY-VENTO LIAISON

The McKinney-Vento Liaison will attend webinars, conferences, and training offered by SPCSA, NDE, and NCHE based on the school’s need. Our Safe School Professional is scheduled to attend the following webinars during the first semester:

- MCKINNEY-VENTO 101: BASIC REQUIREMENTS OF THE MCKINNEY-VENTO ACT
- SUPPORTING THE EDUCATION OF UNACCOMPANIED STUDENTS EXPERIENCING HOMELESSNESS
- MCKINNEY-VENTO SCHOOL SELECTION RIGHTS
- UNDERSTANDING DOUBLED UP
- DETERMINING MCKINNEY-VENTO ELIGIBILITY

Upon completion of all training, records will be retained documenting that the McKinney-Vento liaison has attended training annually as NDE may request these records for desktop monitoring.

12.2 OTHER SCHOOL STAFF

The school’s McKinney-Vento Liaison will present training to school staff as needed.

Upon completion of all training, records will be retained documenting that school staff has attended training annually as NDE may request these records for desktop monitoring.

13 COORDINATION

13.1 COORDINATION WITH LOCAL SOCIAL SERVICE AGENCIES

The school’s McKinney-Vento Liaison will coordinate with other service providers, including public and private child welfare and social service agencies; law enforcement agencies; juvenile and family courts; agencies providing mental health services; domestic violence agencies; child care providers; runaway and homeless youth centers; providers of services and programs funded under the Runaway and Homeless Youth Act; and providers of emergency, transitional,

and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities.

13.2 RECORDS SHARING AND TRANSFER

The McKinney-Vento Liaison will assist whenever possible with records sharing and transfer. The Liaison will work with the Office Manager to immediately enroll a child or youth even if he or she is unable to provide records normally required for enrollment or has missed application or enrollment deadlines during any period of homelessness; contact the last school attended to obtain relevant records if enrolling a homeless child or youth; assist with obtaining immunization records, other health records, or immunizations, if needed. The Liaison will also make any record ordinarily kept by the school available when a child or youth enters a new school or school district. They will provide records immediately for a homeless student when requested by a new school to expedite appropriate placement. Information about a student's living situation will only be disclosed to other school administrators and school staff on an as needed basis.

14 PRESCHOOL

According to page 4 of the NCHE whitepaper titled [Early Care and Education for Young Children Experiencing Homelessness](#):

The McKinney-Vento Act requires early care and education programs administered by SEAs and LEAs to enroll children immediately, even if they lack documents typically required for enrollment, including birth certificates, health records, and proof of residency. The Act, however, does not require these programs to exceed legal capacity limits or to enroll children once classes are full.

While our school does not currently offer a preschool program, the nearest preschool program is available at:

Strong Start Early Learning Academy
1617 Alta Drive
Las Vegas, NV 89106
(702) 954-4777

15 FULL OR PARTIAL CREDIT REQUIREMENTS

Our school does not currently offer a middle school or high school program and is not subject to full or partial credit requirements.

16 REFERENCES

Throughout this manual a variety of resources are referenced from [NCHE](#) and the [NDE Homeless Tool Kit for School Staff](#).

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

17 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below in the order that they appear in this manual:

- Subtitle VI-B of The McKinney-Vento Homeless Assistance Act
 - <https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>
- Every Student Succeeds Act (ESSA)
 - <https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>
- NRS Chapter 385
 - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388
 - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- Nevada SB147 (2019)
 - https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- NRS 388.205
 - <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec205>
- NRS 388A.489
 - <https://www.leg.state.nv.us/nrs/NRS-388A.html#NRS388ASec489>
- NRS 389.320
 - <https://www.leg.state.nv.us/nrs/nrs-389.html#NRS389Sec320>
- Definition of McKinney-Vento from NCHE
 - <https://nche.ed.gov/legislation/mckinney-vento/>
- Information regarding unaccompanied youth from NCHE
 - <https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>
- NCHE Whitepaper: The Educational Rights of Children and Youth Experiencing Homelessness
 - https://nche.ed.gov/wp-content/uploads/2018/10/service_providers.pdf
- Educational Rights Poster (Youth) from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2019/01/youthposter_eng_color.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2019/01/youthposter_sp_color.pdf
- Educational Rights Poster (Parent) from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2019/01/parentposter_eng_color.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2019/01/parentposter_sp_color.pdf
- Higher Education Poster from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster_span.pdf
- Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_post.pdf
- NCHE Brochure:
 - English: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-ENG.pdf>
 - Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-SPA.pdf>
- Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch_esp.pdf
- Parent booklet from NCHE

- English: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Eng.pdf>
- Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Span.pdf>
- Student Housing Questionnaire
 - https://spcsa.instructure.com/courses/42/files/2312?module_item_id=2142
- NDE Homeless Tool Kit for School Staff
 - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Homeless/Homeless%20Tool%20Kit%20for%20School%20Staff%202022%20-2023_April-Draft.pdf
- NCHE Whitepaper – Access to Food for Students Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2022/08/Access-to-Food.pdf>
- NCHE Whitepaper – Early Care and Education for Young Children Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2019/09/Early-Care-and-Education-for-Young-Children-Experiencing-Homelessness.pdf>
- NCHE
 - <https://nche.ed.gov/>

18 APPENDIX B: FORMS

- Student Housing Questionnaire (SHQ)
 - https://spcsa.instructure.com/courses/42/files/2312?module_item_id=2142



ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

English Learner Policy and Plan

- **STRONG START ACADEMY ELEMENTARY SCHOOL**
-

2024 - 2025

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1 ABOUT STRONG START ACADEMY

Strong Start Academy is a dual language charter school that offers a 50/50 dual-language education model in which students spend 50% of their day learning in English and 50% of their day learning in Spanish. Academic instruction occurs in both languages. Students alternate learning in two languages between morning and afternoon and between content areas. The three goals at Strong Start Academy are: 1) Build bilingual and biliteracy in all students. 2) Ensure students are on or above grade level. 3) Promote positive cross-cultural attitudes and behaviors.

1.1 SCHOOL MISSION STATEMENT

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world.

SSAES is committed to building a culture of high academic achievement for all students.

All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures.

SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets.

Providing an enriched multilingual education combined with high expectations will help students attain their greatest potential and close the achievement gap while preparing them for success in the 21st century.

1.2 SCHOOL VISION STATEMENT

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

1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about Strong Start Academy, please refer to the website at clvstrongstartes.org.

You may also wish to review the School Performance Plan:

https://www.clvstrongstartes.org/wp-content/uploads/2022/11/2022_08_24-Strong-Start-School-Performance-Plan-2.pdf.

2 INTRODUCTION

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

2.1 PURPOSE

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

2.2 PHILOSOPHY

o At Strong Start Academy we believe in dual language instruction, which is a bilingual education model that uses two languages, the students' native language and English, as the means of instruction. Our dual language program serves both language-minority students as well as native English speaking mainstream students. We subscribe to a "maintenance" philosophy of bilingual instruction which is intended to promote the development, enrichment and preservation of both target languages and as such, promotes additive bilingualism. This process involves adding second language skills to a person's linguistic repertoire in a context where both languages and cultures are equally valued. At Strong Start we believe:

- Multilingualism, multiliteracy, and multiculturalism are assets.
- Students' home, school, and community experiences influence their language development.
- Home languages, cultures, and experiences are valuable learning tools. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
- Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
- Language is an integral part of teaching and learning.
- All teachers are language teachers and learners.
- Students learn language and culture through meaningful use and interaction.
- Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
- Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
- Acquisition of language is a life-long process and is a key factor in developing self-identity, intrapersonal skills, and interpersonal skills.
- All students should have the opportunity to learn and use more than one language to encourage the development of the SSAES attributes of being open-minded, a risk-taker, and a communicator.
- Language learning enhances global understanding and develops sociocultural competence.
- Translanguaging strategies help students make meaning of content and language across languages.

- Transdisciplinary, inquiry-based learning with differentiated language tools and strategies develops academic knowledge, language, and skills in meaningful ways.

o **SSAES Dual Language Guiding Principles:**

- o 1. Effective programs have equitable access and are based on both standards and current research.
- o 2. Effective instruction meets the needs of culturally and linguistically diverse students.
- o 3. Effective on-going family involvement is integral to student success.
- o 4. Effective professional development improves teaching through the integration of language and content.

o **LEGAL REQUIREMENTS**

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

2.3 BOARD APPROVAL

2.3.1 Board Approval

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

This manual was approved on: October 10, 2024.

2.3.2 Stakeholders

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

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

- Lorna James-Cervantes: Board President
- Alain Bengochea: Board Secretary
- Jaime Gonzalez: Board Treasurer
- Alee Moore: Board Member
- Dachresha Harris: Board Member
- Astrid Angulo: Board Member
- Melida Pulido: Board Member
- Tari Smethurst: Board Member

2.4 DESCRIPTION

This manual contains:

Strong Start Academy
 July 7, 2023
 English Learner Policy and Plan: 2022 - 2023
 Page 6 of 24

- Information regarding the EL Bill of Rights.
- Information regarding the identification of EL students.
- Information regarding the Assessment of EL students.
- Information regarding eliminating achievement gaps and ensuring equitable access through:
 - Data.
 - Leadership and staffing.
 - Research-based curriculum.
 - Professional development/professional learning
 - Other educational programs for ELs
- Information regarding EL students with disabilities.
- Information regarding required parent communication and participation.
- Student participation in other educational programs.
- Links to all resources identified in this manual.
- Forms and documents used in conjunction with the EL program at the school.

2.5 DESIRED OUTCOMES

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

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

2.6 DEFINITIONS AND ACRONYMS

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

- English Language Acquisition and Development (ELAD) Endorsement: Teachers with the ELAD endorsement on their teacher license have extended knowledge of the theories of second language acquisition, contemporary issues related to the education of English language learners and emergent bilinguals, assessment of language learning, and methods for supporting the academic language development of linguistically diverse students. This endorsement is formerly known as the Teach English as a Second Language (TESL) endorsement.

- English Learner (EL) student: Refers to a student who has been determined to be an English Language Learner or Limited English Proficient (LEP) and is therefore entitled to receive services to overcome language barriers that impede his/her equal and meaningful participation in the school's instructional programs. English learner student-Speakers of other languages who are learning English; refers to learners who are identified as still in the process of acquiring English as an additional language. English Learner students may also be referred to as English Language Learners (ELLs) as this is the acronym used by WIDA for their assessment suite.
- English Language Proficiency: The level of competence at which an individual can use language for both basic communicative tasks and academic purposes.
- English Language Proficiency Assessment (ELPA): English Language Proficiency Assessment- umbrella term used by the Nevada Title III Office to identify the annual English language proficiency assessment given to English language learners. Currently the ELPA assessment in Nevada is the WIDA ACCESS.
- Every Student Succeeds Act (ESSA): is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called "No Child Left Behind." It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Evidence Based Interventions (EBI): Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented.
- Exited ELL: Refers to a student who was formerly an ELL but subsequently met the criteria for exiting the ELL Program based on a valid and reliable assessment of the student's English proficiency in each of the four (4) domains of speaking, listening, reading, and writing. An exited ELL is entitled to receive monitoring of his/her academic progress to determine whether the student has and maintains a sufficient level of English proficiency to succeed in mainstream classes without language acquisition services.
- Home Language: Language spoken in the home by caregivers and siblings who reside in the child's home; sometimes used as a synonym for primary language or native language.
- Home Language Survey (HLS): A screening tool used by schools upon student registration that determines languages that are spoken by the students.
- Individualized Education Program (IEP): A legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- Infinite Campus (IC): Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Limited English Proficient (LEP): A federal term for English language learners who receive services and are tested from Title III funds. This term is being replaced with the term English Learner (EL).
- Language Instruction Educational Program (LIEP): a legal requirement for districts with students who are in the process of learning English as an additional language. A LIEP must be identified for each student.
- Model of Instruction (MOI): The LIEP is based on choosing an appropriate Model of Instruction (MOI) for each student. A list of models that may be used in the state of Nevada from the NDE is found on the document titled [Language Instruction Educational Program \(LIEP\) Models in Nevada](#). One model of instruction should be selected for each student and when entered in Infinite Campus, the appropriate code should be entered from the list.
- Multi-Tiered System of Support (MTSS): MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.
- Native language: Primary or first language spoken by an individual.
- Nevada Department of Education (NDE): The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.

- Nevada Revised Statute (NRS): The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Section 504 of the Rehabilitation Act of 1973: Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.
- Section 504 Plan: 504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.
- Smarter Balanced Assessment Consortium (SBAC) Assessment: Adopted by the Nevada Department of Education, to measure K-8 students achievement of the Nevada Academic Core Standards (NVACS). The assessment system includes a rigorous computer adaptive summative test for grades 3-8 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the NVACS give teachers and principals the tools to help students meet today’s college- and career-ready standards.
- State Public Charter School Authority (SPCSA): The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Statewide Plan for the Improvement of Pupils (STIP): Nevada law requires the State Board of Education to develop a 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada, officially referred to as a “Statewide Plan for the Improvement of Pupils”. We often abbreviate this to “STIP”. The Board must submit this plan, or a revised plan, on or before March 31 of each year. The STIP is prepared for the State Board’s consideration by the Nevada Department of Education (NDE) and reflects feedback and input gathered from school districts, education partners, and stakeholders across the State. (These requirements are outlined in Nevada Revised Statutes (NRS) 385.111-113).
- Title III: Language Instruction of Limited English Proficient Students and Immigrants (2002). Title III under ESSA consolidates 13 bilingual, immigrant, and Native American education programs formerly known as Title VII (1994). The focus of the title is on assisting school districts in teaching English to EL students and helping EL students meet state academic standards.
- US Department of Education (USED): The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.
- WIDA: Consortium joined by Nevada Department of Education that provides the state ELPA test, known as ACCESS, and provides extensive professional development on the comprehensive ELP standards that address the need for students to become fully proficient in both social and academic English.
- Dual Language Program: Also known as Two-way Immersion / Developmental Bilingual Program. The goal of these programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of native English speakers and speakers of the other language.

3 THE EL BILL OF RIGHTS

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

1. Provide parents of English Learners with a copy of the “English Learner Pupil and Parent Rights” and post the document to the school website.

- a. This information should be provided in English and in the parent’s primary language upon enrollment or identification as an English learner. For students who did not receive this documentation at the time of enrollment or identification as an English learner, provide this documentation as soon as possible. When posted to the website, it should be posted in as many languages as possible, and at minimum, all the languages provided by NDE. These documents may be downloaded from <https://spcsa.instructure.com/courses/42/modules/items/537> in multiple languages.
2. Post information to the school’s website regarding the use of Title III funds.
 - a. Schools must post to the website (and update annually), Post to your school’s website (and update annually), information related to the way the school has used funds received pursuant to Title III of the Every Student Succeeds Act (ESSA) of 2015. This information must be organized into categories of programs and services that the funds were used for, including the engagement of parents and families.
3. Include the following items in the school’s EL Policy and Plan:
 - a. Provisions for the identification of the primary language of each pupil enrolled in the school district at the beginning of each school year to assist in the identification of pupils who are English learners
 - b. Provisions that ensure English learner students remain in a program for English learners until the pupil obtains language proficiency based on an appropriate assessment for pupils who are English learners, unless the parent or legal guardian of the pupil declines for the student to remain placed in a program for English learners.
4. A variety of data collection requirements are included as a part of the EL Bill of Rights. Schools must maintain accurate records in Infinite Campus at all times so that data is readily available when requested from SPCSA or NDE.

4 IDENTIFICATION OF ENGLISH LEARNER (EL) STUDENTS

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

4.1 HOME LANGUAGE SURVEY

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

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

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

The HLS must include three basic questions to determine:

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

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

At our school, the HLS is issued during the Online Registration process through Infinite Campus. All three languages should be entered for any student who has listed at least one language that is not English in any of the three fields. A

student who requires screening should have “Pending” placed in Infinite Campus for their EL status by the school’s ELL Coordinator, until they have taken the screener.

4.2 PRIOR SCHOOL RECORDS

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

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

4.3 SCREENING ASSESSMENT

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

The screener will be administered at our school by the ELL Coordinator.

4.4 PLACEMENT AND OPT OUT

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

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

- If a student is eligible for services based on the screening assessment, the ELL Coordinator will enter the student’s EL Program status in Infinite Campus as EL and enter the “Identified Date”.
- If a student is not eligible for services based on the screening assessment, the ELL Coordinator will enter the student’s EL Program status in Infinite Campus as “Not EL” and enter the “Identified Date”.

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

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

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

4.5 SCREENING, PLACEMENT, AND EXIT, RECORDS

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

- [NDE EL Data Workshop Recordings](#)
- [NDE EL Data Workshop Zip Files](#)

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

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

5 ASSESSMENT

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

5.1 STATE ASSESSMENTS

5.1.1 Placement/Screener Assessment

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

5.1.2 English Language Proficiency Assessment (ELPA)

5.1.2.1 About the ELPA

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

acquiring academic English. All ELs enrolled during the testing window must be assessed with the WIDA ACCESS 2.0., Kindergarten ACCESS, or Alternate ACCESS.

- Students in grades K-12 who have been identified as ELs take the WIDA ACCESS.
- Students with IEPs who take the WIDA ACCESS should be provided appropriate testing accommodations consistent with the accommodations listed in the IEP that have been determined by the IEP team. Information from WIDA regarding accommodations can be found in the following documents:
 - [WIDA Accessibility and Accommodations Manual](#)
 - [ACCESS Online Accommodations Checklist](#)
 - [Kindergarten ACCESS Accommodations Checklist](#)
 - [Alternate ACCESS Accommodations Checklist](#)
- The Alternate ACCESS for ELLs is designed to measure language proficiency of students with most significant cognitive disabilities per the students' Individual Education Plan (IEP). Students with Individualized Education Programs (IEPs) may take WIDA Alternate ACCESS per the decision of the student's IEP team. IEP teams should follow their state's specific alternate assessment participation criteria. For additional guidance, view the [Alternate ACCESS for ELLs Participation Criteria Decision Tree](#).

5.1.2.2 Administration and Scoring of the ELPA

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

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

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

Upon receipt of the scores the school must:

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

At our school, WIDA scores are entered into Infinite Campus by the ELL Coordinator. Notifications regarding test results are sent annually to parents/guardians by US Mail by the ELL Coordinator. The date of the notification is recorded in Infinite Campus by the ELL Coordinator.

5.2 LOCAL ASSESSMENTS

In addition to state assessments, SPCSA schools conduct:

- Formal Interim assessments which are chosen at the school level which are relevant to the school's instructional programs.

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

Our school uses the following assessments:

- Formal Interim Assessments:
 - MAP - The Measures of Academic Progress (MAP) assessment is a norm-referenced measure of student growth over time. This assessment provides detailed, actionable data about where each child is on his/her unique learning path.
 - iReady - is a web-based adaptive diagnostic assessment and instruction program. i-Ready assesses students’ reading skills to the sub-domain level, prescribing differentiated Common Core instruction so learners of all abilities can achieve success.
 - ENIL & IRLA - Delivers specific, actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors needed to learn next to accelerate reading growth.
 - Imagine Learning - Imagine Learning’s assessments enable educators to drive student growth by offering multiple research-based measures of student progress. Through the use of their personalized learning programs language and literacy skills are accelerated and developed side by side.

6 EQUITABLE ACCESS

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

6.1 USE OF DATA

6.1.1 Placement

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

6.1.2 Exit

The criteria for a student to exit from an EL program is specified by NDE and has been updated for the 2022 – 2023 school year. Beginning in 2022 – 2023, students may qualify for exit by receiving a qualifying score on WIDA or through an alternate pathway. Students should be exited as EL students according to the “Exit Criteria” found on the Nevada WIDA website, in the document called “[Nevada English Language Learner Identification and Placement](#)” in the section of the document titled “Identification and Placement.” When a student has met the criteria for exit, the exit date recorded

in Infinite Campus should be the last day of student attendance for the school year in which the student received a qualifying score to exit. A notification letter should be sent to parents at the beginning of the following school year, that the student has been exited.

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

6.1.3 Monitoring of Exited ELs

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

The academic progress of all EL students will be monitored using the MAPs Assessment in ELA and Math three times throughout the year. The results of the benchmark assessments will be used to identify students that are not on grade level or that are not demonstrating sufficient grade level growth.

- Exited students in monitoring status will be identified in Infinite Campus.
- MAPs benchmark data will be analyzed three times per year for these students. MAPs data will be triangulated with i-Ready lessons and assessments as well as teacher made assessments and observations.
- Grade level teachers, Literacy Specialist, English Learner (EL) Specialists, and Principal will monitor exited students.
- EL students who are not performing at grade level standards will participate in an Intervention Plan that is prescribed weekly and monitored every other week. These intervention plans will be written by the grade level teachers and implemented by the teachers and subject-specific strategists and shared with parents.
- Grade level teachers will notify the family via printed letter and/or email.

6.1.4 Additional School Level Data

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

- MAP data will be analyzed three times per year.
- iReady data will be analyzed three times per year.
- Imagine Learning data will be analyzed three times per year.
- ENIL & IRLA - data will be analyzed at minimum biweekly and as necessary during small group instruction.

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

- MAP
 - During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss interventions.
 - The MAP Class Profile Report will be reviewed to determine students who are not meeting growth targets and/or proficiency.

- Once students have been identified, the MAP Student Profile Report will be reviewed for deeper analysis of skill deficiency for students not meeting growth targets and/or proficiency.
- The MAP Learning Continuum Report will then be accessed to help teachers plan instruction for interventions.
- **i-Ready**
 - During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss students' learning paths and necessary interventions.
 - The i-Ready Growth Report will be reviewed to determine students who have not met typical growth targets and/or are not performing on grade level.
 - Once students have been identified, teachers will create a customized learning path for the student and provide small group intervention as needed.
- **Imagine Learning**
 - During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss students' learning paths and necessary interventions.
 - The Language and Literacy Reports will be reviewed to determine students who are not meeting their growth targets and/or are not performing on grade level.
 - Once students have been identified, teachers will create a customized learning path for the student and provide small group intervention as needed.
- **ENIL & IRLA**
 - Ongoing monitoring of student progress during daily small group instruction.

6.2 LEADERSHIP AND STAFFING

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

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

- **ELL Coordinator:**
 - Prepares and Administers WIDA Assessments Online Screener and Access 2.0 to all LEP students; Serves as WIDA testing coordinator on the actual dates of online reading testing for WIDA ;
 - Maintains and continually updates ELL Records and important documentation online in both student information systems and in educational portfolios
 - Notifies all LEP parents of ELL required testing throughout the year (ACCESS, ELPAS, Oral Language Assessments, etc.);
 - Assists the district and campus testing coordinator with testing WIDA, MAP, State Testing SBAC, ACT, EOC
 - Ensures anyone administering Online Screener and WIDA Access 2.0 have current WIDA Certifications
 - Maintains updated English Language Individual Learning Plans and Accommodations, ensures appropriate staff has knowledge of LEP students' plans and accommodations
 - Provide continual staff support for Professional Development and information with instructional strategies, best practices for academic language development
- **Read by Grade 3 Literacy Specialist:**

- o Support school personnel with the implementation of high-quality, standards-based instruction aligned to the ELA NVACS and the NEPF.
 - o Plan, prepare, and facilitate literacy professional learning and follow-up processes to support school-based personnel with the implementation of the ELA NVACS, NEPF, and the District's K–12 Literacy Plan.
 - o Work collaboratively with teachers to model effective data-driven, decision-making processes focusing on professional learning communities.
 - o Provide coaching and mentoring support for teachers by conducting demonstration lessons, observing classroom instruction, and conferencing with teachers to implement research-based strategies addressing the needs of all learners, including students who have been identified as at-risk in literacy, students with special needs, and English language learners (ELL).
 - o Work collaboratively with school-based administrators and classroom teachers to effectively implement evidence-based practices for literacy instruction and tiered interventions to support all students.
 - o Assist school-site personnel in developing a set of culturally responsive practices that are infused within the school climate and instructional expectations.
 - o Work collaboratively with school-based administrators and classroom teachers to effectively implement the required RBG3 assessments, such as the Measures of Academic Progress (MAP) Growth assessments.
 - o Assist school-based personnel with the analysis of data aligned with a balanced assessment system.
 - o Develop a progress monitoring plan for every student identified as at-risk in literacy; and support systematic progress monitoring for every student identified as at-risk in literacy.
 - o Ensure parents and/or legal guardians are notified within 30 days of the determination that a student in kindergarten through Grade 3 is identified as at-risk in literacy.
 - o Ensure parents and/or legal guardians approve the intensive instructional plan for all students in kindergarten through Grade 3 who are identified as at-risk in literacy.
 - o Provide instruction and support to parents and/or legal guardians of students who have been identified as at-risk in literacy.
- Bilingual Teacher:
 - o All teachers at Strong Start Academy are bilingual and biliterate in English and Spanish.
 - o Students receive instruction in English for half the day and in Spanish for the other half.
 - o Teachers receive training in Guided Language Acquisition Design (GLAD) to enhance language acquisition.

6.3 CURRICULUM

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

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

- American Reading Company (ARC) for ELA ,Tier I
- Ready and i-Ready Math curriculum, Tier I
- Imagine Espanol and Imagine Language & Literacy, Supplemental
- Bridge to Reading, Supplemental Phonics and Phonemic Awareness for Tier I
- BrainPop, Supplemental
- Dreambox, Supplemental Math

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

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

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

- i-Ready
 - ESSA EBI Level: 2
 - Citation: <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>
- Dreambox: Description.
 - ESSA EBI Level: 1
 - Citation: <https://www.evidenceforessa.org/program/dreambox-learning/>
- Imagine Learning
 - ESSA EBI Level: 2
 - Citation: <https://www.imaginelearning.com/essa-effectiveness/>
- Brainpop
 - ESSA EBI Level: 2
 - Citation: <https://www.brainpop.com/classroom-solutions/resources/funding>

6.4 PROFESSIONAL DEVELOPMENT

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

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

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

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Equity:** Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.
- **Cultural Competency:** Professional learning that increases educator effectiveness and results for all students facilitates educator's self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich educational experiences for all students.

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

- American Reading Company - Training session to assist teachers with high levels of deep implementation of the core reading program. - Outcomes
- i-Ready - Training session to assist teachers with high levels of deep implementation of the core math program. - Outcomes
- Raising The Bar - Training session to assist administrators on analyzing iReady, MAP, WIDA, and SBAC data to plan and assess instruction. - Outcomes
- TNTP - Training sessions for improving literacy instruction and family engagement for Multilingual Learners. - Cultural Competency
- GLAD - Training for teachers to modify the delivery of student instruction to promote the acquisition of academic language and literacy. - Cultural Competency
- LETRS - A top-notch professional learning suite grounded in the Science of Reading to help teachers develop their reading pedagogy. - Outcomes

6.5 OTHER EDUCATIONAL PROGRAMS FOR ELS

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

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

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

At SSAES, we ensure that our research based educational curriculum and programs are effectively implemented by highly qualified teachers and support staff. Our staff is constantly receiving professional development in order to continue to meet the needs of the students. The school has adopted a high-quality, culturally responsive, core curriculum in both ELA and Math to ensure students have access to grade level material.

To ensure that all students have an equal opportunity to participate in programs such as those listed above, the school has created a master schedule to ensure accountability for allocated minutes per subject are met by all teachers. The administrator and coaches conduct classroom visits to ensure all students are engaged in all subjects and grade level materials are used.

7 ENGLISH LEARNERS WITH DISABILITIES

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

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

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

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

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

EL Students with Disabilities Plan

- SSAES will identify, locate, and evaluate ELs with disabilities within 30-45 days of starting school.
- SSAES will consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- SSAES will provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- SSAES will not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- SSAES will provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.

8 PARENT COMMUNICATION AND PARTICIPATION

8.1 ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

Per USED as documented on the [EL DCL Fact Sheet](#):

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

Strong Start Academy ES will provide effective language assistance to limited English proficient parents, by offering translated materials or a language interpreter. Language assistance will be free and provided by appropriate and competent staff, or through appropriate and competent outside resources. These interpreters and translators have knowledge in both languages and are specifically trained to communicate any specialized and/or technical terms or concepts used within an individualized educational program. Interpreters and translators are trained in the ethics of interpreting and translating and the need to maintain confidentiality.

8.2 PARENT NOTIFICATIONS

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

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

- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)

8.3 PARENT PARTICIPATION

Strong Start Academy ES will provide effective language assistance to limited English proficient parents, by disseminating all school information in both English and Spanish. All staff are bilingual in English and Spanish and can seamlessly conduct parent teacher conferences in both English and Spanish. Translated materials or a language interpreter can be provided for other languages upon request. Students with Individualized Educational Plans (IEPs) will be provided interpreters and/or translators who have knowledge in the parents' native language and are specifically trained to communicate with parents regarding special education.

At SSAES, families are embraced as important stakeholders who have a voice in their child's future. As such, parents/guardians are encouraged to participate in activities, events, and celebrations throughout the school year to take an active role in their child's education. The school hosts monthly family engagement meetings and all staff in attendance are bilingual and biliterate in English and Spanish. Sessions are offered in both languages.

9 REFERENCES

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

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

10 APPENDIX A: LINKS

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

- SPCSA Strategic Plan
 - [https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA\(1\).pdf](https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf)
- Nevada Revised Statute (NRS) 388.407
 - <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407>
- Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703(f)
 - <https://www.law.cornell.edu/uscode/text/20/1703>
- Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq
 - <https://www.law.cornell.edu/uscode/text/42/2000d>
- 34 C.F. R. part 100
 - <https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1>
- NRS Chapter 385
 - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388
 - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
 - <https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>

- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
 - <https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text>
- Language Instruction Educational Program (LIEP) Models in Nevada
 - [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners\(ELL\)/Models_of_Instruction_NV.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Models_of_Instruction_NV.pdf)
- EL Bill of Rights Documents
 - https://spsca.instructure.com/courses/42/files/525?module_item_id=537
- Nevada WIDA site
 - <https://wida.wisc.edu/memberships/consortium/nv>
- Nevada English Language Learner Identification and Placement
 - <https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf>
- Template HLS
 - https://spsca.instructure.com/courses/42/files/1077?module_item_id=969
- EL DCL Fact Sheet
 - <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- NDE EL Data Workshop Recordings
 - https://spsca.instructure.com/courses/42/pages/recordings?module_item_id=552
- NDE EL Data Workshop Zip File
 - https://spsca.instructure.com/courses/42/files/533?module_item_id=553
- WIDA Accessibility and Accommodations Manual
 - <https://wida.wisc.edu/resources/accessibility-and-accommodations-manual>
- ACCESS Online Accommodations Checklist
 - <https://wida.wisc.edu/resources/access-online-accommodations-checklist>
- Kindergarten ACCESS Accommodations Checklist
 - <https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist>
- Alternate ACCESS Accommodations Checklist
 - <https://wida.wisc.edu/resources/alternate-access-accommodations-checklist>
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
 - <https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf>
- ACCESS for ELLs Checklist
 - <https://wida.wisc.edu/sites/default/files/checklists/NV-online-checklist.pdf>
- Nevada Statewide Plan for the Improvement of Pupils (STIP)
 - <https://doe.nv.gov/STIP/Nevada/>
- Standards for Professional Development
 - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/NVStandardsforPD.pdf
- English Learner Toolkit
 - https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities
 - <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

11 APPENDIX B: FORMS AND DOCUMENTS

- EL Bill of Rights Documents
 - <https://spsca.instructure.com/courses/42/modules/items/537>
- Home Language Survey (HLS)

- <https://spsca.instructure.com/courses/42/modules/items/969>
- Initial Notification of Placement
 - <https://spsca.instructure.com/courses/42/modules/items/990>
- Annual Notification of Continued Placement
 - <https://spsca.instructure.com/courses/42/modules/items/988>
- Exit Letter
 - <https://spsca.instructure.com/courses/42/modules/items/989>
- Opt Out Form (for parents who choose to opt out of services)
 - <https://spsca.instructure.com/courses/42/modules/items/991>
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)
 - <https://spsca.instructure.com/courses/42/modules/items/992>

Coversheet

Discussion for possible action to approve the new and revised Fiscal Policies and Procedures and Self-Assessment Checklist required by the Nevada State Public Charter School Authority.

Section: IV. Governance
Item: A. Discussion for possible action to approve the new and revised Fiscal Policies and Procedures and Self-Assessment Checklist required by the Nevada State Public Charter School Authority.
Purpose: Vote
Submitted by:
Related Material: Fiscal RBM Policy-Procedure Checklist FINAL.pdf

FISCAL POLICY AND PROCEDURES

Charter School Self-Evaluation Checklist

DIRECTIONS:

1. Please upload and attach a copy of the seven (7) required Charter School's Policy and Procedures to the Epicenter task.
 - **F1: Internal Controls**
 - **F2: Allowability of Costs**
 - **F3: Accounting and Financial Management Systems**
 - **F4: Procurement Systems**
 - **F5: Audit Resolution**
 - **F6: Inventory Management**
 - **F7: Records Retention**

If a charter holder has more than one (1) campus and has campus-level policies and procedures in place, please include those in addition to the charter holder's policy and procedures.

2. For each of the seven (7) required Fiscal Policies and Procedures, please complete the accompanying self-evaluation checklist components below.
 - A. Provide the name of the document uploaded to Epicenter for each applicable policy.
 - B. Provide the date of the most recent update and approval by the Board of Trustees.
 - C. Indicate on which page(s) of the applicable Policy and Procedures each listed minimum content criteria per the Uniform Guidance can be found within the applicable fiscal policy.

IMPORTANT:

- If, during the Policy and Procedure self-evaluation process, the content criteria identified in the Uniform Guidance (outlined in the applicable policy checklist below), cannot be located and/or is deemed insufficient in detail, SPCSA strongly encourages the charter school proactively makes the necessary policy corrections to meet the minimum content criteria standards, prior to uploading the policy to Epicenter.
- If the policy does not include required criteria within the required written policy, it will be noted as a deficiency in the charter school's monitoring report. The written policy will be deemed non-compliant by SPCSA, and a Corrective Action Plan (CAP) will be required of the charter holder.

F1: Internal Controls Policy and Procedures

Internal Controls: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Internal Controls Policy and Procedures document uploaded to Epicenter:				
For Internal Use Only Notes:				
2. Date of most recent update and date of approval by the Board of Trustees:				
For Internal Use Only Notes:				
Internal Controls: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Documented processes and procedures monitoring the school’s internal controls framework to determine organizational effectiveness and efficiencies of fiscal performance over Federal awards. 2 CFR § 200.303				
For Internal Use Only Notes:				
4. Segregation of duties among responsible parties for the management of grant funds are documented, including specific personnel positions, and relevant personnel from financial service providers (EMO/CMO). 2 CFR §200.303				
For Internal Use Only Notes:				
5. Documented financial management policy provides written assurance that the school is managing the Federal award in compliance with applicable laws and regulations and follow Generally Accepted Accounting Principles (GAAP) and Generally Accepted Government Auditing Standards (GAGAS). 2 CFR § 200.303				
For Internal Use Only Notes:				
6. Documented procedures for conducting appropriate authorizations and approvals. 2 CFR §200.303				
For Internal Use Only Notes:				

7. Documented reasonable cybersecurity and other internal control safeguards to adequately protect grant assets and protected identifiable information. 2 CFR §200.303, §200.302(b)(4)				
For Internal Use Only Notes:				
8. Documented internal control procedures for conducting annual federal grant performance evaluations. 2 CFR§200.301; §200.303; §200.329				
For Internal Use Only Notes:				
Evidence required onsite: <ol style="list-style-type: none"> 1. Sample backup documentation that provides instructions on responsibilities. <ol style="list-style-type: none"> a. Documentation samples may include training-related documents, an organization chart with clear reporting lines, and any tools or checklists provided to ensure key control activities are carried out in alignment with the written policies and procedures. 2. Verify sample documentation to ensure schools have benchmarks established to measure ongoing fiscal performance. <ol style="list-style-type: none"> a. Documentation samples can include tools, checklists, summative board presentations, or other documentation that evaluates the school’s internal controls framework and provides performative results. 3. Evidence that prompt action was taken when instances of noncompliance are identified (e.g. Epicenter tasks), including noncompliance in audit findings. 				

F2: Allowability of Costs Policy and Procedures

Allowability of Costs: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Allowability of Costs Policy and Procedures document uploaded to Epicenter:				
For Internal Use Only Notes:				
2. Date of most recent update and date of approval by the Board of Trustees:				
For Internal Use Only Notes:				
Allowability of Costs: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Written documentation for reviewing and determining whether a given cost is permissible and allowable under the requirements of the Uniform Guidance, Federal Cost Principles, and the federal subaward (reasonable, necessary, and allocable). 2 CFR §200.402(b)(7); §200.403; §200.405; 2 CFR §200.405				
For Internal Use Only Notes:				

<p>4. Required authorizations and/or approvals to ensure allowability of costs processes and procedures documented. 2 CFR §200.402(b)(7); §200.403; §200.405; §200.303</p>				
<p>For Internal Use Only Notes:</p>				
<p>5. Written documented procedures for time and effort (T&E) that is incorporated into official records, reasonably reflects the employee’s total activity, and provides reasonable assurances that charges are accurate, allowable, reasonable, and properly allocated. 2 CFR §200.430a); U.S. Dept. of Ed Cost Allocation Guide (pg. 33-34)</p>				
<p>For Internal Use Only Notes:</p>				
<p>6. A compliant written travel policy/section and procedures that includes processes to determine the reasonable travel-related costs incurred by employees and necessary to participate in grant related activities supported by the Federal award. 2 CFR §200.475</p>				
<p>For Internal Use Only Notes:</p>				
<p>Evidence required onsite:</p> <ol style="list-style-type: none"> 1. Verify sample records of federal grant-related transactions and implementation of award-funded activities. (GMS) 2. Verify allowability verifications were conducted through the examination of required documented authorizations and/or approval processes. 3. Verify that time and effort records comply with the standards outlined in the Uniform Guidance and follow the written policy and procedure for time and effort and employee benefits. 4. Verify sample travel records and/or travel reimbursement records are allowable and comply with federal requirements for travel reimbursement as outlined in the Uniform Guidance. 				

F3: Accounting and Financial Management Systems Policy and Procedures

Accounting and Financial Management Systems: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
<p>1. Type the name of the Accounting and Financial Management Systems Policy and Procedures document uploaded to Epicenter:</p>				
<p>For Internal Use Only Notes:</p>				
<p>2. Date of most recent update and date of approval by the Board of Trustees:</p>				
<p>For Internal Use Only Notes:</p>				

Accounting and Financial Management Systems: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Written documented policies include procedures for recording and coding transactions timely within an approved accounting and financial management system adhering to the 7 standards outlined in 2 CFR 200.302(b) for Financial Management. 2 CFR §200.302				
For Internal Use Only Notes:				
4. Documented processes and procedures to ensure award expenditures and revenues are reconciled on a regular basis and verifications to ensure amounts recorded in the charter school’s accounting system match SPCSA records along with staff responsible. 2 CFR §200.302; §200.302(b)				
For Internal Use Only Notes:				
5. Documented policy provides processes for separate identification and tracking of all federal funds, ensuring there are written procedures to ensure required components (ALN, title and number, FAIN, year, pass through entity, and federal awarding agency) are tracked and recorded and are in alignment with the correct Nevada State Chart of Accounts. 2 CFR §200.302(b)(1); §200.328				
For Internal Use Only Notes:				
6. Staff performing reconciliations are separate from staff initiating, finalizing, and authorizing transactions. 2 CFR §200.302				
For Internal Use Only Notes:				
7. Written documented processes and procedures for cash management to include receipts promptly logged and includes staff responsible. 2 CFR §200.305; §200.302(b)(6)				
For Internal Use Only Notes:				

<p>8. Written processes and procedures to ensure all disbursements (except petty cash or EFT) are made by pre-numbered checks and supporting documents accompany the checks submitted for signature. Internal control authorizations require multiple signatures on all checks made. 2 CFR §200.302; §200.302(b)(6)</p>				
<p>For Internal Use Only Notes:</p>				
<p>9. Statement of financial position prepared and reviewed on a regular timeline by charter holder administrator and board. 2 CFR §200.328; §200.329</p>				
<p>For Internal Use Only Notes:</p>				
<p>Evidence required onsite:</p> <ol style="list-style-type: none"> 1. Charter school’s written Cash Management policies and procedures. <ol style="list-style-type: none"> a. Review and test the process and procedures for one (1) or more sample procurement scenarios to ensure adherence to both written policies and procedures and Uniform Guidance with staff and/or service providers responsible. 2. Sample of Grant Tracking Records <ol style="list-style-type: none"> a. Grant Tracking Sheet to ensure separate identification and tracking of all federal funds is compliant with Federal regulations. 3. Sample of the transactions included in the recent financial report. <ol style="list-style-type: none"> a. Expenditure source documentation (canceled checks, paid bills, P.O., payroll report, and/or other grant-related records). 				

F4: Procurement Systems Policy and Procedures

Procurement Systems: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
<p>1. Type the name of the Procurement Policy and Procedures document uploaded to Epicenter:</p>				
<p>For Internal Use Only Notes:</p>				
<p>2. Date of most recent update and date of approval by the Board of Trustees:</p>				
<p>For Internal Use Only Notes:</p>				
Procurement Systems: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
<p>3. Documented provisions and procedures outlining staff responsible for administrating contracts to responsible contractors ensuring the contractor is not suspended or debarred via vendor verification status checks prior to selection (e.g., Sam.gov). 2 CFR §200.318; §200.214; 2 CFR Part 180</p>				

For Internal Use Only Notes:				
4. Written standards of conduct governing potential conflicts of interest. 2 CFR §200.318(c)				
For Internal Use Only Notes:				
5. Documented procurement standards that provide the rationale for the method of procurement, including procedures for informal, formal, and noncompetitive procurement methods. 2 CFR §200.318; §200.319; §200,320; §200.321; §200.322				
For Internal Use Only Notes:				
6. Procedures that detail either a cost or a price analysis for all procurement transactions. 2 CFR §200.324				
For Internal Use Only Notes:				
7. Written procurement process and procedures that identifies a system that maintains records sufficient to detail the history of the procurement. 2 CFR §200.318(i)				
For Internal Use Only Notes:				
8. Documented procurement processes and procedures that maintains records of the history of the procurement and provides sufficient detail that appropriate authorizations and approvals were obtained prior to procurement transactions. 2 CFR §200.303; §200.112				
For Internal Use Only Notes:				
9. Documented internal control procedures for conducting verifications and reconciliations. 2 CFR §200.303; §200.318; §200.214				
For Internal Use Only Notes:				

Evidence required onsite:

1. Sample procurement record and applicable backup documentation.
2. Identify a sample contractor for the school to verify that they have followed the proper procedures and have not been suspended, debarred, or excluded.

F5: Audit Resolution Policy and Procedures

Audit Resolution: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Audit Resolution Policy and Procedures document uploaded to Epicenter:				
For Internal Use Only Notes:				
2. Date of most recent update and date of approval by the Board of Trustees:				
For Internal Use Only Notes:				
Audit Resolution: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Written single audit policy and procedures identifying requirement for charter schools who expend \$750,000 or more in federal awards in a fiscal year and reports provided timely to SPCSA, Federal Audit Clearinghouse and other relevant stakeholders that adhere to applicable deadlines (e.g., February 28th for SPCSA and March 31st for FAC). 2 CFR Subpart F §200.501; §200.501(a); §200.501(d)				
For Internal Use Only Notes:				
4. Documented processes and procedures which permit auditors or other appropriate officials' timely access to financial records and financial statements requested. 2 CFR Subpart F §200.501; §200.332				
For Internal Use Only Notes:				
5. Written standards for the preparation for an audit, including auditor selection. 2 CFR Subpart F §200.501-200.517 §200.509; §200.332				
For Internal Use Only Notes:				

<p>6. Documented procedures for the preparation of financial statements that reflect its financial position, results of operations or changes in net assets, and, where appropriate, cash flows for the fiscal year audited. The auditee must also include procedures for preparing a Schedule of Expenditures of Federal Awards (SEFA) for the period covered by the auditee’s financial statements. 2 CFR Subpart F §200.510</p>				
<p>For Internal Use Only Notes:</p>				
<p>7. Documented processes and procedures for follow-up and corrective action on all audit findings, including prior year findings. As part of this responsibility, the charter school auditee must include procedures for preparing a summary schedule of prior audit findings. The auditee must also prepare a corrective action plan for current year audit findings to include all appropriate staff responsible (e.g., administration, finance and business staff, charter school board members, etc.) and submit to the appropriate authorities. 2 CFR Subpart F §200.51; §200.516</p>				
<p>For Internal Use Only Notes:</p>				
<p>8. Documented processes and procedures to address necessary corrective actions for all audit findings described in the auditor’s report. The processes and procedures to develop the corrective action plan must provide the name(s) of the contact person(s) responsible for corrective action, the finding(s), the root causes(s) for the finding(s), corrective action planned for each finding, and the anticipated completion date for each finding. Additional procedures included to address if the auditee does not agree with the audit findings or believes corrective action is not required, then the corrective action plan must include an explanation and specific reasons. 2 CFR Subpart F; §200.511</p>				
<p>For Internal Use Only Notes:</p>				
<p>9. Written procedures that articulate a standard process for cooperative audit resolution with applicable stakeholders (e.g., auditors, SPCSA management) within an appropriate and reasonable timeline. 2 CFR Subpart F; §200.511; §200.513(c)(6); §200.516; §200.332;</p>				

For Internal Use Only

Notes:

Evidence required onsite:

1. Single Audit or Annual Independent Audit documents.
 - a. Audit submitted through Epicenter for the prior fiscal year.
2. A copy of the charter holder’s Corrective Action Plan (CAP) in response to the audit report. The CAP must address each audit finding and must include the CAP plan requirements summarized in §200.511(c).

F6: Inventory Management Policy and Procedures

Inventory Management: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Inventory Management Policy and Procedures document uploaded to Epicenter:				
For Internal Use Only				
Notes:				
2. Date of most recent update and date of approval by the Board of Trustees:				
For Internal Use Only				
Notes:				
Inventory Management: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Written processes and procedures describing provisions for purchasing equipment/inventory and ensuring that the equipment/inventory is being used for the purpose in which it was purchased. 2 CFR §200.313; §200.314				
For Internal Use Only				
Notes:				
4. Written processes and procedures for properly labeling the equipment including Federal Perpetual Inventory Report requirements (1) Description of inventory, 2) Serial number, 3) Acquisition date of purchase, 4) Federal funding source, 5) Assisted Listing Number (ALN), 6) Federal Award Identification Number (FAIN), 7) Unit cost, 8) Who holds Title, 9) Percent of federal participation, 10) Location/room number, 11) Use and condition, 12) Disposition information for lost/stolen equipment). 2 CFR §200.313 (d)(1)				
For Internal Use Only				
Notes:				

<p>5. Documented processes and procedures that detail adequate safeguards related to the loss, damage, or theft of equipment/inventory and details internal securing controls are in place. Procedures identify staff responsible for inventory safeguards and identifies applicable equipment investigation and other necessary inventory-related documentation developed and maintained by the charter school subrecipient. 2 CFR §200.332; §200.313 (d)(3); §200.314</p>				
<p>For Internal Use Only Notes:</p>				
<p>6. Written inventory maintenance processes which detail procedures for an equipment/inventory reconciliation and disposition process for all equipment; Provides procedures for conducting a physical inventory and properly documenting reconciliation results. 2 CFR §200.313 (d)(2); §200.313 (d)(5); §200.313 (e) (1-4); §200.314</p>				
<p>For Internal Use Only Notes:</p>				
<p>Evidence required onsite:</p> <ol style="list-style-type: none"> 1. Sample Inventory/Equipment Record and access to review physical equipment/inventory purchased with Federal funds. <ol style="list-style-type: none"> a. i.e., Chrome Book or computer cart, etc. 				

F7: Records Retention Policy and Procedures

Records Retention: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
<p>1. Type the name of the Records Retention Policy and Procedures document uploaded to Epicenter:</p>				
<p>For Internal Use Only Notes:</p>				
<p>2. Date of most recent update and date of approval by the Board of Trustees:</p>				
<p>For Internal Use Only Notes:</p>				
Records Retention: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓

<p>3. Written processes for retaining federal records sufficiently describes procedures for organizing and retaining key supporting documents, financial records, and reports and identifies appropriate staff responsible (e.g., federal award package, all financial records, evidence of program accomplishments, progress reports, audit and monitoring records, written preapprovals, final close out report, records of reconciliation, inventory tracking and related investigative and disposition forms, etc.) 2 C.F.R. §200.334-§200.338; 34 CFR 76.730-731</p>				
<p>For Internal Use Only Notes:</p>				
<p>4. Written record retention processes identifying the expected retention period from date of submission of the final expenditure reports and key programmatic documentation. 2 C.F.R. §200.334</p>				
<p>For Internal Use Only Notes:</p>				
<p>5. Written record retention processes include procedures for storage and electronic/machine readable formatting, 2 CFR §200.336</p>				
<p>For Internal Use Only Notes:</p>				
<p>6. Documented processes and procedures addressing restricted access to applicable authority/stakeholders with access to securely stored program and fiscal records. 2 C.F.R. §200.337-338; §200.303(e)</p>				
<p>For Internal Use Only Notes:</p>				
<p>Evidence required onsite:</p> <ol style="list-style-type: none"> 1. Sample program and fiscal records are stored as indicated in the written policy. 2. Evidence demonstrating reasonable measures to safeguard the access to records containing protected personally identifiable information and/or other information deemed sensitive consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality. 				



Charter School Name

School Leader Name

Signature of Charter School Leader

Date Checklist Completed

School Board Chair Name

Signature of Board Chair

Date

Coversheet

Discussion for possible action to approve the Access to Public Records policy.

Section: IV. Governance
Item: B. Discussion for possible action to approve the Access to Public Records policy.
Purpose: Vote
Submitted by:
Related Material: SSAES Board Procedures and Policies - final.pdf



**STRONG START ACADEMY
ELEMENTARY SCHOOL AT
THE TONY HSIEH EDUCATION
CENTER**

**BOARD POLICY AND
PROCEDURES MANUAL**

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ACCESS TO PUBLIC RECORDS

Date of Original Approval: July 14, 2022, Amended October 10, 2024

Purpose

The School abides by state and federal public records and open meetings laws, to the extent applicable, and makes every effort to provide access to public records as appropriate. The policy sets out the procedures to be followed in response to a request for public records from the School.

Policy

The Freedom of Information Act ("FOIA") is a federal law that provides the public with a right to access the books and records of a governmental entity. The Nevada Public Records Act ("NPR"), NRS Chapter 239 *et seq.*, is the state law equivalent. The purpose of these laws is to foster democratic principles by providing the public with access to information that sheds light on the government's performance of the public's business. Both FOIA and the NPR provide that any person may request a copy of a public record and that the governmental entity must provide those records, unless the records are specifically declared by law to be confidential, or unless an exemption, exception or balancing of interests limits or restricts access.

Procedures

Public records requests of Strong Start Academy may be submitted verbally or in writing (including electronic mail) and directed to:

By Mail

Marisol Piedra
Strong Start Academy Elementary School
310 S. 9th Street
Las Vegas, Nevada 89101
(702) 463-0222

By Electronic Mail

Submit request by electronic mail to: mpiedra@clvstrongstartes.org

Any individual who seeks to obtain or inspect a copy of a public record may request that the record be duplicated on paper, on the same medium on which the record is kept or any other medium that the School deems reasonable. Records in an electronic format shall be made available in electronic format upon request, consistent with applicable law. Where necessary to assist a member of the public in making a focused and effective request that reasonably describes an identifiable record or records, the School shall, to the extent reasonable under the circumstances, assist the member of the public in

identifying records and information that are responsive to the request and the purpose of the request, if stated, and describe the information technology and physical location in which the records exists.

Individual student records and other confidential records protected by state or federal law may not be released for inspection unless such inspection is allowed pursuant to applicable law.

All records provided in response to a public records request will be made available in a reasonable period of time and within the maximum time periods allowed by law, inclusive of any extensions. Upon receiving a request for a copy of records, the School shall determine, whether the request in whole or part seeks copies of disclosable public records in the possession of the School and shall promptly and within the time permitted by law notify the person making the request of the determination and the reasons therefore. If a public records request is denied in whole or in part, the School shall provide a written explanation with the legal authority for the denial of the request and the name and title or position of each person responsible for such determination, where required by law.

Where permitted by law, a fee may be charged for copies which may not exceed, except in the case of certain electronic records, the direct costs of duplication. The direct cost of duplication does not include staff time spent researching, retrieving and mailing the record.

BOARD MEETING ATTENDANCE POLICY

Date of Original Approval: October 10, 2024

Purpose

This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. However, because Board meetings are the only forum during which the Board can discuss and vote on major organizational policies and decisions, attendance at these meetings carries a special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

Definitions

“Notified” Absence: For an absence to be a “notified” absence, a Board member must notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

“Un-notified” Absence: For an absence to be an “un-notified” absence, a Board member failed to notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

Board Attendance Problem

If any of the following conditions exist, it is considered a Board Attendance Problem:

1. The member has two “un-notified” absences in a row.
2. The member has two “notified” absences in a row.
3. The member misses one quarter of the total number of Board meetings during one of their term years.

Remote Participation

Board members are allowed to participate remotely without prior permission of the chair. Such participation is considered attendance for the purposes of this policy and remote participants shall be allowed to vote.

Process for Responding to a Board Attendance Problem

The Board Secretary will keep track of Board member attendance through the Board meeting minutes and will provide this information to the President. The President will directly contact a Board member who is at risk of potentially violating the policy to issue both a verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the President will bring this to the attention of the Board for

discussion, after which point a majority vote will be held to determine possible termination from the Board.

BOARD COMMITTEE POLICY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to efficiency of processes and often has Board members designated on behalf of the Board to review and work with the School prior to Board consideration and approval of regularly and annually approved items. Therefore, it is desirable for the Board to adopt a Board Committee policy to complete work prior to full Board meetings.

Policy

In addition to any responsibilities set out in the Bylaws, subject to the Open Meeting Law, the Board shall delegate additional specific tasks to individuals correlated to the position they are serving in, specifically as an Officer or Parent Representative. This does not prevent other Board members from volunteering to assist on these tasks.

Procedure

At the appointment of an Officer position at the annual meeting, the Officer candidate will be advised of the tasks to be performed as Board Designee, as part of this policy. The Parent Representatives being appointed to the Board will also be informed of the tasks for which a Parent Representative would be a Board Designee. At the relevant time, the Board Designee will begin work on the matter and involve any other Board members who also desire to assist with the specific matter, subject to the Open Meeting Law. BoardOnTrack will be used to document Committee membership, Master Board Calendar, goals, progress toward goals, and task completion.

The SSAES Board shall have the following officers: a President, a Secretary, and a Treasurer. At the discretion of the Board, SSAES may also have one or more Vice Presidents, one or more Assistant Vice Presidents, one or more Assistant Secretaries, and one or more Assistant Treasurers. Any two or more offices may be held by the same person.

President.

The President shall be the chief executive officer of the Corporation and shall have, subject to the control of the Board, general and active supervision and direction over the business and affairs of the Corporation and over its several officers. The President shall: (a) preside at all meetings of the Board; (b) see that all orders and resolutions of the Board are carried into effect; (c) have the authority to sign, execute, and deliver in the name of the Corporation all deeds, mortgages, bonds, contracts, or other instruments authorized by the Board, except in cases in which the signing, execution, or delivery thereof is expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation or when any of them are required by law otherwise to be signed,

executed, or delivered; and (d) have the authority to cause the corporate seal, if any, to be affixed to any instrument that requires it. In general, the President shall perform all duties incident to the office of the President and such other duties as from time to time may be assigned to him or her by the Board.

Vice President.

A Vice President and any additional Vice Presidents shall have such powers and perform such duties as the President or the Board from time to time prescribe and shall perform such other duties as may be prescribed by these Bylaws. At the request of the President or in case of his or her absence or inability to act, the Vice President shall perform the duties of the President and when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President.

Secretary.

The Secretary shall: (a) record all the proceedings of the Board and the Executive Committee, if any, in one or more books kept for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be the custodian of all contracts, deeds, documents, all other indicia of title to properties owned by the Corporation, other corporate records (except accounting records), and of the corporate seal, if any, and affix such seal to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; (d) see that the books, reports, statements, certificates, and all other documents and records required by law are properly kept and filed. In general, the Secretary shall perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or the Board.

Treasurer.

If required by the Board, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board shall determine. The Treasurer shall: (a) have charge and custody of and be responsible for all funds, securities, notes, and valuable effects of the Corporation; (b) receive and give receipt for moneys due and payable to the Corporation from any sources whatsoever; (c) deposit all such moneys to the credit of the Corporation or otherwise as the Board or the President shall direct in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VI of these Bylaws; (d) cause such funds to be disbursed by checks or drafts on the authorized depositories of the Corporation signed as provided in Article VI of these Bylaws; (e) be responsible for the accuracy of the amounts of and cause to be preserved proper vouchers for all moneys so disbursed; (f) have the right to require from time to time reports or statements giving such information as he or she may desire with respect to any and all financial transactions of the Corporation from the officers or agents transacting the same; (g) render to the President or the Board whenever they, respectively, shall request him or her so to do an account of the financial condition of the Corporation and of all his or her transactions as Treasurer; and (h) upon request, exhibit or cause to be exhibited at all reasonable times the cash

books and other records to the President, any of the Directors of the Corporation, and unless otherwise prohibited by applicable law the City Manager of the City of Las Vegas or any councilperson of the City Council of the City of Las Vegas. This right to exhibit may be circumscribed in instances where the right to inspect conflicts with Nevada or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. In general, the Treasurer shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or the Board.

CODE OF ETHICS

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to its role of promoting the mission of the School, overseeing the management of the School, and acting as guardian of the public trust by overseeing School finances. In order to achieve these goals, members of the Board must maintain the highest level of ethical conduct.

This policy establishes the standards of conduct the Board must meet in carrying out its responsibilities to the School and the public.

Policy

The Board is morally and legally obligated to manage the School in the best interests of the public and the School Community. The Board members must demonstrate professional ethical behavior at all times in their responsibilities to the School, in their professional relationships with each other, and in their professional service to the community, and will be required to adhere to this code of ethics.

Board members shall comply with all laws, including those pertaining to ethics, and shall faithfully promote the School's interests, maintain confidentiality of information, carry out their duties honestly, and adhere to all the other policies in the Board Policies and Procedures Manual.

Procedure

At all times Board members shall observe the following specific procedures:

- Be diligent, attend Board meetings, and devote sufficient time for adequate Board meeting preparation.
- Maintain the confidentiality of private and or legally privileged information acquired as a result of Board membership.
- Attend Board governance training and conferences when possible to improve the member's ability to serve the Board.
- Meet regularly to monitor the performance of management and the School as a whole.
- Maintain the separation of duties and responsibilities between the Board and School Leadership to promote accountable and balanced decision-making.
- Help ensure that the independent views of Board members receive due consideration and weight.

- Work to provide stakeholders with accurate and balanced information regarding the School's performance, including financial and academic measures.
- Conduct regular self-assessments to ensure each member is contributing optimally to the Board, and if the member's contribution is lacking, pursue either training or assistance to improve the member's performance or seek the member's resignation.
- Help protect the School's assets by considering risk management strategies.
- Ensure that financial and other personal interests do not conflict with the member's duty to the Board and the School.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

GOVERNANCE AND STAFFING

Date of Approval: May 3, 2022, Amended July 14, 2022

CONFLICT OF INTEREST POLICY

ARTICLE I

Purpose

The purpose of this Conflict of Interest Policy is to protect CLV Strong Start Academy Elementary Schools, Inc. dba Strong Start Academy Elementary School's (the "Organization") interests when contemplating entering into a transaction or arrangement that might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

This policy was written with guidance from the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents from the Nevada Commission on Ethics (the "Commission"). The Commission indicates that conflicts of interest can interfere with basic principles of fairness – everyone having the same burdens and benefits in our society. A public official may have many opportunities to take unfair advantage of his or her position or to gain a benefit at the expense of others. When public officers and employees ignore their conflicts of interest, the public trust becomes undermined. The public can lose faith in the integrity of government and the decision-making process.

ARTICLE II

Definitions

1. Financial Interest

A person has a Financial Interest if the person has, directly or indirectly, through business, investment or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A Financial Interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a Financial Interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

2. Interested Person

Any officer, director, or member of a committee with governing board delegated powers, who has a direct or indirect Financial Interest, is an Interested Person.

3. Relative

Relationships within the third degree of consanguinity or affinity include: (1) a person's spouse, child, parent, sibling, half-sibling or step-relative in the same relationship; (2) the spouse of a person's child, parent, sibling, half-sibling or step-relative; or (3) a person's in-laws, aunt, uncle, niece, nephew, grandparent, grandchild, or first cousin. The definition also includes any other person who shares the same residence and who is generally regarded within that family as being one of the foregoing family members.

4. Personnel Action

Personnel actions include, but are not limited to, employment decisions and actions, such as hiring; dismissal; demotion; suspension or furlough; discipline; commendation; granting or denial of leave or time off; assignment or scheduling of work; changes in job classification, title or duties; promotion or other advancement; wage or salary determinations; performance evaluations or ratings; performance or employee development counseling; approval or denial of attendance at or payment for conferences or employee development programs; and actions or determinations of a similar nature affecting wages, hours, conditions of employment, or eligibility for employment or advancement.

5. Intimate or Romantic Relationship

An intimate or romantic relationship includes dating, sexual contact of any type, or any other similar private activity that may compromise an employee's ability to evaluate the person to be evaluated effectively and impartially. A martial relationship is presumed to be an intimate or romantic relationship.

ARTICLE III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. Members may elect to reference the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents for voting when there is an appearance of a conflict of interest.

2. Addressing Conflicts of Interest

An Interested Person shall disclose a potential conflict of interest at a governing board or committee meeting, but after the presentation, it is the ultimate decision of the Interested Person to abstain, stay, or leave from any and all discussion and vote on the transaction or arrangement involving the possible conflict of interest.

3. Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose an actual or possible conflict of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action using one or all of the following: (1) consulting with the Organization's legal counsel; (2) informing the Organization's authorizing sponsor; or (3) informing the Nevada Commission on Ethics.

ARTICLE IV

Staffing

1. Purpose

The Organization recognizes that each personnel vacancy shall be filled with the person most qualified among all the candidates. The Organization further recognizes that from time to time a person related to a current member of the governing board, member of a committee with governing board delegated powers, or school administrator/supervisor may be among the candidates. In order to avoid nepotism, the following guidelines set forth in Article IV, Section 2 shall be followed.

2. Guidelines

Relatives of current board members, members of a committee with governing board delegated powers, or school administrator/supervisor may be employed by the Organization, provided the following requirements are met:

- a. The relative is not related to more than one current member of the governing board or member of a committee with governing board delegated powers;
- b. The relative receives a unanimous vote of all members of the governing board and approval by the Nevada Department of Education;
- c. The school administrator/supervisor does not directly supervise a relative; and
- d. The school administrator/supervisor does not participate in personnel actions in connection with a relative.

The provisions of this policy are consistent with and in addition to existing provisions of law restricting nepotism pursuant to NRS 281.201.

ARTICLE V

Employee Evaluations – Romantic Relationships

1. Employee Evaluation Conflicts

An inherent conflict of interest and/or appearance of impropriety arises when a supervisor or other school employee evaluates another employee with whom he or she is involved in an intimate or romantic relationship. Such a relationship between evaluator and the person to be evaluated taints the evaluation process, adversely affects employee morale and productivity, and compromises the school's interest in promoting qualified employees on a fair and objective basis. Although all school employees have the right to engage in a consensual intimate or romantic relationship with another employee, the evaluation process should not be compromised as a result of such private activity.

2. Employee Duty

- a. It is the duty of both employees involved in an intimate or romantic relationship to avoid the evaluation by one such employee of the other. The employee who is chosen to evaluate his or her partner shall consult with the governing body to select a suitable and qualified replacement. The person to be evaluated shall notify the school to select a suitable qualified replacement in the absence of action taken by the evaluator.
- b. When a replacement evaluator is selected pursuant to this policy, the school shall respect the privacy of the employees involved in the intimate or romantic relationship

and shall not create any record of, or place in either employee’s personnel file, the reason for the need of a replacement evaluator.

3. Violations

a. If, after an independent investigation, the school learns that an evaluation has been conducted in violation of this policy, the school may take any or all of the following actions, depending upon the circumstances:

- i. Reevaluate the person who was evaluated for the evaluation period in question. This reevaluation will be conducted by a suitable and qualified replacement of the conflicted evaluator;
- ii. Create a record in both employees’ respective personnel files indicating that an evaluation was conducted in violation of this policy; and/or
- iii. Take such other disciplinary action as deemed appropriate.

ARTICLE VI

Annual Certification Statements

Each Interested Person shall annually sign an affirmation that such person:

- a. Has received a copy of the conflicts of interest policy;
- b. Has read and understands the policy;
- c. Has agreed to comply with the policy; and
- d. Understands the Organization is a public charter school entity authorized through a written charter under NRS Chapter 386 and in order to maintain its charter must engage primarily in activities which accomplish its strategic framework, mission, and overall purpose of the school.

I hereby certify that I am an Interested Party of the Organization and affirming with my signature below that I have received a copy of the Governance and Staffing Conflict of Interest Policy.

DATED this _____ day of _____, 2022

Signature _____

Print Name _____

Title _____

BOARD MEMBER AGREEMENT

Date of Approval: November 9, 2023

Purpose

The purpose of this SSAES Board Member Agreement is to orient members of the Board of Directors to expectations, responsibilities, participation in the school's governance. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

Strong Start Academy Elementary School (SSAES) Board of Directors

I, _____ understand that as a member of the SSAES Board of Directors I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward and agree to support and uphold the following:

General Responsibilities:

Each director is responsible for actively participating in the work of the SSAES Board of Directors and the life of the organization. Each director is expected to affirm and strive to fulfill the performance expectations and responsibilities outlined below. The SSAES Board will nominate the candidate only after they have agreed to fulfill these expectations.

Board Member Onboarding Expectations:

1. Complete background check
2. Complete trainings
 - Open meeting law
 - Governance Standards
 - etc.
3. Complete BoardOnTrack tasks
 - Assessment
 - Survey

Board Member Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of SSAES.

2. Provide my personal and professional resources to help SSAES realize its mission.
3. Work with fellow board members to fulfill the obligations of board members.
4. Behave in ways that clearly contribute to the effective operations of the Board of Directors:
 - Focus on the good of the organization and group, not on a personal agenda;
 - Support board decisions once they are made;
 - Participate in an honest appraisal of one's own performance and that of the board;
 - Build awareness of vigilance towards governance matters rather than management.
5. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
6. Be prepared to contribute approximately 6-8 hours per month toward board service which includes:
 - Attending a month board meeting (2 hours)
 - Participating on a board committee (2 hours)
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
7. Keep informed about the organization and its challenges by reviewing materials, participating in discussion, and asking strategic questions.
8. Actively participate in one or more fundraising event(s) annually.
9. Use of personal and professional contacts and expertise for the benefit of SSAES.
10. Serve as a committee or task force chair or member.
11. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
12. Inform the Board of Directors of SSAES of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

Organization Responsibilities:

1. I will receive, without request, monthly financial statements and regular updates of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board members and the Executive Director will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the Executive Director will work in good faith with me towards the achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the Board Chair, Board Counsel, and/or Executive Director to discuss these responsibilities.

I have read, understand and am willing to comply with this Board Member Agreement. I understand that if I ever find myself in a situation where I am unable to fulfill the above expectations and responsibilities, I will resign from the Board.

Candidate, Board of Directors

Date:

Candidate, Board of Directors

Date:

TBD

Date:

CONFIDENTIALITY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to openness, transparency, and accountability. Its policies shall reflect its desire to balance the release of information while ensuring the protection of individual privacy, the effective management of the School, and compliance with relevant legislation. This policy is intended to regulate the release of confidential information by Board members.

Policy

Board members shall not be permitted to release any confidential material obtained in the course of their service as a Board member, unless such release is in accordance with the requirements of applicable legislation, and is consistent with the Board's policies on access to public records.

Procedures

The Board shall endeavor to explicitly mark on the document whether any or all of its minutes, disclosures, or papers, or those of its sub-committees (not otherwise required by legislation, regulation, or its rules to be made public) are confidential. However, the failure to mark a document as confidential shall not waive the status of such document as confidential, privileged or otherwise exempt from disclosure. The Board may seek assistance from Board Counsel, as needed, to review requests for disclosure.

Board members shall be deemed school officials under the Family Educational Rights and Privacy Act (FERPA), however shall only have access to student records where there is a legitimate educational interest. Board members shall be subject to FERPA provisions and shall ensure they comply with FERPA provisions for any disclosures of student records to any third parties.

On those occasions and for those documents and discussions that the Board elects not to make public, Board members shall respect the confidentiality of those documents, and of any discussions of the Board on those matters.

Notwithstanding the above, Board members are not authorized to speak on behalf of the School unless the same has been authorized by a vote of the Board or specifically requested and or reviewed by the School leadership. A Board member in receipt of a request for a public document must refer such request to the Executive Director and Board Counsel for response in accordance with the Access to Public Records policy and procedures.

In particular, Board members shall not

- disclose to any member of the public any confidential information acquired by virtue of their position as a Board member, such as minutes of closed sessions at which public access is not required by law;
- disclose any privileged attorney-client communications;
- use any confidential information acquired by virtue of their position on the Board for their personal financial or other benefit or for that of any other person;
- disclose to any member of the public any confidential information related to the interests of individuals, groups or organizations acquired by virtue of their position on the Board;
- make statements to the media in the name of the organization except after coordinating all such efforts with the School leadership;
- permit any unauthorized person to inspect or have access to any confidential documents or other information.

Failure to maintain confidentiality may constitute a breach of the Board member's fiduciary duties to the School.

The obligation to protect such confidential matters from disclosure continues even after the individual Board member is no longer serving on the Board.

Unless otherwise restricted or required by law, or contract, the Board shall decide from time to time whether any guests shall be permitted to attend any or all of its closed meetings. Where appropriate, guests who the Board believes are necessary for the Board's consideration of the item or items to be considered may be admitted, subject to their undertaking to maintain confidentiality.

Where appropriate and permissible by law, personally identifiable information about individuals may be redacted from material before consideration by the Board.

It is the responsibility of the Board President, with guidance from Board Counsel, to ensure that Board materials are appropriately classified as confidential or open to release.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

RESTORATIVE JUSTICE POLICY

Date of Approval: September 14, 2023

Purpose

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.

Procedures

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

AB 168 & Battery of an Employee or Pupil MANDATORY DISCIPLINE IN NRS:

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

Discipline Limits for Special Education Students

11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).

Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).

Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

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

Suspension or Expulsion

A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.

Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).

As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1).

APPEALS POLICY

Date of Approval: March 7, 2024

Purpose

The Board meeting is the final forum under School procedures for resolving disputes between students, parents, staff, and others. This policy sets out the procedures for parties to follow in a dispute, which has not been satisfactorily resolved through the initial resolution procedures provided by the School, to ensure that all parties' rights are protected.

Policy

The Board places great importance on its role as the final authority under School Procedures for any disputes brought forward by students, parents, staff, and other parties and strives to resolve disputes in a manner that protects the interests of all stakeholders. Individuals desiring to address the Board shall do so in compliance with the Public Comment Policy adopted by the Board. Individuals bringing a dispute before the Board may be held as personally liable for any libel, slander, defamatory or other similar actions brought against the school and Board for any statements made or documents presented regarding other individuals.

Procedures

School Disciplinary Committee (SDC)

Strong Start recognizes the right of parent(s)/legal guardian(s) to appeal a suspension or expulsion decision in a student-discipline case. Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a Required Parent Conference (RPC) to bring in the parent/legal guardian and share the findings with the parent. The parent has the right to share any additional information. Following this process, the school's leadership (in minor situations) and/or the School's Disciplinary Committee (in major situations) has the right to make any initial discipline determination on the basis of each specific case and can determine if suspension is the appropriate course of action. The School's Disciplinary Committee is made-up of various school staff members (Executive Director, Safe School Professional, teacher(s), and support staff) who will be selected before the start of each school year (but may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors). If suspension is recommended, it must be progressive and fit the infraction. Under NRS 392.467, a student who is less than 11 years of age must not be permanently expelled from school, unless an exception is approved in extraordinary circumstances. The School's Disciplinary Committee will act in good faith and fairness to protect all persons at the school, school property, and general school safety.

Board Safety Committee (BSC)

The School Disciplinary Committee has the authority to make a determination on its own, but at times, may ask the Board Safety Committee for support and input. The BSC is made up of board members.

During investigations of serious acts and/or when the School Disciplinary Committee thinks an out-of-school suspension or expulsion is possible, the School Disciplinary Committee may contact the Board Safety Committee and ask that committee to handle some or all of this process. In such situations, after an investigation is conducted and evidence is collected by the school's leadership or the School Disciplinary Committee, the matter will be brought to the Board Safety Committee.

If the decision by the school's leadership or the School Disciplinary Committee is a recommendation for expulsion, the student has the right to a due process hearing in front of the Board Safety Committee. At the hearing, the Board Safety Committee members will be provided with the discipline history and background information from the Behavior tab in Infinite Campus, prior to the hearing. The hearing will be a closed hearing and members of the public may not attend. The hearing will be noticed only as "Student Hearing- Closed Meeting." At the hearing, the school's leadership or School Disciplinary Committee representative will outline the incident, provide proof of a thorough and unbiased investigation and findings, as well as the recommendation and the reasoning for the harsh recommendation. The student and/or the student's parent(s) or legal guardian(s) will then have the same opportunity to share his/her perspective, additional information, other factors or considerations, etc. The student or the student's parent or legal guardian will provide the BSC members with his/her own recommendation for resolution. The BSC members may ask questions of either the school's leadership or SDC members or the student or the parent/legal guardian. The school's leadership or the SDC representative will be allowed to make a closing statement, then the student or parent/legal guardian may make a closing statement. Following the information, the Board Safety Committee can make a decision by consensus immediately at the conclusion of the hearing or may take up to three days to render a decision and notify the parent/legal guardian by telephone of the final decision.

If the Board Safety Committee will be hearing a disciplinary matter, then that shall be included in a notice to the student and parents/legal guardians. In the written notice, the school will (i) state the charges against the student; and (ii) provide a brief summary of the evidence. (Due process does not require that the description of the evidence be exhaustive, nor that it identifies witnesses or other participants by name.) Also, when a parent/legal guardian is notified that a student will be suspended or is recommended for expulsion, the parent/legal guardian will be told that they can appeal and will be given a copy of this policy. If the parent/legal guardian requests it, or the committee decides it's appropriate, the committee will hold a hearing. The hearing will generally follow the same rules and procedures described in the appellate process below (with appropriate modifications—e.g., evidence will be presented by the school's leadership and/or School Disciplinary Committee, but the school will typically carry the burden of proof and no standard of review is applicable). The Board Safety Committee then meets together to

make a determination in the case—e.g., a suspension (and what kind), no suspension, a recommendation for expulsion, and/or other stipulations tied to the Board Safety Committee’s judgment (e.g. adoption of a restorative justice plan, detention or other sanctions, etc.). Any recommendation by the Board Safety Committee for an out-of-school suspension or expulsion will be alerted to the Board and parent/legal guardian as soon as is reasonably practicable.

Appeal Notice & Timeline

The following provisions speak about the parent/legal guardian’s rights and/or options. The parent/legal guardian has five (5) calendar days to appeal a suspension or expulsion decision. A parent/legal guardian must notify school leadership in writing (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word “appeal” (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone). If 5 days have passed without a request for an appeal, the school may treat the discipline decision as final.

Interim Education

If the parent(s)/legal guardian(s) chooses to appeal a suspension, the student will be allowed to attend school until the appeal is heard, unless the student poses a danger and/or applicable law permits his/her exclusion (in which case the following paragraph applies). If the student attends school, Strong Start Academy reserves the right to place the student in a somewhat restrictive environment (e.g., in a classroom removed from his/her peers), in part to protect everyone’s safety and avoid disrupting other students’ educations. If the parent(s)/legal guardian(s) chooses to appeal a recommendation for expulsion, the student will work from home while receiving instruction until the appeal is heard. The student and teacher(s) will communicate at least once a day and follow other customary distance-learning protocols (similar to what quarantining students would experience).

No Contacts

Whether or not a family appeals, in all cases, the student may not directly or indirectly interact with any witnesses, victims, or co-conspirators involved in the case. Any violation of this prohibition will be independent grounds for consequences (e.g., as a bullying charge), as well as deemed an aggravating factor during the disciplinary appeal. This rule will be strictly enforced. A social media post may be considered a violation.

Board of Directors; Appellate Process

If the family appeals, the Board will do its utmost to schedule and conduct a hearing as soon as reasonably practicable (or on a timeframe otherwise agreed to by the family). In the hearing:

- School leadership, the School Disciplinary Committee, and/or a member of the Board Safety Committee will present the facts and evidence of the case. Strong Start Academy may present any statements from the victim(s) of the

incident and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.

- The Executive Director and/or members of the School Disciplinary Committee.
- The parent(s)/legal guardian(s) may state their case for appeal. Fundamental procedural due process (i.e., an “opportunity to be heard”) will be afforded.

Unless otherwise required by law, the Board is not required to follow Nevada’s or any Court’s civil procedure rules, rules of evidence, or similar laws or regulations—e.g., hearsay may be ruled admissible. Similarly, the Board may freely adopt any burden(s) of proof and standard(s) of review which he/she/it deems appropriate, although in most cases, it should consider the following:

- The party appealing the existing decision will bear the burden of proof in favor of an alternative determination regarding guilt and/or consequence.
- Any factual determinations made by a prior decision maker will be reviewed for “clear error.” Any legal determinations will be reviewed de novo (i.e., with no deference to the earlier decision).

In accordance with applicable law, all meetings/hearings conducted under this Policy will be closed sessions and not subject to Nevada’s Open Meeting Law. (See NRS 388A.495 (2); 392.467(4).) The school administration will nonetheless keep a general record of the proceedings, noting all major findings/conclusions in writing. The Board will make a final and binding decision on the appeal and instruct the school’s administrative staff to provide the student/parents with written notice of its determination.

Designee

Applicable law permits the Board to appoint a designee to handle disciplinary appeals. Although the school does not currently anticipate appointing a designee for that purpose, the Board: (i) reserves the right to have a designee hear and decide an appeal in extraordinary circumstances (e.g., the volunteer Board cannot assemble in a prompt fashion); and (ii) hereby empowers the Executive Director to appoint such designee under such circumstances. The designee will not be a member of the relevant School Disciplinary Committee or the Board Safety Committee. The choice of designee may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors. The designee may, but need not be, a member of the Board.

NRS 392.4671

NRS 392.4671 creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion. The statute outlines the requirements of that policy, noting that the timelines included in the policy must align with timelines that

are established by the Nevada Department of Education (“NDOE”) pursuant to NRS 392.4609.

These timelines, to be used during the 2023-24 school year, are as follows:

- Initial notification of right to appeal: Information on the right to appeal a suspension or expulsion and the current process for doing so must be provided to the parent or guardian of the pupil on the same day that the suspension or expulsion is issued.
- Filing of the appeal: The parent or legal guardian of the pupil, may file an appeal within five (5) days of the suspension or expulsion.
- Hearing on the appeal: The governing body of a charter school or designee of the body shall schedule a hearing on an appeal of a suspension or expulsion of a pupil within five (5) days of the appeal being filed. Note that NRS 392.4671 prohibits any increase in the length of the suspension or expulsion following an appeal (i.e., the final penalty may not be harsher than the original one).

Legal Information

- Strong Start reserves the right to amend this policy from time to time in its discretion and will endeavor to keep the school community aware of any changes.
- In developing this policy, Strong Start has endeavored to comply with its legal obligations, including those in: (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with any such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not Strong Start Academy has formally updated this policy and/or provided notice to the school community of the change.
- The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert a negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to

appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.

PUBLIC COMMENT

Date of Approval: October 10, 2024

Purpose

The Board welcomes public comment at its meetings and is committed to providing meaningful opportunities for members of the public to participate.

Policy

The Board encourages members of the public to offer comments and express opinions on both specific actions to be taken by the Board, as well as any other issue directly related to the operation of the School. In accordance with this policy, any individual may address the Board on agenda or non-agenda items during the public comment period as long as they meet any legal provisions governing participation at public meetings. Individuals may present either in-person, on-line, or by telephone.

Procedure

Individuals are strongly encouraged to discuss their comments and concerns with appropriate school staff members, administrators, and/or Board members before directing such comments to the entire Board during a meeting.

Each Board meeting agenda shall have two times designated for "public comment. The first period is at the beginning of each meeting. Comment during this portion of the agenda must be limited to matters on the agenda for action. Members of the public who wish to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the Board Agenda and entering an access code number that is posted and read at each meeting.

A second public comment period will take place at the end of each meeting. 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. Anyone who wishes to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the agenda and entering an access code number that is posted and read at each meeting. Members of the public who require special accommodations to be able to attend the Board meeting should contact the specific contact person designated on the agenda for that meeting, at least twenty four (24) hours prior to the meeting to make appropriate arrangements for attending the meeting.

Coversheet

Discussion for possible action to approve Board Meeting Attendance Policy.

Section: IV. Governance
Item: C. Discussion for possible action to approve Board Meeting Attendance Policy.
Purpose: Vote
Submitted by:
Related Material: SSAES Board Procedures and Policies - final.pdf



**STRONG START ACADEMY
ELEMENTARY SCHOOL AT
THE TONY HSIEH EDUCATION
CENTER**

**BOARD POLICY AND
PROCEDURES MANUAL**

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ACCESS TO PUBLIC RECORDS

Date of Original Approval: July 14, 2022, Amended October 10, 2024

Purpose

The School abides by state and federal public records and open meetings laws, to the extent applicable, and makes every effort to provide access to public records as appropriate. The policy sets out the procedures to be followed in response to a request for public records from the School.

Policy

The Freedom of Information Act ("FOIA") is a federal law that provides the public with a right to access the books and records of a governmental entity. The Nevada Public Records Act ("NPR"), NRS Chapter 239 *et seq.*, is the state law equivalent. The purpose of these laws is to foster democratic principles by providing the public with access to information that sheds light on the government's performance of the public's business. Both FOIA and the NPR provide that any person may request a copy of a public record and that the governmental entity must provide those records, unless the records are specifically declared by law to be confidential, or unless an exemption, exception or balancing of interests limits or restricts access.

Procedures

Public records requests of Strong Start Academy may be submitted verbally or in writing (including electronic mail) and directed to:

By Mail

Marisol Piedra
Strong Start Academy Elementary School
310 S. 9th Street
Las Vegas, Nevada 89101
(702) 463-0222

By Electronic Mail

Submit request by electronic mail to: mpiedra@clvstrongstartes.org

Any individual who seeks to obtain or inspect a copy of a public record may request that the record be duplicated on paper, on the same medium on which the record is kept or any other medium that the School deems reasonable. Records in an electronic format shall be made available in electronic format upon request, consistent with applicable law. Where necessary to assist a member of the public in making a focused and effective request that reasonably describes an identifiable record or records, the School shall, to the extent reasonable under the circumstances, assist the member of the public in

identifying records and information that are responsive to the request and the purpose of the request, if stated, and describe the information technology and physical location in which the records exists.

Individual student records and other confidential records protected by state or federal law may not be released for inspection unless such inspection is allowed pursuant to applicable law.

All records provided in response to a public records request will be made available in a reasonable period of time and within the maximum time periods allowed by law, inclusive of any extensions. Upon receiving a request for a copy of records, the School shall determine, whether the request in whole or part seeks copies of disclosable public records in the possession of the School and shall promptly and within the time permitted by law notify the person making the request of the determination and the reasons therefore. If a public records request is denied in whole or in part, the School shall provide a written explanation with the legal authority for the denial of the request and the name and title or position of each person responsible for such determination, where required by law.

Where permitted by law, a fee may be charged for copies which may not exceed, except in the case of certain electronic records, the direct costs of duplication. The direct cost of duplication does not include staff time spent researching, retrieving and mailing the record.

BOARD MEETING ATTENDANCE POLICY

Date of Original Approval: October 10, 2024

Purpose

This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. However, because Board meetings are the only forum during which the Board can discuss and vote on major organizational policies and decisions, attendance at these meetings carries a special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

Definitions

“Notified” Absence: For an absence to be a “notified” absence, a Board member must notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

“Un-notified” Absence: For an absence to be an “un-notified” absence, a Board member failed to notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

Board Attendance Problem

If any of the following conditions exist, it is considered a Board Attendance Problem:

1. The member has two “un-notified” absences in a row.
2. The member has two “notified” absences in a row.
3. The member misses one quarter of the total number of Board meetings during one of their term years.

Remote Participation

Board members are allowed to participate remotely without prior permission of the chair. Such participation is considered attendance for the purposes of this policy and remote participants shall be allowed to vote.

Process for Responding to a Board Attendance Problem

The Board Secretary will keep track of Board member attendance through the Board meeting minutes and will provide this information to the President. The President will directly contact a Board member who is at risk of potentially violating the policy to issue both a verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the President will bring this to the attention of the Board for

discussion, after which point a majority vote will be held to determine possible termination from the Board.

BOARD COMMITTEE POLICY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to efficiency of processes and often has Board members designated on behalf of the Board to review and work with the School prior to Board consideration and approval of regularly and annually approved items. Therefore, it is desirable for the Board to adopt a Board Committee policy to complete work prior to full Board meetings.

Policy

In addition to any responsibilities set out in the Bylaws, subject to the Open Meeting Law, the Board shall delegate additional specific tasks to individuals correlated to the position they are serving in, specifically as an Officer or Parent Representative. This does not prevent other Board members from volunteering to assist on these tasks.

Procedure

At the appointment of an Officer position at the annual meeting, the Officer candidate will be advised of the tasks to be performed as Board Designee, as part of this policy. The Parent Representatives being appointed to the Board will also be informed of the tasks for which a Parent Representative would be a Board Designee. At the relevant time, the Board Designee will begin work on the matter and involve any other Board members who also desire to assist with the specific matter, subject to the Open Meeting Law. BoardOnTrack will be used to document Committee membership, Master Board Calendar, goals, progress toward goals, and task completion.

The SSAES Board shall have the following officers: a President, a Secretary, and a Treasurer. At the discretion of the Board, SSAES may also have one or more Vice Presidents, one or more Assistant Vice Presidents, one or more Assistant Secretaries, and one or more Assistant Treasurers. Any two or more offices may be held by the same person.

President.

The President shall be the chief executive officer of the Corporation and shall have, subject to the control of the Board, general and active supervision and direction over the business and affairs of the Corporation and over its several officers. The President shall: (a) preside at all meetings of the Board; (b) see that all orders and resolutions of the Board are carried into effect; (c) have the authority to sign, execute, and deliver in the name of the Corporation all deeds, mortgages, bonds, contracts, or other instruments authorized by the Board, except in cases in which the signing, execution, or delivery thereof is expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation or when any of them are required by law otherwise to be signed,

executed, or delivered; and (d) have the authority to cause the corporate seal, if any, to be affixed to any instrument that requires it. In general, the President shall perform all duties incident to the office of the President and such other duties as from time to time may be assigned to him or her by the Board.

Vice President.

A Vice President and any additional Vice Presidents shall have such powers and perform such duties as the President or the Board from time to time prescribe and shall perform such other duties as may be prescribed by these Bylaws. At the request of the President or in case of his or her absence or inability to act, the Vice President shall perform the duties of the President and when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President.

Secretary.

The Secretary shall: (a) record all the proceedings of the Board and the Executive Committee, if any, in one or more books kept for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be the custodian of all contracts, deeds, documents, all other indicia of title to properties owned by the Corporation, other corporate records (except accounting records), and of the corporate seal, if any, and affix such seal to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; (d) see that the books, reports, statements, certificates, and all other documents and records required by law are properly kept and filed. In general, the Secretary shall perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or the Board.

Treasurer.

If required by the Board, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board shall determine. The Treasurer shall: (a) have charge and custody of and be responsible for all funds, securities, notes, and valuable effects of the Corporation; (b) receive and give receipt for moneys due and payable to the Corporation from any sources whatsoever; (c) deposit all such moneys to the credit of the Corporation or otherwise as the Board or the President shall direct in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VI of these Bylaws; (d) cause such funds to be disbursed by checks or drafts on the authorized depositories of the Corporation signed as provided in Article VI of these Bylaws; (e) be responsible for the accuracy of the amounts of and cause to be preserved proper vouchers for all moneys so disbursed; (f) have the right to require from time to time reports or statements giving such information as he or she may desire with respect to any and all financial transactions of the Corporation from the officers or agents transacting the same; (g) render to the President or the Board whenever they, respectively, shall request him or her so to do an account of the financial condition of the Corporation and of all his or her transactions as Treasurer; and (h) upon request, exhibit or cause to be exhibited at all reasonable times the cash

books and other records to the President, any of the Directors of the Corporation, and unless otherwise prohibited by applicable law the City Manager of the City of Las Vegas or any councilperson of the City Council of the City of Las Vegas. This right to exhibit may be circumscribed in instances where the right to inspect conflicts with Nevada or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. In general, the Treasurer shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or the Board.

CODE OF ETHICS

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to its role of promoting the mission of the School, overseeing the management of the School, and acting as guardian of the public trust by overseeing School finances. In order to achieve these goals, members of the Board must maintain the highest level of ethical conduct.

This policy establishes the standards of conduct the Board must meet in carrying out its responsibilities to the School and the public.

Policy

The Board is morally and legally obligated to manage the School in the best interests of the public and the School Community. The Board members must demonstrate professional ethical behavior at all times in their responsibilities to the School, in their professional relationships with each other, and in their professional service to the community, and will be required to adhere to this code of ethics.

Board members shall comply with all laws, including those pertaining to ethics, and shall faithfully promote the School's interests, maintain confidentiality of information, carry out their duties honestly, and adhere to all the other policies in the Board Policies and Procedures Manual.

Procedure

At all times Board members shall observe the following specific procedures:

- Be diligent, attend Board meetings, and devote sufficient time for adequate Board meeting preparation.
- Maintain the confidentiality of private and or legally privileged information acquired as a result of Board membership.
- Attend Board governance training and conferences when possible to improve the member's ability to serve the Board.
- Meet regularly to monitor the performance of management and the School as a whole.
- Maintain the separation of duties and responsibilities between the Board and School Leadership to promote accountable and balanced decision-making.
- Help ensure that the independent views of Board members receive due consideration and weight.

- Work to provide stakeholders with accurate and balanced information regarding the School's performance, including financial and academic measures.
- Conduct regular self-assessments to ensure each member is contributing optimally to the Board, and if the member's contribution is lacking, pursue either training or assistance to improve the member's performance or seek the member's resignation.
- Help protect the School's assets by considering risk management strategies.
- Ensure that financial and other personal interests do not conflict with the member's duty to the Board and the School.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

GOVERNANCE AND STAFFING

Date of Approval: May 3, 2022, Amended July 14, 2022

CONFLICT OF INTEREST POLICY

ARTICLE I

Purpose

The purpose of this Conflict of Interest Policy is to protect CLV Strong Start Academy Elementary Schools, Inc. dba Strong Start Academy Elementary School's (the "Organization") interests when contemplating entering into a transaction or arrangement that might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

This policy was written with guidance from the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents from the Nevada Commission on Ethics (the "Commission"). The Commission indicates that conflicts of interest can interfere with basic principles of fairness – everyone having the same burdens and benefits in our society. A public official may have many opportunities to take unfair advantage of his or her position or to gain a benefit at the expense of others. When public officers and employees ignore their conflicts of interest, the public trust becomes undermined. The public can lose faith in the integrity of government and the decision-making process.

ARTICLE II

Definitions

1. Financial Interest

A person has a Financial Interest if the person has, directly or indirectly, through business, investment or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A Financial Interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a Financial Interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

2. Interested Person

Any officer, director, or member of a committee with governing board delegated powers, who has a direct or indirect Financial Interest, is an Interested Person.

3. Relative

Relationships within the third degree of consanguinity or affinity include: (1) a person's spouse, child, parent, sibling, half-sibling or step-relative in the same relationship; (2) the spouse of a person's child, parent, sibling, half-sibling or step-relative; or (3) a person's in-laws, aunt, uncle, niece, nephew, grandparent, grandchild, or first cousin. The definition also includes any other person who shares the same residence and who is generally regarded within that family as being one of the foregoing family members.

4. Personnel Action

Personnel actions include, but are not limited to, employment decisions and actions, such as hiring; dismissal; demotion; suspension or furlough; discipline; commendation; granting or denial of leave or time off; assignment or scheduling of work; changes in job classification, title or duties; promotion or other advancement; wage or salary determinations; performance evaluations or ratings; performance or employee development counseling; approval or denial of attendance at or payment for conferences or employee development programs; and actions or determinations of a similar nature affecting wages, hours, conditions of employment, or eligibility for employment or advancement.

5. Intimate or Romantic Relationship

An intimate or romantic relationship includes dating, sexual contact of any type, or any other similar private activity that may compromise an employee's ability to evaluate the person to be evaluated effectively and impartially. A martial relationship is presumed to be an intimate or romantic relationship.

ARTICLE III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. Members may elect to reference the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents for voting when there is an appearance of a conflict of interest.

2. Addressing Conflicts of Interest

An Interested Person shall disclose a potential conflict of interest at a governing board or committee meeting, but after the presentation, it is the ultimate decision of the Interested Person to abstain, stay, or leave from any and all discussion and vote on the transaction or arrangement involving the possible conflict of interest.

3. Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose an actual or possible conflict of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action using one or all of the following: (1) consulting with the Organization's legal counsel; (2) informing the Organization's authorizing sponsor; or (3) informing the Nevada Commission on Ethics.

ARTICLE IV

Staffing

1. Purpose

The Organization recognizes that each personnel vacancy shall be filled with the person most qualified among all the candidates. The Organization further recognizes that from time to time a person related to a current member of the governing board, member of a committee with governing board delegated powers, or school administrator/supervisor may be among the candidates. In order to avoid nepotism, the following guidelines set forth in Article IV, Section 2 shall be followed.

2. Guidelines

Relatives of current board members, members of a committee with governing board delegated powers, or school administrator/supervisor may be employed by the Organization, provided the following requirements are met:

- a. The relative is not related to more than one current member of the governing board or member of a committee with governing board delegated powers;
- b. The relative receives a unanimous vote of all members of the governing board and approval by the Nevada Department of Education;
- c. The school administrator/supervisor does not directly supervise a relative; and
- d. The school administrator/supervisor does not participate in personnel actions in connection with a relative.

The provisions of this policy are consistent with and in addition to existing provisions of law restricting nepotism pursuant to NRS 281.201.

ARTICLE V

Employee Evaluations – Romantic Relationships

1. Employee Evaluation Conflicts

An inherent conflict of interest and/or appearance of impropriety arises when a supervisor or other school employee evaluates another employee with whom he or she is involved in an intimate or romantic relationship. Such a relationship between evaluator and the person to be evaluated taints the evaluation process, adversely affects employee morale and productivity, and compromises the school's interest in promoting qualified employees on a fair and objective basis. Although all school employees have the right to engage in a consensual intimate or romantic relationship with another employee, the evaluation process should not be compromised as a result of such private activity.

2. Employee Duty

- a. It is the duty of both employees involved in an intimate or romantic relationship to avoid the evaluation by one such employee of the other. The employee who is chosen to evaluate his or her partner shall consult with the governing body to select a suitable and qualified replacement. The person to be evaluated shall notify the school to select a suitable qualified replacement in the absence of action taken by the evaluator.
- b. When a replacement evaluator is selected pursuant to this policy, the school shall respect the privacy of the employees involved in the intimate or romantic relationship

and shall not create any record of, or place in either employee’s personnel file, the reason for the need of a replacement evaluator.

3. Violations

a. If, after an independent investigation, the school learns that an evaluation has been conducted in violation of this policy, the school may take any or all of the following actions, depending upon the circumstances:

- i. Reevaluate the person who was evaluated for the evaluation period in question. This reevaluation will be conducted by a suitable and qualified replacement of the conflicted evaluator;
- ii. Create a record in both employees’ respective personnel files indicating that an evaluation was conducted in violation of this policy; and/or
- iii. Take such other disciplinary action as deemed appropriate.

ARTICLE VI

Annual Certification Statements

Each Interested Person shall annually sign an affirmation that such person:

- a. Has received a copy of the conflicts of interest policy;
- b. Has read and understands the policy;
- c. Has agreed to comply with the policy; and
- d. Understands the Organization is a public charter school entity authorized through a written charter under NRS Chapter 386 and in order to maintain its charter must engage primarily in activities which accomplish its strategic framework, mission, and overall purpose of the school.

I hereby certify that I am an Interested Party of the Organization and affirming with my signature below that I have received a copy of the Governance and Staffing Conflict of Interest Policy.

DATED this _____ day of _____, 2022

Signature _____

Print Name _____

Title _____

BOARD MEMBER AGREEMENT

Date of Approval: November 9, 2023

Purpose

The purpose of this SSAES Board Member Agreement is to orient members of the Board of Directors to expectations, responsibilities, participation in the school's governance. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

Strong Start Academy Elementary School (SSAES) Board of Directors

I, _____ understand that as a member of the SSAES Board of Directors I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward and agree to support and uphold the following:

General Responsibilities:

Each director is responsible for actively participating in the work of the SSAES Board of Directors and the life of the organization. Each director is expected to affirm and strive to fulfill the performance expectations and responsibilities outlined below. The SSAES Board will nominate the candidate only after they have agreed to fulfill these expectations.

Board Member Onboarding Expectations:

1. Complete background check
2. Complete trainings
 - Open meeting law
 - Governance Standards
 - etc.
3. Complete BoardOnTrack tasks
 - Assessment
 - Survey

Board Member Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of SSAES.

2. Provide my personal and professional resources to help SSAES realize its mission.
3. Work with fellow board members to fulfill the obligations of board members.
4. Behave in ways that clearly contribute to the effective operations of the Board of Directors:
 - Focus on the good of the organization and group, not on a personal agenda;
 - Support board decisions once they are made;
 - Participate in an honest appraisal of one's own performance and that of the board;
 - Build awareness of vigilance towards governance matters rather than management.
5. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
6. Be prepared to contribute approximately 6-8 hours per month toward board service which includes:
 - Attending a month board meeting (2 hours)
 - Participating on a board committee (2 hours)
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
7. Keep informed about the organization and its challenges by reviewing materials, participating in discussion, and asking strategic questions.
8. Actively participate in one or more fundraising event(s) annually.
9. Use of personal and professional contacts and expertise for the benefit of SSAES.
10. Serve as a committee or task force chair or member.
11. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
12. Inform the Board of Directors of SSAES of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

Organization Responsibilities:

1. I will receive, without request, monthly financial statements and regular updates of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board members and the Executive Director will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the Executive Director will work in good faith with me towards the achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the Board Chair, Board Counsel, and/or Executive Director to discuss these responsibilities.

I have read, understand and am willing to comply with this Board Member Agreement. I understand that if I ever find myself in a situation where I am unable to fulfill the above expectations and responsibilities, I will resign from the Board.

Candidate, Board of Directors

Date:

Candidate, Board of Directors

Date:

TBD

Date:

CONFIDENTIALITY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to openness, transparency, and accountability. Its policies shall reflect its desire to balance the release of information while ensuring the protection of individual privacy, the effective management of the School, and compliance with relevant legislation. This policy is intended to regulate the release of confidential information by Board members.

Policy

Board members shall not be permitted to release any confidential material obtained in the course of their service as a Board member, unless such release is in accordance with the requirements of applicable legislation, and is consistent with the Board's policies on access to public records.

Procedures

The Board shall endeavor to explicitly mark on the document whether any or all of its minutes, disclosures, or papers, or those of its sub-committees (not otherwise required by legislation, regulation, or its rules to be made public) are confidential. However, the failure to mark a document as confidential shall not waive the status of such document as confidential, privileged or otherwise exempt from disclosure. The Board may seek assistance from Board Counsel, as needed, to review requests for disclosure.

Board members shall be deemed school officials under the Family Educational Rights and Privacy Act (FERPA), however shall only have access to student records where there is a legitimate educational interest. Board members shall be subject to FERPA provisions and shall ensure they comply with FERPA provisions for any disclosures of student records to any third parties.

On those occasions and for those documents and discussions that the Board elects not to make public, Board members shall respect the confidentiality of those documents, and of any discussions of the Board on those matters.

Notwithstanding the above, Board members are not authorized to speak on behalf of the School unless the same has been authorized by a vote of the Board or specifically requested and or reviewed by the School leadership. A Board member in receipt of a request for a public document must refer such request to the Executive Director and Board Counsel for response in accordance with the Access to Public Records policy and procedures.

In particular, Board members shall not

- disclose to any member of the public any confidential information acquired by virtue of their position as a Board member, such as minutes of closed sessions at which public access is not required by law;
- disclose any privileged attorney-client communications;
- use any confidential information acquired by virtue of their position on the Board for their personal financial or other benefit or for that of any other person;
- disclose to any member of the public any confidential information related to the interests of individuals, groups or organizations acquired by virtue of their position on the Board;
- make statements to the media in the name of the organization except after coordinating all such efforts with the School leadership;
- permit any unauthorized person to inspect or have access to any confidential documents or other information.

Failure to maintain confidentiality may constitute a breach of the Board member's fiduciary duties to the School.

The obligation to protect such confidential matters from disclosure continues even after the individual Board member is no longer serving on the Board.

Unless otherwise restricted or required by law, or contract, the Board shall decide from time to time whether any guests shall be permitted to attend any or all of its closed meetings. Where appropriate, guests who the Board believes are necessary for the Board's consideration of the item or items to be considered may be admitted, subject to their undertaking to maintain confidentiality.

Where appropriate and permissible by law, personally identifiable information about individuals may be redacted from material before consideration by the Board.

It is the responsibility of the Board President, with guidance from Board Counsel, to ensure that Board materials are appropriately classified as confidential or open to release.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

RESTORATIVE JUSTICE POLICY

Date of Approval: September 14, 2023

Purpose

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.

Procedures

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
Resolve chronic inappropriate behaviors with individualized interventions	<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 student, 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 all disciplinary consequences. Disciplinary action is also commensurate with the severity of the offense.

AB 168 & Battery of an Employee or Pupil MANDATORY DISCIPLINE IN NRS:

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

Discipline Limits for Special Education Students

11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).

Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).

Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

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

Suspension or Expulsion

A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.

Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).

As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1).

APPEALS POLICY

Date of Approval: March 7, 2024

Purpose

The Board meeting is the final forum under School procedures for resolving disputes between students, parents, staff, and others. This policy sets out the procedures for parties to follow in a dispute, which has not been satisfactorily resolved through the initial resolution procedures provided by the School, to ensure that all parties' rights are protected.

Policy

The Board places great importance on its role as the final authority under School Procedures for any disputes brought forward by students, parents, staff, and other parties and strives to resolve disputes in a manner that protects the interests of all stakeholders. Individuals desiring to address the Board shall do so in compliance with the Public Comment Policy adopted by the Board. Individuals bringing a dispute before the Board may be held as personally liable for any libel, slander, defamatory or other similar actions brought against the school and Board for any statements made or documents presented regarding other individuals.

Procedures

School Disciplinary Committee (SDC)

Strong Start recognizes the right of parent(s)/legal guardian(s) to appeal a suspension or expulsion decision in a student-discipline case. Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a Required Parent Conference (RPC) to bring in the parent/legal guardian and share the findings with the parent. The parent has the right to share any additional information. Following this process, the school's leadership (in minor situations) and/or the School's Disciplinary Committee (in major situations) has the right to make any initial discipline determination on the basis of each specific case and can determine if suspension is the appropriate course of action. The School's Disciplinary Committee is made-up of various school staff members (Executive Director, Safe School Professional, teacher(s), and support staff) who will be selected before the start of each school year (but may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors). If suspension is recommended, it must be progressive and fit the infraction. Under NRS 392.467, a student who is less than 11 years of age must not be permanently expelled from school, unless an exception is approved in extraordinary circumstances. The School's Disciplinary Committee will act in good faith and fairness to protect all persons at the school, school property, and general school safety.

Board Safety Committee (BSC)

The School Disciplinary Committee has the authority to make a determination on its own, but at times, may ask the Board Safety Committee for support and input. The BSC is made up of board members.

During investigations of serious acts and/or when the School Disciplinary Committee thinks an out-of-school suspension or expulsion is possible, the School Disciplinary Committee may contact the Board Safety Committee and ask that committee to handle some or all of this process. In such situations, after an investigation is conducted and evidence is collected by the school's leadership or the School Disciplinary Committee, the matter will be brought to the Board Safety Committee.

If the decision by the school's leadership or the School Disciplinary Committee is a recommendation for expulsion, the student has the right to a due process hearing in front of the Board Safety Committee. At the hearing, the Board Safety Committee members will be provided with the discipline history and background information from the Behavior tab in Infinite Campus, prior to the hearing. The hearing will be a closed hearing and members of the public may not attend. The hearing will be noticed only as "Student Hearing- Closed Meeting." At the hearing, the school's leadership or School Disciplinary Committee representative will outline the incident, provide proof of a thorough and unbiased investigation and findings, as well as the recommendation and the reasoning for the harsh recommendation. The student and/or the student's parent(s) or legal guardian(s) will then have the same opportunity to share his/her perspective, additional information, other factors or considerations, etc. The student or the student's parent or legal guardian will provide the BSC members with his/her own recommendation for resolution. The BSC members may ask questions of either the school's leadership or SDC members or the student or the parent/legal guardian. The school's leadership or the SDC representative will be allowed to make a closing statement, then the student or parent/legal guardian may make a closing statement. Following the information, the Board Safety Committee can make a decision by consensus immediately at the conclusion of the hearing or may take up to three days to render a decision and notify the parent/legal guardian by telephone of the final decision.

If the Board Safety Committee will be hearing a disciplinary matter, then that shall be included in a notice to the student and parents/legal guardians. In the written notice, the school will (i) state the charges against the student; and (ii) provide a brief summary of the evidence. (Due process does not require that the description of the evidence be exhaustive, nor that it identifies witnesses or other participants by name.) Also, when a parent/legal guardian is notified that a student will be suspended or is recommended for expulsion, the parent/legal guardian will be told that they can appeal and will be given a copy of this policy. If the parent/legal guardian requests it, or the committee decides it's appropriate, the committee will hold a hearing. The hearing will generally follow the same rules and procedures described in the appellate process below (with appropriate modifications—e.g., evidence will be presented by the school's leadership and/or School Disciplinary Committee, but the school will typically carry the burden of proof and no standard of review is applicable). The Board Safety Committee then meets together to

make a determination in the case—e.g., a suspension (and what kind), no suspension, a recommendation for expulsion, and/or other stipulations tied to the Board Safety Committee’s judgment (e.g. adoption of a restorative justice plan, detention or other sanctions, etc.). Any recommendation by the Board Safety Committee for an out-of-school suspension or expulsion will be alerted to the Board and parent/legal guardian as soon as is reasonably practicable.

Appeal Notice & Timeline

The following provisions speak about the parent/legal guardian’s rights and/or options. The parent/legal guardian has five (5) calendar days to appeal a suspension or expulsion decision. A parent/legal guardian must notify school leadership in writing (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word “appeal” (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone). If 5 days have passed without a request for an appeal, the school may treat the discipline decision as final.

Interim Education

If the parent(s)/legal guardian(s) chooses to appeal a suspension, the student will be allowed to attend school until the appeal is heard, unless the student poses a danger and/or applicable law permits his/her exclusion (in which case the following paragraph applies). If the student attends school, Strong Start Academy reserves the right to place the student in a somewhat restrictive environment (e.g., in a classroom removed from his/her peers), in part to protect everyone’s safety and avoid disrupting other students’ educations. If the parent(s)/legal guardian(s) chooses to appeal a recommendation for expulsion, the student will work from home while receiving instruction until the appeal is heard. The student and teacher(s) will communicate at least once a day and follow other customary distance-learning protocols (similar to what quarantining students would experience).

No Contacts

Whether or not a family appeals, in all cases, the student may not directly or indirectly interact with any witnesses, victims, or co-conspirators involved in the case. Any violation of this prohibition will be independent grounds for consequences (e.g., as a bullying charge), as well as deemed an aggravating factor during the disciplinary appeal. This rule will be strictly enforced. A social media post may be considered a violation.

Board of Directors; Appellate Process

If the family appeals, the Board will do its utmost to schedule and conduct a hearing as soon as reasonably practicable (or on a timeframe otherwise agreed to by the family). In the hearing:

- School leadership, the School Disciplinary Committee, and/or a member of the Board Safety Committee will present the facts and evidence of the case. Strong Start Academy may present any statements from the victim(s) of the

incident and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.

- The Executive Director and/or members of the School Disciplinary Committee.
- The parent(s)/legal guardian(s) may state their case for appeal. Fundamental procedural due process (i.e., an “opportunity to be heard”) will be afforded.

Unless otherwise required by law, the Board is not required to follow Nevada’s or any Court’s civil procedure rules, rules of evidence, or similar laws or regulations—e.g., hearsay may be ruled admissible. Similarly, the Board may freely adopt any burden(s) of proof and standard(s) of review which he/she/it deems appropriate, although in most cases, it should consider the following:

- The party appealing the existing decision will bear the burden of proof in favor of an alternative determination regarding guilt and/or consequence.
- Any factual determinations made by a prior decision maker will be reviewed for “clear error.” Any legal determinations will be reviewed de novo (i.e., with no deference to the earlier decision).

In accordance with applicable law, all meetings/hearings conducted under this Policy will be closed sessions and not subject to Nevada’s Open Meeting Law. (See NRS 388A.495 (2); 392.467(4).) The school administration will nonetheless keep a general record of the proceedings, noting all major findings/conclusions in writing. The Board will make a final and binding decision on the appeal and instruct the school’s administrative staff to provide the student/parents with written notice of its determination.

Designee

Applicable law permits the Board to appoint a designee to handle disciplinary appeals. Although the school does not currently anticipate appointing a designee for that purpose, the Board: (i) reserves the right to have a designee hear and decide an appeal in extraordinary circumstances (e.g., the volunteer Board cannot assemble in a prompt fashion); and (ii) hereby empowers the Executive Director to appoint such designee under such circumstances. The designee will not be a member of the relevant School Disciplinary Committee or the Board Safety Committee. The choice of designee may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors. The designee may, but need not be, a member of the Board.

NRS 392.4671

NRS 392.4671 creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion. The statute outlines the requirements of that policy, noting that the timelines included in the policy must align with timelines that

are established by the Nevada Department of Education (“NDOE”) pursuant to NRS 392.4609.

These timelines, to be used during the 2023-24 school year, are as follows:

- Initial notification of right to appeal: Information on the right to appeal a suspension or expulsion and the current process for doing so must be provided to the parent or guardian of the pupil on the same day that the suspension or expulsion is issued.
- Filing of the appeal: The parent or legal guardian of the pupil, may file an appeal within five (5) days of the suspension or expulsion.
- Hearing on the appeal: The governing body of a charter school or designee of the body shall schedule a hearing on an appeal of a suspension or expulsion of a pupil within five (5) days of the appeal being filed. Note that NRS 392.4671 prohibits any increase in the length of the suspension or expulsion following an appeal (i.e., the final penalty may not be harsher than the original one).

Legal Information

- Strong Start reserves the right to amend this policy from time to time in its discretion and will endeavor to keep the school community aware of any changes.
- In developing this policy, Strong Start has endeavored to comply with its legal obligations, including those in: (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with any such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not Strong Start Academy has formally updated this policy and/or provided notice to the school community of the change.
- The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert a negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to

appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.

PUBLIC COMMENT

Date of Approval: October 10, 2024

Purpose

The Board welcomes public comment at its meetings and is committed to providing meaningful opportunities for members of the public to participate.

Policy

The Board encourages members of the public to offer comments and express opinions on both specific actions to be taken by the Board, as well as any other issue directly related to the operation of the School. In accordance with this policy, any individual may address the Board on agenda or non-agenda items during the public comment period as long as they meet any legal provisions governing participation at public meetings. Individuals may present either in-person, on-line, or by telephone.

Procedure

Individuals are strongly encouraged to discuss their comments and concerns with appropriate school staff members, administrators, and/or Board members before directing such comments to the entire Board during a meeting.

Each Board meeting agenda shall have two times designated for "public comment. The first period is at the beginning of each meeting. Comment during this portion of the agenda must be limited to matters on the agenda for action. Members of the public who wish to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the Board Agenda and entering an access code number that is posted and read at each meeting.

A second public comment period will take place at the end of each meeting. 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. Anyone who wishes to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the agenda and entering an access code number that is posted and read at each meeting. Members of the public who require special accommodations to be able to attend the Board meeting should contact the specific contact person designated on the agenda for that meeting, at least twenty four (24) hours prior to the meeting to make appropriate arrangements for attending the meeting.

Coversheet

Discussion for possible action to approve Board Committee Policy.

Section: IV. Governance
Item: D. Discussion for possible action to approve Board Committee Policy.
Purpose: Vote
Submitted by:
Related Material: SSAES Board Procedures and Policies - final.pdf



**STRONG START ACADEMY
ELEMENTARY SCHOOL AT
THE TONY HSIEH EDUCATION
CENTER**

**BOARD POLICY AND
PROCEDURES MANUAL**

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ACCESS TO PUBLIC RECORDS

Date of Original Approval: July 14, 2022, Amended October 10, 2024

Purpose

The School abides by state and federal public records and open meetings laws, to the extent applicable, and makes every effort to provide access to public records as appropriate. The policy sets out the procedures to be followed in response to a request for public records from the School.

Policy

The Freedom of Information Act ("FOIA") is a federal law that provides the public with a right to access the books and records of a governmental entity. The Nevada Public Records Act ("NPR"), NRS Chapter 239 *et seq.*, is the state law equivalent. The purpose of these laws is to foster democratic principles by providing the public with access to information that sheds light on the government's performance of the public's business. Both FOIA and the NPR provide that any person may request a copy of a public record and that the governmental entity must provide those records, unless the records are specifically declared by law to be confidential, or unless an exemption, exception or balancing of interests limits or restricts access.

Procedures

Public records requests of Strong Start Academy may be submitted verbally or in writing (including electronic mail) and directed to:

By Mail

Marisol Piedra
Strong Start Academy Elementary School
310 S. 9th Street
Las Vegas, Nevada 89101
(702) 463-0222

By Electronic Mail

Submit request by electronic mail to: mpiedra@clvstrongstartes.org

Any individual who seeks to obtain or inspect a copy of a public record may request that the record be duplicated on paper, on the same medium on which the record is kept or any other medium that the School deems reasonable. Records in an electronic format shall be made available in electronic format upon request, consistent with applicable law. Where necessary to assist a member of the public in making a focused and effective request that reasonably describes an identifiable record or records, the School shall, to the extent reasonable under the circumstances, assist the member of the public in

identifying records and information that are responsive to the request and the purpose of the request, if stated, and describe the information technology and physical location in which the records exists.

Individual student records and other confidential records protected by state or federal law may not be released for inspection unless such inspection is allowed pursuant to applicable law.

All records provided in response to a public records request will be made available in a reasonable period of time and within the maximum time periods allowed by law, inclusive of any extensions. Upon receiving a request for a copy of records, the School shall determine, whether the request in whole or part seeks copies of disclosable public records in the possession of the School and shall promptly and within the time permitted by law notify the person making the request of the determination and the reasons therefore. If a public records request is denied in whole or in part, the School shall provide a written explanation with the legal authority for the denial of the request and the name and title or position of each person responsible for such determination, where required by law.

Where permitted by law, a fee may be charged for copies which may not exceed, except in the case of certain electronic records, the direct costs of duplication. The direct cost of duplication does not include staff time spent researching, retrieving and mailing the record.

BOARD MEETING ATTENDANCE POLICY

Date of Original Approval: October 10, 2024

Purpose

This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. However, because Board meetings are the only forum during which the Board can discuss and vote on major organizational policies and decisions, attendance at these meetings carries a special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

Definitions

“Notified” Absence: For an absence to be a “notified” absence, a Board member must notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

“Un-notified” Absence: For an absence to be an “un-notified” absence, a Board member failed to notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

Board Attendance Problem

If any of the following conditions exist, it is considered a Board Attendance Problem:

1. The member has two “un-notified” absences in a row.
2. The member has two “notified” absences in a row.
3. The member misses one quarter of the total number of Board meetings during one of their term years.

Remote Participation

Board members are allowed to participate remotely without prior permission of the chair. Such participation is considered attendance for the purposes of this policy and remote participants shall be allowed to vote.

Process for Responding to a Board Attendance Problem

The Board Secretary will keep track of Board member attendance through the Board meeting minutes and will provide this information to the President. The President will directly contact a Board member who is at risk of potentially violating the policy to issue both a verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the President will bring this to the attention of the Board for

discussion, after which point a majority vote will be held to determine possible termination from the Board.

BOARD COMMITTEE POLICY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to efficiency of processes and often has Board members designated on behalf of the Board to review and work with the School prior to Board consideration and approval of regularly and annually approved items. Therefore, it is desirable for the Board to adopt a Board Committee policy to complete work prior to full Board meetings.

Policy

In addition to any responsibilities set out in the Bylaws, subject to the Open Meeting Law, the Board shall delegate additional specific tasks to individuals correlated to the position they are serving in, specifically as an Officer or Parent Representative. This does not prevent other Board members from volunteering to assist on these tasks.

Procedure

At the appointment of an Officer position at the annual meeting, the Officer candidate will be advised of the tasks to be performed as Board Designee, as part of this policy. The Parent Representatives being appointed to the Board will also be informed of the tasks for which a Parent Representative would be a Board Designee. At the relevant time, the Board Designee will begin work on the matter and involve any other Board members who also desire to assist with the specific matter, subject to the Open Meeting Law. BoardOnTrack will be used to document Committee membership, Master Board Calendar, goals, progress toward goals, and task completion.

The SSAES Board shall have the following officers: a President, a Secretary, and a Treasurer. At the discretion of the Board, SSAES may also have one or more Vice Presidents, one or more Assistant Vice Presidents, one or more Assistant Secretaries, and one or more Assistant Treasurers. Any two or more offices may be held by the same person.

President.

The President shall be the chief executive officer of the Corporation and shall have, subject to the control of the Board, general and active supervision and direction over the business and affairs of the Corporation and over its several officers. The President shall: (a) preside at all meetings of the Board; (b) see that all orders and resolutions of the Board are carried into effect; (c) have the authority to sign, execute, and deliver in the name of the Corporation all deeds, mortgages, bonds, contracts, or other instruments authorized by the Board, except in cases in which the signing, execution, or delivery thereof is expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation or when any of them are required by law otherwise to be signed,

executed, or delivered; and (d) have the authority to cause the corporate seal, if any, to be affixed to any instrument that requires it. In general, the President shall perform all duties incident to the office of the President and such other duties as from time to time may be assigned to him or her by the Board.

Vice President.

A Vice President and any additional Vice Presidents shall have such powers and perform such duties as the President or the Board from time to time prescribe and shall perform such other duties as may be prescribed by these Bylaws. At the request of the President or in case of his or her absence or inability to act, the Vice President shall perform the duties of the President and when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President.

Secretary.

The Secretary shall: (a) record all the proceedings of the Board and the Executive Committee, if any, in one or more books kept for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be the custodian of all contracts, deeds, documents, all other indicia of title to properties owned by the Corporation, other corporate records (except accounting records), and of the corporate seal, if any, and affix such seal to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; (d) see that the books, reports, statements, certificates, and all other documents and records required by law are properly kept and filed. In general, the Secretary shall perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or the Board.

Treasurer.

If required by the Board, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board shall determine. The Treasurer shall: (a) have charge and custody of and be responsible for all funds, securities, notes, and valuable effects of the Corporation; (b) receive and give receipt for moneys due and payable to the Corporation from any sources whatsoever; (c) deposit all such moneys to the credit of the Corporation or otherwise as the Board or the President shall direct in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VI of these Bylaws; (d) cause such funds to be disbursed by checks or drafts on the authorized depositories of the Corporation signed as provided in Article VI of these Bylaws; (e) be responsible for the accuracy of the amounts of and cause to be preserved proper vouchers for all moneys so disbursed; (f) have the right to require from time to time reports or statements giving such information as he or she may desire with respect to any and all financial transactions of the Corporation from the officers or agents transacting the same; (g) render to the President or the Board whenever they, respectively, shall request him or her so to do an account of the financial condition of the Corporation and of all his or her transactions as Treasurer; and (h) upon request, exhibit or cause to be exhibited at all reasonable times the cash

books and other records to the President, any of the Directors of the Corporation, and unless otherwise prohibited by applicable law the City Manager of the City of Las Vegas or any councilperson of the City Council of the City of Las Vegas. This right to exhibit may be circumscribed in instances where the right to inspect conflicts with Nevada or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. In general, the Treasurer shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or the Board.

CODE OF ETHICS

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to its role of promoting the mission of the School, overseeing the management of the School, and acting as guardian of the public trust by overseeing School finances. In order to achieve these goals, members of the Board must maintain the highest level of ethical conduct.

This policy establishes the standards of conduct the Board must meet in carrying out its responsibilities to the School and the public.

Policy

The Board is morally and legally obligated to manage the School in the best interests of the public and the School Community. The Board members must demonstrate professional ethical behavior at all times in their responsibilities to the School, in their professional relationships with each other, and in their professional service to the community, and will be required to adhere to this code of ethics.

Board members shall comply with all laws, including those pertaining to ethics, and shall faithfully promote the School's interests, maintain confidentiality of information, carry out their duties honestly, and adhere to all the other policies in the Board Policies and Procedures Manual.

Procedure

At all times Board members shall observe the following specific procedures:

- Be diligent, attend Board meetings, and devote sufficient time for adequate Board meeting preparation.
- Maintain the confidentiality of private and or legally privileged information acquired as a result of Board membership.
- Attend Board governance training and conferences when possible to improve the member's ability to serve the Board.
- Meet regularly to monitor the performance of management and the School as a whole.
- Maintain the separation of duties and responsibilities between the Board and School Leadership to promote accountable and balanced decision-making.
- Help ensure that the independent views of Board members receive due consideration and weight.

- Work to provide stakeholders with accurate and balanced information regarding the School's performance, including financial and academic measures.
- Conduct regular self-assessments to ensure each member is contributing optimally to the Board, and if the member's contribution is lacking, pursue either training or assistance to improve the member's performance or seek the member's resignation.
- Help protect the School's assets by considering risk management strategies.
- Ensure that financial and other personal interests do not conflict with the member's duty to the Board and the School.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

GOVERNANCE AND STAFFING

Date of Approval: May 3, 2022, Amended July 14, 2022

CONFLICT OF INTEREST POLICY

ARTICLE I

Purpose

The purpose of this Conflict of Interest Policy is to protect CLV Strong Start Academy Elementary Schools, Inc. dba Strong Start Academy Elementary School's (the "Organization") interests when contemplating entering into a transaction or arrangement that might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

This policy was written with guidance from the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents from the Nevada Commission on Ethics (the "Commission"). The Commission indicates that conflicts of interest can interfere with basic principles of fairness – everyone having the same burdens and benefits in our society. A public official may have many opportunities to take unfair advantage of his or her position or to gain a benefit at the expense of others. When public officers and employees ignore their conflicts of interest, the public trust becomes undermined. The public can lose faith in the integrity of government and the decision-making process.

ARTICLE II

Definitions

1. Financial Interest

A person has a Financial Interest if the person has, directly or indirectly, through business, investment or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A Financial Interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a Financial Interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

2. Interested Person

Any officer, director, or member of a committee with governing board delegated powers, who has a direct or indirect Financial Interest, is an Interested Person.

3. Relative

Relationships within the third degree of consanguinity or affinity include: (1) a person's spouse, child, parent, sibling, half-sibling or step-relative in the same relationship; (2) the spouse of a person's child, parent, sibling, half-sibling or step-relative; or (3) a person's in-laws, aunt, uncle, niece, nephew, grandparent, grandchild, or first cousin. The definition also includes any other person who shares the same residence and who is generally regarded within that family as being one of the foregoing family members.

4. Personnel Action

Personnel actions include, but are not limited to, employment decisions and actions, such as hiring; dismissal; demotion; suspension or furlough; discipline; commendation; granting or denial of leave or time off; assignment or scheduling of work; changes in job classification, title or duties; promotion or other advancement; wage or salary determinations; performance evaluations or ratings; performance or employee development counseling; approval or denial of attendance at or payment for conferences or employee development programs; and actions or determinations of a similar nature affecting wages, hours, conditions of employment, or eligibility for employment or advancement.

5. Intimate or Romantic Relationship

An intimate or romantic relationship includes dating, sexual contact of any type, or any other similar private activity that may compromise an employee's ability to evaluate the person to be evaluated effectively and impartially. A martial relationship is presumed to be an intimate or romantic relationship.

ARTICLE III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. Members may elect to reference the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents for voting when there is an appearance of a conflict of interest.

2. Addressing Conflicts of Interest

An Interested Person shall disclose a potential conflict of interest at a governing board or committee meeting, but after the presentation, it is the ultimate decision of the Interested Person to abstain, stay, or leave from any and all discussion and vote on the transaction or arrangement involving the possible conflict of interest.

3. Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose an actual or possible conflict of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action using one or all of the following: (1) consulting with the Organization's legal counsel; (2) informing the Organization's authorizing sponsor; or (3) informing the Nevada Commission on Ethics.

ARTICLE IV

Staffing

1. Purpose

The Organization recognizes that each personnel vacancy shall be filled with the person most qualified among all the candidates. The Organization further recognizes that from time to time a person related to a current member of the governing board, member of a committee with governing board delegated powers, or school administrator/supervisor may be among the candidates. In order to avoid nepotism, the following guidelines set forth in Article IV, Section 2 shall be followed.

2. Guidelines

Relatives of current board members, members of a committee with governing board delegated powers, or school administrator/supervisor may be employed by the Organization, provided the following requirements are met:

- a. The relative is not related to more than one current member of the governing board or member of a committee with governing board delegated powers;
- b. The relative receives a unanimous vote of all members of the governing board and approval by the Nevada Department of Education;
- c. The school administrator/supervisor does not directly supervise a relative; and
- d. The school administrator/supervisor does not participate in personnel actions in connection with a relative.

The provisions of this policy are consistent with and in addition to existing provisions of law restricting nepotism pursuant to NRS 281.201.

ARTICLE V

Employee Evaluations – Romantic Relationships

1. Employee Evaluation Conflicts

An inherent conflict of interest and/or appearance of impropriety arises when a supervisor or other school employee evaluates another employee with whom he or she is involved in an intimate or romantic relationship. Such a relationship between evaluator and the person to be evaluated taints the evaluation process, adversely affects employee morale and productivity, and compromises the school's interest in promoting qualified employees on a fair and objective basis. Although all school employees have the right to engage in a consensual intimate or romantic relationship with another employee, the evaluation process should not be compromised as a result of such private activity.

2. Employee Duty

- a. It is the duty of both employees involved in an intimate or romantic relationship to avoid the evaluation by one such employee of the other. The employee who is chosen to evaluate his or her partner shall consult with the governing body to select a suitable and qualified replacement. The person to be evaluated shall notify the school to select a suitable qualified replacement in the absence of action taken by the evaluator.
- b. When a replacement evaluator is selected pursuant to this policy, the school shall respect the privacy of the employees involved in the intimate or romantic relationship

and shall not create any record of, or place in either employee’s personnel file, the reason for the need of a replacement evaluator.

3. Violations

a. If, after an independent investigation, the school learns that an evaluation has been conducted in violation of this policy, the school may take any or all of the following actions, depending upon the circumstances:

- i. Reevaluate the person who was evaluated for the evaluation period in question. This reevaluation will be conducted by a suitable and qualified replacement of the conflicted evaluator;
- ii. Create a record in both employees’ respective personnel files indicating that an evaluation was conducted in violation of this policy; and/or
- iii. Take such other disciplinary action as deemed appropriate.

ARTICLE VI

Annual Certification Statements

Each Interested Person shall annually sign an affirmation that such person:

- a. Has received a copy of the conflicts of interest policy;
- b. Has read and understands the policy;
- c. Has agreed to comply with the policy; and
- d. Understands the Organization is a public charter school entity authorized through a written charter under NRS Chapter 386 and in order to maintain its charter must engage primarily in activities which accomplish its strategic framework, mission, and overall purpose of the school.

I hereby certify that I am an Interested Party of the Organization and affirming with my signature below that I have received a copy of the Governance and Staffing Conflict of Interest Policy.

DATED this _____ day of _____, 2022

Signature _____

Print Name _____

Title _____

BOARD MEMBER AGREEMENT

Date of Approval: November 9, 2023

Purpose

The purpose of this SSAES Board Member Agreement is to orient members of the Board of Directors to expectations, responsibilities, participation in the school's governance. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

Strong Start Academy Elementary School (SSAES) Board of Directors

I, _____ understand that as a member of the SSAES Board of Directors I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward and agree to support and uphold the following:

General Responsibilities:

Each director is responsible for actively participating in the work of the SSAES Board of Directors and the life of the organization. Each director is expected to affirm and strive to fulfill the performance expectations and responsibilities outlined below. The SSAES Board will nominate the candidate only after they have agreed to fulfill these expectations.

Board Member Onboarding Expectations:

1. Complete background check
2. Complete trainings
 - Open meeting law
 - Governance Standards
 - etc.
3. Complete BoardOnTrack tasks
 - Assessment
 - Survey

Board Member Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of SSAES.

2. Provide my personal and professional resources to help SSAES realize its mission.
3. Work with fellow board members to fulfill the obligations of board members.
4. Behave in ways that clearly contribute to the effective operations of the Board of Directors:
 - Focus on the good of the organization and group, not on a personal agenda;
 - Support board decisions once they are made;
 - Participate in an honest appraisal of one's own performance and that of the board;
 - Build awareness of vigilance towards governance matters rather than management.
5. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
6. Be prepared to contribute approximately 6-8 hours per month toward board service which includes:
 - Attending a month board meeting (2 hours)
 - Participating on a board committee (2 hours)
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
7. Keep informed about the organization and its challenges by reviewing materials, participating in discussion, and asking strategic questions.
8. Actively participate in one or more fundraising event(s) annually.
9. Use of personal and professional contacts and expertise for the benefit of SSAES.
10. Serve as a committee or task force chair or member.
11. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
12. Inform the Board of Directors of SSAES of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

Organization Responsibilities:

1. I will receive, without request, monthly financial statements and regular updates of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board members and the Executive Director will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the Executive Director will work in good faith with me towards the achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the Board Chair, Board Counsel, and/or Executive Director to discuss these responsibilities.

I have read, understand and am willing to comply with this Board Member Agreement. I understand that if I ever find myself in a situation where I am unable to fulfill the above expectations and responsibilities, I will resign from the Board.

Candidate, Board of Directors

Date:

Candidate, Board of Directors

Date:

TBD

Date:

CONFIDENTIALITY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to openness, transparency, and accountability. Its policies shall reflect its desire to balance the release of information while ensuring the protection of individual privacy, the effective management of the School, and compliance with relevant legislation. This policy is intended to regulate the release of confidential information by Board members.

Policy

Board members shall not be permitted to release any confidential material obtained in the course of their service as a Board member, unless such release is in accordance with the requirements of applicable legislation, and is consistent with the Board's policies on access to public records.

Procedures

The Board shall endeavor to explicitly mark on the document whether any or all of its minutes, disclosures, or papers, or those of its sub-committees (not otherwise required by legislation, regulation, or its rules to be made public) are confidential. However, the failure to mark a document as confidential shall not waive the status of such document as confidential, privileged or otherwise exempt from disclosure. The Board may seek assistance from Board Counsel, as needed, to review requests for disclosure.

Board members shall be deemed school officials under the Family Educational Rights and Privacy Act (FERPA), however shall only have access to student records where there is a legitimate educational interest. Board members shall be subject to FERPA provisions and shall ensure they comply with FERPA provisions for any disclosures of student records to any third parties.

On those occasions and for those documents and discussions that the Board elects not to make public, Board members shall respect the confidentiality of those documents, and of any discussions of the Board on those matters.

Notwithstanding the above, Board members are not authorized to speak on behalf of the School unless the same has been authorized by a vote of the Board or specifically requested and or reviewed by the School leadership. A Board member in receipt of a request for a public document must refer such request to the Executive Director and Board Counsel for response in accordance with the Access to Public Records policy and procedures.

In particular, Board members shall not

- disclose to any member of the public any confidential information acquired by virtue of their position as a Board member, such as minutes of closed sessions at which public access is not required by law;
- disclose any privileged attorney-client communications;
- use any confidential information acquired by virtue of their position on the Board for their personal financial or other benefit or for that of any other person;
- disclose to any member of the public any confidential information related to the interests of individuals, groups or organizations acquired by virtue of their position on the Board;
- make statements to the media in the name of the organization except after coordinating all such efforts with the School leadership;
- permit any unauthorized person to inspect or have access to any confidential documents or other information.

Failure to maintain confidentiality may constitute a breach of the Board member's fiduciary duties to the School.

The obligation to protect such confidential matters from disclosure continues even after the individual Board member is no longer serving on the Board.

Unless otherwise restricted or required by law, or contract, the Board shall decide from time to time whether any guests shall be permitted to attend any or all of its closed meetings. Where appropriate, guests who the Board believes are necessary for the Board's consideration of the item or items to be considered may be admitted, subject to their undertaking to maintain confidentiality.

Where appropriate and permissible by law, personally identifiable information about individuals may be redacted from material before consideration by the Board.

It is the responsibility of the Board President, with guidance from Board Counsel, to ensure that Board materials are appropriately classified as confidential or open to release.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

RESTORATIVE JUSTICE POLICY

Date of Approval: September 14, 2023

Purpose

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.

Procedures

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

AB 168 & Battery of an Employee or Pupil MANDATORY DISCIPLINE IN NRS:

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

Discipline Limits for Special Education Students

11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).

Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).

Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

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

Suspension or Expulsion

A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.

Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).

As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1).

APPEALS POLICY

Date of Approval: March 7, 2024

Purpose

The Board meeting is the final forum under School procedures for resolving disputes between students, parents, staff, and others. This policy sets out the procedures for parties to follow in a dispute, which has not been satisfactorily resolved through the initial resolution procedures provided by the School, to ensure that all parties' rights are protected.

Policy

The Board places great importance on its role as the final authority under School Procedures for any disputes brought forward by students, parents, staff, and other parties and strives to resolve disputes in a manner that protects the interests of all stakeholders. Individuals desiring to address the Board shall do so in compliance with the Public Comment Policy adopted by the Board. Individuals bringing a dispute before the Board may be held as personally liable for any libel, slander, defamatory or other similar actions brought against the school and Board for any statements made or documents presented regarding other individuals.

Procedures

School Disciplinary Committee (SDC)

Strong Start recognizes the right of parent(s)/legal guardian(s) to appeal a suspension or expulsion decision in a student-discipline case. Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a Required Parent Conference (RPC) to bring in the parent/legal guardian and share the findings with the parent. The parent has the right to share any additional information. Following this process, the school's leadership (in minor situations) and/or the School's Disciplinary Committee (in major situations) has the right to make any initial discipline determination on the basis of each specific case and can determine if suspension is the appropriate course of action. The School's Disciplinary Committee is made-up of various school staff members (Executive Director, Safe School Professional, teacher(s), and support staff) who will be selected before the start of each school year (but may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors). If suspension is recommended, it must be progressive and fit the infraction. Under NRS 392.467, a student who is less than 11 years of age must not be permanently expelled from school, unless an exception is approved in extraordinary circumstances. The School's Disciplinary Committee will act in good faith and fairness to protect all persons at the school, school property, and general school safety.

Board Safety Committee (BSC)

The School Disciplinary Committee has the authority to make a determination on its own, but at times, may ask the Board Safety Committee for support and input. The BSC is made up of board members.

During investigations of serious acts and/or when the School Disciplinary Committee thinks an out-of-school suspension or expulsion is possible, the School Disciplinary Committee may contact the Board Safety Committee and ask that committee to handle some or all of this process. In such situations, after an investigation is conducted and evidence is collected by the school's leadership or the School Disciplinary Committee, the matter will be brought to the Board Safety Committee.

If the decision by the school's leadership or the School Disciplinary Committee is a recommendation for expulsion, the student has the right to a due process hearing in front of the Board Safety Committee. At the hearing, the Board Safety Committee members will be provided with the discipline history and background information from the Behavior tab in Infinite Campus, prior to the hearing. The hearing will be a closed hearing and members of the public may not attend. The hearing will be noticed only as "Student Hearing- Closed Meeting." At the hearing, the school's leadership or School Disciplinary Committee representative will outline the incident, provide proof of a thorough and unbiased investigation and findings, as well as the recommendation and the reasoning for the harsh recommendation. The student and/or the student's parent(s) or legal guardian(s) will then have the same opportunity to share his/her perspective, additional information, other factors or considerations, etc. The student or the student's parent or legal guardian will provide the BSC members with his/her own recommendation for resolution. The BSC members may ask questions of either the school's leadership or SDC members or the student or the parent/legal guardian. The school's leadership or the SDC representative will be allowed to make a closing statement, then the student or parent/legal guardian may make a closing statement. Following the information, the Board Safety Committee can make a decision by consensus immediately at the conclusion of the hearing or may take up to three days to render a decision and notify the parent/legal guardian by telephone of the final decision.

If the Board Safety Committee will be hearing a disciplinary matter, then that shall be included in a notice to the student and parents/legal guardians. In the written notice, the school will (i) state the charges against the student; and (ii) provide a brief summary of the evidence. (Due process does not require that the description of the evidence be exhaustive, nor that it identifies witnesses or other participants by name.) Also, when a parent/legal guardian is notified that a student will be suspended or is recommended for expulsion, the parent/legal guardian will be told that they can appeal and will be given a copy of this policy. If the parent/legal guardian requests it, or the committee decides it's appropriate, the committee will hold a hearing. The hearing will generally follow the same rules and procedures described in the appellate process below (with appropriate modifications—e.g., evidence will be presented by the school's leadership and/or School Disciplinary Committee, but the school will typically carry the burden of proof and no standard of review is applicable). The Board Safety Committee then meets together to

make a determination in the case—e.g., a suspension (and what kind), no suspension, a recommendation for expulsion, and/or other stipulations tied to the Board Safety Committee’s judgment (e.g. adoption of a restorative justice plan, detention or other sanctions, etc.). Any recommendation by the Board Safety Committee for an out-of-school suspension or expulsion will be alerted to the Board and parent/legal guardian as soon as is reasonably practicable.

Appeal Notice & Timeline

The following provisions speak about the parent/legal guardian’s rights and/or options. The parent/legal guardian has five (5) calendar days to appeal a suspension or expulsion decision. A parent/legal guardian must notify school leadership in writing (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word “appeal” (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone). If 5 days have passed without a request for an appeal, the school may treat the discipline decision as final.

Interim Education

If the parent(s)/legal guardian(s) chooses to appeal a suspension, the student will be allowed to attend school until the appeal is heard, unless the student poses a danger and/or applicable law permits his/her exclusion (in which case the following paragraph applies). If the student attends school, Strong Start Academy reserves the right to place the student in a somewhat restrictive environment (e.g., in a classroom removed from his/her peers), in part to protect everyone’s safety and avoid disrupting other students’ educations. If the parent(s)/legal guardian(s) chooses to appeal a recommendation for expulsion, the student will work from home while receiving instruction until the appeal is heard. The student and teacher(s) will communicate at least once a day and follow other customary distance-learning protocols (similar to what quarantining students would experience).

No Contacts

Whether or not a family appeals, in all cases, the student may not directly or indirectly interact with any witnesses, victims, or co-conspirators involved in the case. Any violation of this prohibition will be independent grounds for consequences (e.g., as a bullying charge), as well as deemed an aggravating factor during the disciplinary appeal. This rule will be strictly enforced. A social media post may be considered a violation.

Board of Directors; Appellate Process

If the family appeals, the Board will do its utmost to schedule and conduct a hearing as soon as reasonably practicable (or on a timeframe otherwise agreed to by the family). In the hearing:

- School leadership, the School Disciplinary Committee, and/or a member of the Board Safety Committee will present the facts and evidence of the case. Strong Start Academy may present any statements from the victim(s) of the

incident and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.

- The Executive Director and/or members of the School Disciplinary Committee.
- The parent(s)/legal guardian(s) may state their case for appeal. Fundamental procedural due process (i.e., an “opportunity to be heard”) will be afforded.

Unless otherwise required by law, the Board is not required to follow Nevada’s or any Court’s civil procedure rules, rules of evidence, or similar laws or regulations—e.g., hearsay may be ruled admissible. Similarly, the Board may freely adopt any burden(s) of proof and standard(s) of review which he/she/it deems appropriate, although in most cases, it should consider the following:

- The party appealing the existing decision will bear the burden of proof in favor of an alternative determination regarding guilt and/or consequence.
- Any factual determinations made by a prior decision maker will be reviewed for “clear error.” Any legal determinations will be reviewed de novo (i.e., with no deference to the earlier decision).

In accordance with applicable law, all meetings/hearings conducted under this Policy will be closed sessions and not subject to Nevada’s Open Meeting Law. (See NRS 388A.495 (2); 392.467(4).) The school administration will nonetheless keep a general record of the proceedings, noting all major findings/conclusions in writing. The Board will make a final and binding decision on the appeal and instruct the school’s administrative staff to provide the student/parents with written notice of its determination.

Designee

Applicable law permits the Board to appoint a designee to handle disciplinary appeals. Although the school does not currently anticipate appointing a designee for that purpose, the Board: (i) reserves the right to have a designee hear and decide an appeal in extraordinary circumstances (e.g., the volunteer Board cannot assemble in a prompt fashion); and (ii) hereby empowers the Executive Director to appoint such designee under such circumstances. The designee will not be a member of the relevant School Disciplinary Committee or the Board Safety Committee. The choice of designee may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors. The designee may, but need not be, a member of the Board.

NRS 392.4671

NRS 392.4671 creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion. The statute outlines the requirements of that policy, noting that the timelines included in the policy must align with timelines that

are established by the Nevada Department of Education (“NDOE”) pursuant to NRS 392.4609.

These timelines, to be used during the 2023-24 school year, are as follows:

- Initial notification of right to appeal: Information on the right to appeal a suspension or expulsion and the current process for doing so must be provided to the parent or guardian of the pupil on the same day that the suspension or expulsion is issued.
- Filing of the appeal: The parent or legal guardian of the pupil, may file an appeal within five (5) days of the suspension or expulsion.
- Hearing on the appeal: The governing body of a charter school or designee of the body shall schedule a hearing on an appeal of a suspension or expulsion of a pupil within five (5) days of the appeal being filed. Note that NRS 392.4671 prohibits any increase in the length of the suspension or expulsion following an appeal (i.e., the final penalty may not be harsher than the original one).

Legal Information

- Strong Start reserves the right to amend this policy from time to time in its discretion and will endeavor to keep the school community aware of any changes.
- In developing this policy, Strong Start has endeavored to comply with its legal obligations, including those in: (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with any such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not Strong Start Academy has formally updated this policy and/or provided notice to the school community of the change.
- The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert a negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to

appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.

PUBLIC COMMENT

Date of Approval: October 10, 2024

Purpose

The Board welcomes public comment at its meetings and is committed to providing meaningful opportunities for members of the public to participate.

Policy

The Board encourages members of the public to offer comments and express opinions on both specific actions to be taken by the Board, as well as any other issue directly related to the operation of the School. In accordance with this policy, any individual may address the Board on agenda or non-agenda items during the public comment period as long as they meet any legal provisions governing participation at public meetings. Individuals may present either in-person, on-line, or by telephone.

Procedure

Individuals are strongly encouraged to discuss their comments and concerns with appropriate school staff members, administrators, and/or Board members before directing such comments to the entire Board during a meeting.

Each Board meeting agenda shall have two times designated for "public comment. The first period is at the beginning of each meeting. Comment during this portion of the agenda must be limited to matters on the agenda for action. Members of the public who wish to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the Board Agenda and entering an access code number that is posted and read at each meeting.

A second public comment period will take place at the end of each meeting. 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. Anyone who wishes to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the agenda and entering an access code number that is posted and read at each meeting. Members of the public who require special accommodations to be able to attend the Board meeting should contact the specific contact person designated on the agenda for that meeting, at least twenty four (24) hours prior to the meeting to make appropriate arrangements for attending the meeting.

Coversheet

Discussion for possible action to approve Board Public Comment Policy.

Section: IV. Governance
Item: E. Discussion for possible action to approve Board Public Comment Policy.
Purpose: Vote
Submitted by:
Related Material: SSAES Board Procedures and Policies - final.pdf



**STRONG START ACADEMY
ELEMENTARY SCHOOL AT
THE TONY HSIEH EDUCATION
CENTER**

**BOARD POLICY AND
PROCEDURES MANUAL**

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ACCESS TO PUBLIC RECORDS

Date of Original Approval: July 14, 2022, Amended October 10, 2024

Purpose

The School abides by state and federal public records and open meetings laws, to the extent applicable, and makes every effort to provide access to public records as appropriate. The policy sets out the procedures to be followed in response to a request for public records from the School.

Policy

The Freedom of Information Act ("FOIA") is a federal law that provides the public with a right to access the books and records of a governmental entity. The Nevada Public Records Act ("NPR"), NRS Chapter 239 *et seq.*, is the state law equivalent. The purpose of these laws is to foster democratic principles by providing the public with access to information that sheds light on the government's performance of the public's business. Both FOIA and the NPR provide that any person may request a copy of a public record and that the governmental entity must provide those records, unless the records are specifically declared by law to be confidential, or unless an exemption, exception or balancing of interests limits or restricts access.

Procedures

Public records requests of Strong Start Academy may be submitted verbally or in writing (including electronic mail) and directed to:

By Mail

Marisol Piedra
Strong Start Academy Elementary School
310 S. 9th Street
Las Vegas, Nevada 89101
(702) 463-0222

By Electronic Mail

Submit request by electronic mail to: mpiedra@clvstrongstartes.org

Any individual who seeks to obtain or inspect a copy of a public record may request that the record be duplicated on paper, on the same medium on which the record is kept or any other medium that the School deems reasonable. Records in an electronic format shall be made available in electronic format upon request, consistent with applicable law. Where necessary to assist a member of the public in making a focused and effective request that reasonably describes an identifiable record or records, the School shall, to the extent reasonable under the circumstances, assist the member of the public in

identifying records and information that are responsive to the request and the purpose of the request, if stated, and describe the information technology and physical location in which the records exists.

Individual student records and other confidential records protected by state or federal law may not be released for inspection unless such inspection is allowed pursuant to applicable law.

All records provided in response to a public records request will be made available in a reasonable period of time and within the maximum time periods allowed by law, inclusive of any extensions. Upon receiving a request for a copy of records, the School shall determine, whether the request in whole or part seeks copies of disclosable public records in the possession of the School and shall promptly and within the time permitted by law notify the person making the request of the determination and the reasons therefore. If a public records request is denied in whole or in part, the School shall provide a written explanation with the legal authority for the denial of the request and the name and title or position of each person responsible for such determination, where required by law.

Where permitted by law, a fee may be charged for copies which may not exceed, except in the case of certain electronic records, the direct costs of duplication. The direct cost of duplication does not include staff time spent researching, retrieving and mailing the record.

BOARD MEETING ATTENDANCE POLICY

Date of Original Approval: October 10, 2024

Purpose

This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. However, because Board meetings are the only forum during which the Board can discuss and vote on major organizational policies and decisions, attendance at these meetings carries a special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

Definitions

“Notified” Absence: For an absence to be a “notified” absence, a Board member must notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

“Un-notified” Absence: For an absence to be an “un-notified” absence, a Board member failed to notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

Board Attendance Problem

If any of the following conditions exist, it is considered a Board Attendance Problem:

1. The member has two “un-notified” absences in a row.
2. The member has two “notified” absences in a row.
3. The member misses one quarter of the total number of Board meetings during one of their term years.

Remote Participation

Board members are allowed to participate remotely without prior permission of the chair. Such participation is considered attendance for the purposes of this policy and remote participants shall be allowed to vote.

Process for Responding to a Board Attendance Problem

The Board Secretary will keep track of Board member attendance through the Board meeting minutes and will provide this information to the President. The President will directly contact a Board member who is at risk of potentially violating the policy to issue both a verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the President will bring this to the attention of the Board for

discussion, after which point a majority vote will be held to determine possible termination from the Board.

BOARD COMMITTEE POLICY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to efficiency of processes and often has Board members designated on behalf of the Board to review and work with the School prior to Board consideration and approval of regularly and annually approved items. Therefore, it is desirable for the Board to adopt a Board Committee policy to complete work prior to full Board meetings.

Policy

In addition to any responsibilities set out in the Bylaws, subject to the Open Meeting Law, the Board shall delegate additional specific tasks to individuals correlated to the position they are serving in, specifically as an Officer or Parent Representative. This does not prevent other Board members from volunteering to assist on these tasks.

Procedure

At the appointment of an Officer position at the annual meeting, the Officer candidate will be advised of the tasks to be performed as Board Designee, as part of this policy. The Parent Representatives being appointed to the Board will also be informed of the tasks for which a Parent Representative would be a Board Designee. At the relevant time, the Board Designee will begin work on the matter and involve any other Board members who also desire to assist with the specific matter, subject to the Open Meeting Law. BoardOnTrack will be used to document Committee membership, Master Board Calendar, goals, progress toward goals, and task completion.

The SSAES Board shall have the following officers: a President, a Secretary, and a Treasurer. At the discretion of the Board, SSAES may also have one or more Vice Presidents, one or more Assistant Vice Presidents, one or more Assistant Secretaries, and one or more Assistant Treasurers. Any two or more offices may be held by the same person.

President.

The President shall be the chief executive officer of the Corporation and shall have, subject to the control of the Board, general and active supervision and direction over the business and affairs of the Corporation and over its several officers. The President shall: (a) preside at all meetings of the Board; (b) see that all orders and resolutions of the Board are carried into effect; (c) have the authority to sign, execute, and deliver in the name of the Corporation all deeds, mortgages, bonds, contracts, or other instruments authorized by the Board, except in cases in which the signing, execution, or delivery thereof is expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation or when any of them are required by law otherwise to be signed,

executed, or delivered; and (d) have the authority to cause the corporate seal, if any, to be affixed to any instrument that requires it. In general, the President shall perform all duties incident to the office of the President and such other duties as from time to time may be assigned to him or her by the Board.

Vice President.

A Vice President and any additional Vice Presidents shall have such powers and perform such duties as the President or the Board from time to time prescribe and shall perform such other duties as may be prescribed by these Bylaws. At the request of the President or in case of his or her absence or inability to act, the Vice President shall perform the duties of the President and when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President.

Secretary.

The Secretary shall: (a) record all the proceedings of the Board and the Executive Committee, if any, in one or more books kept for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be the custodian of all contracts, deeds, documents, all other indicia of title to properties owned by the Corporation, other corporate records (except accounting records), and of the corporate seal, if any, and affix such seal to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; (d) see that the books, reports, statements, certificates, and all other documents and records required by law are properly kept and filed. In general, the Secretary shall perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or the Board.

Treasurer.

If required by the Board, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board shall determine. The Treasurer shall: (a) have charge and custody of and be responsible for all funds, securities, notes, and valuable effects of the Corporation; (b) receive and give receipt for moneys due and payable to the Corporation from any sources whatsoever; (c) deposit all such moneys to the credit of the Corporation or otherwise as the Board or the President shall direct in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VI of these Bylaws; (d) cause such funds to be disbursed by checks or drafts on the authorized depositories of the Corporation signed as provided in Article VI of these Bylaws; (e) be responsible for the accuracy of the amounts of and cause to be preserved proper vouchers for all moneys so disbursed; (f) have the right to require from time to time reports or statements giving such information as he or she may desire with respect to any and all financial transactions of the Corporation from the officers or agents transacting the same; (g) render to the President or the Board whenever they, respectively, shall request him or her so to do an account of the financial condition of the Corporation and of all his or her transactions as Treasurer; and (h) upon request, exhibit or cause to be exhibited at all reasonable times the cash

books and other records to the President, any of the Directors of the Corporation, and unless otherwise prohibited by applicable law the City Manager of the City of Las Vegas or any councilperson of the City Council of the City of Las Vegas. This right to exhibit may be circumscribed in instances where the right to inspect conflicts with Nevada or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. In general, the Treasurer shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or the Board.

CODE OF ETHICS

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to its role of promoting the mission of the School, overseeing the management of the School, and acting as guardian of the public trust by overseeing School finances. In order to achieve these goals, members of the Board must maintain the highest level of ethical conduct.

This policy establishes the standards of conduct the Board must meet in carrying out its responsibilities to the School and the public.

Policy

The Board is morally and legally obligated to manage the School in the best interests of the public and the School Community. The Board members must demonstrate professional ethical behavior at all times in their responsibilities to the School, in their professional relationships with each other, and in their professional service to the community, and will be required to adhere to this code of ethics.

Board members shall comply with all laws, including those pertaining to ethics, and shall faithfully promote the School's interests, maintain confidentiality of information, carry out their duties honestly, and adhere to all the other policies in the Board Policies and Procedures Manual.

Procedure

At all times Board members shall observe the following specific procedures:

- Be diligent, attend Board meetings, and devote sufficient time for adequate Board meeting preparation.
- Maintain the confidentiality of private and or legally privileged information acquired as a result of Board membership.
- Attend Board governance training and conferences when possible to improve the member's ability to serve the Board.
- Meet regularly to monitor the performance of management and the School as a whole.
- Maintain the separation of duties and responsibilities between the Board and School Leadership to promote accountable and balanced decision-making.
- Help ensure that the independent views of Board members receive due consideration and weight.

- Work to provide stakeholders with accurate and balanced information regarding the School's performance, including financial and academic measures.
- Conduct regular self-assessments to ensure each member is contributing optimally to the Board, and if the member's contribution is lacking, pursue either training or assistance to improve the member's performance or seek the member's resignation.
- Help protect the School's assets by considering risk management strategies.
- Ensure that financial and other personal interests do not conflict with the member's duty to the Board and the School.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

GOVERNANCE AND STAFFING

Date of Approval: May 3, 2022, Amended July 14, 2022

CONFLICT OF INTEREST POLICY

ARTICLE I

Purpose

The purpose of this Conflict of Interest Policy is to protect CLV Strong Start Academy Elementary Schools, Inc. dba Strong Start Academy Elementary School's (the "Organization") interests when contemplating entering into a transaction or arrangement that might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

This policy was written with guidance from the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents from the Nevada Commission on Ethics (the "Commission"). The Commission indicates that conflicts of interest can interfere with basic principles of fairness – everyone having the same burdens and benefits in our society. A public official may have many opportunities to take unfair advantage of his or her position or to gain a benefit at the expense of others. When public officers and employees ignore their conflicts of interest, the public trust becomes undermined. The public can lose faith in the integrity of government and the decision-making process.

ARTICLE II

Definitions

1. Financial Interest

A person has a Financial Interest if the person has, directly or indirectly, through business, investment or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A Financial Interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a Financial Interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

2. Interested Person

Any officer, director, or member of a committee with governing board delegated powers, who has a direct or indirect Financial Interest, is an Interested Person.

3. Relative

Relationships within the third degree of consanguinity or affinity include: (1) a person's spouse, child, parent, sibling, half-sibling or step-relative in the same relationship; (2) the spouse of a person's child, parent, sibling, half-sibling or step-relative; or (3) a person's in-laws, aunt, uncle, niece, nephew, grandparent, grandchild, or first cousin. The definition also includes any other person who shares the same residence and who is generally regarded within that family as being one of the foregoing family members.

4. Personnel Action

Personnel actions include, but are not limited to, employment decisions and actions, such as hiring; dismissal; demotion; suspension or furlough; discipline; commendation; granting or denial of leave or time off; assignment or scheduling of work; changes in job classification, title or duties; promotion or other advancement; wage or salary determinations; performance evaluations or ratings; performance or employee development counseling; approval or denial of attendance at or payment for conferences or employee development programs; and actions or determinations of a similar nature affecting wages, hours, conditions of employment, or eligibility for employment or advancement.

5. Intimate or Romantic Relationship

An intimate or romantic relationship includes dating, sexual contact of any type, or any other similar private activity that may compromise an employee's ability to evaluate the person to be evaluated effectively and impartially. A martial relationship is presumed to be an intimate or romantic relationship.

ARTICLE III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. Members may elect to reference the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents for voting when there is an appearance of a conflict of interest.

2. Addressing Conflicts of Interest

An Interested Person shall disclose a potential conflict of interest at a governing board or committee meeting, but after the presentation, it is the ultimate decision of the Interested Person to abstain, stay, or leave from any and all discussion and vote on the transaction or arrangement involving the possible conflict of interest.

3. Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose an actual or possible conflict of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action using one or all of the following: (1) consulting with the Organization's legal counsel; (2) informing the Organization's authorizing sponsor; or (3) informing the Nevada Commission on Ethics.

ARTICLE IV

Staffing

1. Purpose

The Organization recognizes that each personnel vacancy shall be filled with the person most qualified among all the candidates. The Organization further recognizes that from time to time a person related to a current member of the governing board, member of a committee with governing board delegated powers, or school administrator/supervisor may be among the candidates. In order to avoid nepotism, the following guidelines set forth in Article IV, Section 2 shall be followed.

2. Guidelines

Relatives of current board members, members of a committee with governing board delegated powers, or school administrator/supervisor may be employed by the Organization, provided the following requirements are met:

- a. The relative is not related to more than one current member of the governing board or member of a committee with governing board delegated powers;
- b. The relative receives a unanimous vote of all members of the governing board and approval by the Nevada Department of Education;
- c. The school administrator/supervisor does not directly supervise a relative; and
- d. The school administrator/supervisor does not participate in personnel actions in connection with a relative.

The provisions of this policy are consistent with and in addition to existing provisions of law restricting nepotism pursuant to NRS 281.201.

ARTICLE V

Employee Evaluations – Romantic Relationships

1. Employee Evaluation Conflicts

An inherent conflict of interest and/or appearance of impropriety arises when a supervisor or other school employee evaluates another employee with whom he or she is involved in an intimate or romantic relationship. Such a relationship between evaluator and the person to be evaluated taints the evaluation process, adversely affects employee morale and productivity, and compromises the school's interest in promoting qualified employees on a fair and objective basis. Although all school employees have the right to engage in a consensual intimate or romantic relationship with another employee, the evaluation process should not be compromised as a result of such private activity.

2. Employee Duty

- a. It is the duty of both employees involved in an intimate or romantic relationship to avoid the evaluation by one such employee of the other. The employee who is chosen to evaluate his or her partner shall consult with the governing body to select a suitable and qualified replacement. The person to be evaluated shall notify the school to select a suitable qualified replacement in the absence of action taken by the evaluator.
- b. When a replacement evaluator is selected pursuant to this policy, the school shall respect the privacy of the employees involved in the intimate or romantic relationship

and shall not create any record of, or place in either employee’s personnel file, the reason for the need of a replacement evaluator.

3. Violations

a. If, after an independent investigation, the school learns that an evaluation has been conducted in violation of this policy, the school may take any or all of the following actions, depending upon the circumstances:

- i. Reevaluate the person who was evaluated for the evaluation period in question. This reevaluation will be conducted by a suitable and qualified replacement of the conflicted evaluator;
- ii. Create a record in both employees’ respective personnel files indicating that an evaluation was conducted in violation of this policy; and/or
- iii. Take such other disciplinary action as deemed appropriate.

ARTICLE VI

Annual Certification Statements

Each Interested Person shall annually sign an affirmation that such person:

- a. Has received a copy of the conflicts of interest policy;
- b. Has read and understands the policy;
- c. Has agreed to comply with the policy; and
- d. Understands the Organization is a public charter school entity authorized through a written charter under NRS Chapter 386 and in order to maintain its charter must engage primarily in activities which accomplish its strategic framework, mission, and overall purpose of the school.

I hereby certify that I am an Interested Party of the Organization and affirming with my signature below that I have received a copy of the Governance and Staffing Conflict of Interest Policy.

DATED this _____ day of _____, 2022

Signature _____

Print Name _____

Title _____

BOARD MEMBER AGREEMENT

Date of Approval: November 9, 2023

Purpose

The purpose of this SSAES Board Member Agreement is to orient members of the Board of Directors to expectations, responsibilities, participation in the school's governance. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

Strong Start Academy Elementary School (SSAES) Board of Directors

I, _____ understand that as a member of the SSAES Board of Directors I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward and agree to support and uphold the following:

General Responsibilities:

Each director is responsible for actively participating in the work of the SSAES Board of Directors and the life of the organization. Each director is expected to affirm and strive to fulfill the performance expectations and responsibilities outlined below. The SSAES Board will nominate the candidate only after they have agreed to fulfill these expectations.

Board Member Onboarding Expectations:

1. Complete background check
2. Complete trainings
 - Open meeting law
 - Governance Standards
 - etc.
3. Complete BoardOnTrack tasks
 - Assessment
 - Survey

Board Member Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of SSAES.

2. Provide my personal and professional resources to help SSAES realize its mission.
3. Work with fellow board members to fulfill the obligations of board members.
4. Behave in ways that clearly contribute to the effective operations of the Board of Directors:
 - Focus on the good of the organization and group, not on a personal agenda;
 - Support board decisions once they are made;
 - Participate in an honest appraisal of one's own performance and that of the board;
 - Build awareness of vigilance towards governance matters rather than management.
5. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
6. Be prepared to contribute approximately 6-8 hours per month toward board service which includes:
 - Attending a month board meeting (2 hours)
 - Participating on a board committee (2 hours)
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
7. Keep informed about the organization and its challenges by reviewing materials, participating in discussion, and asking strategic questions.
8. Actively participate in one or more fundraising event(s) annually.
9. Use of personal and professional contacts and expertise for the benefit of SSAES.
10. Serve as a committee or task force chair or member.
11. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
12. Inform the Board of Directors of SSAES of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

Organization Responsibilities:

1. I will receive, without request, monthly financial statements and regular updates of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board members and the Executive Director will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the Executive Director will work in good faith with me towards the achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the Board Chair, Board Counsel, and/or Executive Director to discuss these responsibilities.

I have read, understand and am willing to comply with this Board Member Agreement. I understand that if I ever find myself in a situation where I am unable to fulfill the above expectations and responsibilities, I will resign from the Board.

Candidate, Board of Directors

Date:

Candidate, Board of Directors

Date:

TBD

Date:

CONFIDENTIALITY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to openness, transparency, and accountability. Its policies shall reflect its desire to balance the release of information while ensuring the protection of individual privacy, the effective management of the School, and compliance with relevant legislation. This policy is intended to regulate the release of confidential information by Board members.

Policy

Board members shall not be permitted to release any confidential material obtained in the course of their service as a Board member, unless such release is in accordance with the requirements of applicable legislation, and is consistent with the Board's policies on access to public records.

Procedures

The Board shall endeavor to explicitly mark on the document whether any or all of its minutes, disclosures, or papers, or those of its sub-committees (not otherwise required by legislation, regulation, or its rules to be made public) are confidential. However, the failure to mark a document as confidential shall not waive the status of such document as confidential, privileged or otherwise exempt from disclosure. The Board may seek assistance from Board Counsel, as needed, to review requests for disclosure.

Board members shall be deemed school officials under the Family Educational Rights and Privacy Act (FERPA), however shall only have access to student records where there is a legitimate educational interest. Board members shall be subject to FERPA provisions and shall ensure they comply with FERPA provisions for any disclosures of student records to any third parties.

On those occasions and for those documents and discussions that the Board elects not to make public, Board members shall respect the confidentiality of those documents, and of any discussions of the Board on those matters.

Notwithstanding the above, Board members are not authorized to speak on behalf of the School unless the same has been authorized by a vote of the Board or specifically requested and or reviewed by the School leadership. A Board member in receipt of a request for a public document must refer such request to the Executive Director and Board Counsel for response in accordance with the Access to Public Records policy and procedures.

In particular, Board members shall not

- disclose to any member of the public any confidential information acquired by virtue of their position as a Board member, such as minutes of closed sessions at which public access is not required by law;
- disclose any privileged attorney-client communications;
- use any confidential information acquired by virtue of their position on the Board for their personal financial or other benefit or for that of any other person;
- disclose to any member of the public any confidential information related to the interests of individuals, groups or organizations acquired by virtue of their position on the Board;
- make statements to the media in the name of the organization except after coordinating all such efforts with the School leadership;
- permit any unauthorized person to inspect or have access to any confidential documents or other information.

Failure to maintain confidentiality may constitute a breach of the Board member's fiduciary duties to the School.

The obligation to protect such confidential matters from disclosure continues even after the individual Board member is no longer serving on the Board.

Unless otherwise restricted or required by law, or contract, the Board shall decide from time to time whether any guests shall be permitted to attend any or all of its closed meetings. Where appropriate, guests who the Board believes are necessary for the Board's consideration of the item or items to be considered may be admitted, subject to their undertaking to maintain confidentiality.

Where appropriate and permissible by law, personally identifiable information about individuals may be redacted from material before consideration by the Board.

It is the responsibility of the Board President, with guidance from Board Counsel, to ensure that Board materials are appropriately classified as confidential or open to release.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

RESTORATIVE JUSTICE POLICY

Date of Approval: September 14, 2023

Purpose

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.

Procedures

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

AB 168 & Battery of an Employee or Pupil MANDATORY DISCIPLINE IN NRS:

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

Discipline Limits for Special Education Students

11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).

Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).

Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

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

Suspension or Expulsion

A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.

Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).

As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1).

APPEALS POLICY

Date of Approval: March 7, 2024

Purpose

The Board meeting is the final forum under School procedures for resolving disputes between students, parents, staff, and others. This policy sets out the procedures for parties to follow in a dispute, which has not been satisfactorily resolved through the initial resolution procedures provided by the School, to ensure that all parties' rights are protected.

Policy

The Board places great importance on its role as the final authority under School Procedures for any disputes brought forward by students, parents, staff, and other parties and strives to resolve disputes in a manner that protects the interests of all stakeholders. Individuals desiring to address the Board shall do so in compliance with the Public Comment Policy adopted by the Board. Individuals bringing a dispute before the Board may be held as personally liable for any libel, slander, defamatory or other similar actions brought against the school and Board for any statements made or documents presented regarding other individuals.

Procedures

School Disciplinary Committee (SDC)

Strong Start recognizes the right of parent(s)/legal guardian(s) to appeal a suspension or expulsion decision in a student-discipline case. Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a Required Parent Conference (RPC) to bring in the parent/legal guardian and share the findings with the parent. The parent has the right to share any additional information. Following this process, the school's leadership (in minor situations) and/or the School's Disciplinary Committee (in major situations) has the right to make any initial discipline determination on the basis of each specific case and can determine if suspension is the appropriate course of action. The School's Disciplinary Committee is made-up of various school staff members (Executive Director, Safe School Professional, teacher(s), and support staff) who will be selected before the start of each school year (but may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors). If suspension is recommended, it must be progressive and fit the infraction. Under NRS 392.467, a student who is less than 11 years of age must not be permanently expelled from school, unless an exception is approved in extraordinary circumstances. The School's Disciplinary Committee will act in good faith and fairness to protect all persons at the school, school property, and general school safety.

Board Safety Committee (BSC)

The School Disciplinary Committee has the authority to make a determination on its own, but at times, may ask the Board Safety Committee for support and input. The BSC is made up of board members.

During investigations of serious acts and/or when the School Disciplinary Committee thinks an out-of-school suspension or expulsion is possible, the School Disciplinary Committee may contact the Board Safety Committee and ask that committee to handle some or all of this process. In such situations, after an investigation is conducted and evidence is collected by the school's leadership or the School Disciplinary Committee, the matter will be brought to the Board Safety Committee.

If the decision by the school's leadership or the School Disciplinary Committee is a recommendation for expulsion, the student has the right to a due process hearing in front of the Board Safety Committee. At the hearing, the Board Safety Committee members will be provided with the discipline history and background information from the Behavior tab in Infinite Campus, prior to the hearing. The hearing will be a closed hearing and members of the public may not attend. The hearing will be noticed only as "Student Hearing- Closed Meeting." At the hearing, the school's leadership or School Disciplinary Committee representative will outline the incident, provide proof of a thorough and unbiased investigation and findings, as well as the recommendation and the reasoning for the harsh recommendation. The student and/or the student's parent(s) or legal guardian(s) will then have the same opportunity to share his/her perspective, additional information, other factors or considerations, etc. The student or the student's parent or legal guardian will provide the BSC members with his/her own recommendation for resolution. The BSC members may ask questions of either the school's leadership or SDC members or the student or the parent/legal guardian. The school's leadership or the SDC representative will be allowed to make a closing statement, then the student or parent/legal guardian may make a closing statement. Following the information, the Board Safety Committee can make a decision by consensus immediately at the conclusion of the hearing or may take up to three days to render a decision and notify the parent/legal guardian by telephone of the final decision.

If the Board Safety Committee will be hearing a disciplinary matter, then that shall be included in a notice to the student and parents/legal guardians. In the written notice, the school will (i) state the charges against the student; and (ii) provide a brief summary of the evidence. (Due process does not require that the description of the evidence be exhaustive, nor that it identifies witnesses or other participants by name.) Also, when a parent/legal guardian is notified that a student will be suspended or is recommended for expulsion, the parent/legal guardian will be told that they can appeal and will be given a copy of this policy. If the parent/legal guardian requests it, or the committee decides it's appropriate, the committee will hold a hearing. The hearing will generally follow the same rules and procedures described in the appellate process below (with appropriate modifications—e.g., evidence will be presented by the school's leadership and/or School Disciplinary Committee, but the school will typically carry the burden of proof and no standard of review is applicable). The Board Safety Committee then meets together to

make a determination in the case—e.g., a suspension (and what kind), no suspension, a recommendation for expulsion, and/or other stipulations tied to the Board Safety Committee’s judgment (e.g. adoption of a restorative justice plan, detention or other sanctions, etc.). Any recommendation by the Board Safety Committee for an out-of-school suspension or expulsion will be alerted to the Board and parent/legal guardian as soon as is reasonably practicable.

Appeal Notice & Timeline

The following provisions speak about the parent/legal guardian’s rights and/or options. The parent/legal guardian has five (5) calendar days to appeal a suspension or expulsion decision. A parent/legal guardian must notify school leadership in writing (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word “appeal” (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone). If 5 days have passed without a request for an appeal, the school may treat the discipline decision as final.

Interim Education

If the parent(s)/legal guardian(s) chooses to appeal a suspension, the student will be allowed to attend school until the appeal is heard, unless the student poses a danger and/or applicable law permits his/her exclusion (in which case the following paragraph applies). If the student attends school, Strong Start Academy reserves the right to place the student in a somewhat restrictive environment (e.g., in a classroom removed from his/her peers), in part to protect everyone’s safety and avoid disrupting other students’ educations. If the parent(s)/legal guardian(s) chooses to appeal a recommendation for expulsion, the student will work from home while receiving instruction until the appeal is heard. The student and teacher(s) will communicate at least once a day and follow other customary distance-learning protocols (similar to what quarantining students would experience).

No Contacts

Whether or not a family appeals, in all cases, the student may not directly or indirectly interact with any witnesses, victims, or co-conspirators involved in the case. Any violation of this prohibition will be independent grounds for consequences (e.g., as a bullying charge), as well as deemed an aggravating factor during the disciplinary appeal. This rule will be strictly enforced. A social media post may be considered a violation.

Board of Directors; Appellate Process

If the family appeals, the Board will do its utmost to schedule and conduct a hearing as soon as reasonably practicable (or on a timeframe otherwise agreed to by the family). In the hearing:

- School leadership, the School Disciplinary Committee, and/or a member of the Board Safety Committee will present the facts and evidence of the case. Strong Start Academy may present any statements from the victim(s) of the

incident and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.

- The Executive Director and/or members of the School Disciplinary Committee.
- The parent(s)/legal guardian(s) may state their case for appeal. Fundamental procedural due process (i.e., an “opportunity to be heard”) will be afforded.

Unless otherwise required by law, the Board is not required to follow Nevada’s or any Court’s civil procedure rules, rules of evidence, or similar laws or regulations—e.g., hearsay may be ruled admissible. Similarly, the Board may freely adopt any burden(s) of proof and standard(s) of review which he/she/it deems appropriate, although in most cases, it should consider the following:

- The party appealing the existing decision will bear the burden of proof in favor of an alternative determination regarding guilt and/or consequence.
- Any factual determinations made by a prior decision maker will be reviewed for “clear error.” Any legal determinations will be reviewed de novo (i.e., with no deference to the earlier decision).

In accordance with applicable law, all meetings/hearings conducted under this Policy will be closed sessions and not subject to Nevada’s Open Meeting Law. (See NRS 388A.495 (2); 392.467(4).) The school administration will nonetheless keep a general record of the proceedings, noting all major findings/conclusions in writing. The Board will make a final and binding decision on the appeal and instruct the school’s administrative staff to provide the student/parents with written notice of its determination.

Designee

Applicable law permits the Board to appoint a designee to handle disciplinary appeals. Although the school does not currently anticipate appointing a designee for that purpose, the Board: (i) reserves the right to have a designee hear and decide an appeal in extraordinary circumstances (e.g., the volunteer Board cannot assemble in a prompt fashion); and (ii) hereby empowers the Executive Director to appoint such designee under such circumstances. The designee will not be a member of the relevant School Disciplinary Committee or the Board Safety Committee. The choice of designee may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors. The designee may, but need not be, a member of the Board.

NRS 392.4671

NRS 392.4671 creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion. The statute outlines the requirements of that policy, noting that the timelines included in the policy must align with timelines that

are established by the Nevada Department of Education (“NDOE”) pursuant to NRS 392.4609.

These timelines, to be used during the 2023-24 school year, are as follows:

- Initial notification of right to appeal: Information on the right to appeal a suspension or expulsion and the current process for doing so must be provided to the parent or guardian of the pupil on the same day that the suspension or expulsion is issued.
- Filing of the appeal: The parent or legal guardian of the pupil, may file an appeal within five (5) days of the suspension or expulsion.
- Hearing on the appeal: The governing body of a charter school or designee of the body shall schedule a hearing on an appeal of a suspension or expulsion of a pupil within five (5) days of the appeal being filed. Note that NRS 392.4671 prohibits any increase in the length of the suspension or expulsion following an appeal (i.e., the final penalty may not be harsher than the original one).

Legal Information

- Strong Start reserves the right to amend this policy from time to time in its discretion and will endeavor to keep the school community aware of any changes.
- In developing this policy, Strong Start has endeavored to comply with its legal obligations, including those in: (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with any such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not Strong Start Academy has formally updated this policy and/or provided notice to the school community of the change.
- The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert a negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to

appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.

PUBLIC COMMENT

Date of Approval: October 10, 2024

Purpose

The Board welcomes public comment at its meetings and is committed to providing meaningful opportunities for members of the public to participate.

Policy

The Board encourages members of the public to offer comments and express opinions on both specific actions to be taken by the Board, as well as any other issue directly related to the operation of the School. In accordance with this policy, any individual may address the Board on agenda or non-agenda items during the public comment period as long as they meet any legal provisions governing participation at public meetings. Individuals may present either in-person, on-line, or by telephone.

Procedure

Individuals are strongly encouraged to discuss their comments and concerns with appropriate school staff members, administrators, and/or Board members before directing such comments to the entire Board during a meeting.

Each Board meeting agenda shall have two times designated for "public comment. The first period is at the beginning of each meeting. Comment during this portion of the agenda must be limited to matters on the agenda for action. Members of the public who wish to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the Board Agenda and entering an access code number that is posted and read at each meeting.

A second public comment period will take place at the end of each meeting. 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. Anyone who wishes to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the agenda and entering an access code number that is posted and read at each meeting. Members of the public who require special accommodations to be able to attend the Board meeting should contact the specific contact person designated on the agenda for that meeting, at least twenty four (24) hours prior to the meeting to make appropriate arrangements for attending the meeting.

Coversheet

Discussion for possible action to approve Board Policy and Procedures Manual and Code of Ethics.

Section: IV. Governance
Item: F. Discussion for possible action to approve Board Policy and Procedures Manual and Code of Ethics.
Purpose: Vote
Submitted by:
Related Material: SSAES Board Procedures and Policies - final.pdf



**STRONG START ACADEMY
ELEMENTARY SCHOOL AT
THE TONY HSIEH EDUCATION
CENTER**

**BOARD POLICY AND
PROCEDURES MANUAL**

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ACCESS TO PUBLIC RECORDS

Date of Original Approval: July 14, 2022, Amended October 10, 2024

Purpose

The School abides by state and federal public records and open meetings laws, to the extent applicable, and makes every effort to provide access to public records as appropriate. The policy sets out the procedures to be followed in response to a request for public records from the School.

Policy

The Freedom of Information Act ("FOIA") is a federal law that provides the public with a right to access the books and records of a governmental entity. The Nevada Public Records Act ("NPR"), NRS Chapter 239 *et seq.*, is the state law equivalent. The purpose of these laws is to foster democratic principles by providing the public with access to information that sheds light on the government's performance of the public's business. Both FOIA and the NPR provide that any person may request a copy of a public record and that the governmental entity must provide those records, unless the records are specifically declared by law to be confidential, or unless an exemption, exception or balancing of interests limits or restricts access.

Procedures

Public records requests of Strong Start Academy may be submitted verbally or in writing (including electronic mail) and directed to:

By Mail

Marisol Piedra
Strong Start Academy Elementary School
310 S. 9th Street
Las Vegas, Nevada 89101
(702) 463-0222

By Electronic Mail

Submit request by electronic mail to: mpiedra@clvstrongstartes.org

Any individual who seeks to obtain or inspect a copy of a public record may request that the record be duplicated on paper, on the same medium on which the record is kept or any other medium that the School deems reasonable. Records in an electronic format shall be made available in electronic format upon request, consistent with applicable law. Where necessary to assist a member of the public in making a focused and effective request that reasonably describes an identifiable record or records, the School shall, to the extent reasonable under the circumstances, assist the member of the public in

identifying records and information that are responsive to the request and the purpose of the request, if stated, and describe the information technology and physical location in which the records exists.

Individual student records and other confidential records protected by state or federal law may not be released for inspection unless such inspection is allowed pursuant to applicable law.

All records provided in response to a public records request will be made available in a reasonable period of time and within the maximum time periods allowed by law, inclusive of any extensions. Upon receiving a request for a copy of records, the School shall determine, whether the request in whole or part seeks copies of disclosable public records in the possession of the School and shall promptly and within the time permitted by law notify the person making the request of the determination and the reasons therefore. If a public records request is denied in whole or in part, the School shall provide a written explanation with the legal authority for the denial of the request and the name and title or position of each person responsible for such determination, where required by law.

Where permitted by law, a fee may be charged for copies which may not exceed, except in the case of certain electronic records, the direct costs of duplication. The direct cost of duplication does not include staff time spent researching, retrieving and mailing the record.

BOARD MEETING ATTENDANCE POLICY

Date of Original Approval: October 10, 2024

Purpose

This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. However, because Board meetings are the only forum during which the Board can discuss and vote on major organizational policies and decisions, attendance at these meetings carries a special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

Definitions

“Notified” Absence: For an absence to be a “notified” absence, a Board member must notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

“Un-notified” Absence: For an absence to be an “un-notified” absence, a Board member failed to notify the person running the meeting (usually the President or Vice-President) by 12:00 pm the day of the meeting that he/she will be absent.

Board Attendance Problem

If any of the following conditions exist, it is considered a Board Attendance Problem:

1. The member has two “un-notified” absences in a row.
2. The member has two “notified” absences in a row.
3. The member misses one quarter of the total number of Board meetings during one of their term years.

Remote Participation

Board members are allowed to participate remotely without prior permission of the chair. Such participation is considered attendance for the purposes of this policy and remote participants shall be allowed to vote.

Process for Responding to a Board Attendance Problem

The Board Secretary will keep track of Board member attendance through the Board meeting minutes and will provide this information to the President. The President will directly contact a Board member who is at risk of potentially violating the policy to issue both a verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the President will bring this to the attention of the Board for

discussion, after which point a majority vote will be held to determine possible termination from the Board.

BOARD COMMITTEE POLICY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to efficiency of processes and often has Board members designated on behalf of the Board to review and work with the School prior to Board consideration and approval of regularly and annually approved items. Therefore, it is desirable for the Board to adopt a Board Committee policy to complete work prior to full Board meetings.

Policy

In addition to any responsibilities set out in the Bylaws, subject to the Open Meeting Law, the Board shall delegate additional specific tasks to individuals correlated to the position they are serving in, specifically as an Officer or Parent Representative. This does not prevent other Board members from volunteering to assist on these tasks.

Procedure

At the appointment of an Officer position at the annual meeting, the Officer candidate will be advised of the tasks to be performed as Board Designee, as part of this policy. The Parent Representatives being appointed to the Board will also be informed of the tasks for which a Parent Representative would be a Board Designee. At the relevant time, the Board Designee will begin work on the matter and involve any other Board members who also desire to assist with the specific matter, subject to the Open Meeting Law. BoardOnTrack will be used to document Committee membership, Master Board Calendar, goals, progress toward goals, and task completion.

The SSAES Board shall have the following officers: a President, a Secretary, and a Treasurer. At the discretion of the Board, SSAES may also have one or more Vice Presidents, one or more Assistant Vice Presidents, one or more Assistant Secretaries, and one or more Assistant Treasurers. Any two or more offices may be held by the same person.

President.

The President shall be the chief executive officer of the Corporation and shall have, subject to the control of the Board, general and active supervision and direction over the business and affairs of the Corporation and over its several officers. The President shall: (a) preside at all meetings of the Board; (b) see that all orders and resolutions of the Board are carried into effect; (c) have the authority to sign, execute, and deliver in the name of the Corporation all deeds, mortgages, bonds, contracts, or other instruments authorized by the Board, except in cases in which the signing, execution, or delivery thereof is expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation or when any of them are required by law otherwise to be signed,

executed, or delivered; and (d) have the authority to cause the corporate seal, if any, to be affixed to any instrument that requires it. In general, the President shall perform all duties incident to the office of the President and such other duties as from time to time may be assigned to him or her by the Board.

Vice President.

A Vice President and any additional Vice Presidents shall have such powers and perform such duties as the President or the Board from time to time prescribe and shall perform such other duties as may be prescribed by these Bylaws. At the request of the President or in case of his or her absence or inability to act, the Vice President shall perform the duties of the President and when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President.

Secretary.

The Secretary shall: (a) record all the proceedings of the Board and the Executive Committee, if any, in one or more books kept for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be the custodian of all contracts, deeds, documents, all other indicia of title to properties owned by the Corporation, other corporate records (except accounting records), and of the corporate seal, if any, and affix such seal to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; (d) see that the books, reports, statements, certificates, and all other documents and records required by law are properly kept and filed. In general, the Secretary shall perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or the Board.

Treasurer.

If required by the Board, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board shall determine. The Treasurer shall: (a) have charge and custody of and be responsible for all funds, securities, notes, and valuable effects of the Corporation; (b) receive and give receipt for moneys due and payable to the Corporation from any sources whatsoever; (c) deposit all such moneys to the credit of the Corporation or otherwise as the Board or the President shall direct in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VI of these Bylaws; (d) cause such funds to be disbursed by checks or drafts on the authorized depositories of the Corporation signed as provided in Article VI of these Bylaws; (e) be responsible for the accuracy of the amounts of and cause to be preserved proper vouchers for all moneys so disbursed; (f) have the right to require from time to time reports or statements giving such information as he or she may desire with respect to any and all financial transactions of the Corporation from the officers or agents transacting the same; (g) render to the President or the Board whenever they, respectively, shall request him or her so to do an account of the financial condition of the Corporation and of all his or her transactions as Treasurer; and (h) upon request, exhibit or cause to be exhibited at all reasonable times the cash

books and other records to the President, any of the Directors of the Corporation, and unless otherwise prohibited by applicable law the City Manager of the City of Las Vegas or any councilperson of the City Council of the City of Las Vegas. This right to exhibit may be circumscribed in instances where the right to inspect conflicts with Nevada or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. In general, the Treasurer shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or the Board.

CODE OF ETHICS

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to its role of promoting the mission of the School, overseeing the management of the School, and acting as guardian of the public trust by overseeing School finances. In order to achieve these goals, members of the Board must maintain the highest level of ethical conduct.

This policy establishes the standards of conduct the Board must meet in carrying out its responsibilities to the School and the public.

Policy

The Board is morally and legally obligated to manage the School in the best interests of the public and the School Community. The Board members must demonstrate professional ethical behavior at all times in their responsibilities to the School, in their professional relationships with each other, and in their professional service to the community, and will be required to adhere to this code of ethics.

Board members shall comply with all laws, including those pertaining to ethics, and shall faithfully promote the School's interests, maintain confidentiality of information, carry out their duties honestly, and adhere to all the other policies in the Board Policies and Procedures Manual.

Procedure

At all times Board members shall observe the following specific procedures:

- Be diligent, attend Board meetings, and devote sufficient time for adequate Board meeting preparation.
- Maintain the confidentiality of private and or legally privileged information acquired as a result of Board membership.
- Attend Board governance training and conferences when possible to improve the member's ability to serve the Board.
- Meet regularly to monitor the performance of management and the School as a whole.
- Maintain the separation of duties and responsibilities between the Board and School Leadership to promote accountable and balanced decision-making.
- Help ensure that the independent views of Board members receive due consideration and weight.

- Work to provide stakeholders with accurate and balanced information regarding the School's performance, including financial and academic measures.
- Conduct regular self-assessments to ensure each member is contributing optimally to the Board, and if the member's contribution is lacking, pursue either training or assistance to improve the member's performance or seek the member's resignation.
- Help protect the School's assets by considering risk management strategies.
- Ensure that financial and other personal interests do not conflict with the member's duty to the Board and the School.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

GOVERNANCE AND STAFFING

Date of Approval: May 3, 2022, Amended July 14, 2022

CONFLICT OF INTEREST POLICY

ARTICLE I

Purpose

The purpose of this Conflict of Interest Policy is to protect CLV Strong Start Academy Elementary Schools, Inc. dba Strong Start Academy Elementary School's (the "Organization") interests when contemplating entering into a transaction or arrangement that might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

This policy was written with guidance from the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents from the Nevada Commission on Ethics (the "Commission"). The Commission indicates that conflicts of interest can interfere with basic principles of fairness – everyone having the same burdens and benefits in our society. A public official may have many opportunities to take unfair advantage of his or her position or to gain a benefit at the expense of others. When public officers and employees ignore their conflicts of interest, the public trust becomes undermined. The public can lose faith in the integrity of government and the decision-making process.

ARTICLE II

Definitions

1. Financial Interest

A person has a Financial Interest if the person has, directly or indirectly, through business, investment or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A Financial Interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a Financial Interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

2. Interested Person

Any officer, director, or member of a committee with governing board delegated powers, who has a direct or indirect Financial Interest, is an Interested Person.

3. Relative

Relationships within the third degree of consanguinity or affinity include: (1) a person's spouse, child, parent, sibling, half-sibling or step-relative in the same relationship; (2) the spouse of a person's child, parent, sibling, half-sibling or step-relative; or (3) a person's in-laws, aunt, uncle, niece, nephew, grandparent, grandchild, or first cousin. The definition also includes any other person who shares the same residence and who is generally regarded within that family as being one of the foregoing family members.

4. Personnel Action

Personnel actions include, but are not limited to, employment decisions and actions, such as hiring; dismissal; demotion; suspension or furlough; discipline; commendation; granting or denial of leave or time off; assignment or scheduling of work; changes in job classification, title or duties; promotion or other advancement; wage or salary determinations; performance evaluations or ratings; performance or employee development counseling; approval or denial of attendance at or payment for conferences or employee development programs; and actions or determinations of a similar nature affecting wages, hours, conditions of employment, or eligibility for employment or advancement.

5. Intimate or Romantic Relationship

An intimate or romantic relationship includes dating, sexual contact of any type, or any other similar private activity that may compromise an employee's ability to evaluate the person to be evaluated effectively and impartially. A martial relationship is presumed to be an intimate or romantic relationship.

ARTICLE III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. Members may elect to reference the Nevada Commission on Ethics Manual for public officers and public employees and other such related documents for voting when there is an appearance of a conflict of interest.

2. Addressing Conflicts of Interest

An Interested Person shall disclose a potential conflict of interest at a governing board or committee meeting, but after the presentation, it is the ultimate decision of the Interested Person to abstain, stay, or leave from any and all discussion and vote on the transaction or arrangement involving the possible conflict of interest.

3. Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose an actual or possible conflict of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action using one or all of the following: (1) consulting with the Organization's legal counsel; (2) informing the Organization's authorizing sponsor; or (3) informing the Nevada Commission on Ethics.

ARTICLE IV

Staffing

1. Purpose

The Organization recognizes that each personnel vacancy shall be filled with the person most qualified among all the candidates. The Organization further recognizes that from time to time a person related to a current member of the governing board, member of a committee with governing board delegated powers, or school administrator/supervisor may be among the candidates. In order to avoid nepotism, the following guidelines set forth in Article IV, Section 2 shall be followed.

2. Guidelines

Relatives of current board members, members of a committee with governing board delegated powers, or school administrator/supervisor may be employed by the Organization, provided the following requirements are met:

- a. The relative is not related to more than one current member of the governing board or member of a committee with governing board delegated powers;
- b. The relative receives a unanimous vote of all members of the governing board and approval by the Nevada Department of Education;
- c. The school administrator/supervisor does not directly supervise a relative; and
- d. The school administrator/supervisor does not participate in personnel actions in connection with a relative.

The provisions of this policy are consistent with and in addition to existing provisions of law restricting nepotism pursuant to NRS 281.201.

ARTICLE V

Employee Evaluations – Romantic Relationships

1. Employee Evaluation Conflicts

An inherent conflict of interest and/or appearance of impropriety arises when a supervisor or other school employee evaluates another employee with whom he or she is involved in an intimate or romantic relationship. Such a relationship between evaluator and the person to be evaluated taints the evaluation process, adversely affects employee morale and productivity, and compromises the school's interest in promoting qualified employees on a fair and objective basis. Although all school employees have the right to engage in a consensual intimate or romantic relationship with another employee, the evaluation process should not be compromised as a result of such private activity.

2. Employee Duty

- a. It is the duty of both employees involved in an intimate or romantic relationship to avoid the evaluation by one such employee of the other. The employee who is chosen to evaluate his or her partner shall consult with the governing body to select a suitable and qualified replacement. The person to be evaluated shall notify the school to select a suitable qualified replacement in the absence of action taken by the evaluator.
- b. When a replacement evaluator is selected pursuant to this policy, the school shall respect the privacy of the employees involved in the intimate or romantic relationship

and shall not create any record of, or place in either employee’s personnel file, the reason for the need of a replacement evaluator.

3. Violations

a. If, after an independent investigation, the school learns that an evaluation has been conducted in violation of this policy, the school may take any or all of the following actions, depending upon the circumstances:

- i. Reevaluate the person who was evaluated for the evaluation period in question. This reevaluation will be conducted by a suitable and qualified replacement of the conflicted evaluator;
- ii. Create a record in both employees’ respective personnel files indicating that an evaluation was conducted in violation of this policy; and/or
- iii. Take such other disciplinary action as deemed appropriate.

ARTICLE VI

Annual Certification Statements

Each Interested Person shall annually sign an affirmation that such person:

- a. Has received a copy of the conflicts of interest policy;
- b. Has read and understands the policy;
- c. Has agreed to comply with the policy; and
- d. Understands the Organization is a public charter school entity authorized through a written charter under NRS Chapter 386 and in order to maintain its charter must engage primarily in activities which accomplish its strategic framework, mission, and overall purpose of the school.

I hereby certify that I am an Interested Party of the Organization and affirming with my signature below that I have received a copy of the Governance and Staffing Conflict of Interest Policy.

DATED this _____ day of _____, 2022

Signature _____

Print Name _____

Title _____

BOARD MEMBER AGREEMENT

Date of Approval: November 9, 2023

Purpose

The purpose of this SSAES Board Member Agreement is to orient members of the Board of Directors to expectations, responsibilities, participation in the school's governance. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to governmental, public, nonprofit or charitable organizations.

Strong Start Academy Elementary School (SSAES) Board of Directors

I, _____ understand that as a member of the SSAES Board of Directors I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward and agree to support and uphold the following:

General Responsibilities:

Each director is responsible for actively participating in the work of the SSAES Board of Directors and the life of the organization. Each director is expected to affirm and strive to fulfill the performance expectations and responsibilities outlined below. The SSAES Board will nominate the candidate only after they have agreed to fulfill these expectations.

Board Member Onboarding Expectations:

1. Complete background check
2. Complete trainings
 - Open meeting law
 - Governance Standards
 - etc.
3. Complete BoardOnTrack tasks
 - Assessment
 - Survey

Board Member Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of SSAES.

2. Provide my personal and professional resources to help SSAES realize its mission.
3. Work with fellow board members to fulfill the obligations of board members.
4. Behave in ways that clearly contribute to the effective operations of the Board of Directors:
 - Focus on the good of the organization and group, not on a personal agenda;
 - Support board decisions once they are made;
 - Participate in an honest appraisal of one's own performance and that of the board;
 - Build awareness of vigilance towards governance matters rather than management.
5. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
6. Be prepared to contribute approximately 6-8 hours per month toward board service which includes:
 - Attending a month board meeting (2 hours)
 - Participating on a board committee (2 hours)
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
7. Keep informed about the organization and its challenges by reviewing materials, participating in discussion, and asking strategic questions.
8. Actively participate in one or more fundraising event(s) annually.
9. Use of personal and professional contacts and expertise for the benefit of SSAES.
10. Serve as a committee or task force chair or member.
11. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
12. Inform the Board of Directors of SSAES of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

Organization Responsibilities:

1. I will receive, without request, monthly financial statements and regular updates of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board members and the Executive Director will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the Executive Director will work in good faith with me towards the achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the Board Chair, Board Counsel, and/or Executive Director to discuss these responsibilities.

I have read, understand and am willing to comply with this Board Member Agreement. I understand that if I ever find myself in a situation where I am unable to fulfill the above expectations and responsibilities, I will resign from the Board.

Candidate, Board of Directors

Date:

Candidate, Board of Directors

Date:

TBD

Date:

CONFIDENTIALITY

Date of Original Approval: October 10, 2024

Purpose

The Board is committed to openness, transparency, and accountability. Its policies shall reflect its desire to balance the release of information while ensuring the protection of individual privacy, the effective management of the School, and compliance with relevant legislation. This policy is intended to regulate the release of confidential information by Board members.

Policy

Board members shall not be permitted to release any confidential material obtained in the course of their service as a Board member, unless such release is in accordance with the requirements of applicable legislation, and is consistent with the Board's policies on access to public records.

Procedures

The Board shall endeavor to explicitly mark on the document whether any or all of its minutes, disclosures, or papers, or those of its sub-committees (not otherwise required by legislation, regulation, or its rules to be made public) are confidential. However, the failure to mark a document as confidential shall not waive the status of such document as confidential, privileged or otherwise exempt from disclosure. The Board may seek assistance from Board Counsel, as needed, to review requests for disclosure.

Board members shall be deemed school officials under the Family Educational Rights and Privacy Act (FERPA), however shall only have access to student records where there is a legitimate educational interest. Board members shall be subject to FERPA provisions and shall ensure they comply with FERPA provisions for any disclosures of student records to any third parties.

On those occasions and for those documents and discussions that the Board elects not to make public, Board members shall respect the confidentiality of those documents, and of any discussions of the Board on those matters.

Notwithstanding the above, Board members are not authorized to speak on behalf of the School unless the same has been authorized by a vote of the Board or specifically requested and or reviewed by the School leadership. A Board member in receipt of a request for a public document must refer such request to the Executive Director and Board Counsel for response in accordance with the Access to Public Records policy and procedures.

In particular, Board members shall not

- disclose to any member of the public any confidential information acquired by virtue of their position as a Board member, such as minutes of closed sessions at which public access is not required by law;
- disclose any privileged attorney-client communications;
- use any confidential information acquired by virtue of their position on the Board for their personal financial or other benefit or for that of any other person;
- disclose to any member of the public any confidential information related to the interests of individuals, groups or organizations acquired by virtue of their position on the Board;
- make statements to the media in the name of the organization except after coordinating all such efforts with the School leadership;
- permit any unauthorized person to inspect or have access to any confidential documents or other information.

Failure to maintain confidentiality may constitute a breach of the Board member's fiduciary duties to the School.

The obligation to protect such confidential matters from disclosure continues even after the individual Board member is no longer serving on the Board.

Unless otherwise restricted or required by law, or contract, the Board shall decide from time to time whether any guests shall be permitted to attend any or all of its closed meetings. Where appropriate, guests who the Board believes are necessary for the Board's consideration of the item or items to be considered may be admitted, subject to their undertaking to maintain confidentiality.

Where appropriate and permissible by law, personally identifiable information about individuals may be redacted from material before consideration by the Board.

It is the responsibility of the Board President, with guidance from Board Counsel, to ensure that Board materials are appropriately classified as confidential or open to release.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

RESTORATIVE JUSTICE POLICY

Date of Approval: September 14, 2023

Purpose

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.

Procedures

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

AB 168 & Battery of an Employee or Pupil MANDATORY DISCIPLINE IN NRS:

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

Discipline Limits for Special Education Students

11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).

Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).

Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

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

Suspension or Expulsion

A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.

Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).

As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1).

APPEALS POLICY

Date of Approval: March 7, 2024

Purpose

The Board meeting is the final forum under School procedures for resolving disputes between students, parents, staff, and others. This policy sets out the procedures for parties to follow in a dispute, which has not been satisfactorily resolved through the initial resolution procedures provided by the School, to ensure that all parties' rights are protected.

Policy

The Board places great importance on its role as the final authority under School Procedures for any disputes brought forward by students, parents, staff, and other parties and strives to resolve disputes in a manner that protects the interests of all stakeholders. Individuals desiring to address the Board shall do so in compliance with the Public Comment Policy adopted by the Board. Individuals bringing a dispute before the Board may be held as personally liable for any libel, slander, defamatory or other similar actions brought against the school and Board for any statements made or documents presented regarding other individuals.

Procedures

School Disciplinary Committee (SDC)

Strong Start recognizes the right of parent(s)/legal guardian(s) to appeal a suspension or expulsion decision in a student-discipline case. Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a Required Parent Conference (RPC) to bring in the parent/legal guardian and share the findings with the parent. The parent has the right to share any additional information. Following this process, the school's leadership (in minor situations) and/or the School's Disciplinary Committee (in major situations) has the right to make any initial discipline determination on the basis of each specific case and can determine if suspension is the appropriate course of action. The School's Disciplinary Committee is made-up of various school staff members (Executive Director, Safe School Professional, teacher(s), and support staff) who will be selected before the start of each school year (but may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors). If suspension is recommended, it must be progressive and fit the infraction. Under NRS 392.467, a student who is less than 11 years of age must not be permanently expelled from school, unless an exception is approved in extraordinary circumstances. The School's Disciplinary Committee will act in good faith and fairness to protect all persons at the school, school property, and general school safety.

Board Safety Committee (BSC)

The School Disciplinary Committee has the authority to make a determination on its own, but at times, may ask the Board Safety Committee for support and input. The BSC is made up of board members.

During investigations of serious acts and/or when the School Disciplinary Committee thinks an out-of-school suspension or expulsion is possible, the School Disciplinary Committee may contact the Board Safety Committee and ask that committee to handle some or all of this process. In such situations, after an investigation is conducted and evidence is collected by the school's leadership or the School Disciplinary Committee, the matter will be brought to the Board Safety Committee.

If the decision by the school's leadership or the School Disciplinary Committee is a recommendation for expulsion, the student has the right to a due process hearing in front of the Board Safety Committee. At the hearing, the Board Safety Committee members will be provided with the discipline history and background information from the Behavior tab in Infinite Campus, prior to the hearing. The hearing will be a closed hearing and members of the public may not attend. The hearing will be noticed only as "Student Hearing- Closed Meeting." At the hearing, the school's leadership or School Disciplinary Committee representative will outline the incident, provide proof of a thorough and unbiased investigation and findings, as well as the recommendation and the reasoning for the harsh recommendation. The student and/or the student's parent(s) or legal guardian(s) will then have the same opportunity to share his/her perspective, additional information, other factors or considerations, etc. The student or the student's parent or legal guardian will provide the BSC members with his/her own recommendation for resolution. The BSC members may ask questions of either the school's leadership or SDC members or the student or the parent/legal guardian. The school's leadership or the SDC representative will be allowed to make a closing statement, then the student or parent/legal guardian may make a closing statement. Following the information, the Board Safety Committee can make a decision by consensus immediately at the conclusion of the hearing or may take up to three days to render a decision and notify the parent/legal guardian by telephone of the final decision.

If the Board Safety Committee will be hearing a disciplinary matter, then that shall be included in a notice to the student and parents/legal guardians. In the written notice, the school will (i) state the charges against the student; and (ii) provide a brief summary of the evidence. (Due process does not require that the description of the evidence be exhaustive, nor that it identifies witnesses or other participants by name.) Also, when a parent/legal guardian is notified that a student will be suspended or is recommended for expulsion, the parent/legal guardian will be told that they can appeal and will be given a copy of this policy. If the parent/legal guardian requests it, or the committee decides it's appropriate, the committee will hold a hearing. The hearing will generally follow the same rules and procedures described in the appellate process below (with appropriate modifications—e.g., evidence will be presented by the school's leadership and/or School Disciplinary Committee, but the school will typically carry the burden of proof and no standard of review is applicable). The Board Safety Committee then meets together to

make a determination in the case—e.g., a suspension (and what kind), no suspension, a recommendation for expulsion, and/or other stipulations tied to the Board Safety Committee’s judgment (e.g. adoption of a restorative justice plan, detention or other sanctions, etc.). Any recommendation by the Board Safety Committee for an out-of-school suspension or expulsion will be alerted to the Board and parent/legal guardian as soon as is reasonably practicable.

Appeal Notice & Timeline

The following provisions speak about the parent/legal guardian’s rights and/or options. The parent/legal guardian has five (5) calendar days to appeal a suspension or expulsion decision. A parent/legal guardian must notify school leadership in writing (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word “appeal” (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone). If 5 days have passed without a request for an appeal, the school may treat the discipline decision as final.

Interim Education

If the parent(s)/legal guardian(s) chooses to appeal a suspension, the student will be allowed to attend school until the appeal is heard, unless the student poses a danger and/or applicable law permits his/her exclusion (in which case the following paragraph applies). If the student attends school, Strong Start Academy reserves the right to place the student in a somewhat restrictive environment (e.g., in a classroom removed from his/her peers), in part to protect everyone’s safety and avoid disrupting other students’ educations. If the parent(s)/legal guardian(s) chooses to appeal a recommendation for expulsion, the student will work from home while receiving instruction until the appeal is heard. The student and teacher(s) will communicate at least once a day and follow other customary distance-learning protocols (similar to what quarantining students would experience).

No Contacts

Whether or not a family appeals, in all cases, the student may not directly or indirectly interact with any witnesses, victims, or co-conspirators involved in the case. Any violation of this prohibition will be independent grounds for consequences (e.g., as a bullying charge), as well as deemed an aggravating factor during the disciplinary appeal. This rule will be strictly enforced. A social media post may be considered a violation.

Board of Directors; Appellate Process

If the family appeals, the Board will do its utmost to schedule and conduct a hearing as soon as reasonably practicable (or on a timeframe otherwise agreed to by the family). In the hearing:

- School leadership, the School Disciplinary Committee, and/or a member of the Board Safety Committee will present the facts and evidence of the case. Strong Start Academy may present any statements from the victim(s) of the

incident and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.

- The Executive Director and/or members of the School Disciplinary Committee.
- The parent(s)/legal guardian(s) may state their case for appeal. Fundamental procedural due process (i.e., an “opportunity to be heard”) will be afforded.

Unless otherwise required by law, the Board is not required to follow Nevada’s or any Court’s civil procedure rules, rules of evidence, or similar laws or regulations—e.g., hearsay may be ruled admissible. Similarly, the Board may freely adopt any burden(s) of proof and standard(s) of review which he/she/it deems appropriate, although in most cases, it should consider the following:

- The party appealing the existing decision will bear the burden of proof in favor of an alternative determination regarding guilt and/or consequence.
- Any factual determinations made by a prior decision maker will be reviewed for “clear error.” Any legal determinations will be reviewed de novo (i.e., with no deference to the earlier decision).

In accordance with applicable law, all meetings/hearings conducted under this Policy will be closed sessions and not subject to Nevada’s Open Meeting Law. (See NRS 388A.495 (2); 392.467(4).) The school administration will nonetheless keep a general record of the proceedings, noting all major findings/conclusions in writing. The Board will make a final and binding decision on the appeal and instruct the school’s administrative staff to provide the student/parents with written notice of its determination.

Designee

Applicable law permits the Board to appoint a designee to handle disciplinary appeals. Although the school does not currently anticipate appointing a designee for that purpose, the Board: (i) reserves the right to have a designee hear and decide an appeal in extraordinary circumstances (e.g., the volunteer Board cannot assemble in a prompt fashion); and (ii) hereby empowers the Executive Director to appoint such designee under such circumstances. The designee will not be a member of the relevant School Disciplinary Committee or the Board Safety Committee. The choice of designee may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors. The designee may, but need not be, a member of the Board.

NRS 392.4671

NRS 392.4671 creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion. The statute outlines the requirements of that policy, noting that the timelines included in the policy must align with timelines that

are established by the Nevada Department of Education (“NDOE”) pursuant to NRS 392.4609.

These timelines, to be used during the 2023-24 school year, are as follows:

- Initial notification of right to appeal: Information on the right to appeal a suspension or expulsion and the current process for doing so must be provided to the parent or guardian of the pupil on the same day that the suspension or expulsion is issued.
- Filing of the appeal: The parent or legal guardian of the pupil, may file an appeal within five (5) days of the suspension or expulsion.
- Hearing on the appeal: The governing body of a charter school or designee of the body shall schedule a hearing on an appeal of a suspension or expulsion of a pupil within five (5) days of the appeal being filed. Note that NRS 392.4671 prohibits any increase in the length of the suspension or expulsion following an appeal (i.e., the final penalty may not be harsher than the original one).

Legal Information

- Strong Start reserves the right to amend this policy from time to time in its discretion and will endeavor to keep the school community aware of any changes.
- In developing this policy, Strong Start has endeavored to comply with its legal obligations, including those in: (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with any such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not Strong Start Academy has formally updated this policy and/or provided notice to the school community of the change.
- The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert a negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to

appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.

PUBLIC COMMENT

Date of Approval: October 10, 2024

Purpose

The Board welcomes public comment at its meetings and is committed to providing meaningful opportunities for members of the public to participate.

Policy

The Board encourages members of the public to offer comments and express opinions on both specific actions to be taken by the Board, as well as any other issue directly related to the operation of the School. In accordance with this policy, any individual may address the Board on agenda or non-agenda items during the public comment period as long as they meet any legal provisions governing participation at public meetings. Individuals may present either in-person, on-line, or by telephone.

Procedure

Individuals are strongly encouraged to discuss their comments and concerns with appropriate school staff members, administrators, and/or Board members before directing such comments to the entire Board during a meeting.

Each Board meeting agenda shall have two times designated for "public comment. The first period is at the beginning of each meeting. Comment during this portion of the agenda must be limited to matters on the agenda for action. Members of the public who wish to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the Board Agenda and entering an access code number that is posted and read at each meeting.

A second public comment period will take place at the end of each meeting. 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. Anyone who wishes to be heard, should come forward and give their 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 (2) minutes absent Board approval. Public comment may also be given by telephone using the telephone number provided on the agenda and entering an access code number that is posted and read at each meeting. Members of the public who require special accommodations to be able to attend the Board meeting should contact the specific contact person designated on the agenda for that meeting, at least twenty four (24) hours prior to the meeting to make appropriate arrangements for attending the meeting.