



## Strong Start Academy

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

## BOARD MEETING AGENDA 07/28/2025

Published on July 22, 2025 at 4:59 PM PDT

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### Date and Time

Monday July 28, 2025 at 9:00 AM PDT

### Location

City Hall, 495 S. Main Street, Training Room 3, Las Vegas, NV

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>9:00 AM</b>
<b>A.</b> Call the Meeting to Order		Lorna James-Cervantes	3 m
<b>B.</b> Record Attendance		Lorna James-Cervantes	1 m
<b>C.</b> Public Comment		Lorna James-Cervantes	3 m

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

	Purpose	Presenter	Time	
<p>The amount of discussion, as well as the amount of time any single speaker is allowed, will be limited to three (3) minutes absent Board approval. Public comment may also be given by calling 1-415-655-0001 and entering access code number 2661 466 1759 followed by the # sign.</p>				
<b>D.</b>	Approve Minutes from May 21, 2025 Board Meetings.	Approve Minutes	Lorna James-Cervantes	1 m
<b>E.</b>	Introduction of new board members, Alicia Arroyo, Roxann McCoy and Vanessa Mari who were recently approved by the City of Las Vegas City Council.	Discuss	Lorna James-Cervantes	2 m
<b>II.</b>	<b>Finance</b>			<b>9:10 AM</b>
<b>A.</b>	Report by Kristin Dietz from EdTec on Strong Start Academy budget and financial reports.	Discuss	Kristin Dietz	5 m
<b>B.</b>	Discussion for possible action to approve the AB398 Plan and Teacher Raise Allocation Workbook.	Vote	Kristin Dietz	7 m
<b>III.</b>	<b>Executive Update</b>			<b>9:22 AM</b>
<b>A.</b>	Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, and recruiting.	Discuss	Miriam Benitez	5 m
<b>B.</b>	Discussion for possible action to approve the Strong Start Academy Elementary School Parent Student Handbook and Test Security Plan for the 2025-2026 School Year.	Discuss	Miriam Benitez	5 m
<b>C.</b>	Report by the Executive Director on the results of the Pupil Enrollment and Attendance Audit School Year 2024-2025.	FYI	Miriam Benitez	2 m
<b>D.</b>	Discussion for possible action to approve the Strong Start Academy transportation plan for the 2025 - 2026 School Year, inclusive of the 2026 Summer Session, and funding request for submission to the State Public Charter School Authority and approval of the amendment	Vote	Miriam Benitez	8 m

	Purpose	Presenter	Time
request to add transportation of students to and from school, including a good cause exemption request to have the State Public Charter School Authority consider this amendment request outside of the established windows.			

**IV. Governance 9:42 AM**

- |  |         |                       |     |
|--|---------|-----------------------|-----|
| <b>A.</b> Discussion for possible action to approve Executive Director evaluation form.  | Vote    | Lorna James-Cervantes | 5 m |
| <b>B.</b> Discussion regarding Board committee updates and calendar events.  | Discuss | Lorna James-Cervantes | 5 m |
| <b>C.</b> Discussion for possible action to appoint a new Secretary and to open the roles of Treasurer and President for expressions of interest from board members. | Vote    | Lorna James-Cervantes | 2 m |

**V. Facilities 9:54 AM**

- |   |     |             |     |
|---|-----|-------------|-----|
| <b>A.</b> Report by the City of Las Vegas regarding status of construction of new building at Strong Start Academy. | FYI | Angela Rose | 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. Public comment may also be given by calling 1-415-655-0001 and entering access code number 2661 466 1759 followed by the # sign.

**VII. Closing Items**

- |                           |     |  |  |
|---------------------------|-----|--|--|
| <b>A.</b> Adjourn Meeting | FYI |  |  |
|---------------------------|-----|--|--|

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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](http://www.clvstrongstartes.org)  
City Hall, 495 S Main St, 1st floor, Las Vegas, NV 89101  
The Nevada Public Notice website – [notice.nv.gov](http://notice.nv.gov)

# Coversheet

Approve Minutes from May 21, 2025 Board Meetings.

**Section:** I. Opening Items  
**Item:** D. Approve Minutes from May 21, 2025 Board Meetings.  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** DRAFT\_Board\_Meeting\_Minutes\_5.21.2025.pdf

Lorna James-Cervantes, President  
Dr. Alain Bengochea, Secretary  
Maria Tamayo-Soto, Treasurer  
Dachresha Harris, Officer  
Dr. Alee Moore, Officer  
Angela Scurry, Officer  
Tari Smethurst, Officer

Miriam Benitez, Executive Director



## DRAFT Board Meeting Minutes of the Strong Start Academy Board Meeting

**Date:** Wednesday, May 21, 2025

**Time:** 5:00 PM PST

**Location:** Virtual

### I. Opening Items

**A.** The meeting was called to order by Chair Lorna James-Cervantes at 5:06 PM with confirmation of quorum. Chair Lorna James-Cervantes acknowledged that the meeting functioned as the official budget hearing for the 2025-2026 fiscal year.

#### **B. Roll Call**

- Present:** Lorna James-Cervantes, Dr. Alee Moore, Angela Scurry, Maria Tamayo-Soto, Dachresha Harris, Tari Smethurst
- Absent:** Dr. Alain Bengochea, Astrid Angulo (resigned following previous meeting)

#### **C. Public Comment**

- No public comments were made during this portion of the agenda. No comments received via WebEx, email, or phone.

### II. Finance

**A. Budget Hearing and Approval: FY 2025–2026 Final Budget:** Presented by Kristin Dietz

- Total projected revenue: \$4.79 million, based on enrollment of 280 students.
- The state-funded Per-Pupil Charter Funding Plan (PCFP) rate: \$9,416 per student, reflecting guidance from the authorizer to keep rates conservative and flat due to pending legislative updates.
- All funding rates kept flat in a conservative estimate due to pending state-level decisions.
- Government-wide net income: \$32,305
- Fund-basis net income: \$38,738
- Final fund balance: \$1,931,964

7. Payroll is the largest expense, accounting for ~75% of the budget with 31.25 FTEs, a 3% COLA, and updated PERS rate of 36.75%.
  - i. Non-payroll operating costs include facilities, utilities, supplies, contracted special ed and other professional services.
8. Revised budget spreadsheet due to updated SPCSA formulas presented and shared onscreen.

**B. Approval of FY 2025–2026 Final Budget:** The presentation also included an updated state reporting template, which had been modified by the State Public Charter School Authority (SPCSA) to address formula errors. These changes resulted in slight numerical adjustments from the version shared at the prior board meeting, clarified by Miriam Benitez that the updates required a new board vote and fresh signatures from attending board members due to changes introduced by the SPCSA template

1. **Motion:** Dr. Alee Moore; **Second:** Maria Tamayo-Soto; **Vote:** Unanimous approval, no abstentions

#### IV. Governance

**A. Organizational Performance Framework Self-Certification Form:** Presented by Miriam Benitez

1. Self-certification checklist covers compliance with governance, federal/state statutes, and admin codes.
  - i. The only area of non-compliance was with ELAD endorsement, required for teachers instructing English language learners
  - ii. Only 4 of 16 eligible teachers currently hold the endorsement. Efforts are ongoing to provide aligned PD and credit opportunities.
2. **Motion:** Dachresha Harris; **Second:** Angela Scurry; **Vote:** Unanimous approval, no abstentions

**B. Summer 2026 Transportation Grant Application:** Presented by Miriam Benitez

1. SPCSA has requested applications in anticipation of possible funding approval in June.
2. Grant covers summer session student transportation, primarily for students with IEPs.
3. This is a reimbursable grant; school fronts costs, later reimbursed.
4. **Motion:** Lorna James-Cervantes; **Second:** Maria Tamayo-Soto; **Vote:** Unanimous approval, no abstentions

#### VI. Citizens' Participation

**A. Public Comment and Adjournment**

1. No public comments were made during this portion of the agenda. No comments were received via WebEx, email, or phone.

#### VII. Adjournment

A. The meeting was adjourned by Chair Lorna James-Cervantes at 5:30 PM



# Coversheet

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

**Section:** II. Finance  
**Item:** A. Report by Kristin Dietz from EdTec on Strong Start Academy budget and financial reports.  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** SSAES Financial Presentation-May 2025 Forecast 250626kd.pdf

# Strong Start Academy

## Financial Update

### May 2025 Forecast

KRISTIN DIETZ

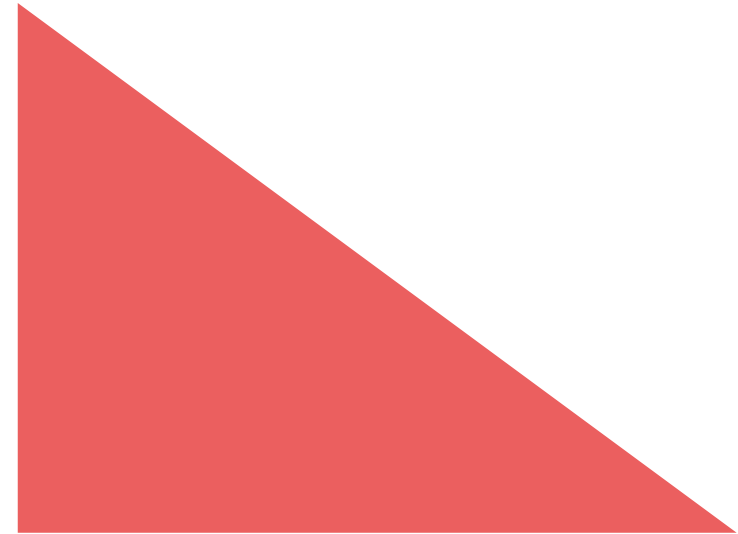
JULY 2025





# Contents

- Forecast Update - May 2025
- Cash Flow Projections
- Grant Summary
- Balance Sheet
- Fiscal Compliance Tasks
- Exhibits



# 2024-25 Forecast Update - May





# 2024-25 Forecast Update - May

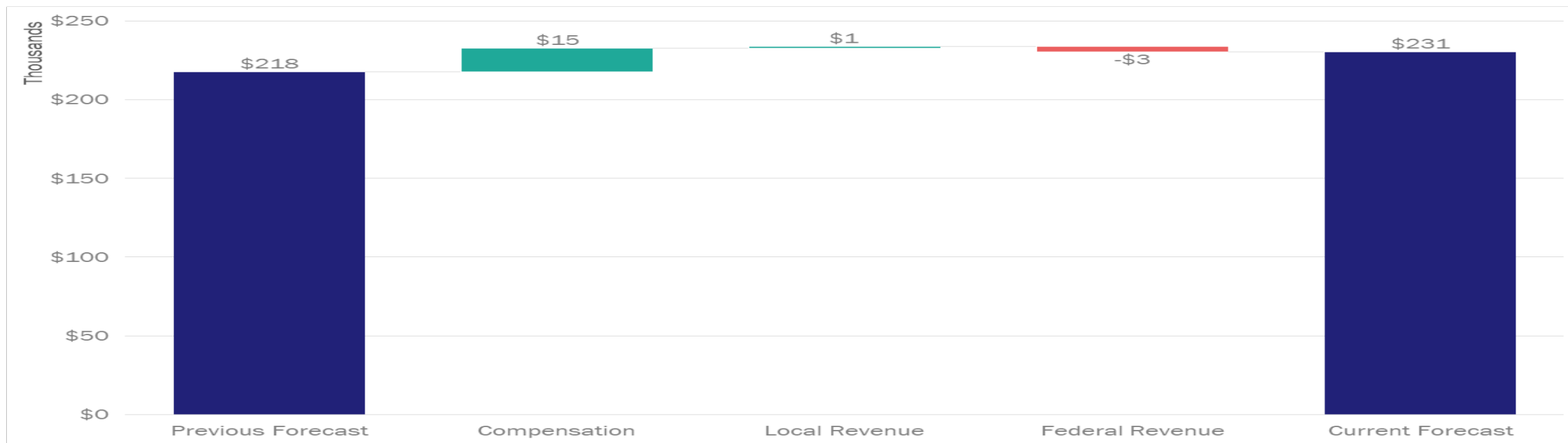
## Forecast based on ADE of 210

		2024-25	2024-25	Variance
		Budget	Current Forecast	
Revenue	Revenue from Local Sources	1,664,105	1,668,172	4,067
	State Revenue	2,202,071	2,202,071	-
	Federal Revenue	402,136	415,471	13,335
	<b>Total Revenue</b>	<b>4,268,312</b>	<b>4,285,713</b>	<b>17,401</b>
Expenses	Personnel Services-Salaries	2,070,546	2,068,865	1,682
	Personnel Services-Employee Benefits	990,108	939,062	51,046
	Professional and Tech Services	429,148	431,057	(1,909)
	Property Services	94,203	94,662	(459)
	Other Services	90,782	88,267	2,515
	Supplies	390,295	423,309	(33,014)
	Depreciation Expense	6,433	6,433	-
	Debt Service and Miscellaneous	2,699	3,534	(834)
	<b>Total Expenses</b>	<b>4,074,214</b>	<b>4,055,188</b>	<b>19,026</b>
<b>Net Income - Government-Wide</b>		<b>194,099</b>	<b>230,526</b>	<b>36,427</b>
	Beginning Balance (Audited)	1,777,100	1,777,100	-
	Net Income - Government-Wide	194,099	230,526	36,427
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>1,971,198</b>	<b>2,007,625</b>	<b>36,427</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>48.4%</b>	<b>49.5%</b>	<b>1.1%</b>



# Forecast Update – May 2025 vs April 2025

**Forecast increased \$13K this month, still projecting strong overall results**

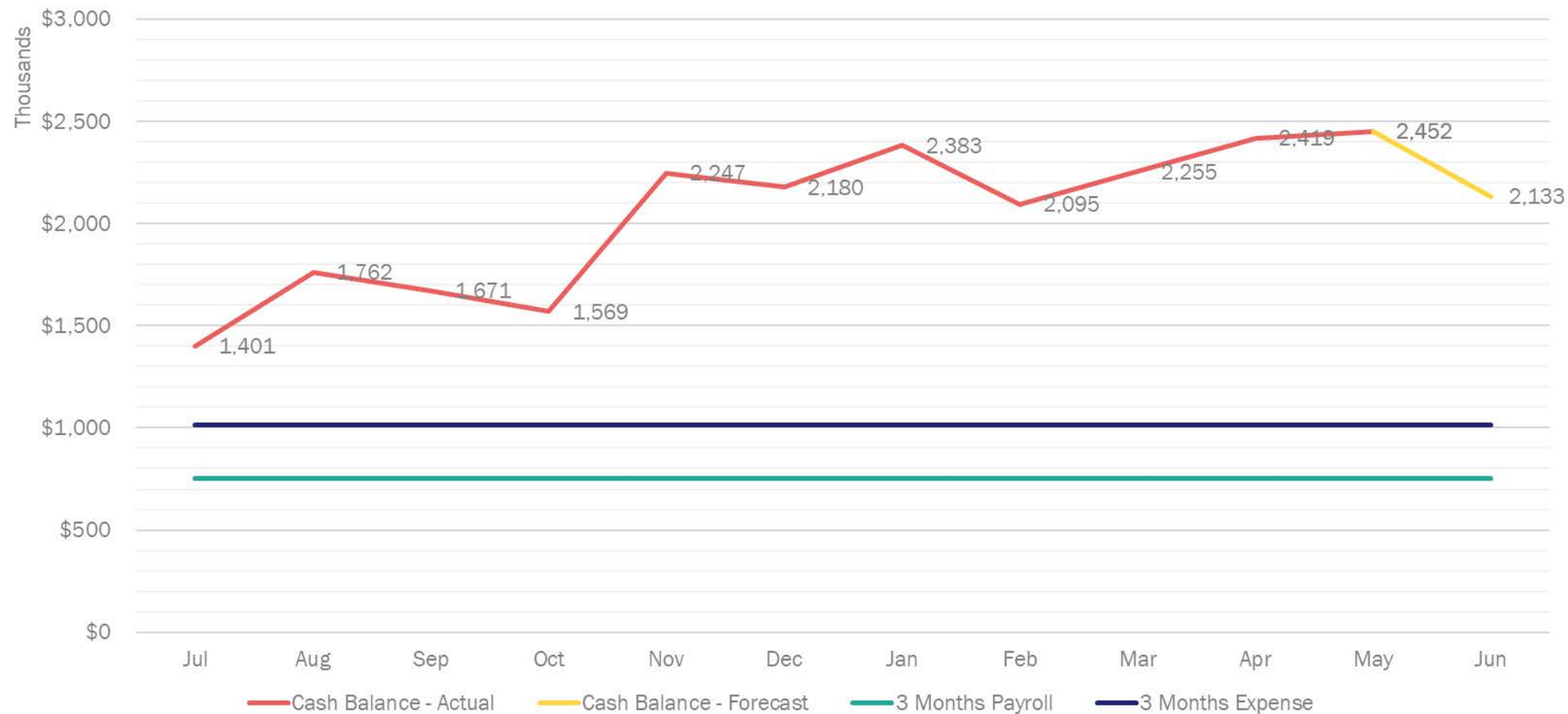


CATEGORY	BOTTOM LINE IMPACT	NOTES
<b>Previous Forecast</b>	<b>217,726</b>	
Compensation	15,121	Health ins costs adjusted per actuals through 6/30/25
Local Revenue	1,047	Local receipts increased per actuals
Federal Revenue	(3,368)	NSLP adjusted per actuals through 5/31/25
<b>Current Forecast</b>	<b>230,526</b>	



# 2024-25 Cash Projection

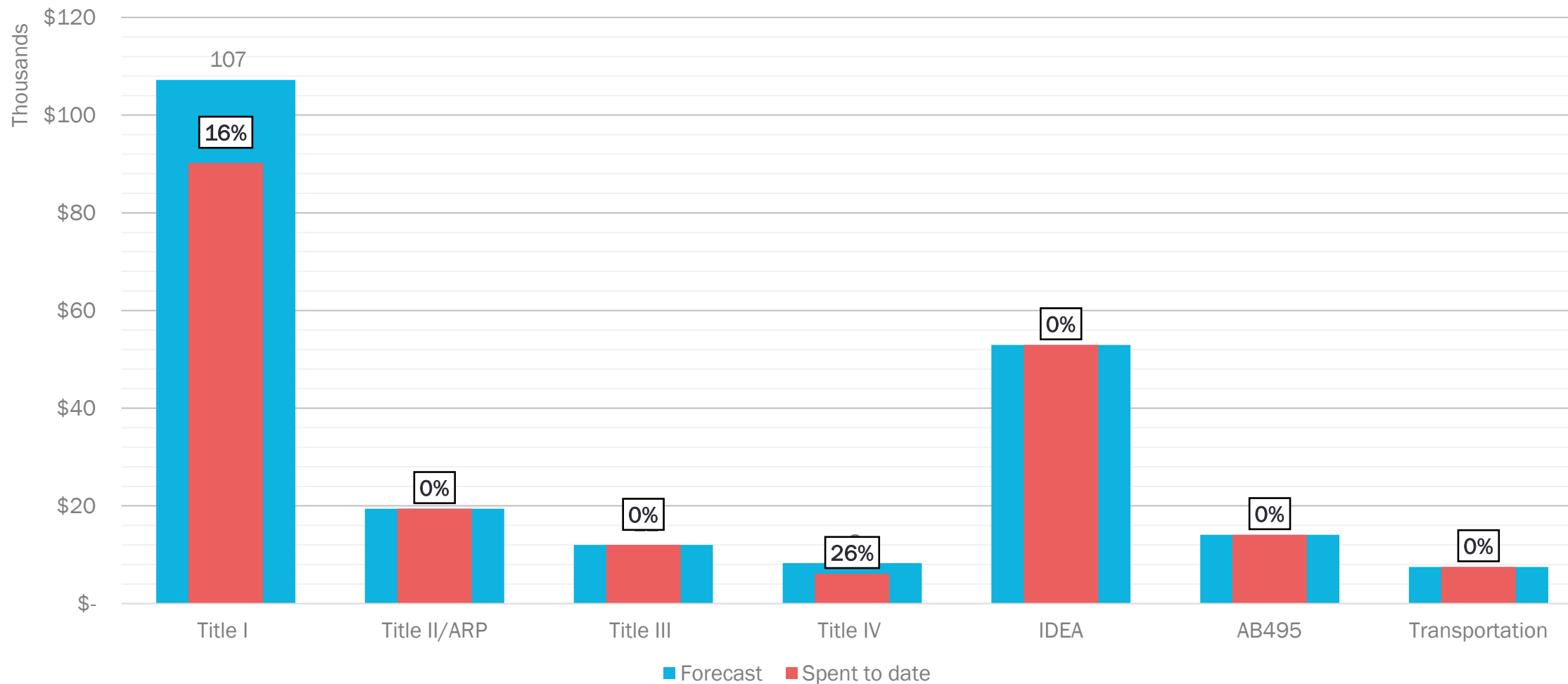
**Forecasting to end the year with strong cash, current balance = 221 Days Cash On Hand**





# 2024-25 Grants Summary

All grants on track to be fully spent by due dates, with % remaining shown below







# Balance Sheet as of May 2025

## Financial metrics remain very strong

		Jun FY24	May FY25	Notes
<b>Assets</b>	Cash Balance	1,583,406	2,451,833	
	Accounts Receivable	433,409	199,641	
	Other Current Assets	21,286	23,356	
	Fixed Assets	52,558	46,660	
	Deferred PERS Assets	2,401,702	2,401,702	GASB entries
	<b>Total Assets</b>	<b>4,492,362</b>	<b>5,123,192</b>	
<b>Liabilities &amp; Equity</b>	Accounts Payable	79,930	13,942	
	Other Current Liabilities	219,201	83,184	
	PERS Liability	46,274	60,459	
	Deferred PERS Liability	2,369,857	2,369,857	GASB entries
	Beginning Net Assets	1,738,124	1,777,100	Government-wide fund balance
	Net Income (Loss) to Date	38,976	818,650	
	<b>Total Liabilities &amp; Equity</b>	<b>4,492,362</b>	<b>5,123,192</b>	

**\$2.6M in Liquid Assets, and  
\$158k of Liabilities  
Equity/Fund Balance of \$2.6M (63% reserve)**



# Fiscal Compliance Tasks

Name	What	When	Status
<b>Chart of Accounts Compliance</b>	Submission of May 2025 sample GL	7/1	Complete
<b>June 2025 Grant Reimbursements</b>	Submit for Federal grant reimbursements in GMS – expenses through 6/30/25	7/15	In Process

# Exhibits



**CLV Strong Start Academy Elementary School**  
**Income Statement**  
**As of May FY2025**

	Actual			YTD	Budget & Forecast							
	Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v2 vs.	Current Forecast	% Current Forecast	
								Current Forecast	Current Forecast	Remaining	Spent	
<b>SUMMARY</b>												
<b>Revenue</b>												
Revenue from Local Sources	250,070	250,000	163,557	1,668,172	1,664,105	1,667,125	1,668,172	1,047	4,067	-	100%	
State Revenue	181,612	182,171	176,889	2,052,129	2,202,071	2,202,071	2,202,071	-	-	149,941	93%	
Federal Revenue	46,096	27,109	22,273	373,828	402,136	418,839	415,471	(3,368)	13,335	41,643	90%	
<b>Total Revenue</b>	<b>477,778</b>	<b>459,281</b>	<b>362,719</b>	<b>4,094,129</b>	<b>4,268,312</b>	<b>4,288,035</b>	<b>4,285,713</b>	<b>(2,321)</b>	<b>17,401</b>	<b>191,585</b>	<b>96%</b>	
<b>Expenses</b>												
Personnel Services-Salaries	173,973	178,208	186,729	1,747,402	2,070,546	2,066,369	2,068,865	(2,495)	1,682	321,462	84%	
Personnel Services-Employee Benefits	69,416	86,362	78,430	782,216	990,108	957,491	939,062	18,429	51,046	156,846	83%	
Professional and Tech Services	24,803	14,815	35,551	268,396	429,148	431,056	431,057	(0)	(1,909)	162,661	62%	
Property Services	4,381	3,595	4,906	66,208	94,203	94,662	94,662	-	(459)	28,454	70%	
Other Services	4,048	1,845	2,979	69,019	90,782	88,267	88,267	-	2,515	19,247	78%	
Supplies	24,214	27,730	27,366	333,147	390,295	422,496	423,309	(813)	(33,014)	90,162	79%	
Depreciation Expense	536	536	536	5,898	6,433	6,433	6,433	-	-	535	92%	
Debt Service and Miscellaneous	834	-	-	3,192	2,699	3,534	3,534	-	(834)	341	90%	
<b>Total Expenses</b>	<b>302,205</b>	<b>313,090</b>	<b>336,497</b>	<b>3,275,479</b>	<b>4,074,214</b>	<b>4,070,308</b>	<b>4,055,188</b>	<b>15,120</b>	<b>19,026</b>	<b>779,709</b>	<b>81%</b>	
<b>Net Income – Government-Wide</b>	<b>175,573</b>	<b>146,191</b>	<b>26,222</b>	<b>818,650</b>	<b>194,099</b>	<b>217,726</b>	<b>230,526</b>	<b>12,799</b>	<b>36,427</b>	<b>(588,125)</b>		
<b>Fund Balance</b>												
Beginning Balance (Unaudited)					2,045,994	2,045,994	2,045,994					
Audit Adjustment					(268,894)	(268,894)	(268,894)					
Net Income – Government-Wide					194,099	217,726	230,526					
<b>Ending Fund Balance</b>					<b>1,971,198</b>	<b>1,994,826</b>	<b>2,007,625</b>					
<b>Total Revenue Per ADE</b>					20,325	20,419	20,408					
<b>Total Expenses Per ADE</b>					19,401	19,382	19,310					
<b>Net Income Per ADE</b>					924	1,037	1,098					
<b>Fund Balance as a % of Expenses</b>					48.4%	49.0%	49.5%					

**CLV Strong Start Academy Elementary School**  
**Income Statement**  
**As of May FY2025**

**KEY ASSUMPTIONS**

**Enrollment Breakdown**

**Enrollment Summary**

K-3

4-6

**Total ADE**

Actual			YTD	Budget & Forecast						
Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
				182	182	182	-	-		
				28	28	28	-	-		
				<b>210</b>	<b>210</b>	<b>210</b>	-	-		

**CLV Strong Start Academy Elementary School**  
**Income Statement**  
**As of May FY2025**

		Actual			YTD	Budget & Forecast						
		Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>												
<b>Revenue from Local Sources</b>												
1900	Other Local Revenue	-	-	-	168	168	168	168	-	-	-	100%
1920	Contributions and Donations From Private Sources	250,070	250,000	163,557	1,668,004	1,663,937	1,666,957	1,668,004	1,047	4,067	-	100%
<b>SUBTOTAL - Revenue from Local Sources</b>		<b>250,070</b>	<b>250,000</b>	<b>163,557</b>	<b>1,668,172</b>	<b>1,664,105</b>	<b>1,667,125</b>	<b>1,668,172</b>	<b>1,047</b>	<b>4,067</b>	<b>-</b>	<b>100%</b>
<b>State Revenue</b>												
3110.201	PCFP - Base Funding	169,334	150,444	164,612	1,839,276	1,976,940	1,976,940	1,976,940	-	-	137,664	93%
3254	PCFP - ELL	12,003	12,003	12,003	132,031	144,034	144,034	144,034	-	-	12,003	92%
3255	PCFP - FRL	275	275	275	3,020	3,295	3,295	3,295	-	-	275	92%
3270	State SpEd	-	19,451	-	77,802	77,802	77,802	77,802	-	-	-	100%
<b>SUBTOTAL - State Revenue</b>		<b>181,612</b>	<b>182,171</b>	<b>176,889</b>	<b>2,052,129</b>	<b>2,202,071</b>	<b>2,202,071</b>	<b>2,202,071</b>	<b>-</b>	<b>-</b>	<b>149,941</b>	<b>93%</b>
<b>Federal Revenue</b>												
4500.633	Title I	6,141	7,083	8,381	90,222	107,190	107,190	107,190	-	-	16,967	84%
4500.639	IDEA	-	-	-	51,307	51,971	52,942	52,278	(664)	307	971	98%
4500.658	Title III-LEP	-	-	9,345	11,998	11,998	11,998	11,998	-	-	-	100%
4500.709	Title II	-	-	-	901	19,401	901	901	-	(18,500)	0	100%
4500.715	Title IV – Well-Rounded Education	-	-	-	6,117	8,273	8,273	8,273	-	-	2,156	74%
4500.742	ARP ESSER III (84.425D)	18,500	-	-	19,161	661	19,161	19,161	-	18,500	-	100%
4500.780	AB495, Other pass-through funds	-	-	-	14,068	14,068	14,068	14,068	-	-	-	100%
4500.802	NSLP	21,456	20,026	-	175,508	183,750	199,481	197,057	(2,424)	13,307	21,549	89%
4500.870	Nutrition - Misc Federal Awards	-	-	4,546	4,546	4,825	4,825	4,546	(279)	(279)	(0)	100%
<b>SUBTOTAL - Federal Revenue</b>		<b>46,096</b>	<b>27,109</b>	<b>22,273</b>	<b>373,828</b>	<b>402,136</b>	<b>418,839</b>	<b>415,471</b>	<b>(3,368)</b>	<b>13,335</b>	<b>41,643</b>	<b>90%</b>
<b>TOTAL REVENUE</b>		<b>477,778</b>	<b>459,281</b>	<b>362,719</b>	<b>4,094,129</b>	<b>4,268,312</b>	<b>4,288,035</b>	<b>4,285,713</b>	<b>(2,321)</b>	<b>17,401</b>	<b>191,585</b>	<b>96%</b>

**CLV Strong Start Academy Elementary School**  
**Income Statement**  
**As of May FY2025**

		Actual			YTD	Budget & Forecast						
		Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>												
<b>Personnel Services-Salaries</b>												
101	Salaries-Teachers	122,572	121,653	123,497	1,235,101	1,517,513	1,513,336	1,513,336	-	4,177	278,235	82%
102	Salaries-Instructional Aides	4,394	6,115	4,490	51,383	55,598	55,598	55,598	-	-	4,215	92%
104	Salaries-Licensed Administration	11,434	11,434	11,434	124,931	137,213	137,213	137,213	-	-	12,281	91%
107	Salaries-Other Classified/Support Staff	25,696	29,324	26,233	258,580	285,310	285,310	285,310	-	-	26,730	91%
151	Salaries-Additional Comp-Teachers	-	-	-	-	45,220	24,220	-	24,220	45,220	-	-
161	Salaries-Extra Duties-Teachers	9,379	9,210	20,421	74,846	28,692	48,692	74,846	(26,154)	(46,154)	0	100%
167	Salaries-Extra Duties-Other Classified and Support Staff	498	472	654	2,561	1,000	2,000	2,561	(561)	(1,561)	-	100%
<b>SUBTOTAL - Personnel Services-Salaries</b>		<b>173,973</b>	<b>178,208</b>	<b>186,729</b>	<b>1,747,402</b>	<b>2,070,546</b>	<b>2,066,369</b>	<b>2,068,865</b>	<b>(2,495)</b>	<b>1,682</b>	<b>321,462</b>	<b>84%</b>
<b>Personnel Services-Employee Benefits</b>												
210	Employee Benefits - Group Insurance	3,166	26,325	15,234	187,920	242,710	205,625	186,990	18,635	55,720	(930)	100%
220	Employee Benefits - Social Security Contributions	159	192	80	2,483	6,650	3,737	3,892	(155)	2,759	1,409	64%
230	Employee Benefits - Retirement Contributions	63,616	57,308	60,459	562,970	657,699	665,341	665,341	-	(7,642)	102,371	85%
240	Employee Benefits - Medicare Payments	2,475	2,538	2,658	26,068	30,023	29,962	29,999	(36)	24	3,930	87%
260	Employee Benefits - Unemployment Compensation	-	-	-	0	46,617	46,442	46,442	-	175	46,442	0%
270	Employee Benefits - Workers Compensation	-	-	-	2,775	6,409	6,384	6,399	(15)	10	3,624	43%
<b>SUBTOTAL - Personnel Services-Employee Benefits</b>		<b>69,416</b>	<b>86,362</b>	<b>78,430</b>	<b>782,216</b>	<b>990,108</b>	<b>957,491</b>	<b>939,062</b>	<b>18,429</b>	<b>51,046</b>	<b>156,846</b>	<b>83%</b>
<b>Professional and Tech Services</b>												
310	Office/Administrative Services	351	278	216	3,645	3,900	3,900	3,900	-	-	255	93%
320	Professional Educational Services	10,178	8,069	11,604	84,641	199,454	194,646	189,974	4,672	9,481	105,333	45%
331	Training & Development Services - Teachers	-	-	4,673	31,770	23,561	30,278	34,950	(4,672)	(11,389)	3,180	91%
340	Other Professional Services	6,930	-	12,592	69,105	91,595	91,595	91,595	-	-	22,490	75%
340.1	Business Service Fees	5,896	5,896	5,896	64,854	70,750	70,750	70,750	-	-	5,896	92%
345	Marketing Services	500	-	-	500	7,000	7,000	7,000	-	-	6,500	7%
350	Technical Services	948	572	572	6,683	6,864	6,864	6,864	-	-	181	97%
351	Data Processing & Coding Services	-	-	-	7,197	25,524	25,524	25,524	-	-	18,327	28%
352	Other Technical Services	-	-	-	-	500	500	500	-	-	500	0%
<b>SUBTOTAL - Professional and Tech Services</b>		<b>24,803</b>	<b>14,815</b>	<b>35,551</b>	<b>268,396</b>	<b>429,148</b>	<b>431,056</b>	<b>431,057</b>	<b>(0)</b>	<b>(1,909)</b>	<b>162,661</b>	<b>62%</b>
<b>Property Services</b>												
410	Utility Services	2,462	2,159	3,530	37,963	54,000	54,000	54,000	-	-	16,037	70%
411	Water and Sewer	1,299	865	925	14,076	11,541	16,000	16,000	-	(4,459)	1,924	88%
421	Garbage and Disposal	-	-	-	7,867	12,000	8,000	8,000	-	4,000	133	98%
422	Janitorial and Custodial Services	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
430	Repairs and Maintenance Services	-	-	-	548	5,000	5,000	5,000	-	-	4,452	11%
441	Rent - Land and Building	-	-	-	-	12	12	12	-	-	12	0%
443	Rentals of Computers and Related Equipment	490	570	450	5,234	9,900	9,900	9,900	-	-	4,666	53%
490	Other Purchased Property Services (incl Security, etc)	130	-	-	520	750	750	750	-	-	230	69%
<b>SUBTOTAL - Property Services</b>		<b>4,381</b>	<b>3,595</b>	<b>4,906</b>	<b>66,208</b>	<b>94,203</b>	<b>94,662</b>	<b>94,662</b>	<b>-</b>	<b>(459)</b>	<b>28,454</b>	<b>70%</b>
<b>Other Services</b>												
519	Student Transportation	-	-	-	155	10,000	10,000	10,000	-	-	9,845	2%

**CLV Strong Start Academy Elementary School**  
**Income Statement**  
**As of May FY2025**

		Actual			YTD	Budget & Forecast						
		Mar	Apr	May	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
522	Liability Insurance	-	(2,880)	-	31,381	33,896	31,381	31,381	-	2,515	0	100%
531	Postage	-	-	-	-	200	200	200	-	-	200	0%
535	Phone & internet services	625	622	621	6,911	8,442	8,442	8,442	-	-	1,531	82%
540	Advertising	-	-	-	616	3,500	3,500	3,500	-	-	2,884	18%
570	Food Service Management	371	371	371	4,657	5,032	5,032	5,032	-	-	375	93%
580	Travel	935	1,674	(70)	2,540	5,000	5,000	5,000	-	-	2,460	51%
591	Intereducational, Interagency Purchased Services	2,117	2,058	2,058	22,761	24,712	24,712	24,712	-	-	1,951	92%
<b>SUBTOTAL - Other Services</b>		<b>4,048</b>	<b>1,845</b>	<b>2,979</b>	<b>69,019</b>	<b>90,782</b>	<b>88,267</b>	<b>88,267</b>	-	<b>2,515</b>	<b>19,247</b>	<b>78%</b>
<b>Supplies</b>												
610	General Supplies	3,498	2,276	3,230	32,988	70,299	70,242	70,242	-	57	37,254	47%
612	Supplies/Equip - Non-IT	-	4,546	-	14,492	14,825	14,825	14,825	-	-	333	98%
630	Food	20,636	19,170	23,139	194,665	183,750	214,525	214,525	-	(30,775)	19,860	91%
640	Books and supplies	-	-	-	11,276	11,276	11,276	11,276	-	-	-	100%
641	Textbooks	-	-	-	22,429	43,820	43,820	43,820	-	-	21,391	51%
651	Supplies - Technology - Software	-	-	953	1,503	1,691	690	1,503	(813)	188	-	100%
652	Supplies/Equipment - Information Technology Related	-	-	-	-	10,500	10,500	10,500	-	-	10,500	0%
653	Web-based and similar programs	80	1,738	44	55,794	54,133	56,617	56,617	-	(2,485)	824	99%
<b>SUBTOTAL - Supplies</b>		<b>24,214</b>	<b>27,730</b>	<b>27,366</b>	<b>333,147</b>	<b>390,295</b>	<b>422,496</b>	<b>423,309</b>	<b>(813)</b>	<b>(33,014)</b>	<b>90,162</b>	<b>79%</b>
<b>Depreciation Expense</b>												
790	Depreciation	536	536	536	5,898	6,433	6,433	6,433	-	-	535	92%
<b>SUBTOTAL - Depreciation Expense</b>		<b>536</b>	<b>536</b>	<b>536</b>	<b>5,898</b>	<b>6,433</b>	<b>6,433</b>	<b>6,433</b>	-	-	<b>535</b>	<b>92%</b>
<b>Debt Service and Miscellaneous</b>												
810	Dues and Fees	-	-	-	785	1,053	1,053	1,053	-	-	268	75%
832	Interest	-	-	-	-	73	73	73	-	-	73	0%
890.1	Miscellaneous Expenditures - Prior Year Expenses	834	-	-	2,408	1,573	2,408	2,408	-	(834)	-	100%
<b>SUBTOTAL - Debt Service and Miscellaneous</b>		<b>834</b>	<b>-</b>	<b>-</b>	<b>3,192</b>	<b>2,699</b>	<b>3,534</b>	<b>3,534</b>	-	<b>(834)</b>	<b>341</b>	<b>90%</b>
<b>TOTAL EXPENSES</b>		<b>302,205</b>	<b>313,090</b>	<b>336,497</b>	<b>3,275,479</b>	<b>4,074,214</b>	<b>4,070,308</b>	<b>4,055,188</b>	<b>15,120</b>	<b>19,026</b>	<b>779,709</b>	<b>81%</b>



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

	2024-25													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>1,583,406</b>	<b>1,400,898</b>	<b>1,761,911</b>	<b>1,671,235</b>	<b>1,568,567</b>	<b>2,246,808</b>	<b>2,180,156</b>	<b>2,383,064</b>	<b>2,095,371</b>	<b>2,255,238</b>	<b>2,418,719</b>	<b>2,451,833</b>			
<b>REVENUE</b>															
Revenue from Local Sources	-	-	250,000	168	502,828	900	250,580	69	250,070	250,000	163,557	-	1,668,172	-	
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Revenue	170,746	190,197	170,746	233,941	181,682	181,682	200,850	181,612	181,612	182,171	176,889	176,889	2,202,071	(26,948)	
Federal Revenue	7,221	3,660	35,839	25,214	77,237	60,801	38,055	30,322	46,096	27,109	22,273	40,257	415,471	1,386	
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE</b>	<b>177,967</b>	<b>193,857</b>	<b>456,586</b>	<b>259,323</b>	<b>761,747</b>	<b>243,384</b>	<b>489,486</b>	<b>212,002</b>	<b>477,778</b>	<b>459,281</b>	<b>362,719</b>	<b>217,146</b>	<b>4,285,713</b>	<b>(25,562)</b>	
<b>EXPENSES</b>															
Personnel Services-Salaries	33,445	156,713	166,900	166,644	166,086	170,831	171,027	176,846	173,973	178,208	186,729	155,572	2,068,865	165,890	
Personnel Services-Employee Benefits	42,896	67,674	79,646	68,659	70,789	75,622	70,943	71,780	69,416	86,362	78,430	67,943	939,062	88,903	
Professional and Tech Services	6,362	17,066	28,230	16,747	53,708	7,707	21,919	41,488	24,803	14,815	35,551	162,661	431,057	-	
Property Services	7,656	6,094	7,862	8,807	6,143	5,908	6,419	4,437	4,381	3,595	4,906	26,637	94,662	1,818	
Other Services	8,589	5,148	14,357	3,261	6,444	2,902	10,128	9,319	4,048	1,845	2,979	16,544	88,267	2,704	
Supplies	15,432	15,064	68,084	43,264	35,502	25,738	23,750	27,005	24,214	27,730	27,366	90,162	423,309	-	
Depreciation Expense	-	-	-	-	-	3,217	536	536	536	536	536	535	6,433	-	
Debt Service and Miscellaneous	15	1,964	54	80	129	-	73	43	834	-	-	341	3,534	-	
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>114,395</b>	<b>269,722</b>	<b>365,133</b>	<b>307,460</b>	<b>338,801</b>	<b>291,926</b>	<b>304,794</b>	<b>331,455</b>	<b>302,205</b>	<b>313,090</b>	<b>336,497</b>	<b>520,395</b>	<b>4,055,188</b>	<b>259,314</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>63,573</b>	<b>(75,865)</b>	<b>91,453</b>	<b>(48,138)</b>	<b>422,947</b>	<b>(48,542)</b>	<b>184,691</b>	<b>(119,453)</b>	<b>175,573</b>	<b>146,191</b>	<b>26,222</b>	<b>(303,249)</b>	<b>230,526</b>	<b>(284,876)</b>	
Accounts Receivable	(33,306)	432,786	(181,480)	(57,535)	241,901	(9,254)	20,791	(167,196)	(24,641)	18,005	(6,304)	-	-	-	
Other Current Assets	9,637	-	-	-	-	-	-	-	(7,495)	(1,385)	(2,827)	-	-	-	
Fixed Assets	-	-	-	-	-	3,217	536	536	536	536	536	535	-	-	
Accounts Payable	(79,930)	-	-	-	14,525	(11,439)	(3,086)	-	3,475	(3,475)	13,942	(13,942)	-	-	
Other Current Liabilities	(124,324)	(9,038)	(3,201)	2,699	(1,119)	(635)	140	(1,810)	2,462	415	(1,606)	(2,193)	-	-	
PERS Liability	(18,158)	13,131	2,552	306	(12)	0	(165)	230	9,956	3,195	3,151	-	-	-	
<b>Ending Cash</b>	<b>1,400,898</b>	<b>1,761,911</b>	<b>1,671,235</b>	<b>1,568,567</b>	<b>2,246,808</b>	<b>2,180,156</b>	<b>2,383,064</b>	<b>2,095,371</b>	<b>2,255,238</b>	<b>2,418,719</b>	<b>2,451,833</b>	<b>2,132,985</b>			
Days Cash on Hand	126	159	151	141	203	197	215	189	203	218	221	192			



**Combined Board Check Register**

**School: Strong Start**

**Month: May 2025**

**Total Paid By Check:** \$ 135,197.84  
**Total Paid By Credit Card:** \$ 2,273.52

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	21301	Aces Educators, LLC	5/9/2025	Bill #1253--Monthly service fee: 03/31/25		\$ 575.00
Check	21302	Brady Industries	5/9/2025	Bill #10014262--Supplies		\$ 667.11
Check	21303	EdTec Inc	5/9/2025	Bill #CINV-00009010--EdTec Monthly - May 2025		\$ 5,895.83
Check	21304	Intellatek	5/9/2025	Bill #8987--Monthly Contract Rate: 05/01/25		\$ 572.00
Check	21305	Revolution Foods, PBC	5/9/2025	Bill #006766-C002973--Food services; April 2025		\$ 23,138.73
Check	21306	Scoot Education Inc.	5/9/2025	Bill #118454--Services : 04/14 - 04/17/25 Bill #120571--Services : 04/29 - 05/02/25 Bill #119475--Services : 04/21 - 04/24/25		\$ 4,648.00
Check	21307	Wisconsin Center For Education Products & Services	5/9/2025	Bill #W-0095277--WCEPS care coaching: 04/28/25		\$ 4,672.73
Check	21308	Aces Educators, LLC	5/29/2025	Bill #1274--Monthly service fee: 04/30/25		\$ 1,552.50
Check	21309	COX Business	5/29/2025	Bill #050225--Internet services: 05/02 - 06/01/25		\$ 620.64
Check	21310	Epic Creations Inc	5/29/2025	Bill #INV-250514-0018349--Epic School Plus Offers: 03/31/25 - 03/30/26		\$ 3,780.00
Check	21311	HEALTH PLAN OF NEVADA	5/29/2025	Bill #251280003263--Insurance: June 2025		\$ 16,742.63
Check	21312	Les Olson Company	5/29/2025	Bill #EA1546432--Monthly Contract Billing		\$ 287.74
Check	21313	Christine Nguyen	5/29/2025	Bill #052225--Reimb: Field day supplies & Bee Buck Party Supplies		\$ 68.52
Check	21314	Revco Leasing Company	5/29/2025	Bill #289691--Lease Payment due by 06/04/25		\$ 162.36
Check	21315	School Food Solution L3C	5/29/2025	Bill #6612--Monthly Food service administration management - April 2025		\$ 371.00
Check	21316	Scoot Education Inc.	5/29/2025	Bill #122822--Services : 05/12 - 05/16/25 Bill #121617--Services : 05/05 - 05/09/25		\$ 4,292.00
Check	DB050125	NV ENERGY	5/1/2025	DB050125		\$ 1,732.60
Check	DB050125-1	NV ENERGY	5/1/2025	DB050125-1		\$ 805.45
Check	DB050225	AMERICAN EXPRESS	5/2/2025	DB050225		\$ 3,677.07
Check	DB050225-1	Renaissance Life & Health Insurance Company of America	5/2/2025	DB050225-1 - RENAISSANCE LIFE		\$ 2,127.10

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	DB051525	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	5/15/2025	DB051525		\$ 57,307.53
Check	DB052725	GOFORMZ	5/27/2025	DB052725 - GO FORMZ		\$ 24.00
Check	DB052825	ADOBE	5/28/2025	DB052825 - ADOBE		\$ 19.99
Check	DB052925	NV ENERGY	5/29/2025	DB052925		\$ 992.31
Check	M1023	CAKE WORLD BAKERY	5/21/2025	M1023 - TEACHER APPRECIATION		\$ 45.00
Check	M1024	GIOVANNI MEDINA	5/23/2025	M1024 - PARENT COUNCIL-TACOS		\$ 420.00
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2025	05/14 - Amazon MKTPlace		\$ 16.65
Credit Card	L425 - NV - 1005	WAL-MART	5/22/2025	05/14 - WAL-MART		\$ 65.71
Credit Card	L425 - NV - 1005	WAL-MART	5/22/2025	05/15 - WAL-MART		\$ 10.18
Credit Card	L425 - NV - 1005	WAL-MART	5/22/2025	05/15 - WAL-MART		\$ 11.03
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2025	05/16 - Amazon MKTPlace		\$ 34.99
Credit Card	L425 - NV - 1005	SAMS CLUB	5/22/2025	05/19 - SAMS CLUB		\$ 76.42
Credit Card	L425 - NV - 1005	SAMS CLUB	5/22/2025	05/21 - SAMS CLUB		\$ 74.78
Credit Card	L425 - NV - 1005	WAL-MART	5/22/2025	05/04 - WAL-MART		\$ 126.48
Credit Card	L425 - NV - 1005	Amazon.com	5/22/2025	05/02 - Amazon.com		\$ 59.97
Credit Card	L425 - NV - 1005	POPPY'S DONUTS	5/22/2025	05/02 - POPPY'S DONUTS		\$ 41.40
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2025	04/30 - Amazon MKTPlace		\$ 59.90
Credit Card	L425 - NV - 1005	Amazon.com	5/22/2025	04/30 - Amazon.com		\$ 38.97
Credit Card	L425 - NV - 1005	Las Vegas Valley Water District	5/22/2025	04/29 - Las Vegas Valley Water District		\$ 925.28
Credit Card	L425 - NV - 1005	ALBERTSON'S	5/22/2025	04/28 - ALBERTSON'S		\$ 31.73
Credit Card	L425 - NV - 1005	WAL-MART	5/22/2025	04/27 - WAL-MART		\$ 141.47
Credit Card	L425 - NV - 1005	YUM YUM DONUTS	5/22/2025	04/26 - YUM YUM DONUTS		\$ 202.56

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 MKTPlace	5/22/2025	04/24 - Amazon MKTPlace		\$ 13.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2025	04/24 - Amazon MKTPlace		\$ 121.94
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2025	05/14 - Amazon MKTPlace		\$ 62.47
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2025	05/11 - Amazon MKTPlace		\$ 16.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2025	05/13 - Amazon MKTPlace		\$ 104.77
Credit Card	L425 - NV - 1005	Amazon MKTPlace	5/22/2025	05/13 - Amazon MKTPlace		\$ 35.84

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

# Coversheet

## Discussion for possible action to approve the AB398 Plan and Teacher Raise Allocation Workbook.

**Section:** II. Finance  
**Item:** B. Discussion for possible action to approve the AB398 Plan and Teacher  
Raise Allocation Workbook.  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Strong Start\_AB398 Teacher Raise allocation worksheet -FINAL (4).xlsx

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Strong Start\_AB398 Teacher Raise allocation worksheet -FINAL (4).xlsx

# Coversheet

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

**Section:** III. Executive Update  
**Item:** A. Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, and recruiting.  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** July 2025 Enrollment Update.pdf



## Recruiting

- Tabling
  - July 26, 2025 - Back to School Supply Distribution & Resource Fair (East Las Vegas Community Center)

## 25-26 Enrollment

- 269 students enrolled (31 seats available)
  - Asian - .74%
  - African American - 11.52%
  - Caucasian - 4.46%
  - Hispanic - 79.18%
  - Multiracial - 4.46%

## 25-26 Enrollment

- **269 student registered (33 seats available)**
- Kindergarten - 60 students (full w/ waitlist)
- 1st grade - 62 students (full w/ waitlist)
- 2nd grade - 55 students (5 seats available)
- 3rd grade - 46 students (14 seats available)
- 4th grade - 20 students (full w/ waitlist)
- 5th grade - 26 seats (14 seats available)



# Coversheet

## Discussion for possible action to approve the Strong Start Academy Elementary School Parent Student Handbook and Test Security Plan for the 2025-2026 School Year.

**Section:** III. Executive Update  
**Item:** B. Discussion for possible action to approve the Strong Start Academy  
Elementary School Parent Student Handbook and Test Security Plan for the 2025-2026 School  
Year.  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2025-2026 District-School Test Security Plan.pdf  
25-26\_StrongStartParentStudentHandbook.pdf



# District Test Security Plan 2025-2026

Note: A copy of this manual will be submitted to the Nevada Department of Education by September 1, 2025

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

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

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

### **Reporting Suspected Testing Irregularities**

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

Nevada Revised Statutes:

Nevada Revised Statutes (NRS) 390.350 through 390.430 provide for specific rights and responsibilities

of school district personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state and district-mandated examinations. NRS 390.425 also requires the Nevada Department of Education to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school.

1. A school official shall not directly or indirectly use or attempt to use his or her official authority or influence to intimidate, threaten, coerce, command, influence or attempt to intimidate, threaten, coerce, command or influence another school official in an effort to interfere with or prevent the disclosure of information concerning irregularities in testing administration or testing security.
2. As used in this section, "official authority or influence" includes taking, directing others to take, recommending, processing or approving any personnel action such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation or other disciplinary action.
3. If any reprisal or retaliatory action is taken against a school official who discloses information concerning irregularities in testing administration or testing security within 2 years after the information is disclosed, the school official may file a written appeal with the State Board for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action. The written appeal must be accompanied by a statement that specifies:
  - A. The facts and circumstances leading to the disclosure of information concerning testing irregularities; and
  - B. The reprisal or retaliatory action that is alleged to have been taken against the school official.
4. The state board may issue a subpoena to compel the attendance or testimony of any witness or the production of any materials needed as part of the appeal investigation. If the state board determines that the action taken was a reprisal or retaliatory action, it may issue an order directing the proper person to desist and refrain from engaging in such action. The state board may not rule against the school official based on the identity of the person or persons to whom the information concerning testing irregularities was disclosed. No school official may use the provisions outlined in this summary to harass another school official
5. A person who willfully discloses untruthful information concerning irregularities in testing administration or testing security is guilty of a misdemeanor and is subject to appropriate disciplinary action.
6. A teacher or administrator may be demoted, suspended, dismissed, or not re-employed or his/her license may be suspended for failure to observe and carry out state or school district plans for ensuring the secure administration of required examinations.
7. These provisions do not apply to offenses committed before July 1, 2001.
8. Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.

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

- The situation must be reported to the school principal/test coordinator within 24 hours.
- The school principal/test coordinator must report the incident to the SPCSA within 24 hours of the time the suspected incident has been brought to his/her attention.
- For state assessments, the District Test Director (Tino Mora) will immediately upon receipt of the report of a suspected incident report that incident to the Nevada Department of Education test security official.
- For all assessments, the District Test Director will report the incident to appropriate district level

- administrators.
- Within 5 days, the school principal must provide a completed Report of Test Irregularity to the SPCSA.
- For state assessments, the District Test Director will provide the completed Report of Test Irregularity to the Nevada Department of Education within 14 days of receipt.
- The District Test Director will provide updates to appropriate district level administrators.

### **Investigations of Suspected Testing Irregularities**

- All evidence and documentation related to test security investigations is confidential.
- All reports of suspected or alleged testing irregularities shall be investigated by the school district and/or the Nevada Department of Education
  - o If investigated by the school district, the District Test Director will work collaboratively with the school principal/testing coordinator to investigate the allegation after submission of the completed Report of Test Irregularity
  - o All findings will be reported to the Nevada Department of Education test security office.
  - o If investigated by the Nevada Department of Education, the Department has an obligation to investigate the incident as it deems appropriate. Districts and schools are required to comply with the Department's requests for documentation and information relevant to the investigation.
- All investigations will be conducted as prescribed by Nevada Department of Education and NRS.
- A school principal will be required to file a corrective action plan with the Department under the conditions which include, but are not limited to, the following:
  - o When an investigation reveals that the testing irregularity resulted from inappropriate school-level test administration and/or an inadequate security protocol, including lack of appropriate storage and distribution of materials
  - o When an investigation reveals that the school principal did not provide for adequate or sufficient training of school personnel in test administration and/or security procedures
- The District Test Director/Coordinator will be required to file a corrective action plan with the Department under conditions which include, but are not limited to, the following:
  - o In an investigation reveals that the testing irregularity resulted from inappropriate district test administration and/or inadequate security protocol, including lack of appropriate storage and distribution of test materials
  - o When an investigation reveals that the District Test Director/Coordinator did not provide for adequate or sufficient training of school district personnel in test administration and/or security procedures
- The Department test security coordinator will forward information regarding a testing irregularity to the Deputy Attorney General for review if an investigation reveals that a licensed employee of the school district or charter school (a) was responsible for a breach in the security or confidentiality of the test's questions or answers, or (b) intentionally failed to observe and carry out the requirements of the district and state test security plans.
- If the information is forwarded to the SPCSA, then the SPCSA shall determine if there is sufficient evidence to issue a charging document against the individual or individuals.
- If it is determined that the evidence is insufficient to issue a charging document against and individual or individuals for (a) a breach in the security or confidentiality of a test's questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan, the Department test security coordinator will report this finding in writing to the District Test Director. No disciplinary action will be taken by the Department, but this does not preclude a school district from taking disciplinary action.

- If the evidence is sufficient to support a charging document against an individual or individuals for (a) a breach in the security or confidentiality of a test's questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan and the Superintendent of Public Instruction decides to take action for the suspension or revocation of the individual's license, a notice of complaint will be issued to the licensee.
- When there is sufficient evidence to take action against an individual's license, both the significance of the testing irregularity and the intent of the individual's actions are factors considered in evaluating the appropriateness of suspension or revocation of the license.

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

*School Test Security Plan*

**School Test Security Plans are for the purpose of documenting site-specific information, and must be consistent with the procedures outlined in the district and state test security plans.**

**School Site-Specific Information School Year:**

<b>School:</b> Strong Start Academy Elementary School	<b>Principal:</b> Miriam Benitez
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**Individuals responsible for carrying out the procedures of the School Test Security Plan**

Name:	Title
Miriam Benitez	Executive Director/Principal
Florentino Mora	Assistant Principal / District Test Director
Osvaldo Garcia	Learning Strategist

**TEST ADMINISTRATION AND SECURITY TRAINING**

**School personnel who administer tests to students, and non-licensed individuals required to be present in the testing environment are trained in the following manner:**

All staff are required to watch the 2025–2026 NDE Test Security Video and submit a signed acknowledgment of completion to Tino Mora by **September 19, 2025**.

A refresher training will be required prior to each assessment—CRT, Science, WIDA, and NAA—for staff involved in those specific tests. The refresher for **CRT and Science** will be provided **no later than March 30, 2026**. The refresher for WIDA will be provided **no later than January 9, 2026**.

Teachers must sign in and complete an acknowledgment form confirming both the training and receipt of the Test Security Manual.

All training records and acknowledgments, including dates and signatures, will be retained for **three consecutive years**.

**STORAGE AND DISTRIBUTION OF HARD COPY TESTING MATERIALS**

**Test materials are stored in the following secured and locked location:**

Secure testing materials will be stored in the locked file cabinet located on the second floor in the assistant principal's office.

*School Test Security Plan*

**The following individuals have access to the secured test materials and/or computers:**

Name:	Title
Miriam Benitez	Executive Director/Principal
Florentino Mora	Assistant Principal / District Testing Director
Oswaldo Garcia	Learning Strategist

**Online testing rooms and the test administrator's computer are secured as follows:**

During test administration, all test administrators' computers are secured and actively monitored throughout the session. Student devices are locked in kiosk/testing mode, allowing access only to the secure DRC testing platform.

All individuals present in the testing room will be recorded using sign-in and sign-out sheets to ensure accurate documentation and accountability.

**ELIGIBILITY**

**The following procedures are used to verify student eligibility:**

The Test Coordinator will determine student eligibility for CRT and NAA by developing a master list in Infinite Campus. This list will guide student groupings, ensuring that students are assigned to test with teachers familiar with their individual needs.

To confirm eligibility for special education students, the Test Coordinator will collaborate with the school's Special Education Instructional Facilitator. Based on confirmed eligibility, the Test Coordinator will generate test tickets accordingly.

Test Administrators will verify each student's identity prior to distributing test tickets. Throughout the testing window, testing progress will be closely monitored to ensure that all eligible students complete their assessments.

**DISTRIBUTION, COLLECTION, AND RETURN OF TESTING MATERIALS**



**The following procedures are used to distribute, collect and return paper/pencil test materials or online test tickets:**

Testing materials will be distributed by the Test Coordinator to Test Administrators on designated testing days using a sign-out sheet. At the conclusion of each testing session, materials will be collected and inventoried by the Test Coordinator, using class rosters to ensure accurate accounting.

Test Administrators are responsible for maintaining the security of all testing materials throughout the administration. They will distribute test tickets to students and collect them immediately after students log in.

At the end of each session, Test Administrators must verify and account for all materials—by counting and confirming their return—before submitting them back to the Test Coordinator before the end of the school day.

*School Test Security Plan*

**EMERGENCY SITUATIONS**

**The following plan is in place to address test security issues during an emergency situation:**

In the event of an emergency requiring school evacuation, students should pause their tests if it is safe to do so and exit the testing room calmly and orderly. Once all students have exited, the testing room will be locked to ensure the security of all testing materials.

Reentry to the testing area will be permitted only to the principal, Test Coordinator, or their designee and must be documented. If possible, students will resume testing for fixed-form assessments once it is safe to return.

A **Report of Test Irregularity** will be completed and submitted for any emergency that disrupts test administration.

**ADDITIONAL TIME**

**The following procedures are used for students who require additional time for testing:**

At the end of the scheduled testing period, the Test Coordinator or designated staff member will identify students who require additional time. They will collect the students' testing materials from the Test Administrator and securely escort both the students and materials to a designated make-up testing room. If testing overlaps with the lunch period, arrangements must be made to ensure that these students do not interact with peers or access unapproved electronic devices during the transition.

## **ACCOMMODATIONS**

### **The following procedures are used to ensure compliance with student testing accommodation plans:**

The Test Coordinator will meet with the Special Education teacher prior to each testing window to review all NDE Testing Accommodations for Students in Special Education and 504 Programs forms. The Test Coordinator will develop both a list of students organized by embedded accommodation and a list of students by non-embedded accommodation. The Test Coordinator will assign embedded accommodations in eDIRECT for each assessment and ensure that all accommodations are provided. Test administrators and proctors must complete a Confidentiality Agreement Form for certain accommodations as indicated in the Usability, Accessibility, and Accommodations Guide (UAAG) provided by DRC.

## **OTHER PROCEDURES**

### **Listed below are additional procedures followed to ensure test security:**

Teachers will identify the designated supports provided in their classrooms to specific students, ensuring alignment with the embedded and non-embedded supports outlined in the UAAG. The Test Coordinator will compile two organized lists: one of students receiving embedded designated supports and one of students receiving non-embedded designated supports. Embedded supports will be assigned in eDIRECT, and the Test Coordinator will ensure that all assigned supports are properly applied.

Test Administrators and proctors assigned to students with certain designated supports, as specified in the UAAG, must complete a Confidentiality Agreement Form. A record of all students receiving any designated supports will be maintained on a secured thumb drive and stored for a minimum of three years.

Throughout testing, the Test Coordinator will conduct regular visits to testing rooms to verify active proctoring. The Test Coordinator will also check in with each Test Administrator at the end of every testing session to provide assistance, address emergencies, or respond to any test irregularities. All Test Administrators must engage in active proctoring by circulating the room and ensuring that students remain on task and work independently throughout the session.



ELEMENTARY SCHOOL  
AT THE TONY HSIEH  
EDUCATION CENTER

**2025-2026**  
**K-5**

# **Parent & Student Handbook**

Dear Strong Start Families,

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

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

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

Thank you for reviewing our Parent & Student Handbook!

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# **Board of Directors**

Lorna James-Cervantes, President

Maria Tamayo-Soto, Treasurer

Dachresha Harris, Officer

L. Alee Moore, Officer

Tari Smethurst, Officer

Alicia Arroyo, Officer

Roxann McCoy, Officer

Vanessa Mari, Officer

## **Board Meetings**

Board meetings are open to the public.

Meeting dates and times are posted as per Open Meeting Law (OML) requirements on the school website

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

**[www.clvstrongstartes.org](http://www.clvstrongstartes.org)**

## **Administrative Staff**

Miriam Benitez, Executive Director and Principal

[mbenitez@clvstrongstartes.org](mailto:mbenitez@clvstrongstartes.org)

# What is a Charter School?

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

## Our Mission and Vision

### **Our Mission**

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

### **Our Vision**

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

### **Our Purpose**

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



## Core Values

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

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

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

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

### SSAES Core Beliefs:

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

## SSAES Character Traits

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

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

kindnes**S**  
empa**T**hy  
**R**espect  
Co**O**peration  
i**N**tegrity  
**G**ratitude  
  
ju**S**tice  
curiosi**T**y  
cour**A**ge  
pe**R**severance  
Accoun**T**ability

## Enrollment

A lottery will be held after the Open Enrollment period. Families will be notified via email of their child's acceptance into Strong Start Academy. The Office for Civil Rights (OCR) enforces Federal statutes that prohibit discrimination in programs and activities that receive Federal financial assistance from the Department of Education. Strong Start Academy is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws.

Click on the link for Strong Start Academy's Enrollment Policy:

[https://www.clvstrongstartes.org/wp-content/uploads/2024/08/24-25-Parent\\_Student\\_Handbook.pdf](https://www.clvstrongstartes.org/wp-content/uploads/2024/08/24-25-Parent_Student_Handbook.pdf)

# General School Procedures

## School Hours

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

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

## School Calendar

[2025-2026 SSAES Calendar](#)

## Daily Schedule

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

## Childcare

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

## Arrival & Dismissal Procedures

### Arrival

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

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

### **Dismissal**

Students will be dismissed at 3:15 PM. The main gate will open by 3:13 PM to allow parents on campus. The gate located on Bridger Avenue will open just before the dismissal bell rings. Kindergarten students will be dismissed directly from their classrooms only to persons authorized to pick-up the student(s). Students in grades 1-4 will be dismissed from their designated dismissal exit. To ensure the safety of all of our students, please be sure to communicate your child's after-school plan with the teacher. Teachers must be informed whether children walk home, wait for an adult, go to after-school care, or any other means of getting home.

### **Early Release**

We understand the need to occasionally pick-up children early from school for appointments, unforeseen circumstances or emergencies. Early dismissals should be an exception not the norm. Early dismissals are disruptive for all of the students in the classroom and for the teacher.

**As a courtesy to the classroom environment, there is no student release within the last 30 minutes of the school day - from 2:45 pm to 3:15 pm - except in the case of an emergency.**

If you have an appointment scheduled during this time period, please email Christine Nguyen at [cnguyen@clvstrongstartes.org](mailto:cnguyen@clvstrongstartes.org) or Marisol Piedra ahead of time at [mpiedra@clvstrongstartes.org](mailto:mpiedra@clvstrongstartes.org).

### **Late/Early Student Check-in/out Procedure**

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

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

### **Attendance Policy**

#### **Purpose**

The primary aim of attendance enforcement is to increase student achievement through improved attendance. Strong Start Academy Elementary School (SSAES) requires that students attend school regularly in accordance with the Nevada Revised Statutes. It is the position of SSAES that if a student is absent, no learning can take place. The educational experiences lost during an absence are irretrievable as the interaction in the classroom setting can seldom be duplicated through makeup work. SSAES recognizes that absences for students who are physically or mentally unable to attend school and have completed the course-work

requirements are exempt under NRS 392.050.

Attendance enforcement is a shared responsibility between SSAES and the student's parent or legal guardian. The parent, legal guardian, or other person in the state of Nevada having control or charge of any student is required to send the student to school during all times that the public school is in session (NRS 392.040). Each student is expected to attend school for the entire school day.

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

### **Chronic Absenteeism**

Per NRS 392.122, the board of each school district must adopt a policy prescribing the circumstances under which a pupil is considered chronically absent by the Nevada Department of Education. Per Nevada state law, there is a 90% attendance requirement. Students must not miss more than 10% of the school year (18 days - excused or unexcused absences). If a student has a medical condition, which makes him/her miss more than the policy allows, the parent/guardian must arrange a meeting with administration to discuss alternative education options. The student is also required to have all missed work completed per the school make-up work policy. Students who do not meet these two conditions and fall short of the attendance requirement may be retained in the current grade. The Safe School Professional and Health and Wellness Specialist will be responsible for monitoring attendance and managing the SSAES Attendance Policy. Families will be notified of absences through attendance calls and written notices.

Chronic absenteeism is defined as missing 10% (18 days) or more of school days in a year. Chronic absenteeism goes beyond occasional absences due to illness or family emergencies. It reflects a persistent pattern of missing school, which can severely impact a student's academic performance, health, and overall success. Recent research has illuminated the profound effects of chronic absenteeism, making it clear that addressing this issue is crucial for student success.

Regular student attendance is critical to the student completing coursework required for earning credit and/or being promoted to the next grade. Both in school and out-of-school learning activities and assignments contribute to a student's ability not only to attain a passing grade in a course, but also to master the standards for each course of study.

### **Retention**

SSAES expects that students must attain a standard of 90 percent attendance. Individual student absences should be limited to a maximum of eighteen (18) total absences per school year. Students who exceed eighteen (18) approved or unapproved absences during the school year may be retained in the current grade.

For the purpose of this subsection, all arranged absences in excess of ten (10) days during a school year shall be considered unapproved. All arranged absences for which the makeup work was not

completed and submitted as specified by the teacher shall be considered unapproved.

A required parent conference is to be scheduled by the principal or designee when the following occurs due to excessive absenteeism:

1. A student has been identified for possible retention;
2. A student is deemed to be a habitual truant; and/or
3. A referral for educational neglect is contemplated.

### **Due Process**

Before a student is denied promotion to the next higher grade for failure to comply within the attendance requirements prescribed, the principal shall provide written notice of the intended denial to the parent/guardian of the student. The notice must include a statement indicating that the student and parent/guardian may request a review of the absences of the student and a statement of the procedure for requesting such review. Upon the request for review by the parent/guardian, the principal or designee shall review the reason for each absence of the student upon which the intended denial of promotion is based. After the review, the principal or designee shall credit towards the required days of attendance each day of absence for which: There is evidence submitted by the parent/guardian that the student has physically or mentally been unable to attend school on the day of the absence; and the pupil has completed course work requirements.

If the parent/guardian disagrees with the decision of the principal or designee that the standard under NRS 392.122 3(a) and (b) has not been met, the parent may appeal to the assistant superintendent or designee. The decision of the assistant superintendent or designee shall be final.

### **Notification of Absence**

Notifications of student absences will be made to the parent, legal guardian, or other person having control or charge of the child as recorded in the student information system upon each unverified absence.

In the event of an unapproved absence, the teacher or other school official shall deliver or cause to be delivered a written notice of truancy to the parent, legal guardian, or other person having control or charge of the child (NRS 392.130(4)).

### **Absence Documentation/Explanation**

SSAES includes specific directions and/or procedures relative to the manner in which students will be readmitted to school subsequent to an absence in the student/parent handbook. The procedures developed to implement this policy reflect state law, including elements of the Nevada Education Reform Act of 1997, which includes attendance as a criterion for determining the adequacy of a school's overall program performance. Schools will work with parents and students to identify and remediate the causes of poor attendance. SSAES requires parental/guardian confirmation of the reason for the absence in writing prior to or upon return from each absence. Verified medical appointments, medical excuses, medical documentation and/or other explanations must be presented in writing by the student from the parent/guardian or personally by the parent/guardian within three days directly following the absence.

### **Classification of Absences**

The determination of the proper classification of an absence requires the exercise of judgment on the part of the teacher, principal, or designee. To evaluate the proper classification of the absence, the school may reasonably inquire, investigate, and/or request further documentation from the parent/guardian.

Absences from school due to a student's participation in a school sanctioned activity or absences resulting from a student's suspension or required parent conference shall not be counted as absences for the purpose of attendance enforcement.

### **Approved Absences**

Explanations by the parent, legal guardian, or physician stating the reason the student was absent must be presented to the teacher or principal designee not later than three days after the student returns to school.

Absences shall be approved for the purposes of attendance enforcement pursuant to NRS Chapter 392 when:

1. The student is physically or mentally unable to attend school, or the absence is related to the student's disability and the course work has been completed.
2. The approval of the teacher, principal, or designee has been given for an unavoidable absence due to an emergency.
3. The student is absent due to a required court appearance or a religious holiday.
4. The absence has been arranged pursuant to the request of a parent or legal guardian prior to the absence and does not exceed the allowable ten (10) arranged days per school year.

### **Unapproved Absences**

Absences shall be unapproved for the purposes of attendance enforcement pursuant to NRS Chapter 392 when:

1. The arranged absence was not requested in writing in advance of the absence or exceeded the allowable ten (10) arranged days per school year;
2. The absence was not due to the physical or mental inability of the student to attend school, the student's disability, an emergency, a required court appearance, or religious holiday;
3. The absence from class or school was without written permission from the teacher, principal, or designee;
4. The parent/guardian or person in charge of the student failed to notify the school of the



reason the student was physically or mentally unable to attend, or the nature of the emergency, court appearance or religious holiday within three days after the student returned to school;

5. The student failed or refused to attend school when so directed by the parent or legal guardian or school official; or,
6. The parent or legal guardian or person having charge of the student failed or refused to require the student's attendance at school.

### **Truancy**

An unapproved absence for one or more class periods or the equivalent of one or more class periods during a school day shall be deemed a truancy (NRS 392.130(2)).

If a student has been declared truant three times for unapproved absences, the principal of the school, or designee, shall report the student to local law enforcement for investigation of habitual truancy and issuance of a citation, if warranted, in accordance with NRS 392.144 and NRS 392.149.

Nevada law does not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian.

Any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without a valid excuse may again be declared a habitual truant.

Once a student is identified as a habitual truant in accordance with NRS 392.144, the school shall conduct an investigation, set a hearing date, and provide a written notice of the hearing to the parent or legal guardian of the student. If the student remains a habitual truant following the investigation and hearing, the school may issue an order imposing administrative sanctions.

### **Makeup Work**

Teachers shall provide an opportunity for a student to make up missed work due to any absence, and students shall be held accountable for the work. When a student is absent, however, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through makeup work.

After any absence, the parent or legal guardian of an elementary student is responsible to contact the teacher to obtain appropriate makeup work within three school days directly following the absence. Once contact has been made with the teacher, the nature of the makeup work and the time allowed for completion will be determined and communicated by the teacher to the student/parent or legal guardian. Students shall be allowed a minimum of three (3) days to complete makeup work.

### **Recording Daily Attendance**

SSAES is responsible for maintaining an accurate attendance record for each student enrolled. A student at SSAES shall be recorded as absent for half of the day if more than one hour and fifty-five minutes of the instructional day is missed and recorded as absent for the entire day if more than three hours and forty-five minutes of the instructional day is missed.

### **Tardiness**

SSAES recognizes the problem of student tardiness to class as a serious disruption of the educational atmosphere of our schools. The distractions caused by students arriving late to class are unfair to the teacher and are an infringement on the educational rights of other students. Certain elements of instructional activity and learning are irrevocably missed when students arrive late to class. A SSAES, we have a fair, consistent, staff-involved, and well-communicated tardy procedure.

A student who is not physically present in the classroom at the start of the instructional day is to be marked tardy.

### **Attendance Incentives and Interventions**

Incentive programs designed to promote and enforce the good attendance of students shall be developed and implemented at each school. Attendance incentive plans are to be developed with input from parents, students, and teachers and must be reviewed by each school's assistant chief or designee.

Each incentive program will also include an intervention component. The intervention component will be developed with the involvement of school personnel. The interventions will be designed to address issues that affect students' regular attendance.

### **Tardy Policy**

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

### **Transportation**

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

### **Field Trips/Extracurricular**

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

### **Field Trips**

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

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

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

### **Chaperones**

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

### **Special Events & Celebrations**

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

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

### **Birthdays**

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

### **Dress Code/Uniform Policy**

SSAES will be following a policy of standard student attire. By wearing school uniforms, students are part of a team. It is this team effort and sense of belonging that will help students experience a greater sense of identity and promote academic excellence. Each student will be provided with 2 logo patches that can be ironed onto the left side of polo

shirts, hoodies, sweaters, and/or jackets. Additional patches may be purchased through the front office for a nominal fee. The patches can be ironed onto the left side of gray, black, white or royal blue collared polo shirts. This minimizes the school uniform cost for families.

### **Shirts**

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

### **Outerwear (Sweatshirts, Sweaters, Jackets, etc):**

- No preference if worn outside the building
- If students want to wear their jackets, hoodies, or sweaters, inside the school building, outerwear must have the school logo on the left side.
- **Administration has the final approval for all outerwear**

### **Pants, Skirts, Shorts, Capris:**

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

### **Shoes and Sneakers:**

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

### **Consequences for Violating the Uniform Policy**

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

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

## Charter Fees/Cost

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

## Medical Information

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

### Immunization Requirements

In accordance with Nevada Revised Statute 392.435, unless a student is excused because of religious belief or medical condition, a child may not be enrolled in SSAES ES, a public charter school, unless the student's parents or guardian submit to the registrar of the school a certificate stating that the child has been immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis (polio), rubella (German measles), rubeola, and other such diseases as the local Board of Health or State Board of Health may determine, and has received proper boosters for that immunization, or is complying with the schedules established pursuant to NRS 439.550, which are as follows:

- 5 DTaP/DPT (Minimum age: 6 weeks) if series was started before age 7
  - 1st and 2nd dose & 2nd and 3rd dose must be separated by 4 weeks
  - 5th dose not needed if 4th dose given on or after 4th birthday
  - Final dose at least 6 months after the previous dose (on or after the 4 th birthday)
  - See Tdap for catch up schedule if series started age 7 or older\*\*
  
- 2 Hepatitis A (Minimum age: 12 months)
  - 2nd dose must be given at least 6 months after the 1st dose
    - Required for students new to Nevada or school after July 1, 2002
  
- 3 Hepatitis B (Minimum age: Birth)
  - 1st and 2nd dose must be separated by 4 weeks
  - 2nd and 3rd dose must be separated by at least 8 weeks
  - 3rd dose at least 16 weeks after the 1 st dose (Minimum age for 3rd dose: 24 weeks)
    - Required for students new to Nevada or school after July 1, 2002
  
- 2 MMR (Minimum age: 12 Months)
  - 1st and 2nd dose must be separated by at least 4 weeks
  - 2nd not required until on or after the 4th birthday, but may be given sooner if separated by at least 4 weeks
  
- 4 Polio/IPV/OPV (Minimum age: 6 weeks)

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

#### 1 Tdap \*\*

- Required for 7 th grade enrollment and all students grade 8 th – 12 th
- Catch up schedule – Students age 7 or older, who are not immunized with the childhood DTaP/DTP vaccine series, should receive Tdap vaccine as the initial dose in the catch up series. If additional doses are needed, use the Td vaccine.
- A total of 4 doses DTaP/DTP/Td/Tdap combination is needed if the first doses are given less than 12 months of age. Dose 3 and 4 must be 6 months apart
- A total of 3 doses DTaP/DTP/Td/Tdap combination is needed if the first dose is given at 12 months and older. Dose 2 and 3 must be 6 months apart
- 2 Varicella/Chicken Pox (Minimum age: 12 months)
  - 1st and 2nd dose should be separated by at least 3 months for age  $\leq 12$  years, however dose is valid if separated by 4 weeks
  - 13 years and older 1st and 2nd dose must be separated by 4 weeks
  - Physician verification of past disease required for exemption
  - Required for students new to Nevada or school after July 1, 2011

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

### Conditional Enrollment

A child may enter school conditionally if the parent or guardian submits a certificate from a physician or local health officer that states the child is receiving the required immunizations. If a certificate showing the child has been fully immunized is not submitted within 90 school days of the conditional enrollment, **THE CHILD WILL BE EXCLUDED FROM SCHOOL AND THE CHILD'S SEAT AT THE SCHOOL WILL BE RELEASED.**

\*\*The certificate showing proper immunization or the certificate for conditional enrollment must be received by the school no later than 3:00pm on the school day prior

to the first day the child is scheduled to attend his or her first class at SSAES. **FAILURE TO DO SO WILL RESULT IN THE CHILD'S SEAT AT THE SCHOOL BEING RELEASED.**

### **Students from Out-of-State**

For a child that is transferring from out of State, the parents must submit a certificate signed by a physician or a local health officer showing:

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

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

### **Illness/Emergency During the School Day**

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

If a medical emergency occurs:

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

### **Medications**

- Parents of students who have specific or special health concerns, chronic illness, or need of medication during school hours will add that information to the "Health" form at the time of enrollment. This information will be given to the school nurse or First Aid Safety Assistant (FASA), who will create a "health alert" folder to be kept at the school office. This folder will contain information on procedures to follow in

case of illness or emergency, as well as any necessary parental permission. Should changes occur that may affect the student's care, it is the parent's responsibility to notify the school and to update the student's health information at the school office.

- The FASA will provide teachers with health files on students with health concerns, chronic illnesses, and/or identification of students who take daily medication during school hours.
- For medication to be administered to a student, the school must have an Authorization for Medication form on file. This form is available in the office. A pediatrician or a family doctor must complete these forms. All medication must be office authorized through the health office. Medication must be in its original container and labeled with the following information: the child's name, dosage, name of the drug, physician's name, and the name/phone number of the pharmacy that filled the prescription. Office personnel designated to dispense medication are required to count the number of pills the student brings to school and document in the student medication log. Expired medications will not be accepted. If a medication expires during the school year, it must be picked up or it will be disposed of, with no exceptions. Unclaimed medications will be disposed of at the end of the school year.

## Student Behavior Expectations

### Student Code of Conduct

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

#### 1. **Be Safe - Make good choices**

Students should not throw objects at others, push, hit, hurt, kick, or act in any other manner that may cause harm to another individual.

#### 2. **Be Kind - Use respectful language and actions**

Treat others as you wish to be treated.

Be courteous.

Use appropriate positive language and actions.

Listen to each other.

#### 3. **Be Responsible – Solve Problems Wisely**

Follow directions.

Complete your schoolwork.






If you make a mess, help clean it up.

If you make a mistake, be honest.

Take care of your equipment/school property.

Be on time.



 <b>Strong Start Academy Elementary School</b>  <b>Behavior Matrix</b>   						
Norms		Classroom Expectations	Hallway Expectations	Restroom Expectations	Lunch Expectations	Playground/Recess
<b>Be Safe</b>	Be Safe by making good decisions/choices	-Walk -Keep your hands and feet to yourself -Stay in assigned area	-Walk -Keep your hands and feet to yourself	-Walk -Wash your hands before you leave -Stay in your own stall	-Walk to your seat -Keep your hands and feet to yourself	-Walk (no running) -Use equipment appropriately/for its intended purpose -Stay in designated areas -Keep your hands and feet to yourself
<b>Be Kind</b>	Be Kind by being respectful/using respectful language	-Be respectful to yourself others and property -Be happy for others -Use good manners -Work collaboratively -Accept differences	-Greet people positively -Help those in need -Respect environment	-Clean up after yourself -Report any messes or problems to an adult	-Use school appropriate language -Include peers in your conversations	-Invite peers to participate -Encourage Classmates
<b>Be Responsible</b>	Be Responsible by working hard to solve problems	-Use voice level 0-3 -Appropriate use of school materials -Use school appropriate language -Engage in learning -Be prepared and organized -Ask for help when needed -Respect others' property -Accept feedback	-Use voice level 0-1 -Report Inappropriate Behavior -Help keep environment clean	-Use voice level 0-1 -Return back to class in a timely manner -Use restroom appropriately (No Playing) -Report Inappropriate Behavior	-Use voice level 0-2 -Throw away your trash -Finish eating during your lunch time -Report Inappropriate Behavior	-Use voice level 0-4 -Use school appropriate language -Promptly transition from outside to inside -Play fair by game rules -Report Inappropriate Behavior -Accept Feedback

## Code of Honor

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one’s honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

## What is cheating?

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

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

## What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of

plagiarism can include, but are not limited to:

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

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

## **BULLYING AND CYBERBULLYING**

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

### **I. Definitions**

#### **A. Definition of Bullying**

1. Under Nevada Revised Statutes (NRS) 388.122, "bullying" means written, verbal, or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
  - a) Have the effect of:
    - (1) Physically harming a person or damaging the property of a person; or
    - (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person; or
  - b) Interfere with the rights of a person by:
    - (1) Creating an intimidating or hostile educational environment for the person; or
    - (2) Substantially interfering with the academic performance of a student or the ability of the person to participate in or benefit from services, activities, or privileges provided

by a school; or

- c) Are acts or conduct described in Section (II.A.1.a.) or Section (II.A.1.b.) and are based upon the:

- (1) Actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person; or
- (2) Association of a person with another person having one or more of those actual or perceived characteristics.

- 2. The term includes, without limitation:

- a) Repeated or pervasive taunting, name-calling, belittling, mocking, or use of put-downs or demeaning humor regarding the actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, language, legal status, or any other distinguishing characteristics or background of a person.
- b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors.
- c) Repeated or pervasive nonverbal threats or intimidation, such as the use of aggressive, menacing, or disrespectful gestures.
- d) Threats of harm to a person, to his or her possessions, or to other individuals, whether such threats are transmitted verbally, electronically, or in writing.
- e) Blackmail, extortion, or demands for protection money or involuntary loans or donations.
- f) Blocking access to any property or facility of a school.
- g) Stalking.
- h) Physically harmful contact with or injury to another person or his or her property.

#### B. Definition of Cyberbullying

- 1. Under NRS 388.123, “cyberbullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning ascribed to it in NRS 200.737, which is any visual depiction, including, without limitation, any photograph or video of a minor simulating or engaging in sexual conduct, or of a minor as the subject of a sexual portrayal.
- 2. Under NRS 388.124, “electronic communication” means the communication of any written, verbal, or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer, or any similar means of communication.
- 3. A student who is a minor who knowingly and willfully transmits or distributes an image that is racially motivated or illustrates bullying, electronically or using another means, with the intent to encourage,

further, or promote racially motivated behavior or bullying:

- a) For a first violation is considered a child in need of supervision, as that term is used in Title V of the NRS.
- b) For a second or subsequent violation, commits a delinquent act, for which a court may order the detention of the minor in the same manner as if the minor had committed an act that would have been a misdemeanor if committed by an adult.

## **GENDER DIVERSE STUDENT POLICY**

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

### **I. Definitions**

- A. These definitions are not provided for the purpose of labeling students, but to assist in understanding this policy.
  1. Classroom Activities: Activities that provide education or instruction for all students, other than field trips. Nothing in this definition requires adoption of a specific curriculum [NAC 388.880(6)].
  2. Gender Expression: How a person expresses their gender through outward presentation and behavior. This may include, but is not limited to, a person's name, clothing, hair style, body language and mannerisms.
  3. Gender Identity: A person's understanding/outlook/feelings/sense of being male, female, both or neither, regardless of the person's biological sex. All people have a gender identity.
  4. Gender Support Team: A group consisting of the student; the student's parent(s); the school personnel and/or administrator or designee of the administrator, including a counselor; and any representative(s) of community-based groups (including faith groups), as requested by the parent(s). The Gender Support Team will be led or coordinated by the school administrator or the administrator's designee.
  5. Parent: For the purpose of this policy, a parent is defined as:
    - a) A biological or adoptive parent;
    - b) A legal guardian;
    - c) A person acting in the place of a parent with whom the child lives;
    - d) A person who is legally responsible for the child's welfare; or
    - e) An emancipated student.

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

- A. The Gender Support Plan will be consistent with the requirements of this policy. Each Gender Support Plan for students with diverse gender identities or expressions must include the following components [NAC 388.880(3)]:
  - 1. Methods to ensure protection of the privacy of the student;
  - 2. Methods to support the appropriate engagement of the parent(s) of the student;
  - 3. Compliance with the Nevada Interscholastic Activities Association (NIAA), if interscholastic activities are considered;
  - 4. Compliance with the Nevada Equal Enjoyment of Places of Public Accommodations law; and
  - 5. Consideration of the rights and needs of the student for which the plan is developed, as well as the capacity of the school (for example, but not limited to, the layout or age of the school), and the rights and needs of the student body at large, including individual requests for privacy.
- B. SSAES shall take measures to ensure access to academic courses and services that are appropriate for and supportive of students with diverse gender identities or expressions, including without each person governed by the plan, including, without limitation,
  - 1. Classroom activities that are relevant and meaningful to and appropriate for the student and do not discriminate or segregate according to gender identity or expression;
  - 2. Physical education, assemblies, dances, ceremonies, and other school activities shall be appropriate for students with diverse gender identities or expressions and not discriminate or segregate according to gender identity or expression;
  - 3. Intramural and interscholastic activities, in accordance with the regulations and policies of the Nevada Interscholastic Activities Association; and
  - 4. Schools shall ensure that students with diverse gender identities or expressions shall have access to all clubs.

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

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

- A. The school shall protect the privacy of each student governed by this policy.
  - 1. School employees shall not disclose information that may reveal a

student's gender identity or expression status:

- a) to other students;
- b) to the parents of other students;
- c) to staff members unless there is a specific need to know;
- d) unless legally required to do so (e.g. court order, subpoena);  
or
- e) unless the parent has authorized, in writing, such disclosure.

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

1. Records:

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

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

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

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

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

school will change a student's name and gender on official records when the name of the student is changed by court order.

- C. The school shall ensure that dress or uniform policies are not delineated or segregated according to gender identity or expression. Students with diverse gender identities or expressions may wear clothing consistent with their gender identity or expression.
- D. The school shall ensure that yearbook photographs allow for all students, including those students with diverse gender identities or expressions, to choose clothing that aligns with their gender identity or expression and, if applicable, allow for yearbook photographs of high school seniors that are not gender-specific.
- E. The school shall ensure that the preferred name of a student be read during ceremonies and other events, including, without limitation, promotion ceremonies.
- F. The School shall use appropriate definitions and terminology in describing the requirements, needs, and experiences of students with diverse gender identities or expressions.
- G. Access to Facilities and Educational Experiences: SSAES complies with all state and federal laws regarding discrimination and access to public facilities. NRS 651.070 states: "All persons are entitled to equal enjoyment of places of public accommodation. All persons are entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages and accommodations of any place of public accommodation, without discrimination or segregation on the ground of race, color, religion, national origin, disability, sexual orientation, sex, gender identity or expression."
  - 1. Restroom Access:
    - a. Option 1: Restroom access for students with diverse gender identities or expressions may be determined on a case-by-case basis through the Gender Support Plan process, subject to any individual requests for privacy.
    - b. Option 2: Students with diverse gender identities or expressions have the right to access restrooms consistent with their gender identity or expression as determined on a case-by-case basis through the Gender Support Plan process, subject to any individual requests for privacy.
    - c. Option 3: Students with diverse gender identities or expressions may use restrooms consistent with their sex assigned at birth, subject to any individual requests for privacy, as determined on a case-by-case basis through the Gender Support Plan process.

#### IV. Professional Development and Training

The school will provide professional development and training concerning

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

- A. The school shall develop methods for discussing the meaning and substance of this policy with staff in order to address the rights and needs of persons with diverse gender identities or expressions and ensure that they are safe, included, and respected.
  
- B. The school shall assume full responsibility and authority in developing a professional development and training plan that will include the following requirements and procedures:
  - 1. Awareness of the rights and needs of students with diverse gender identities or expressions;
  - 2. Training in the appropriate methods of cultural competency to facilitate positive learning environments, social emotional learning skills, and appropriate human relations among all students;
  - 3. Training concerning the needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination, harassment, bullying, and cyberbullying;
  - 4. Training regarding the requirements of state laws and regulations, which require the school to develop a Gender Support Plan with a team led by the school-site administrator or administrator's designee;
  - 5. Training in methods to support the appropriate engagement of the parents of students with diverse gender identities or expressions; and
  - 6. Training addressing the definitions and terminology in describing the requirements, needs, and experiences of persons with diverse gender identities or expressions.

## V. Complaint Procedures

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

## VI. Discipline

The school shall establish methods to ensure that disciplinary action against an employee, volunteer, or student for the use of a name or pronoun, selected during the Gender Support Team meeting, shall only be considered



if the action or actions meet the definition of bullying as prescribed in Nevada Revised Statutes (NRS) 388.122 through NRS 388.124 inclusive, or violate Bullying and Cyberbullying policies, or any other policy of the school.

**Restorative Justice Policy**

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

Tier I	Restorative Practices
Prevent inappropriate behaviors by introducing school wide support	<ul style="list-style-type: none"> <li>● Establish and reinforce school-wide expectations, initiatives, and systems</li> <li>● Cultivate healthy, positive, and professional relationships with students</li> <li>● Emphasize a sense of school community</li> <li>● Engage students personally before addressing any behavioral issue, whenever possible</li> </ul>

Tier II	Restorative Practices
Identify students who are developing chronic	<ul style="list-style-type: none"> <li>● Continue Tier 1 Restorative Practices</li> <li>● Temporary/alternative student environment - teacher to teacher, teacher to staff member, teacher to penalty box, etc.</li> </ul>

<p>inappropriate behaviors</p> <p>Focused on behavior data and documentation</p>	<ul style="list-style-type: none"> <li>● Meet with the Counselor or Safe Schools Professional</li> <li>● Self-Reflection</li> <li>● Students required to self-disclose inappropriate behavior to a parent via student initiated contact from the school site.</li> <li>● Informal parent/family contact via phone call, e-mail message, text message</li> <li>● Peer circles</li> <li>● Apology letters</li> </ul>
<p>Tier III</p>	<p>Restorative Practices</p>
<p>Resolve chronic inappropriate behaviors with individualized interventions</p>	<ul style="list-style-type: none"> <li>● Continue Tier 1 &amp; 2 Restorative Practices</li> <li>● Meet with the Counselor or Safe Schools Professional</li> <li>● Introduction to the Executive Director</li> <li>● Formal parent/family contact</li> <li>● Social contracts</li> <li>● Create a Restorative Action Plan (RAP) - Collaborate with students, parents, and all to create a plan that is realistic to accomplish.</li> </ul>

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

**MINOR BEHAVIOR INCIDENTS**

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

Restorative Steps For Minor Behavior

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

**MAJOR BEHAVIOR INCIDENTS**

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

enforcement involvement. Major Behavior Incidents include discretionary expellable offenses.

#### Restorative Steps for Major Behavior

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

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

#### **Administration will make the final decision on disciplinary actions.**

If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: **RPC, Suspension, or Expulsion.**

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

**Pursuant to NRS 392.467 a student may be expelled, suspended, or removed if they have been charged with a crime if:**

- a. The school conducted its own documented investigation.
- b. The school gives notice of the charges brought against the student.

**Summary of Progressive Restorative Discipline Structure**

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

**Battery of a School Employee**

Any student who commits a battery against a school employee while on school grounds, a school bus, or at a school sponsored activity, may be suspended, expelled or permanently expelled, subject to certain age limitations. In the event of disciplinary action, the student and their parents/legal guardian(s) must meet with the school and the school must provide a progressive discipline plan based on restorative justice to the parent or legal guardian of the student. Any student who commits battery with the intent to cause bodily injury against a school employee must be suspended, expelled, or permanently expelled, subject to certain age limitations.

**Discipline Limits for Special Education Students**

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

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

**Suspension or Expulsion**

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

- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1)

## **Suspension and Appeals Policy**

### **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 392.467.1, 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. If a student is suspended or expelled from Strong Start Academy, the school will provide, on the same day that the student is suspended or expelled, a notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671. The parent/legal guardian has five (5) school 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.

- 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 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.

## Academic Success

### Homework Policy

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

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

### Teacher Responsibilities Regarding Homework

The teacher will:

- Assign meaningful, grade level appropriate, and not excessive homework that reinforces daily learning objectives.
- Monitor comprehension and provide appropriate feedback. Make every attempt to keep homework consistent within the grade level.
- Communicate in a timely manner with parents and students when homework issues arise.
- Respond in a timely manner when homework concerns are brought to their attention by a parent.
- Provide appropriate feedback.

## Student Responsibilities Regarding Homework

The student will:

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

## Parent Responsibilities Regarding Homework

The parent will:

- Provide the proper conditions suitable to study.
- Check his/her child's homework for complete and neatly written responses.
- Supervise completion.
- Read all communications regarding homework.
- Ensure that proper materials and supplies are available.
- Contact the teacher in a timely manner when homework concerns arise.
- Support school homework policies.
- Monitor his/her child's grades and attendance.

## Make-up Work Policy

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

## Late Work Policy

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

# Communication

## Parent to School Communication

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

## Communicating Parent Concerns/Conflicts

When a concern or conflict arises, please adhere to the levels of resolution:

- Direct communication or conference with the teacher or staff member; then

- Communication or conference with the Executive Director - if there still has not been a resolution.

### **Progress Reports**

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

## **Student Retention**

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

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

## **Student Support Services**

### **Special Education**

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

## [Guidance Manual](#)

As a charter school, SSAES meets IDEA's Child Find obligations by identifying, locating, and evaluating all children with disabilities who are in need of special education and related services within the enrolled population of the school. In order to qualify as a student with a disability under IDEA, a child must be of school age, in need of specially designed instruction, and must meet the eligibility criteria for one or more of the following physical or mental disabilities, as set forth in Statutes: autism; developmental

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

### **Rehabilitation Act of 1973 - Section 504**

To qualify as a student with a disability under Section 504 of the Rehabilitation Act of 1973, a child must be of school age and must have a mental or physical impairment that substantially limits one or more major life activities. If determined to be eligible for protection under Section 504, a student will receive a 504 Plan to outline accommodations and services necessary to provide the student with an equal

opportunity to participate in and obtain the benefits of the school's programming to the maximum extent appropriate to the student's abilities. Identification procedures for Section 504 are the same as those of special education. Upon suspicion that a student may meet the Section 504 definition of a student with a disability, the school will follow multidisciplinary consent and evaluation procedures similar to those for special education identification. However, evaluations under Section 504 are not limited to formal evaluation instruments, because the definition of a student with a disability is broader under Section 504 than under IDEA. Parents who suspect their child may have a disability may request a multidisciplinary evaluation by submitting a request to the Executive Director or the 504 coordinator.

## **English Learner Students**

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

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

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

### **1. Guiding Principles**

- a. All pupils are provided instruction that enables those pupils to attain proficiency in the English language as soon as possible and improve their overall academic and linguistic achievement and proficiency.
- b. SSAES will use research-based strategies and a set of core principles for an effective English Language Learner (ELL) program to ensure achievement and sustainability and build bilingualism, biliteracy, and multiculturalism.
- c. SSAES systematically uses English Language Learners' languages, cultures, and experiences as the foundation for culturally responsive learning and success across all curricula for 21<sup>st</sup> Century learning.
- d. SSAES has implemented a concept of data-driven accountability.
- e. Each individual child has a different pace and style of learning. There are many

different approaches to instructing English Language Learners in both content, literacy, and English language acquisition that can result in mastery of the subjects, depending on the needs and abilities of a particular student. Children who are Limited English Proficient benefit from instruction that is designed to address the academic and linguistic needs of those children.

- f. SSAES promotes access to educational opportunities and high-quality instruction for all students and their families. The school ensures meaningful community and parent engagement to provide communities and families with the tools to become advocates for the educational rights of students.
2. Guiding Practices
    - a. Ensure the proper identification and placement of Limited English Proficient students, and that all students will have access to effective programs and pathways to succeed academically.
    - b. Promote the simultaneous delivery of language and literacy development and academic content instruction that closes the achievement and access gaps, builds 21<sup>st</sup> Century skills and capacities, and achieves high levels of parent satisfaction and support.
    - c. Ensure that English Language Learners develop full proficiencies in academic and interpersonal English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.
    - d. Evaluate English Language Learners with appropriate and valid data-driven assessments that are aligned with federal, state, and local standards in order to improve academic, linguistic, and sociocultural outcomes for English Language Learners.
    - e. Provide professional development, giving all teachers and leaders the skills and knowledge they need to address language acquisition in ELL students.
    - f. Build a culture of collaboration in which all staff work together to meet the needs of ELL students.
    - g. Offer targeted support services and strong partnerships that ensure families of ELL students are welcomed as full members of the educational community and in the educational decision-making process for students. In addition, the school decisions reflect the voices of ethnically and linguistically diverse parents.
    - h. Ensure teachers use a balanced assessment system including diagnostic, formative, interim, and summative language, literacy, and content area assessments provided by the state and the school.

## After School Activities

### After-School Activities

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

- The student must always be with a teacher or other staff member.
- The student must arrange for his/her own transportation to be picked up promptly at the

end of the activity.

- The student must abide by SSAES's behavioral expectations while participating in the activity. Inappropriate behavior will result in dismissal from the activity/club.
- The student may not stay after school to wait for another student.
- Once enrolled in an activity/club, students must commit to regular attendance. Three or more unexcused absences from the activity/club may result in withdrawal from that club. All students must be registered in the after-school care program, if participating in after-school activities.

All students who are not in a club, after-school activity, after-school care, or have made a special arrangement with a teacher, must be picked up no later than 15 minutes after standard dismissal. **A full list and description of after school clubs and activities will be posted on the website or available at the front office.**

## Cell Phone Policy

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

## Technology Use

Students are offered use of a device and access to Strong Start Academy's computer network for communication, research, and other tasks related to the school's academic program. All use of computers furnished or created data, software, and other technology resources as granted by SSAES are the property of SSAES and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the SSAES computer network and the school's technological resources. The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. The following Technology and Use agreements must be agreed to by the parent/guardian of all students. Students will have a device assigned to them to be used and kept at school.

### Fines

Fines will be assessed for damage to technology devices.

# Family Engagement

## Volunteering

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

Volunteer opportunities include but are not limited to:

- Attending Parent meetings
- Assisting classroom teachers
- Signing up to help at school sponsored events:
  - Teacher Appreciation Week
  - Field Day
  - Field Trips

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

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

## Volunteer Fingerprinting

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

Any volunteer who will have unsupervised contact with students or who will have regular contact with students must:

1. Sign a waiver to have their background check complete;
2. Sign an acknowledgment as being a mandatory child abuse reporter; and,
3. Complete a background check including fingerprinting at the expense of the parent volunteer.

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



## Family Concerns/Greivance Policy

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

## Relevant Law

### **FOIA Policy/Public Records**

The Freedom of Information Act (FOIA) is a federal law that provides the public with a right to access government records. The purpose of the law is to ensure an informed citizenry by providing the public with access to information that sheds light on an agency's performance of its statutory duties. The FOIA provides that any person may ask any federal agency for records and that the agency must provide those records, unless an exemption applies or the records fall outside the coverage of the FOIA.

Public records requests at 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)

By Electronic Mail Submit request by electronic mail to: [mpiedra@clvstrongstartes.org](mailto:mpiedra@clvstrongstartes.org)

### **FERPA**

According to the Family Educational Rights and Privacy Act (FERPA), school records of students are confidential. All staff are prohibited from discussing the discipline and investigation of other students. FERPA is a federal privacy law that gives parents certain protections with regard to their children's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. As a parent, you have the right to review your child's education records and to request changes under limited circumstances. To protect your child's privacy, the law generally requires schools to ask for written consent before disclosing your child's personally identifiable information to individuals other than you. FERPA allows school officials to provide what is called "directory information" without parental consent. However, public notice must be made before directory information may be made available. Parents or guardians also have a right to review educational records kept by the school. To inspect these records, parents/guardians should contact the principal to schedule a records review. In addition, parents may by written request, to the principal of the school, challenge the contents of student records that they believe are inaccurate. School personnel are to respond to all requests within a reasonable length of time not to exceed ten (10) school days from the date of receipt of the request. Questions regarding educational records at the school should be directed to the principal in writing. Parents or eligible students have a right to file a complaint regarding the schools compliance with these requirements by contacting the Family Policy Compliance Office, U.S. Department of Education.

## Parent Acknowledgement of Handbook

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

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

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

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date \_\_\_\_\_

*Electronic signature during registration will fulfill this requirement.*

# Coversheet

## Report by the Executive Director on the results of the Pupil Enrollment and Attendance Audit School Year 2024-2025.

**Section:** III. Executive Update  
**Item:** C. Report by the Executive Director on the results of the Pupil Enrollment and Attendance Audit School Year 2024-2025.  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** PEAA Final Report- Strong Start Academy (2).pdf

Joe Lombardo  
Governor

Steve Canavero, Ph.D.  
Interim Superintendent of  
Public Instruction



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July 21, 2025

Ms. Miriam Benitez, Principal  
Strong Start Academy Elementary School  
310 S. 9<sup>th</sup> St.  
Las Vegas, NV 89101  
[mbenitez@clvstrongstartes.org](mailto:mbenitez@clvstrongstartes.org)

Ms. Lorna James-Cervantes  
Strong Start Academy Elementary School  
[lamescervantes@clvstrongstartes.org](mailto:lamescervantes@clvstrongstartes.org)

RE: Pupil Enrollment and Attendance Audit  
School Year 2024 – 2025 (Q1 – Q4); Audit No. 25-2673-109

Dear Ms. Benitez and Mr. Willis:

Enclosed is the final report of our Pupil Enrollment and Attendance Audit of the Strong Start Academy Elementary School for the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, & 4<sup>th</sup> quarters of the 2024 – 2025 school year. We do not require a response to this report from the school as there were no exceptions to the items we reviewed.

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

Sincerely,

Handwritten signature of Michael Shafer in blue ink.  
Michael Shafer  
Chief Auditor

MS/la

Enclosure: Pupil Enrollment and Attendance Audit  
Enrollment Adjustments

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

# **STRONG START ACADEMY ELEMENTARY SCHOOL**

## **PUPIL ENROLLMENT AND ATTENDANCE AUDIT**

**SCHOOL YEAR 2024 – 2025 (Q1-Q4)**



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**Student Investment Division \* Audit Office \* Las Vegas, Nevada**  
**Audit No: 25-2673-109**

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# INTRODUCTION

## Organization

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

## Program

Pupil Centered Funding Plan (PCFP)

## Objectives

The purpose of the examination was:

- To verify the pupil enrollment count submitted to the Department for PCFP funding by determining the integrity of the data included in the master registers, ethnic reports, and class record books.
- To monitor the School's compliance with applicable Nevada statutes and regulations.

## Background

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

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

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



# PUPIL ENROLLMENT AND ATTENDANCE AUDIT

## Enrollment Verification

**Objective:** *To verify the pupil enrollment count submitted to the Department for PCFP funding by determining the integrity of the data included in the master registers, ethnic reports, and class record books.*

Our audit procedures at the School may have included a physical count of all pupils in attendance. The following “Enrollment Verification Schedule” identifies the School, the average daily enrollment and total pupil days enrolled for the quarter (as submitted to NDE), the number of pupil session days adjusted, the total recalculated pupil days enrolled, and the adjusted average daily enrollment for the quarter, if applicable.

At the School, we reviewed the master register. We verified the number of pupils reported on the master register matched the ethnic report or attendance summary as of the day we were at the School. Our review of pupil withdrawal documentation included verifying the effective date of pupil withdrawals and applicable withdrawal codes. We matched dates and codes on the withdrawal documentation to the master register provided to us on the day of our visit for compliance to Nevada statutes.

### **Results:**

Through our audit process, we could verify the average daily enrollment of the School was 215.94 for the 1<sup>st</sup> quarter, 215.85 for the 2<sup>nd</sup> quarter, 209.83 for the 3<sup>rd</sup> quarter, and 209.30 for the 4<sup>th</sup> quarter.

- There were no exceptions to the enrollment for apportionment.

### Enrollment Verification Schedule School Year 2024– 2025

<u>Charter School:</u> Strong Start Academy Elementary School					
<u>Fieldwork:</u> May 13, 2025					
<u>Quarter Adjusted:</u> 1 <sup>st</sup>					
Schools Tested	Average Daily Enrollment for the Quarter, as submitted to NDE (1)	Total Pupil Days Enrolled for the Quarter, as submitted to NDE	Adjusted Pupil Days Enrolled	Total Recalculated Pupil Days Enrolled for the Quarter	Adjusted Average Daily Enrollment for the Quarter
Strong Start Academy Elementary School	215.94	7,558	0	7,558	215.94
<u>NOTES:</u> (1) Average daily enrollment (unweighted) is calculated by dividing the number of total pupil days enrolled by the number of days in session for the reporting period.					

<u>Charter School:</u> Strong Start Academy Elementary School					
<u>Fieldwork:</u> May 13, 2025					
<u>Quarter Adjusted:</u> 2 <sup>nd</sup>					
Schools Tested	Average Daily Enrollment for the Quarter, as submitted to NDE (1)	Total Pupil Days Enrolled for the Quarter, as submitted to NDE	Adjusted Pupil Days Enrolled	Total Recalculated Pupil Days Enrolled for the Quarter	Adjusted Average Daily Enrollment for the Quarter
Strong Start Academy Elementary School	215.85	11,440	0	11,440	215.85
<u>NOTES:</u> (1) Average daily enrollment (unweighted) is calculated by dividing the number of total pupil days enrolled by the number of days in session for the reporting period.					

## Enrollment Verification Schedule School Year 2024– 2025

<b>Charter School:</b> Strong Start Academy Elementary School					
<b>Fieldwork:</b> May 13, 2025					
<b>Quarter Adjusted:</b> 3 <sup>rd</sup>					
Schools Tested	Average Daily Enrollment for the Quarter, as submitted to NDE (1)	Total Pupil Days Enrolled for the Quarter, as submitted to NDE	Adjusted Pupil Days Enrolled	Total Recalculated Pupil Days Enrolled for the Quarter	Adjusted Average Daily Enrollment for the Quarter
Strong Start Academy Elementary School	209.83	10,911	0	10,911	209.83
<b>NOTES:</b> (1) Average daily enrollment (unweighted) is calculated by dividing the number of total pupil days enrolled by the number of days in session for the reporting period.					

<b>Charter School:</b> Strong Start Academy Elementary School					
<b>Fieldwork:</b> May 13, 2025					
<b>Quarter Adjusted:</b> 4 <sup>th</sup>					
Schools Tested	Average Daily Enrollment for the Quarter, as submitted to NDE (1)	Total Pupil Days Enrolled for the Quarter, as submitted to NDE	Adjusted Pupil Days Enrolled	Total Recalculated Pupil Days Enrolled for the Quarter	Adjusted Average Daily Enrollment for the Quarter
Strong Start Academy Elementary School	209.30	7,744	0	7,744	209.30
<b>NOTES:</b> (1) Average daily enrollment (unweighted) is calculated by dividing the number of total pupil days enrolled by the number of days in session for the reporting period.					

## Compliance

**Objective:** *To monitor the School's compliance with applicable Nevada statutes and regulations.*

As part of obtaining reasonable assurance about compliance with Nevada statutes, NDE audit staff reviewed applicable documentation submitted by the School to ensure compliance with select statutes, rules, and regulations applicable to pupil enrollment and reporting.

### Master Registers (NAC 387.171, 387.175, 387.200, 387.215)

We reviewed the current master register of enrollment and attendance to ensure all required elements are present and that it is complete and accurate. We verified the quarter ending and current master registers agreed to their corresponding ethnic reports to ensure the correct number of pupils is reported per grade level. We verified withdrawal paperwork for correct withdrawal dates, withdrawal codes, and ensured the documentation agreed to the master register.

We verified that the officer who is responsible for maintaining the School's master register of enrollment and attendance signed a statement attesting to the accuracy and truthfulness of the School's master register for the end of the prior school year, May 2024.

### Class Record Books (NAC 387.163, 387.165, 387.175, 387.185, NRS 392.130)

We reviewed a sample of the class record books to ensure all the required elements are contained and compliant. We verified the School's legend of symbols to record daily attendance, enrollment, transfer, and withdrawal has been approved by the Superintendent of Public Instruction. In addition, we ensured the School is using the approved legend of symbols for recording attendance. We sampled attendance records to verify the School is following their truancy policy for excessive absences.

### School Schedules (NAC 387.080, 387.100, 387.120, 387.125, 387.131, 387.140, 387.153)

We verified the School submitted their 2024 – 2025 school calendar to NDE, met the standard number of school days, or submitted an application for an alternative schedule. We verified the School received approval from the Department for offering a program of instruction based on their submitted schedule. We ensured the School's in-use calendar matched the NDE-approved calendar. We verified the School's bell schedule to ensure compliance to the minimum daily minutes of instructional time per statute.

### **Results:**

- There were no exceptions to the compliance items we reviewed.

## **FINDINGS AND RECOMMENDATIONS**

### **Current School Year 2024 – 2025 (Q1-Q4)**

There were no pupil enrollment and attendance findings for Strong Start Academy Elementary School in the 2024 – 2025 (Q1-Q4) audit.

## **FINDINGS AND RECOMMENDATIONS**

### **Prior School Year 2023 – 2024 (Q1 – Q4)**

There were no pupil enrollment and attendance findings for Strong Start Academy Elementary School in the 2023 – 2024 (Q1 – Q4) audit.

## **RESPONSE FROM CHARTER SCHOOL**

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

## Coversheet

Discussion for possible action to approve the Strong Start Academy transportation plan for the 2025 - 2026 School Year, inclusive of the 2026 Summer Session, and funding request for submission to the State Public Charter School Authority and approval of the amendment request to add transportation of students to and from school, including a good cause exemption request to have the State Public Charter School Authority consider this amendment request outside of the established windows.

**Section:** III. Executive Update

**Item:** D. Discussion for possible action to approve the Strong Start Academy transportation plan for the 2025 - 2026 School Year, inclusive of the 2026 Summer Session, and funding request for submission to the State Public Charter School Authority and approval of the amendment request to add transportation of students to and from school, including a good cause exemption request to have the State Public Charter School Authority consider this amendment request outside of the established windows.

**Purpose:** Vote

**Submitted by:**

**Related Material:** FY 26 Transportation Grant.pdf



## **FY 26 Transportation Plan**

As part of our transportation plan, we are committed to maintaining and expanding services to better support student success. To date, we have prioritized transportation for our special education students, ensuring they have reliable access to our summer school program. We remain dedicated to maintaining this essential service. We now seek to expand transportation access to all students invited to summer school, as these students have been identified as having significant learning gaps. Providing consistent transportation will help eliminate barriers to attendance and allow these students to fully benefit from targeted academic support during the summer. We also plan to incorporate funding for two educational field trips per grade level each year, aligned with the curriculum and units of study. These trips provide enriching, hands-on learning experiences that reinforce classroom instruction and expand student engagement. Finally, to further reduce attendance barriers, we intend to offer bus passes to families facing transportation challenges. These added supports will help ensure that all students have equitable access to school, regardless of their transportation circumstances.

## **Budget Details**

Object Code	Function Code	Budget Tag	Quantity	Salary/Unit	Total
Student Transportation Services	Student Transportation	TRPT01	4.00	\$7,000.00	\$28,000.00
<p>Strong Start - Funds to pay for 4 summer school shuttle routes x \$7,000 per route. Transportation during summer school is essential to ensure equitable access for students who need academic support the most. The half-day program makes it particularly challenging for working families to coordinate drop-off and pick-up. Without transportation, many students—especially those with special needs and those identified as struggling in core academic areas—would be unable to attend. 4 routes x \$7000 = \$28000</p>					
Student Transportation Services	Student Transportation	TRPT03	12.00	\$504.00	\$6,048.00
<p>Strong Start - 6 grade levels x 2 field trips per grade level x 1 bus per trip x \$504 per trip = \$6,048. Each grade level will participate in two curriculum-aligned field trips a year. These field trips will enhance student learning by bringing classroom content to life and deepening engagement. Students can make real-world connections to what they are learning, which supports comprehension, retention, and excitement for academic content. These experiences reinforce grade-level objectives while providing meaningful, hands-on learning opportunities.</p>					
Student Transportation Services	Student Transportation	TRPT03	180.00	\$32.50	\$5,850.00
<p>Strong Start - 20 RTC passes x 9 months x \$32.50 per RTC pass = \$5850. Providing bus passes to families experiencing transportation challenges helps remove a major barrier to consistent school attendance. By offering public transit passes, we support equitable access to education and help ensure students can get to school every day, on time. This aligns with our School Performance Plan and MTSS efforts to reduce chronic absenteeism and improve student outcomes by addressing the root causes of attendance issues.</p>					
<b>Totals:</b>					<b>\$39,898.00</b>