Strong Start Academy

STRONG START ACADEMY ELEMENTARY SCHOOL AT THE TONY HSIEH EDUCATION CENTER

BOARD MEETING AGENDA 10/09/2025

Published on October 5, 2025 at 7:30 PM PDT
Amended on October 5, 2025 at 8:26 PM PDT

Date and Time

Thursday October 9, 2025 at 5:00 PM PDT

Location

City Hall, 495 S Main St, 1st floor, Las Vegas, NV 89101

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Call the Meeting to Order		Lorna James-Cervantes	3 m
	B. Record Attendance		Lorna James-Cervantes	1 m
	C. Public Comment		Lorna James-Cervantes	3 m

		Purpose	Presenter	Time
	Comment during this portion of the agenda must be limited to matters on the agenda for action. If you wish to be heard, come forward and give your name for the record. The amount of discussion, as well as the amount of time any single speaker is allowed, will be limited to three (3) minutes absent Board approval. Public comment may also be given by calling 1-415-655-0001 and entering access code number 2663 067 9383 followed by the # sign.			
D.	Approve Minutes from September 11, 2025 and amended minutes from July 28, 2025 Board Meeting.	Approve Minutes	Lorna James-Cervantes	1 m
II.	**Finance**			**5:08 PM**
A.	Report by Kristin Dietz from EdTec on Strong Start Academy financial update with FY26 forecast with actual spending through August, 2025.	Discuss	Kristin Dietz	5 m
III.	**Executive Update**			**5:13 PM**
A.	Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, and recruiting.	Discuss	Miriam Benitez	5 m
B.	Discussion for possible action to renew the Memorandum of Understanding with S.A.F.E. House to provide services for the prevention of interpersonal violence/domestic violence.	Vote	Miriam Benitez	5 m
C.	Report by the Executive Director regarding end of the year (2024-2025) student achievement data to include LAS Links Espanol results and beginning of the year iReady diagnostic results.	Discuss	Miriam Benitez	5 m
D.	Discussion for possible action to approve the Title I School-Parent-Family Engagement Policy, English Language Policy, McKinney Vento Policy, and the Foster Care Policy.	Vote	Miriam Benitez	7 m
IV.	**Governance**			**5:35 PM**

		Purpose	Presenter	Time
A.	Discussion regarding Board committee updates and calendar events.	Discuss	Lorna James-Cervantes	5 m
B.	Discussion for possible action to open the Treasurer and President positions for expressions of interest from board members, and to conduct a vote on whether to retain the current officers in their roles. Corrective action from July 28, 2025 Board Meeting.	Vote	Lorna James-Cervantes	3 m
C.	Discussion for possible action to approve Strong Start Academy's revised fiscal policies and/or procedures.	Vote	Lorna James-Cervantes	3 m
D.	Closed session to discuss 2024 -2025 performance review of Executive Director, Miriam Benitez.	Discuss	Lorna James-Cervantes	10 m
E.	Discussion for possible action to approve the 2024-2025 performance review of Executive Director, Miriam Benitez.	Vote	Lorna James-Cervantes	5 m

V. Facilities — 6:01 PM

A.	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 2663 067 9383 followed by the # sign.

VII. Closing Items

A.	Adjourn Meeting	FYI

Facilities are provided throughout City Hall for the convenience of persons with disabilities.
Reasonable efforts will be made to assist and accommodate persons with disabilities or impairments.
If you need an accommodation to attend and participate in this meeting,
please call Missy Fredriksen at 702-229-6242 and advise of your need at least
48 hours in advance of the meeting. Dial 7-1-1 for Relay Nevada.

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

Coversheet

Approve Minutes from September 11, 2025 and amended minutes from July 28, 2025 Board Meeting.

Section: I. Opening Items
Item: D. Approve Minutes from September 11, 2025 and amended minutes from July 28, 2025 Board Meeting.
Purpose: Approve Minutes
Submitted by:
Related Material: DRAFT_Board_Meeting_Minutes_9.11.2025 (1).pdf
AMENDED - Board_Meeting_Minutes_7.28.25 (2).pdf

Lorna James-Cervantes, President
Maria Tamayo-Soto, Treasurer
Alicia Arroyo, Secretary
Dachresha Harris, Officer
Dr. Alee Moore, Officer
Angela Scurry, Officer
Roxann McCoy, Officer
Vanessa Mari, Officer
Lori McGaughey, Officer

Miriam Benitez, Executive Director

DRAFT Board Meeting Minutes of the Strong Start Academy Board Meeting

Date: Thursday, September 11, 2025
Time: 5:00 PM PST
Location: City Hall, 495 S. Main Street, Fifth Floor, Las Vegas, NV

I. Opening Items

A. The meeting was called to order by Chair Lorna James-Cervantes at 5:00 PM with confirmation of quorum.

B. Roll Call

1. **Present**: Lorna James-Cervantes, Maria Tamayo-Soto, Dachresha Harris, Dr. Vanessa Mari, Alicia Arroyo Arias, Roxann McCoy, Dr. Alee Moore, Angela Scurry, Lori McGaughey
2. **Absent**: N/A

C. Public Comment

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

D. Approval of Minutes

1. The minutes from the August 14, 2025 meeting were reviewed and approved pending corrections noted and amended: Dates in items 3A, 3C, 4A, 4B, and 5A should reflect September 11, not September 18.
    i. **Motion**: Dachresha Harris; **Second:** Maria Tamayo-Soto; **Vote:** Unanimously approved

II. Finance

A. Financial Reports: Presented by Kristin Dietz

1. FY24 ended with a net income of approximately $600,000, exceeding the forecasted $230,000. The unaudited results reflect conservative budgeting, operational efficiencies, and strategic cost savings across multiple categories.

2. Key savings areas:

i. Unfilled GATE teacher position

   ii. Lower benefits and unemployment insurance costs
   iii. Reduced spending on special education contracts, marketing, and supplies
   iv. Utility savings due to city coverage during construction

3. State revenue increased due to higher-than-expected enrollment (3 students above forecast). The school's average daily enrollment (ADE) exceeded projections by three students, resulting in an additional $33,000 in state funding.
4. Federal Revenue: Nutrition program reimbursements came in higher than expected, contributing to a modest increase in federal revenue.
5. Fund balance: Approximately $2.4 million.
6. Cash on hand: $2.5 million, equating to 248 days of operating reserves, well above the minimum threshold recommended by authorizers.
   i. The school maintained at least three months of reserves throughout the year, demonstrating strong liquidity and financial stability.
7. Audit Timeline:
   i. Final draft expected by end of October; board review in November; submission deadline December 1.

III. Executive Updates

A. **Marketing and Enrollment Report**: Presented by Miriam Benitez
   1. Enrollment **258 students** (target: 270; cap: 266 ±10%)
      i. Withdrawals linked to absenteeism
      ii. Participation in Opportunity 180 consortium revealed under-enrollment trend across schools
      iii. Board members commended staff for proactive attendance monitoring

B. **Whistleblower Protections for Testing:** Presented by Miriam Benitez
   1. Annual review of Nevada Department of Education's whistleblower protections
   2. Disseminated to staff via email and annual testing meeting
   3. Board member Dachresha Harris recommended inclusion in employee manual
      i. Miriam Benitez agreed to update manual accordingly

C. **Approval of Updated Student Lottery Application, Policy, and Date:**
   1. **Motion:** Dachresha Harris; Second: Roxanne McCoy; Vote: Unanimously approved

IV. Governance

A. Committee Updates and Calendar Events
   1. Outreach Committee
      i. Currently prioritizing the planning of a Career Day event, targeted for spring 2026, will involve inviting professionals from various industries to speak with students and inspire career exploration.
      ii. Future gala event was also discussed as a long-term fundraising initiative to support school programs and student enrichment opportunities.

2. Principal Evaluation Committee
    i. Draft evaluation for Miriam prepared based on established board criteria and school performance indicators.
        - Draft will be presented to the full board in a closed session at the next board meeting to allow for confidential review and discussion among board members.
3. Facilities/Safety Committee
    i. Awaiting construction completion before allocating safety/security funds
    ii. Discussed traffic and access concerns
        - The committee discussed anticipated traffic congestion during student drop-off and pick-up times once the new facility opens. To address this, the City of Las Vegas Public Works Department is coordinating with school leadership to convert the adjacent street into a one-way route, which is expected to improve traffic flow and pedestrian safety.
        - The committee emphasized the importance of clear signage, family communication, and enforcement strategies to ensure smooth implementation of the new traffic pattern.
        - A site walk-through with school and city officials is planned to gather input and finalize traffic engineering decisions before the building's completion.
4. Academic Excellence Committee
    i. No updates provided
5. New Member Assignment:
    i. Lori McGaughey assigned to Academic Excellence Committee

B. Selection of Board Secretary:
1. Nominee: Alicia Arroyo-Arias
2. Backup Support: Roxann McCoy
    i. **Motion:** Lorna James-Cervantes; Second: Dachresha Harris; Vote: Unanimously approved

C. Review of Board Policy, Procedure Manual, Code of Ethics, and Bylaws: Presented by Colleen McCarty **(Item tabled for next meeting due to counsel's scheduling conflict)**
1. Colleen to review and recommend changes via written vote if needed before September 30

D. Fiscal Policy and Procedures Self-Evaluation Checklist: Presented by Miriam Benitez
1. Review and Update of Fiscal Policies in Alignment with SPCSA Requirements
    i. Overview and Purpose
        - The Nevada State Public Charter School Authority (SPCSA) requires charter schools to complete an annual Fiscal Policy and Procedures Self-Evaluation Checklist to ensure compliance with federal and state financial management standards.

- Although board approval was not required for this year's submission, the item was brought forward for transparency and best practice, as recommended by legal counsel.

ii. Review Process

- Miriam Benitez conducted a line-by-line comparison between the 2025 checklist and the school's existing fiscal policies.
- All new or revised language introduced by the SPCSA was identified and cross-referenced with current policies to determine whether updates were necessary.
- Where gaps were identified, targeted revisions were made to ensure full compliance.

iii. Summary of Policy Updates

- Allowability of Costs Policy
  1. Added language clarifying the distinction between supplementing vs. supplanting federal Title I funds to ensure proper use of restricted funding.
- Accounting and Financial Management Systems Policy
  1. Included provisions to ensure the charter holder will submit all required fiscal reports as mandated by federal awards.
- Procurement Systems Policy
  1. Expanded to include standards for informal, formal, and non-competitive procurement methods.
  2. Emphasized the requirement for full and open competition in all procurement activities.
- Audit Resolution Policy
  1. Updated the federal audit threshold from $750,000 to $1 million.
  2. Added language addressing procedures when the school disagrees with audit findings or believes corrective action is not required.
- Inventory Policy
  1. Added requirement for a physical inventory of property at least once every two years, with reconciliation to property records.
  2. Included a provision that any equipment with a fair market value over $10,000 must be reviewed for disposition instructions through the federal pass-through entity.

iv. Legal Review and Board Discussion

- All revised policies were submitted to Board Counsel Colleen McCarty for legal review. No additional changes were recommended.
- Board members reviewed the checklist and updated policies during the meeting and expressed confidence in the thoroughness of the revisions.
- The board acknowledged the importance of maintaining fiscal transparency, accountability, and compliance with evolving state and federal standards.
- The updated checklist and revised policies will be submitted to the SPCSA as required.
- The board president will sign the checklist to certify completion and compliance.
- The school will continue to monitor for any future updates from the SPCSA and adjust policies accordingly.

V. Facilities:

A. Construction Update on New Strong Start Academy Building: Presented by Angela Rose

1. Completion projected between mid-December and mid-January

i. Although there have been minor delays, the project is still within the anticipated window, and monthly coordination meetings continue between the city's construction team, school leadership, and public works staff to monitor progress.

2. Ribbon Cutting Tentatively Scheduled: Friday, December 12 (Tony Hsieh Day), 8:30–10:30 AM

3. Pending Issues

i. NV Energy work and temporary power outage

- The school is awaiting NV Energy's scheduling of critical electrical work, which will require a temporary power outage on campus.
- To mitigate disruption, the city will provide a temporary generator to maintain essential services, including: alarm systems; refrigeration, basic lighting and safety systems
- The exact date of the outage is pending, and the school will be notified in advance to prepare accordingly.

ii. Playground turf damage under review for repair or replacement

- During recent construction activity, damage occurred to the playground turf due to equipment placement while replacing shade sails.

- The City's Public Works and Parks & Recreation Departments are collaborating to assess the extent of the damage and ensure the playground remains safe and compliant with all applicable codes.
- Remediation options are being explored, and updates will be provided at the next board meeting. Potential enhancements or full turf replacement may be considered.

VI. Citizens' Participation

A. Public Comment and Adjournment

1. Speaker: Dr. Tammy Malich

i. Harvard Graduate School Partnership:

- Hosting a data intern for comparative analysis of Strong Start vs. CCSD schools
- Final report to support charter renewal decision in year five

ii. Marketing Support:

- Enrollment flyers distributed via council newsletters

VII. Adjournment

A. The meeting was adjourned by Chair Lorna James-Cervantes at 5:56 PM

Lorna James-Cervantes, President Miriam Benitez, Executive Director Maria Tamayo-Soto, Treasurer
Dachresha Harris, Officer
Dr. Alee Moore, Officer
Angela Scurry, Officer
Tari Smethurst, Officer
Alicia Arroyo, Offcier
Roxann McCoy, Officer
Vanessa Mari, Officer

Amended Board Meeting Minutes of the Strong Start Academy Board Meeting

Date: Monday, July 28, 2025, Amended October 9, 2025
Time: 9:00 AM PST
Location: City Hall, 495 S. Main Street, First Floor Training Room 3, Las Vegas, NV

I. Opening Items

A. The meeting was called to order by Chair Lorna James-Cervantes at 9:06 AM with confirmation of quorum.

B. Roll Call

1. **Present**: Lorna James-Cervantes, Angela Scurry, Maria Tamayo-Soto, Dachresha Harris, Dr. Vanessa Mari, Alicia Arroyo Arias, Roxann McCoy, Dr. Alee Moore (arrived during III.A)
2. **Absent**: Terry Smethurst

C. Public Comment

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

D. Approval of Minutes

1. The minutes from the May 21, 2025 meeting were reviewed and approved.
    i. **Motion**: Maria Tamayo Soto; **Second:** Dachresha Harris; **Vote:** Unanimously approved

E. Introduction of New Board Members

1. New Members Introduced
    i. Dr. Vanessa Mari: Board Representative
    ii. Alicia Arroyo Arias: Board Representative
    iii. Roxann McCoy: Board Representative

II. Finance

A. Financial Reports: Presented by Kristin Dietz

1. Net income forecast for May: $230,256

i. Average daily enrollment: 212 students Strong cash balance of $2.2M (182 days on hand).
ii. Health insurance cost savings and local receipts resulted in adjustments
iii. Cash reserves > $2 million, well above required 30-day minimum
iv. All federal grants fully spent except $16K in Title I earmarked for summer PD
v. No compliance issues reported by authorizer

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

1. Plan developed to distribute $78,638 in state-allocated
   i. Tiered allocation based on tutoring and extra-duty hours
   ii. Board members requested alignment between plan narrative and available data
   iii. Legal counsel advised revision and return for August 14 approval
   iv. Action Taken: Item tabled for revision. No vote taken.

III. Executive Updates

A. Marketing and Enrollment Report: Presented by Miriam Benitez

1. **Enrollment for 2025–2026:** Enrollment stands at 269 students (target: 280); only 31 seats remain open
   i. Grades K, 1st, and 4th full with waitlists; Grades 2nd, 3rd, and 5th still open
   ii. Supports in place: after-school tutoring, Saturday school, Safekey
   iii. Board members discussed additional support ideas and retention factors **B.** Parent Handbook and Test Security Plan
1. Updates presented included changes to names, dates, attendance policy, and appeals
   i. **Motion:** Dachresha Harris; **Second:** Angela Scurry; **Vote:** Unanimously approved

C. Enrollment and Attendance Audit

1. Annual audit completed with no findings; school was in full compliance

D. Transportation Plan Approval

1. Revised to reflect SPCSA language and recent guidance
2. Transportation now includes all students in summer, field trips (2 per grade), and RTC passes
   i. **Motion:** Lorna James-Cervantes; **Second:** Maria Tamayo Soto; **Vote:** Unanimously approved

IV. Governance

A. Executive Director Evaluation Form

1. Chair Lorna James-Cervantes proposed using the same evaluation format used the prior year.
    i. Format consists of a narrative structure covering all required leadership indicators.
    ii. General consensus of the board was supportive of reusing the same tool for the current cycle.

B. Committee Updates and Calendar Events
1. Brief discussion held regarding standing committees and upcoming board calendar.
2. Informational only; no action required.

C. Selection of Board President and Treasurer:

1. The Board discussed the officer positions of President and Treasurer. The Chair asked if any Board members were interested in running for either position. No additional nominations or volunteers were presented.

    i. **Motion:** Lorna James-Cervantes to re-elect herself as Board President and Maria Tamayo-Soto as Treasurer; **Second:** Roxann McCoy; **Vote:** Unanimously approved

V. Facilities:

A. Construction Update on New Strong Start Academy Building: Presented by Angela Rose
1. Expansion project began January 2025; estimated completion: November 2025. 2. Ongoing challenges: Major concern involves NV Energy's delayed power shutoff schedule and the need for backup generators across campus.
3. Safety, compliance, and operational readiness are being coordinated, including temperature control, fire systems, and building occupancy requirements. 4. Legal counsel confirmed city oversight is in place and additional legal review will follow once the power plan is finalized.

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 10:49 AM

Coversheet

Report by Kristin Dietz from EdTec on Strong Start Academy financial update with FY26 forecast with actual spending through August, 2025.

Section: II. Finance
Item: A. Report by Kristin Dietz from EdTec on Strong Start Academy financial update with FY26 forecast with actual spending through August, 2025.
Purpose: Discuss
Submitted by:
Related Material: SSAES Financial Presentation-August 2025 Forecast 250930kd.pdf

Strong Start Academy Financial Update

August 2025 Forecast

KRISTIN DIETZ

OCTOBER 2025



edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

Contents

- Forecast Update – August 2025
- Balance Sheet
- Grant Summary
- 2025-2026 Cash Projection
- Audit process
- Exhibits

2025-2026 Forecast Update – August

2025-2026 Forecast Update – August

Increased state revenue, shifts in grant funded services, savings from compensation and utilities

		2025-26	2025-26	Variance
		Budget	Current Forecast	
Revenue	Revenue from Local Sources	1,450,000	1,450,000	-
	State Revenue	2,969,803	3,110,214	140,411
	Federal Revenue	370,901	391,419	20,518
	Total Revenue	**4,790,704**	**4,951,633**	**160,930**
Expenses	Personnel Services-Salaries	2,388,475	2,359,852	28,623
	Personnel Services-Employee Benefits	1,189,929	1,180,606	9,323
	Professional and Tech Services	408,329	428,348	(20,020)
	Property Services	112,234	88,174	24,060
	Other Services	98,320	134,196	(35,876)
	Supplies	553,595	539,598	13,997
	Depreciation Expense	6,433	6,433	-
	Debt Service and Miscellaneous	1,085	1,135	(50)
	Total Expenses	**4,758,399**	**4,738,342**	**20,056**
	Net Income – Government-Wide	**32,305**	**213,291**	**180,986**
	Beginning Balance (Audited)	2,003,091	2,379,755	376,664
	Net Income – Government-Wide	32,305	213,291	180,986
Ending Fund Balance (incl. Depreciation)		**2,035,396**	**2,593,046**	**557,650**
Ending Fund Balance as % of Expenses		**42.8%**	**54.7%**	**11.9%**

Balance Sheet as of August 2025

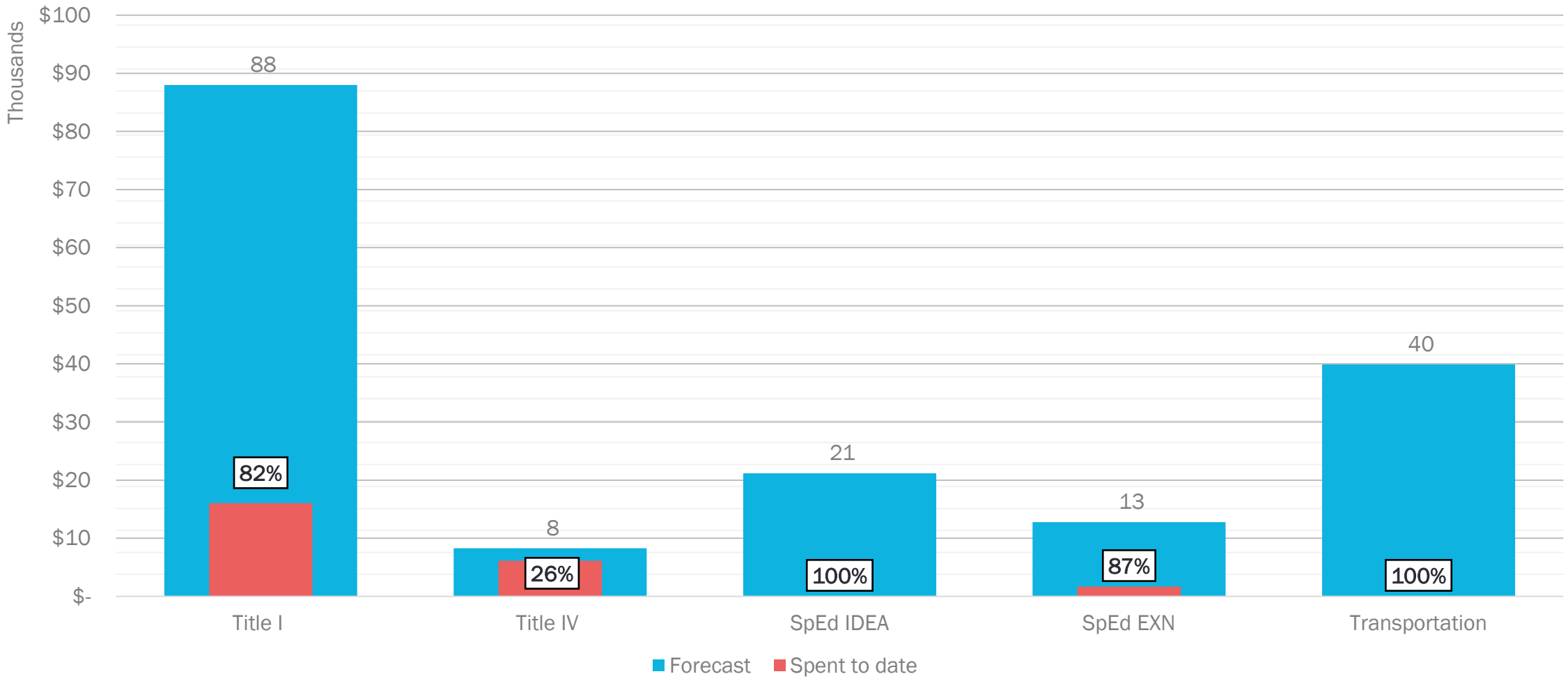
Financial metrics remain very strong

		Jun FY25	Aug FY26	Notes
Assets	Cash Balance	2,527,953	2,110,310	
	Accounts Receivable	48,988	217,324	PCFP and Federal grants
	Other Current Assets	49,144	11,649	
	Fixed Assets	46,125	46,125	Depreciable assets
	Deferred PERS Assets	2,401,702	2,401,702	GASB entries
	Total Assets	**5,073,912**	**4,787,110**	
Liabilities & Equity	Accounts Payable	12,998	(858)	
	Other Current Liabilities	256,960	66,111	Payroll liability and compensated absences
	PERS Liability	54,342	74,773	August PERS balance
	Deferred PERS Liability	2,369,857	2,369,857	GASB entries
	Beginning Net Assets	1,777,100	2,379,754	Government-wide fund balance
	Net Income (Loss) to Date	602,655	(102,527)	
	Total Liabilities & Equity	**5,073,912**	**4,787,110**	

$2.4M in Liquid Assets, and
$140k of Liabilities
Equity/Fund Balance of $2.1M (50% reserve)

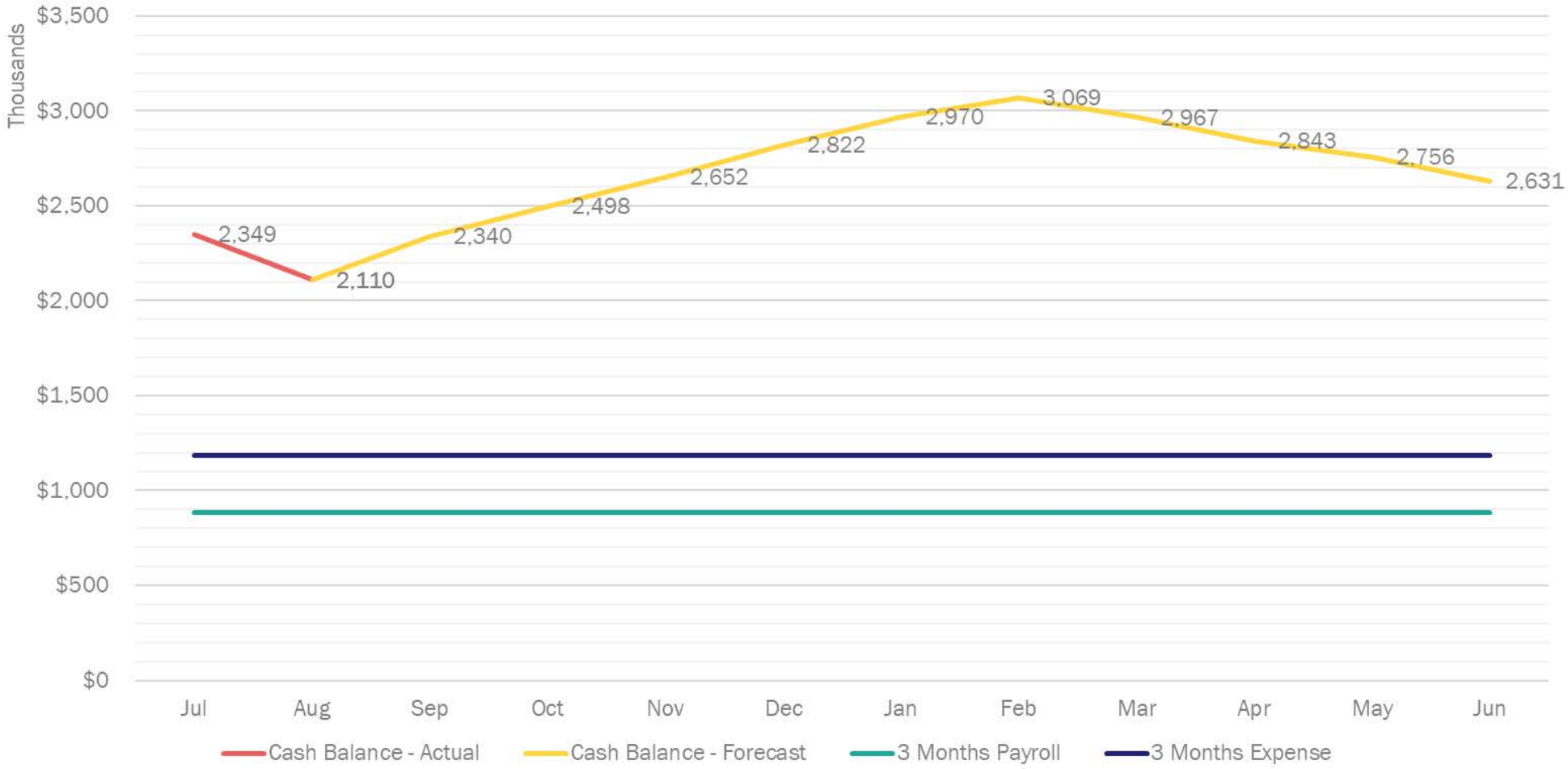
2025-26 Grants Summary

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



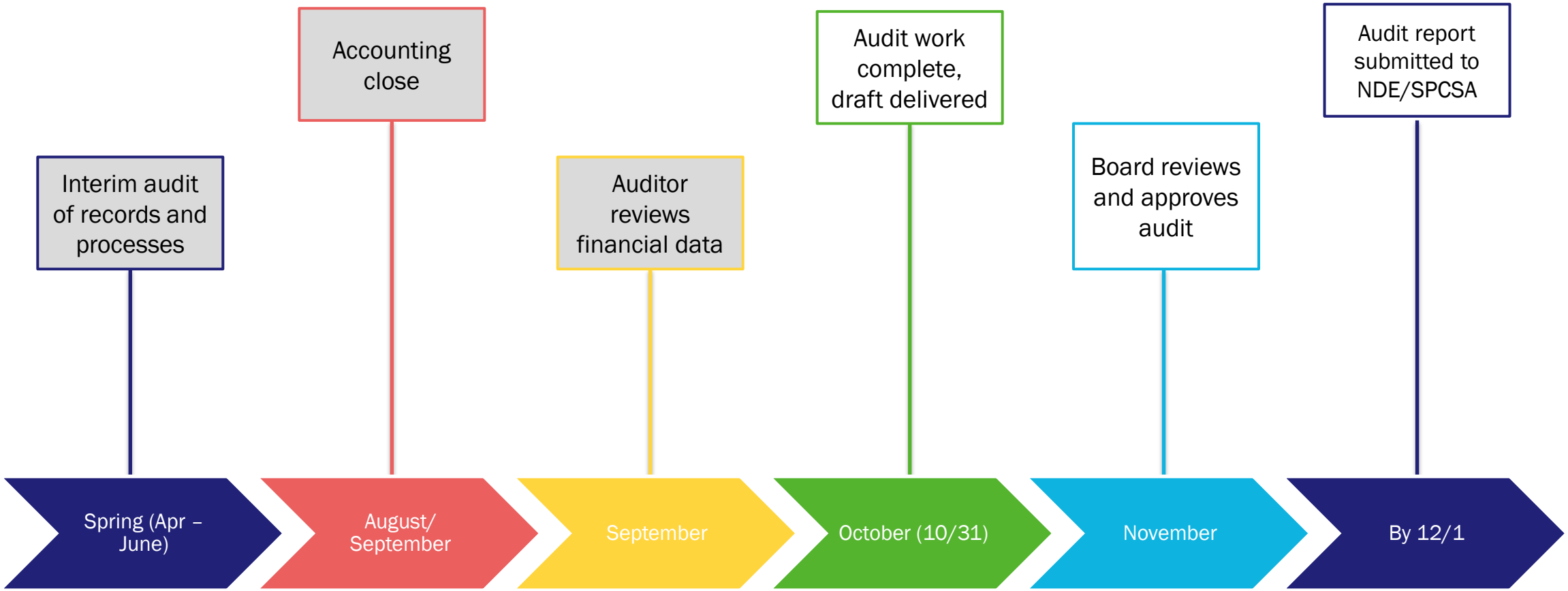
2025–26 Cash Projection

Current balance $2.1M, 163 Days Cash On Hand



Audit Process Concluding Soon

Audit is result of year-end accounting close, auditor review and testing



Exhibits

CLV Strong Start Academy Elementary School

Income Statement

As of Aug FY2026

	Actual		YTD	Budget & Forecast				
	Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY								
Revenue								
Revenue from Local Sources	-	-	-	1,450,000	1,450,000	-	1,450,000	0%
State Revenue	222,304	202,321	424,624	2,969,803	3,110,214	140,411	2,685,590	14%
Federal Revenue	-	18,518	18,518	370,901	391,419	20,518	372,901	5%
Total Revenue	**222,304**	**220,839**	**443,143**	**4,790,704**	**4,951,633**	**160,930**	**4,508,491**	**9%**
Expenses								
Personnel Services-Salaries	36,577	202,579	239,156	2,388,475	2,359,852	28,623	2,120,695	10%
Personnel Services-Employee Benefits	48,822	93,493	142,315	1,189,929	1,180,606	9,323	1,038,291	12%
Professional and Tech Services	(8,011)	52,964	44,953	408,329	428,348	(20,020)	383,395	10%
Property Services	1,413	5,203	6,616	112,234	88,174	24,060	81,558	8%
Other Services	12,828	15,469	28,297	98,320	134,196	(35,876)	105,899	21%
Supplies	8,283	75,751	84,035	553,595	539,598	13,997	455,564	16%
Depreciation Expense	-	-	-	6,433	6,433	-	6,433	0%
Debt Service and Miscellaneous	322	(24)	298	1,085	1,135	(50)	837	26%
Total Expenses	**100,234**	**445,435**	**545,669**	**4,758,399**	**4,738,342**	**20,056**	**4,192,673**	**12%**
Net Income – Government-Wide	**122,069**	**(224,596)**	**(102,527)**	**32,305**	**213,291**	**180,986**	**315,818**	
Fund Balance								
Beginning Balance (Unaudited)				2,003,091	2,379,755			
Net Income – Government-Wide				32,305	213,291			
Ending Fund Balance				**2,035,396**	**2,593,046**			
Total Revenue Per ADE				17,110	19,045			
Total Expenses Per ADE				16,994	18,224			
Net Income Per ADE				115	820			
Fund Balance as a % of Expenses				42.8%	54.7%			

CLV Strong Start Academy Elementary School

Income Statement

As of Aug FY2026

	Actual		YTD	Budget & Forecast				
	Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS								
Enrollment Breakdown								
Enrollment Summary								
K-3				230	215	(15)		
4-6				50	45	(5)		
Total ADE				**280**	**260**	(20)		

CLV Strong Start Academy Elementary School

Income Statement

As of Aug FY2026

		Actual		YTD	Budget & Forecast				
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE									
Revenue from Local Sources									
1920	Contributions and Donations From Private Sources	-	-	-	1,450,000	1,450,000	-	1,450,000	0%
	SUBTOTAL - Revenue from Local Sources	**-**	**-**	**-**	**1,450,000**	**1,450,000**	**-**	**1,450,000**	**0%**
State Revenue									
3110.201	PCFP - Base Funding	164,231	164,231	328,461	2,636,480	2,448,160	(188,320)	2,119,699	13%
3115	PCFP - SpEd local add-on	18,316	18,316	36,633	-	219,797	219,797	183,164	17%
3200	Other State (Transportation, etc)	-	-	-	-	122,768	122,768	122,768	0%
3254	PCFP - ELL	19,774	19,774	39,547	216,051	237,284	21,233	197,737	17%
3255	PCFP - FRL	-	-	-	9,885	-	(9,885)	-	
3270	State SpEd	19,983	-	19,983	107,387	82,205	(25,182)	62,222	24%
	SUBTOTAL - State Revenue	**222,304**	**202,321**	**424,624**	**2,969,803**	**3,110,214**	**140,411**	**2,685,590**	**14%**
Federal Revenue									
4500.633	Title I	-	16,049	16,049	71,040	87,888	16,848	71,839	18%
4500.639	IDEA	-	1,674	1,674	21,160	33,911	12,751	32,238	5%
4500.658	Title III-LEP	-	796	796	8,190	10,217	2,027	9,421	8%
4500.709	Title II	-	-	-	-	7,867	7,867	7,867	0%
4500.715	Title IV – Well-Rounded Education	-	-	-	4,536	4,536	-	4,536	0%
4500.802	NSLP	-	-	-	265,975	247,000	(18,975)	247,000	0%
	SUBTOTAL - Federal Revenue	**-**	**18,518**	**18,518**	**370,901**	**391,419**	**20,518**	**372,901**	**5%**
TOTAL REVENUE		**222,304**	**220,839**	**443,143**	**4,790,704**	**4,951,633**	**160,930**	**4,508,491**	**9%**

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast				
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES									
Personnel Services-Salaries									
101	Salaries-Teachers	-	162,250	162,250	1,801,957	1,796,237	5,719	1,633,987	9%
102	Salaries-Instructional Aides	-	3,776	3,776	57,266	56,371	895	52,595	7%
104	Salaries-Licensed Administration	11,777	11,777	23,555	141,329	141,329	-	117,774	17%
107	Salaries-Other Classified/Support Staff	14,373	21,751	36,124	331,405	309,958	21,447	273,834	12%
161	Salaries-Extra Duties-Teachers	10,426	2,941	13,368	54,458	53,174	1,284	39,806	25%
164	Salaries-Extra Duties-Licensed Administration	-	-	-	-	144	(144)	144	0%
167	Salaries-Extra Duties-Other Classified and Support Staff	-	83	83	2,060	2,638	(578)	2,555	3%
	SUBTOTAL - Personnel Services-Salaries	**36,577**	**202,579**	**239,156**	**2,388,475**	**2,359,852**	**28,623**	**2,120,695**	**10%**
Personnel Services-Employee Benefits									
210	Employee Benefits - Group Insurance	32,068	17,266	49,333	255,750	224,445	31,305	175,112	22%
220	Employee Benefits - Social Security Contributions	-	-	-	4,849	-	4,849	-	
230	Employee Benefits - Retirement Contributions	9,610	73,336	82,947	839,837	867,245	(27,408)	784,299	10%
240	Employee Benefits - Medicare Payments	2,288	2,891	5,178	34,633	34,218	415	29,040	15%
260	Employee Benefits - Unemployment Compensation	-	-	-	47,904	47,314	590	47,314	0%
270	Employee Benefits - Workers Compensation	4,857	-	4,857	6,956	7,384	(428)	2,527	66%
	SUBTOTAL - Personnel Services-Employee Benefits	**48,822**	**93,493**	**142,315**	**1,189,929**	**1,180,606**	**9,323**	**1,038,291**	**12%**
Professional and Tech Services									
310	Office/Administrative Services	402	233	634	4,262	4,222	40	3,587	15%
320	Professional Educational Services	(15,099)	16,755	1,656	162,361	141,000	21,361	139,344	1%
330	Training & Development Services	-	-	-	3,000	3,000	-	3,000	0%
331	Training & Development Services - Teachers	-	16,848	16,848	23,868	62,569	(38,701)	45,721	27%
340	Other Professional Services	(11,329)	4,350	(6,979)	88,415	92,264	(3,849)	99,243	-8%
340.1	Business Service Fees	6,194	6,194	12,388	74,325	74,325	-	61,938	17%
345	Marketing Services	-	-	-	7,210	6,695	515	6,695	0%
350	Technical Services	572	2,372	2,944	13,440	8,864	4,576	5,920	33%
351	Data Processing & Coding Services	11,250	6,213	17,463	30,933	34,910	(3,977)	17,447	50%
352	Other Technical Services	-	-	-	515	500	15	500	0%
	SUBTOTAL - Professional and Tech Services	**(8,011)**	**52,964**	**44,953**	**408,329**	**428,348**	**(20,020)**	**383,395**	**10%**
Property Services									
410	Utility Services	1,413	3,830	5,243	62,100	48,000	14,100	42,757	11%

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast				
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
411	Water and Sewer	-	916	916	18,400	19,229	(829)	18,313	5%
421	Garbage and Disposal	-	-	-	14,400	12,000	2,400	12,000	0%
422	Janitorial and Custodial Services	-	-	-	1,150	1,000	150	1,000	0%
430	Repairs and Maintenance Services	-	-	-	5,150	565	4,585	565	0%
441	Rent - Land and Building	-	-	-	12	12	-	12	0%
443	Rentals of Computers and Related Equipment	-	456	456	10,197	6,668	3,529	6,212	7%
490	Other Purchased Property Services (incl Security, etc)	-	-	-	825	700	125	700	0%
	SUBTOTAL - Property Services	**1,413**	**5,203**	**6,616**	**112,234**	**88,174**	**24,060**	**81,558**	**8%**
Other Services									
519	Student Transportation	-	-	-	6,000	39,898	(33,898)	39,898	0%
522	Liability Insurance	8,515	11,347	19,862	37,661	42,575	(4,914)	22,713	47%
531	Postage	-	-	-	206	200	6	200	0%
535	Phone & internet services	-	1,231	1,231	9,709	8,677	1,032	7,446	14%
540	Advertising	875	838	1,713	3,605	3,274	331	1,561	52%
570	Food Service Management	1,385	-	1,385	5,183	5,971	(788)	4,586	23%
580	Travel	-	-	-	3,000	3,000	-	3,000	0%
591	Intereducational, Interagency Purchased Services	2,053	2,053	4,106	32,956	30,602	2,354	26,496	13%
	SUBTOTAL - Other Services	**12,828**	**15,469**	**28,297**	**98,320**	**134,196**	**(35,876)**	**105,899**	**21%**
Supplies									
610	General Supplies	5,316	7,538	12,854	84,276	89,489	(5,214)	76,635	14%
612	Supplies/Equip - Non-IT	-	(3,194)	(3,194)	10,872	9,848	1,024	13,041	-32%
630	Food	-	-	-	294,614	278,275	16,339	278,275	0%
640	Books and supplies	-	-	-	12,980	13,125	(145)	13,125	0%
641	Textbooks	-	47,544	47,544	89,987	58,000	31,987	10,456	82%
651	Supplies - Technology - Software	2,827	43	2,870	804	3,000	(2,196)	130	96%
652	Supplies/Equipment - Information Technology Related	-	23,668	23,668	29,451	27,065	2,386	3,397	87%
653	Web-based and similar programs	140	152	292	30,612	60,797	(30,185)	60,505	0%
	SUBTOTAL - Supplies	**8,283**	**75,751**	**84,035**	**553,595**	**539,598**	**13,997**	**455,564**	**16%**
Depreciation Expense									
790	Depreciation	-	-	-	6,433	6,433	-	6,433	0%
	SUBTOTAL - Depreciation Expense	**-**	**-**	**-**	**6,433**	**6,433**	**-**	**6,433**	**0%**
Debt Service and Miscellaneous									

CLV Strong Start Academy Elementary School

Income Statement

As of Aug FY2026

		Actual		YTD	Budget & Forecast				
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
810	Dues and Fees	322	284	605	1,085	1,135	(50)	530	53%
890.1	Miscellaneous Expenditures - Prior Year Expenses	-	(307)	(307)	-	-	-	307	
	SUBTOTAL - Debt Service and Miscellaneous	**322**	**(24)**	**298**	**1,085**	**1,135**	**(50)**	**837**	**26%**
TOTAL EXPENSES		**100,234**	**445,435**	**545,669**	**4,758,399**	**4,738,342**	**20,056**	**4,192,673**	**12%**

CLV Strong Start Academy Elementary School

Monthly Cash Forecast
As of Aug FY2026

	2025-26 Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	**2,527,953**	**2,349,426**	**2,110,310**	**2,339,609**	**2,497,948**	**2,652,338**	**2,821,809**	**2,970,100**	**3,068,649**	**2,967,198**	**2,842,654**	**2,756,265**		
REVENUE														
Revenue from Local Sources	-	-	250,000	250,000	250,000	250,000	250,000	200,000	-	-	-	-	1,450,000	-
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	222,304	202,321	342,041	295,519	255,413	276,248	255,067	255,326	255,326	232,233	270,388	248,028	3,110,214	0
Federal Revenue	-	18,518	10,408	10,861	37,370	37,370	37,370	37,370	37,370	37,370	37,370	37,370	391,419	52,674
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**222,304**	**220,839**	**602,449**	**556,380**	**542,782**	**563,618**	**542,437**	**492,696**	**292,696**	**269,603**	**307,758**	**285,398**	**4,951,633**	**52,675**
EXPENSES														
Personnel Services-Salaries	36,577	202,579	186,666	194,217	194,217	198,381	198,381	198,381	198,381	198,381	198,381	212,684	2,359,852	142,624
Personnel Services-Employee Benefits	48,822	93,493	75,843	93,624	93,624	95,214	95,214	95,214	95,214	95,214	95,214	104,764	1,180,606	99,150
Professional and Tech Services	(8,011)	52,964	38,758	41,758	38,758	38,758	38,758	38,758	38,758	38,758	38,758	31,070	428,348	500
Property Services	1,413	5,203	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	88,174	1,228
Other Services	12,828	15,469	6,071	6,579	10,568	10,568	10,568	10,568	10,568	10,568	10,568	10,568	134,196	8,703
Supplies	8,283	75,751	56,955	53,747	43,108	43,108	43,108	43,108	43,108	43,108	43,108	43,108	539,598	-
Depreciation Expense	-	-	1,608	536	536	536	536	536	536	536	536	536	6,433	-
Debt Service and Miscellaneous	322	(24)	84	84	84	84	84	84	84	84	84	84	1,135	-
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**100,234**	**445,435**	**374,018**	**398,578**	**388,928**	**394,683**	**394,683**	**394,683**	**394,683**	**394,683**	**394,683**	**410,847**	**4,738,342**	**252,205**
Operating Cash Inflow (Outflow)	**122,069**	**(224,596)**	**228,431**	**157,803**	**153,854**	**168,935**	**147,754**	**98,013**	**(101,987)**	**(125,080)**	**(86,925)**	**(125,449)**	**213,291**	**(199,530)**
Accounts Receivable	(154,894)	(13,443)	-	-	-	-	-	-	-	-	-	-		
Other Current Assets	37,495	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	-	-	1,608	536	536	536	536	536	536	536	536	536		
Accounts Payable	25,000	(38,856)	858	-	-	-	-	-	-	-	-	-		
Other Current Liabilities	(210,471)	19,622	(1,598)	-	-	-	-	-	-	-	-	-		
PERS Liability	2,273	18,158	-	-	-	-	-	-	-	-	-	-		
Ending Cash	**2,349,426**	**2,110,310**	**2,339,609**	**2,497,948**	**2,652,338**	**2,821,809**	**2,970,100**	**3,068,649**	**2,967,198**	**2,842,654**	**2,756,265**	**2,631,351**		
Days Cash on Hand	181	163	180	193	205	218	229	237	229	219	213	203		

Combined Board Check Register

School: STRONG START

Month: JULY 2025

				Total Paid By Check:	$	83,826.04
				Total Paid By Credit Card:	$	11,863.26

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	21336	Brady Industries	7/8/2025	Bill #9754388--Supplies		$ 1,864.56
Check	21337	Bell Printing & Design	7/8/2025	Bill #123077--Supplies		$ 399.80
Check	21338	EdTec Inc	7/8/2025	Bill #CINV-00010289--EdTec Monthly - July 2025		$ 6,193.75
Check	21339	Intellatek	7/8/2025	Bill #9122--Monthly Contract Rate: 07/01/25		$ 572.00
Check	DB070125	SUPPORT PDF FILLER	7/1/2025	DB070125 - SUPPORT PDF FILLER		$ 96.00
Check	DB070325	Renaissance Life & Health Insurance Company of America	7/3/2025	DB070325 - Renaissance Life & Health Insurance Company of America		$ 2,120.26
Check	DB070825	NV ENERGY	7/8/2025	DB070825 - NV ENERGY		$ 1,996.42
Check	DB070825-1	NV ENERGY	7/8/2025	DB070825-1 - NV ENERGY		$ 1,107.98
Check	DB070925	Sherwin-Williams	7/9/2025	DB070925-SHERWIN-WILLIAMS		$ 192.47
Check	DB071425	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	7/14/2025	DB071425-PUBLIC EMPLOYEES RET		$ 52,906.07
Check	DB07152025	AMERICAN EXPRESS	7/15/2025	DB07152025-AMERICAN EXPRESS		$ 14,698.43
Check	DB071625	Fingerprinting Pros Inc.	7/16/2025	DB071625-FINGERPRINTING		$ 186.00
Check	DB072825	ADOBE	7/28/2025	DB072825-ADOBE		$ 19.99
Check	DB072825-1	GOFORMZ	7/28/2025	DB072825-1- GO FORMZ		$ 24.00
Check	DB072925	USPS	7/29/2025	DB072925-USPS		$ 35.10
Check	DB073025	NV ENERGY	7/30/2025	DB073025-NV ENERGY		$ 1,413.21
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/12 - Amazon MKTPlace		$ 35.12
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/14 - Amazon MKTPlace		$ 31.49
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/15 - Amazon MKTPlace		$ 254.98

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	7/22/2025	07/15 - Amazon MKTPlace		$ 21.60
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/16 - Amazon.com		$ 74.92
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/16 - Amazon MKTPlace		$ 35.95
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/16 - Amazon MKTPlace		$ 114.44
Credit Card	L425 - NV - 1005	Walmart. Com	7/22/2025	07/16 - Walmart. Com		$ 194.79
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/17 - Amazon MKTPlace		$ 138.65
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/17 - Amazon MKTPlace		$ 20.87
Credit Card	L425 - NV - 1005	THE HOME DEPOT	7/22/2025	07/17 - THE HOME DEPOT		$ 49.29
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/18 - Amazon MKTPlace		$ 903.92
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/18 - Amazon MKTPlace		$ 327.02
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/18 - Amazon MKTPlace		$ 1,834.79
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/21 - Amazon.com		$ 577.76
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/21 - Amazon.com		$ 39.82
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/22 - Amazon MKTPlace		$ 64.14
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/12 - Amazon.com		$ 31.98
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/12 - Amazon.com		$ 8.99
Credit Card	L425 - NV - 1005	Walmart. Com	7/22/2025	07/11 - Walmart. Com		$ 177.00

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	L425 - NV - 1005	THE HARTFORD	7/22/2025	07/08 - THE HARTFORD		$ 4,857.00
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/07 - Amazon MKTPlace		$ 60.64
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/06 - Amazon MKTPlace		$ 7.57
Credit Card	L425 - NV - 1005	Indeed Jobs	7/22/2025	07/05 - Indeed Jobs		$ 518.06
Credit Card	L425 - NV - 1005	Las Vegas Valley Water District	7/22/2025	07/03 - Las Vegas Valley Water District		$ 1,042.76
Credit Card	L425 - NV - 1005	Indeed Jobs	7/22/2025	07/02 - Indeed Jobs		$ 356.98
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/01 - Amazon MKTPlace		$ 8.41
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/12 - Amazon MKTPlace		$ 59.94
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/12 - Amazon MKTPlace		$ 14.38

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

Combined Board Check Register
School: Strong Start
Month: August 2025



Total Paid By Check:	$ 270,843.05
Total Paid By Credit Card:	$ 9,997.12

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	21340	School Outfitters	8/11/2025	Bill #INV14295002--Section Cubby Storage Organizer Bill #INV14296074--Rectangle Whiteboard Activity Table (30" W X 60" L)		$ 4,019.86
Check	21341	School Food Solution L3C	8/11/2025	Bill #6869--Monthly Food service administration management - June 2025		$ 371.00
Check	21342	Revolution Foods, PBC	8/11/2025	Bill #007317-C002973--Food services; June 2025		$ 6,343.17
Check	21343	HEALTH PLAN OF NEVADA	8/11/2025	Bill #251890003253--Insurance: August 2025 & Adjustments		$ 15,692.80
Check	21344	Southern Nevada Health District	8/11/2025	Bill #IN0384836--Elementary School & Kitchens; 07/01/25		$ 321.54
Check	21345	Infinite campus	8/11/2025	Bill #CI-00001691--License & Support: Messenger Campus Passport & Report Translation Module: 07/01/25 - 06/30/26		$ 11,250.00
Check	21346	EdTec Inc	8/11/2025	Bill #CINV-00010835--EdTec Monthly - August 2025		$ 6,193.75
Check	21347	Wright Specialty Premium Trust	8/11/2025	Bill #548181--Insurance Premium; Installment : 07/24/25		$ 131.50
Check	21348	Wright Specialty Premium Trust	8/11/2025	Bill #548183--Insurance Premium; Installment : 07/24/25		$ 3,656.30
Check	21349	Wright Specialty Premium Trust	8/11/2025	Bill #548182--Insurance Premium; Installment : 07/24/25		$ 469.70
Check	21350	Zurii Mershant D'Ambra	8/11/2025	Bill #INV-000012--Professional Svcs: 03/01 - 05/31/25		$ 4,350.00
Check	21351	Trafera, LLC	8/11/2025	Bill #I001361718--Supplies Bill #I001359954--Supplies		$ 26,866.00
Check	21352	Jamie Wallen	8/11/2025	Bill #0001--Day 1 & 2 Onsite New Teacher Training		$ 4,000.00
Check	21353	American Reading Company	8/14/2025	Bill #0000224715--Custom Professional Development Day		$ 9,650.00
Check	21354	Brady Industries	8/14/2025	Bill #10444500--Supplies		$ 3,744.88
Check	21355	Curriculum Associates LLC	8/14/2025	Bill #90898984--Training & Development services		$ 29,458.35
Check	21356	Intellatek	8/14/2025	Bill #9188--Monthly Contract Rate: 08/01/25		$ 572.00
Check	21357	Les Olson Company	8/14/2025	Bill #EA1568328--Monthly Contract Billing		$ 94.23

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	21358	MCINTOSH COMMUNICATIONS	8/14/2025	Bill #246601--Supplies		$ 312.00
Check	21359	Philadelphia Insurance Companies	8/14/2025	Bill #2008227811--Insurance Premium		$ 557.00
Check	21360	Revco Leasing Company	8/14/2025	Bill #295420--Lease Payment due by 08/04/25 Bill #292521--Lease Payment due by 07/04/25		$ 340.96
Check	21361	Aces Educators, LLC	8/25/2025	Bill #1283--Monthly service fee: 05/27/25		$ 310.00
Check	21362	Dr. Nancy Alamo	8/25/2025	Bill #SSA-0001--Psychological Services: July - December 2024 Bill #SSA-0002--Psychological Services: January 2025 - June 2025		$ 15,099.24
Check	21363	American Reading Company	8/25/2025	Bill #0000224209--Custom Professional Development Day		$ 9,000.00
Check	21364	Brady Industries	8/25/2025	Bill #10490943--Supplies		$ 294.80
Check	21365	Collaborative Learning Partners, LLC	8/25/2025	Bill #100--Services		$ 9,748.80
Check	21366	Data Recognition Corporation	8/25/2025	Bill #187218--LAS links online bus test admin		$ 6,212.70
Check	21367	HEALTH PLAN OF NEVADA	8/25/2025	Bill #252220027237--Insurance: September 2025 & Adjustments		$ 18,594.51
Check	21368	Intellatek	8/25/2025	Bill #9155--Monthly Contract Rate: 07/22/25		$ 1,800.00
Check	21369	Les Olson Company	8/25/2025	Bill #EA1578318--Monthly Contract Billing		$ 99.60
Check	21370	Revco Leasing Company	8/25/2025	Bill #298393--Lease Payment due by 09/04/25 & Late Fee		$ 178.60
Check	21371	Scoot Education Inc.	8/25/2025	Bill #127587--Services : 08/11 - 08/15/25		$ 1,656.00
Check	21372	Wright Specialty Premium Trust	8/25/2025	Bill #559636--Insurance Premium; Installment : 08/24/25		$ 131.50
Check	21373	Wright Specialty Premium Trust	8/25/2025	Bill #559638--Insurance Premium; Installment : 08/24/25		$ 3,656.30
Check	21374	Wright Specialty Premium Trust	8/25/2025	Bill #559637--Installment : 09/24/25 Bill #556780--Insurance Premium; Installment : 07/24/25		$ 345.40
Check	21375	COSTCO	8/1/2025	DB080125 - COSTCO		$ 632.58
Check	21376	Renaissance Life & Health Insurance Company of America	8/4/2025	DB080425 - Renaissance Life & Health Insurance Company of America		$ 2,254.67
Check	21377	EINSTEIN BROS BAGEL	8/4/2025	DB080425-1 - EINSTEIN BROS BAGEL		$ 26.32
Check	21378	AMERICAN EXPRESS	8/12/2025	DB081225 - AMERICAN EXPRESS (1005)		$ 12,023.05
Check	DB080125	COSTCO	8/1/2025	DB080125-COSTCO		$ 632.58

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	DB080425	Renaissance Life & Health Insurance Company of America	8/4/2025	DB080425-RENAISSANCE		$ 2,254.67
Check	DB080425-1	EINSTEIN BROS BAGEL	8/4/2025	DB080425-1-EINSTEIN		$ 26.32
Check	DB080825	EINSTEIN BROS BAGEL	8/8/2025	DB080825 - EINSTEIN BROS BAGEL		$ 41.59
Check	DB081125	KAHOOT!	8/11/2025	DB081125 - KAHOOT!		$ 108.00
Check	DB081125-1	NV ENERGY	8/11/2025	DB081125-1 - NV ENERGY		$ 2,036.88
Check	DB081225	- None -	8/12/2025	DB081225-STATE OF NEVADA		$ 105.00
Check	DB081525	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	8/15/2025	DB081525 - 47699 PUBLIC EMPLOYEES' RETIREMENT SYSTEM		$ 55,178.90
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	07/25 - WAL-MART		$ 111.26
Credit Card	L425 - NV - 1005	THE WEBSTAURANT STORE	8/22/2025	08/22 - THE WEBSTAURANT STORE		$ 302.16
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	07/29 - Amazon MKTPlace		$ 24.95
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	07/30 - Amazon MKTPlace		$ 126.30
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	07/30 - Amazon MKTPlace		$ 70.19
Credit Card	L425 - NV - 1005	THE HOME DEPOT	8/22/2025	07/30 - THE HOME DEPOT		$ 150.00
Credit Card	L425 - NV - 1005	PEARSON EDUCATION	8/22/2025	07/30 - PEARSON EDUCATION		$ 2,535.13
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	07/31 - Amazon MKTPlace		$ 69.11
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/01 - Amazon MKTPlace		$ 623.43
Credit Card	L425 - NV - 1005	THE HOME DEPOT	8/22/2025	08/02 - THE HOME DEPOT		$ 104.24
Credit Card	L425 - NV - 1005	Indeed Jobs	8/22/2025	08/02 - Indeed Jobs		$ 333.04
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	08/04 - WAL-MART		$ 102.76
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	08/05 - WAL-MART		$ 76.06
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/05 - Amazon MKTPlace		$ 108.99
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	08/06 - WAL-MART		$ 320.50

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/06 - Amazon.com		$ 40.17
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/06 - Amazon MKTPlace		$ 9.95
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/06 - Amazon.com		$ 16.88
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/07 - Amazon MKTPlace		$ 45.86
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/07 - Amazon MKTPlace		$ 43.80
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/07 - Amazon MKTPlace		$ 9.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/07 - Amazon MKTPlace		$ 17.00
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/08 - Amazon.com		$ 188.96
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/08 - Amazon MKTPlace		$ 15.28
Credit Card	L425 - NV - 1005	Las Vegas.com	8/22/2025	08/08 - Las Vegas.com		$ 1,231.14
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/08 - Amazon MKTPlace		$ 575.02
Credit Card	L425 - NV - 1005	POPPY'S DONUTS	8/22/2025	08/08 - POPPY'S DONUTS		$ 56.05
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/08 - Amazon.com		$ 161.72
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/08 - Amazon.com		$ 71.88
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/09 - Amazon MKTPlace		$ 3.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/09 - Amazon MKTPlace		$ 52.68
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/10 - Amazon MKTPlace		$ 15.28
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/11 - Amazon MKTPlace		$ 56.98
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/12 - Amazon MKTPlace		$ 69.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/12 - Amazon MKTPlace		$ 14.22

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/12 - Amazon MKTPlace		$ 47.13
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/13 - Amazon MKTPlace		$ 28.69
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/13 - Amazon.com		$ 42.16
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/13 - Amazon MKTPlace		$ 26.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/13 - Amazon MKTPlace		$ 16.14
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/14 - Amazon MKTPlace		$ 13.79
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/15 - Amazon MKTPlace		$ 13.79
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/15 - Amazon MKTPlace		$ 41.63
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/18 - Amazon MKTPlace		$ 9.74
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/19 - Amazon.com		$ 19.28
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	08/19 - WAL-MART		$ 25.22
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/19 - Amazon MKTPlace		$ 39.71
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/20 - Amazon MKTPlace		$ 39.75
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/20 - Amazon MKTPlace		$ 122.92
Credit Card	L425 - NV - 1005	Indeed Jobs	8/22/2025	08/20 - Indeed Jobs		$ 505.17
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/12 - Amazon MKTPlace		$ 15.99
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/21 - Amazon.com		$ 214.74
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/22 - Amazon.com		$ 102.90
Credit Card	L425 - NV - 1005	Las Vegas Valley Water District	8/22/2025	07/28 - Las Vegas Valley Water District		$ 916.42

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: October 2025 Enrollment Update.pdf

Recruiting

- Engaged Graphicka to launch campaign
    - September enrollment- 258

25-26 Demographics

- 265 students enrolled (35 seats available)
    - Asian - .75%
    - African American - 11%
    - Caucasian - 4.5%
    - Hispanic - 80%
    - Multiracial - 4%

25-26 Language Membership

- - 58% English only
- - 24% English Learners
- - 7.5% Initially identified as English Learners but tested out of the program
- - 10% Students exposed to second language other than English but passed the initial English proficiency test

25-26 Enrollment

- **265 student registered (35 seats available)**
- Kindergarten - 56 students (4 seats available)
- 1st grade - 61 students (full w/ waitlist)
- 2nd grade - 54 students (6 seats available)
- 3rd grade - 46 students (14 seats available)
- 4th grade - 20 students (full w/ waitlist)
- 5th grade - 28 seats (12 seats available)

Coversheet

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

Section: III. Executive Update
Item: B. Discussion for possible action to renew the Memorandum of Understanding with S.A.F.E. House to provide services for the prevention of interpersonal violence/domestic violence.
Purpose: Vote
Submitted by:
Related Material: AB 245 (2025) Power-Based Violence MOU -(155431010.1)-C.pdf

MEMORANDUM OF UNDERSTANDING

S.A.F.E. HOUSE

AND

STRONG START ACADEMY

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

Specifically:

Strong Start Academy agrees to the following:

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

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

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

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

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

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

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

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

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

Beth Flory Executive Director S.A.F.E. House, Inc.	Lorna James-Cervantes Board President Strong Start Academy Elementary School
Date	Date

155431010.1

Coversheet

Report by the Executive Director regarding end of the year (2024-2025) student achievement data to include LAS Links Espanol results and beginning of the year iReady diagnostic results.

Section: III. Executive Update
Item: C. Report by the Executive Director regarding end of the year (2024-2025) student achievement data to include LAS Links Espanol results and beginning of the year iReady diagnostic results.
Purpose: Discuss
Submitted by:
Related Material: YDSI_LAS Links Espanol_Growth Analysis Report_8.11.25.pdf
2025 Fall iReady Data.pdf

2025 LAS Links Español Growth Analysis Report

To: Dr. Tammy Malich, Director of Youth Development and Social Initiatives at City of Las Vegas
From: Cecelia Di Mino, Metrics By Design
Date: August 11, 2025
Subject: LAS Links Español Student Growth in Language Proficiency (2023–24 Academic Year; 2024-2025 Annual Comparison)

Metrics By Design ("MBD") conducted a growth analysis of raw student scores from the LAS Links Español assessment (Data Recognition Corporation), examining both the 2023-24 and 2024-25 datasets. This report summarizes the key findings from MBD's review and analysis.

Methodology

Due to the program's need to establish baseline data, two distinct assessment time periods are presented: 1) the Academic Year Analysis compares performance within a single academic year (fall 2023 to spring 2024), while 2) the Annual Comparison evaluates progress across consecutive academic years (spring 2024 to spring 2025). To establish the baseline, the initial assessments were given to all students in both Fall 2023 and Spring 2024. From that point forward, only new students were tested in Fall 2024, with all students tested in Spring 2025. For the purposes of our work, the following determinations were made:

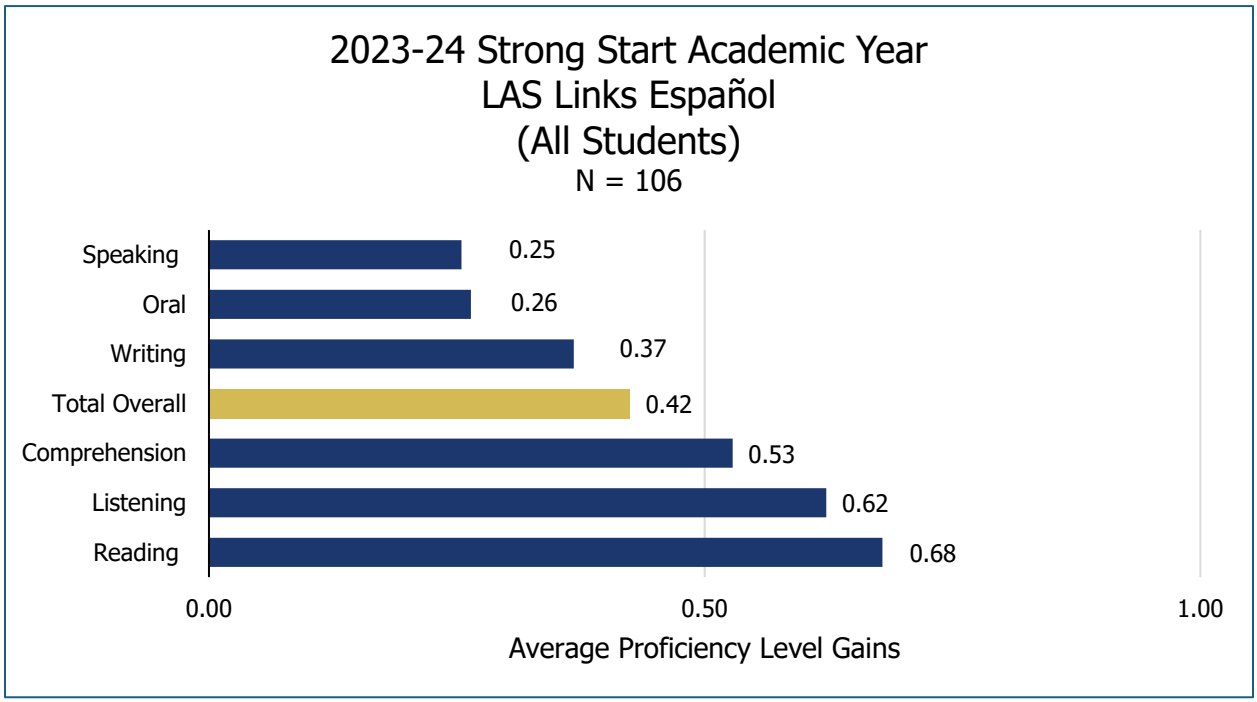
- Any students who were not assessed for both the Fall 2023 and Spring 2024 were pulled from the first analysis. If any students with Spring 2024 data were later assessed in Spring 2025, they were brought back in for the second Spring 2024 to Spring 2025 annual comparison.
- Any students who were not assessed in both Spring 2024 and Spring 2025 were removed from the second analysis.
    - This means the Kindergarteners are excluded from the Annual Comparison Analysis.
    - Note: the 2023-24 Kindergarten results do not provide much context for the 2024-25 Kindergarten results. Findings from one interval (i.e., time period) cannot be used to make inferences about the other due to differences in the time frame, contextual factors, and differing cohorts and/or instructional conditions. Additionally, variations in student samples, curriculum changes, or external influences between school years may further limit the validity of extending conclusions from the 2023-24 interval to the 2024-25, and vice-versa. Because tracking growth within an academic year provides insights for short-term learning progress and the immediate effects of instruction, it is typically used for timely interventions. Additionally, the nature of Kindergarten learning is often characterized by rapid, nonlinear bursts of development and such characterizations will vary by cohort.

- Any students who changed grades (e.g., held back or advanced) remained with their assessment cohort.
- Due to the differing intervals of the assessments, an annual comparison to establish year-over-year trends is not available at this time. This can begin with the Spring 2026 data.
- To further breakdown the data, the Academic Year analysis was grouped into cohorts, e.g. "Kindergarten," "1st Grade," and "2nd Grade," while the Annual Comparison was grouped as "Kindergarten to 1st Grade," "1st Grade to 2nd Grade," and "2nd Grade to 3rd Grade."

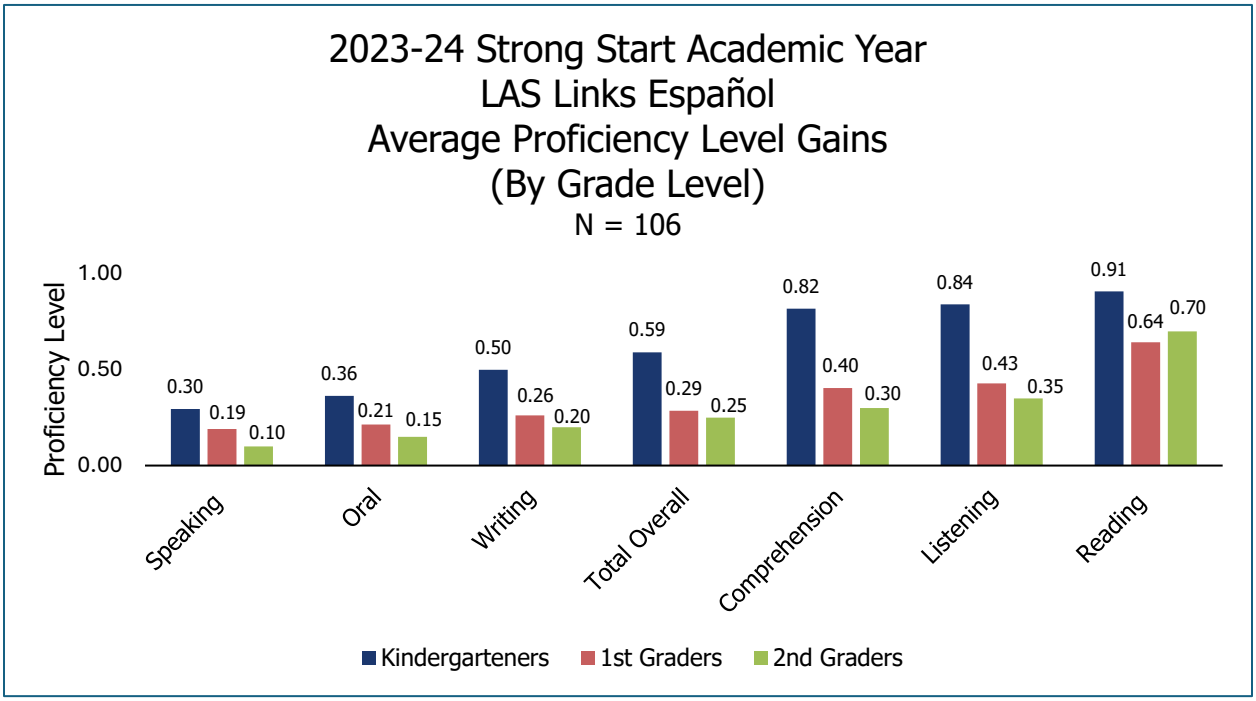
The following analyses were derived from taking the difference between the raw Proficiency Level (PL) scores and finding an average for each category. The Cohen's d was calculated as a statistical measure of effect size. In order to calculate this, the standard deviation (i.e., how spread out the students' scores were) of each category's PL average was first calculated. Then the Cohen's d effect size was used to understand the size of the average gain in relation to how much student scores typically vary. A larger effect size suggests improvement was significant relative to most individuals' baseline change, making it more likely the growth was seen across many students rather than driven by just a few high performers. This was calculated by dividing the Average PL gains by the Standard Deviation for each category. The higher the value of the effect size, the more evenly students benefited from the instruction (conversely, a lower effect size indicates more variability).

2023-24 Academic Year Analysis

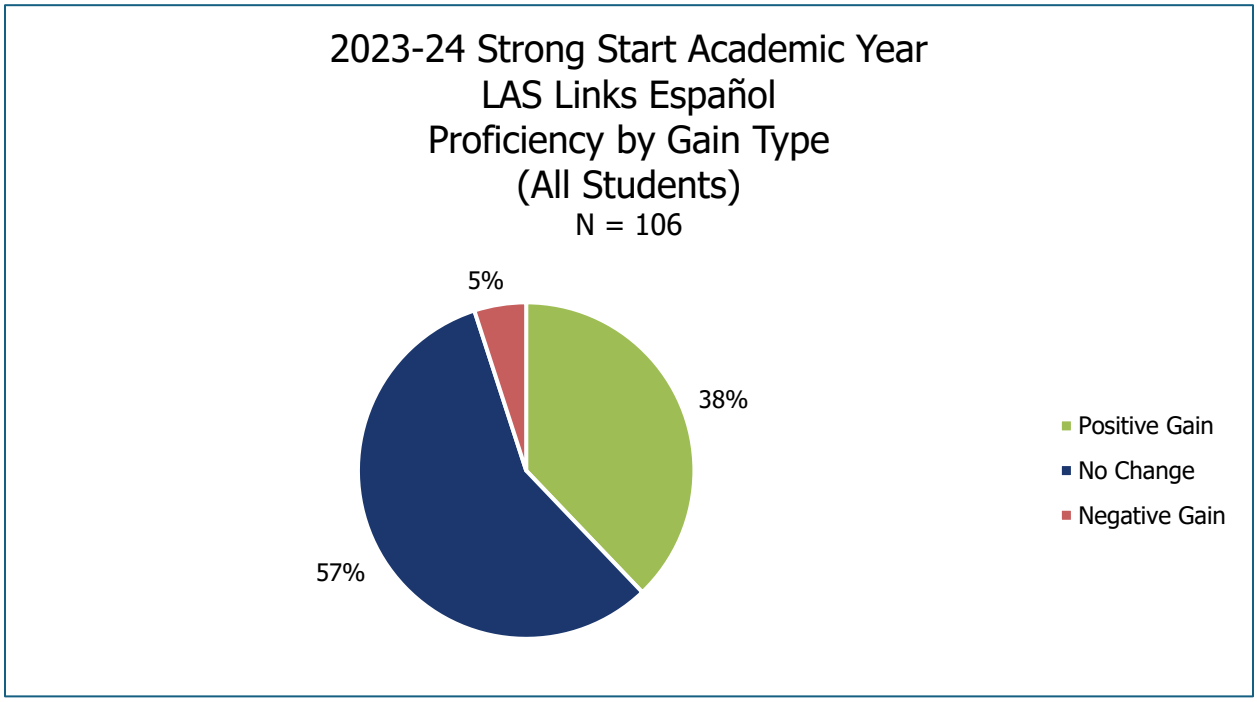
On average, in the 2023-24 academic year, Strong Start students showed the most growth in Reading (+0.68), Listening (+0.62), and Comprehension (+0.53). Growth in Speaking (+0.25) and Oral skills (+0.26) was more limited, indicating potential areas for instructional focus for that cohort.



During the 2023–24 academic year, Strong Start students demonstrated an average overall proficiency level gain of +0.45 across all assessed Spanish language domains. This means that on average, a student from the spring group scored nearly halfway (45%) to one full proficiency level higher than a student from the fall group. A Cohen's d of 0.56 indicates there was some variability, as not all students gained equally, however many made progress. To better understand the variability, the analysis is further broken down by grade level below.



Within all categories, thirty-eight percent (38%) of gains were positive, showing progress over the assessment period. Fifty-seven percent (57%) maintained current proficiency levels, indicating stability in skill development. A small portion of gains (5%) were negative, which may reflect inconsistencies in performance, external factors, or a need for targeted support.

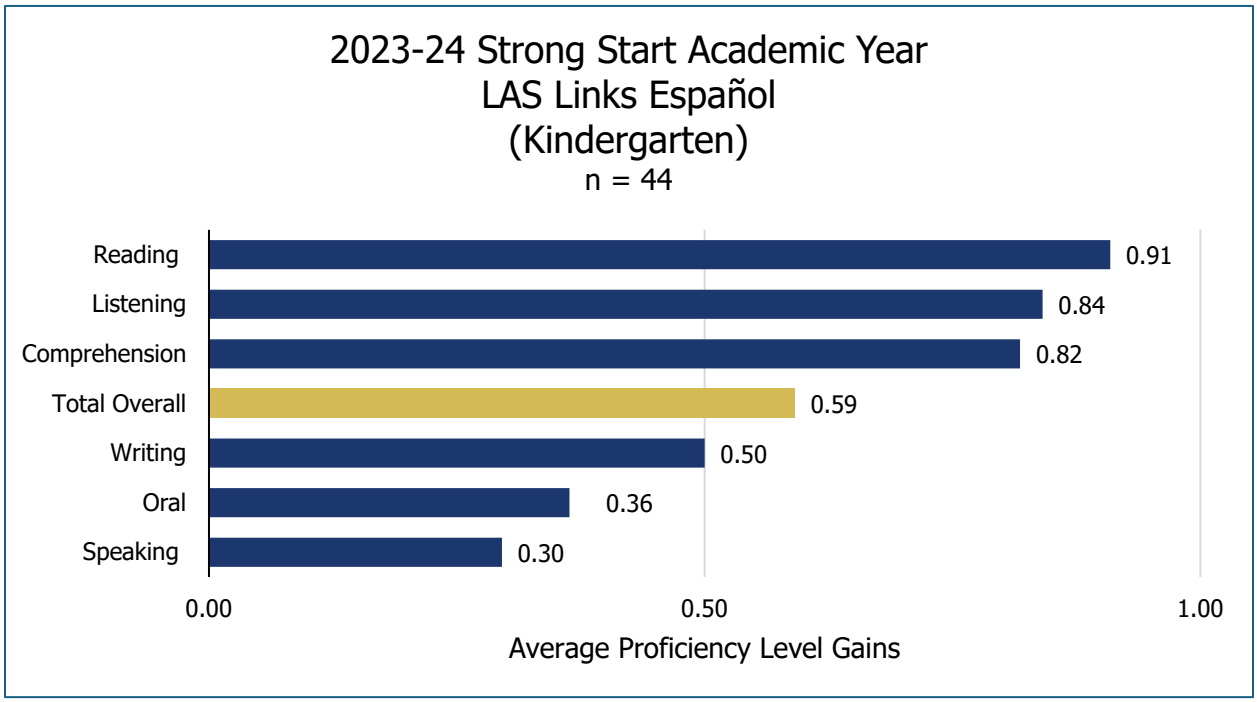


Breakdowns by Grade Level

The following charts further breakdown the analysis by grade-level cohorts.

2023-24 Academic Year (Kindergarten)

On average, Strong Start 2023-24 Kindergarteners experienced an average gain of +0.62 proficiency levels (d = 0.72). Reading showed the most growth, increasing by nearly an entire proficiency level (+0.91). Listening (+0.84), and Comprehension (+0.82) growth was also high. Growth in Speaking (+0.30) and Oral skills (+0.36) was smaller, indicating potential areas for instructional focus.



2023-24 Strong Start Academic Year (Kindergarten) LAS Links Español n=44			
Category	**Average Level Gains**	**Cohens d Effect**	**Effect Size**
Speaking	0.30	0.44	Medium
Oral	0.36	0.53	Medium
Writing	0.50	0.54	Medium
Total Overall	0.59	0.72	Large
Comprehension	0.82	0.89	Large
Listening	0.84	0.83	Large
Reading	0.91	0.95	Large

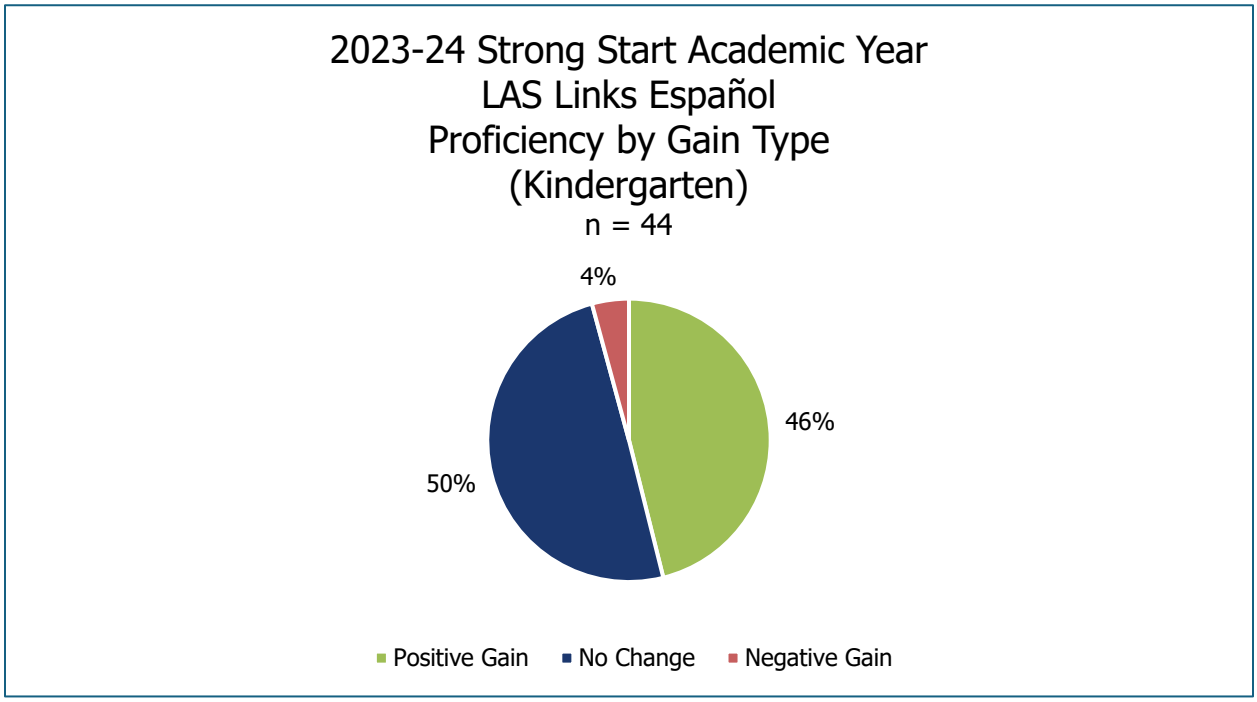
Recall that Cohen's d is a way to show how big the average improvement is compared to how much students' scores usually differ from each other (i.e., the normal differences one would expect between students, such as some scoring higher or lower due to their unique strengths, challenges, or day-to-day fluctuations). A small Cohen's d means the average improvement is small compared to those differences, while a large Cohen's d means the improvement is big compared to the usual differences in scores.

In the above chart, the Cohen's d effect size for the Reading category indicates both a large average gain and a large standardized effect. This suggests that the reading improvement was substantial and meaningful, rather than driven by a few high-performing students pulling up the overall average. Compared to their individual starting baselines, reading improvement was consistently large among most students.

In the Oral category, the average gain was +0.36 proficiency levels and a medium effect size of 0.53; in the Writing category we see a similar average gain and effect size at +0.50 and 0.54 respectively. These values indicate many students likely saw gains, though there was still meaningful variation in how much they improved.

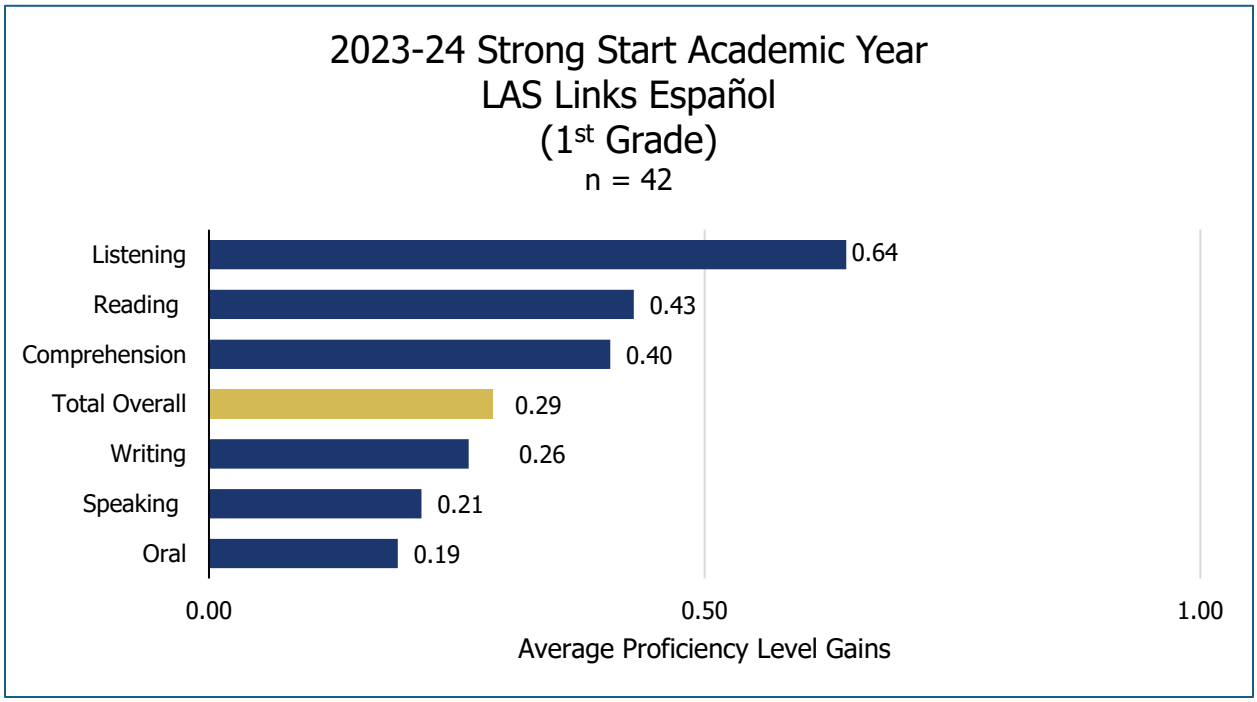
A note on the high Reading PL gain: Moving forward, it will be important to bear in mind that Kindergarteners often start from a lower baseline, so their gains can appear larger as they rapidly acquire foundational skills. In contrast, 1st graders and up may already have basic skills, and are moving into more complex reading (fluency, comprehension), which develops more gradually. These insights will be worth keeping in mind when reviewing the PL gains in both analyses.

Of the Kindergarten student scores, forty-six percent (46%) demonstrated positive gains in proficiency levels, showing progress over the assessment period. Fifty percent (50%) maintained proficiency levels, indicating stability in skill development. A small portion (4%) decreased in proficiency level, which may reflect inconsistencies in performance, external factors, or a need for targeted support.



2023-24 Academic Year (1st Grade)

On average, Strong Start 2023-24 First Graders experienced an average gain of +0.35 proficiency levels (d = 0.52). Listening showed the most growth (+0.64). Growth in Writing (+0.26), Speaking (+0.21) and Oral skills (+0.19) were smaller, indicating potential areas for instructional focus.



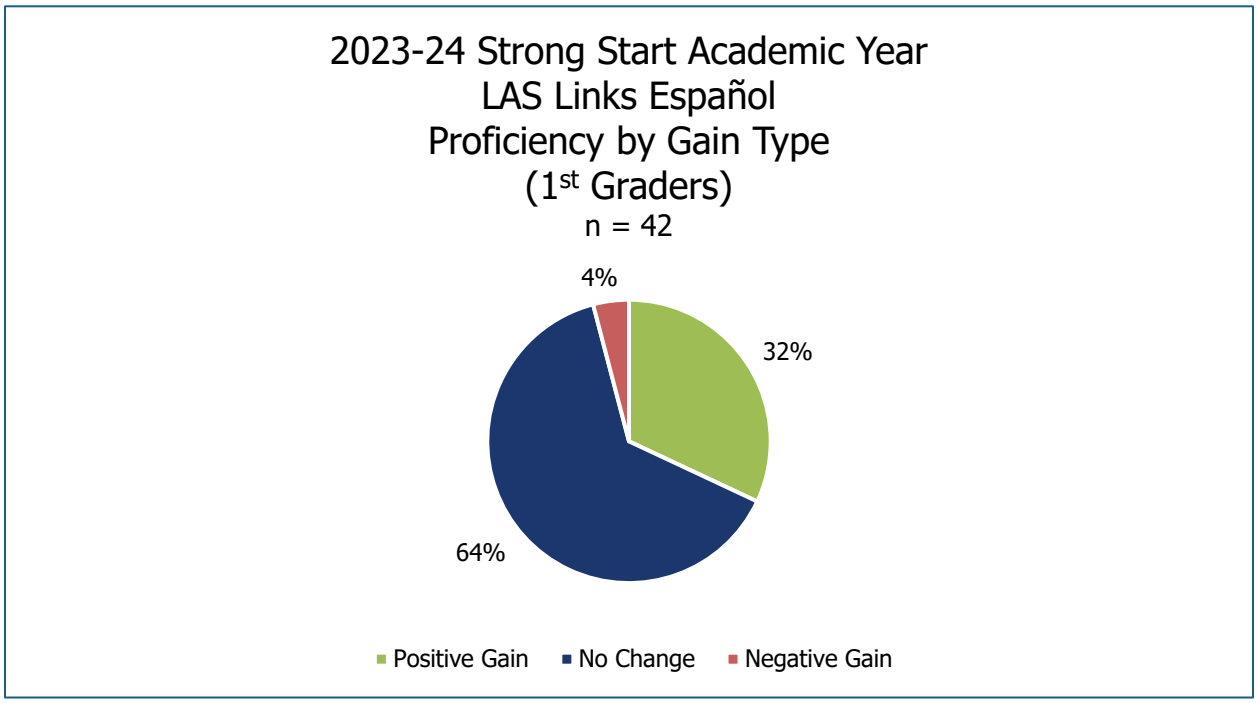
2023-24 Strong Start Academic Year (1st Grade)
LAS Links Español
n = 42

Category	Average Level Gains	Cohens d Effect	Effect Size
Speaking	0.21	0.27	Small
Oral	0.19	0.32	Small
Writing	0.26	0.53	Medium
Total Overall	0.29	0.56	Medium
Comprehension	0.40	0.61	Medium
Listening	0.64	0.69	Medium
Reading	0.43	0.64	Medium

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

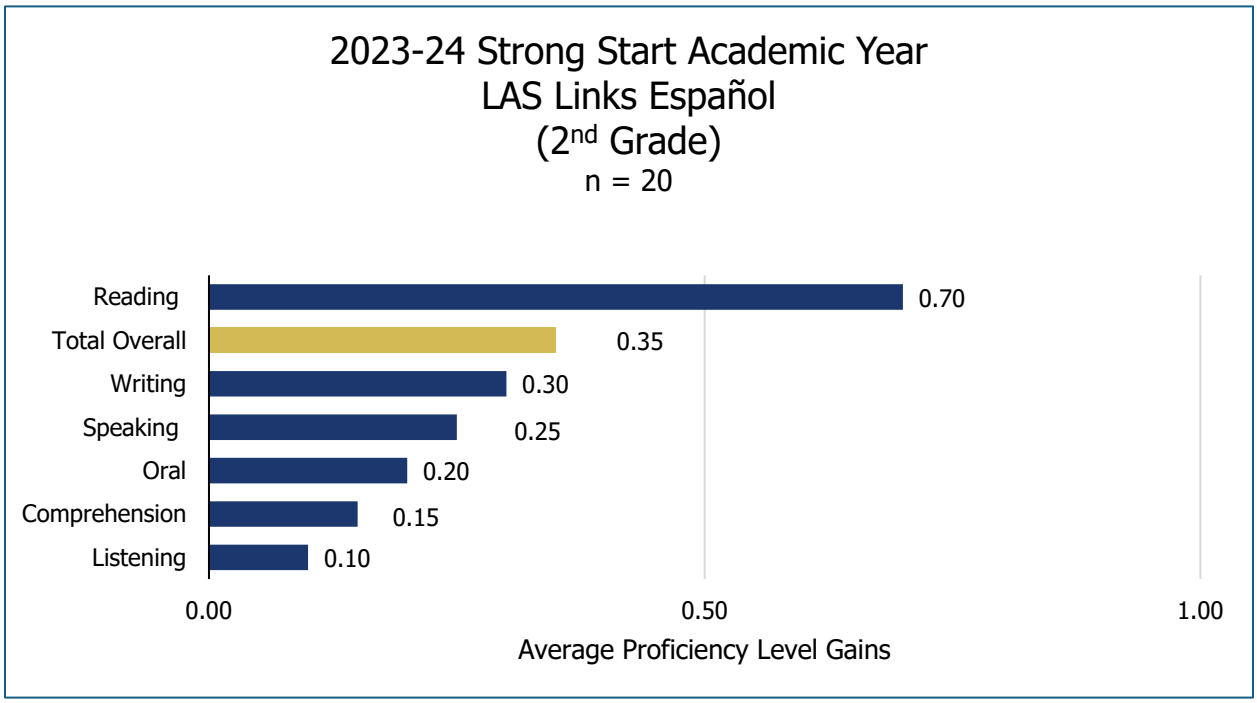
1st Grade students demonstrated overall progress across all language domains, with average gains ranging from +0.19 to +0.64 proficiency levels. With small effect sizes, the impact of learning was smaller in speaking and oral language, with high variability: some students improved a lot and some declined. The effect sizes were medium in all other areas, indicating moderate yet meaningful growth, especially in Listening (+0.64 gain, d = 0.69) and Reading (+0.43 gain, d = 0.64).

Of the 1st Grade student scores, thirty-two percent (32%) demonstrated positive gains in proficiency levels, showing progress over the assessment period. Sixty-four percent (64%) maintained proficiency levels, indicating stability in skill development. A small portion (4%) experienced a decrease in proficiency level, which may reflect inconsistencies in performance, external factors, or a need for targeted support.



2023-24 Academic Year (2nd Grade)

On average, Strong Start 2023-24 Second Graders experienced an average gain of +0.29 proficiency levels (d = 0.34). Reading showed the most growth (+0.70). Growth in Speaking (+0.25) and Oral skills (+0.20) was more limited, with growth in Comprehension (+0.15) and Listening (+0.10) quite low, indicating potential areas for instructional focus.

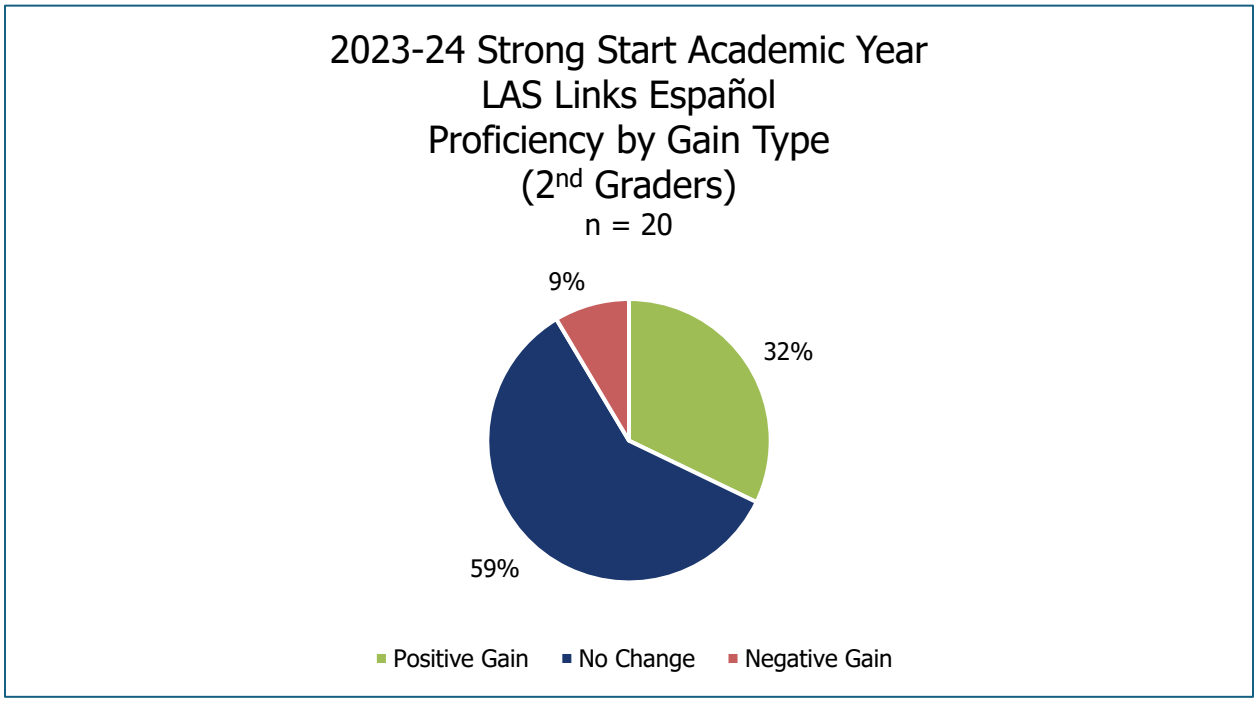


2023-24 Strong Start Academic Year (2nd Grade) LAS Links Español n = 20			
Category	**Average Level Gains**	**Cohens d Effect**	**Effect Size**
Listening	0.10	0.09	Small
Comprehension	0.15	0.16	Small
Speaking	0.25	0.29	Small
Oral	0.20	0.29	Small
Writing	0.30	0.53	Medium
Total Overall	0.35	0.38	Medium
Reading	0.70	0.76	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

During the 2023–24 academic year, 2nd Grade students demonstrated varying levels of growth across language domains. The highest average gain was observed in Reading, with an average increase of +0.70 proficiency level and a Cohen's d of 0.76, indicating a fairly strong consistency. Average gains in Oral and Speaking domains were smaller (0.20–0.25) with small effects (d= 0.29), meaning growth was smaller and less consistent among students. Average growth in Listening and Comprehension had average increases of +0.10 and +0.15, respectively, and very small effect sizes (meaning high individual variability)— some students gained two proficiency levels while some dropped by three.

Of the 2nd Grade student scores, thirty-two percent (32%) demonstrated positive gains in proficiency levels, showing progress over the assessment period. Fifty-nine percent (59%) maintained proficiency levels, indicating stability in skill development. Nine percent (9%) experienced a decrease in the proficiency level, which may reflect inconsistencies in performance, external factors, or a need for targeted support.

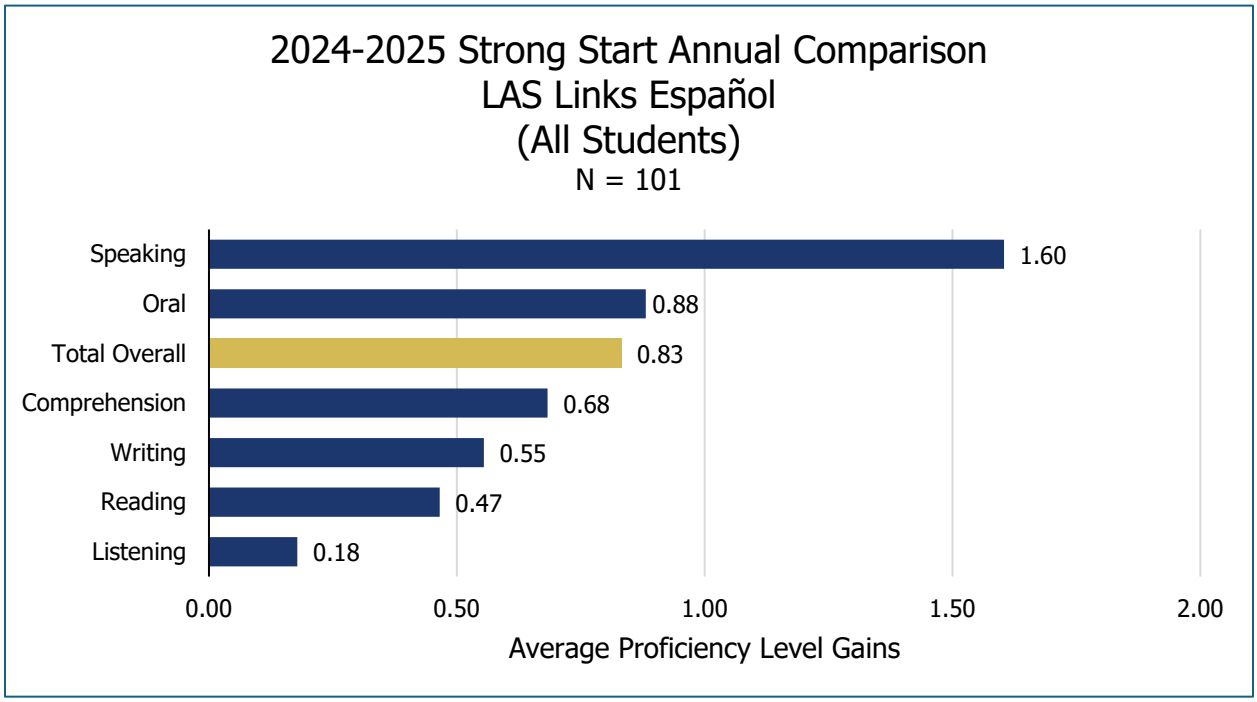


2024-25 Annual Comparative Analysis

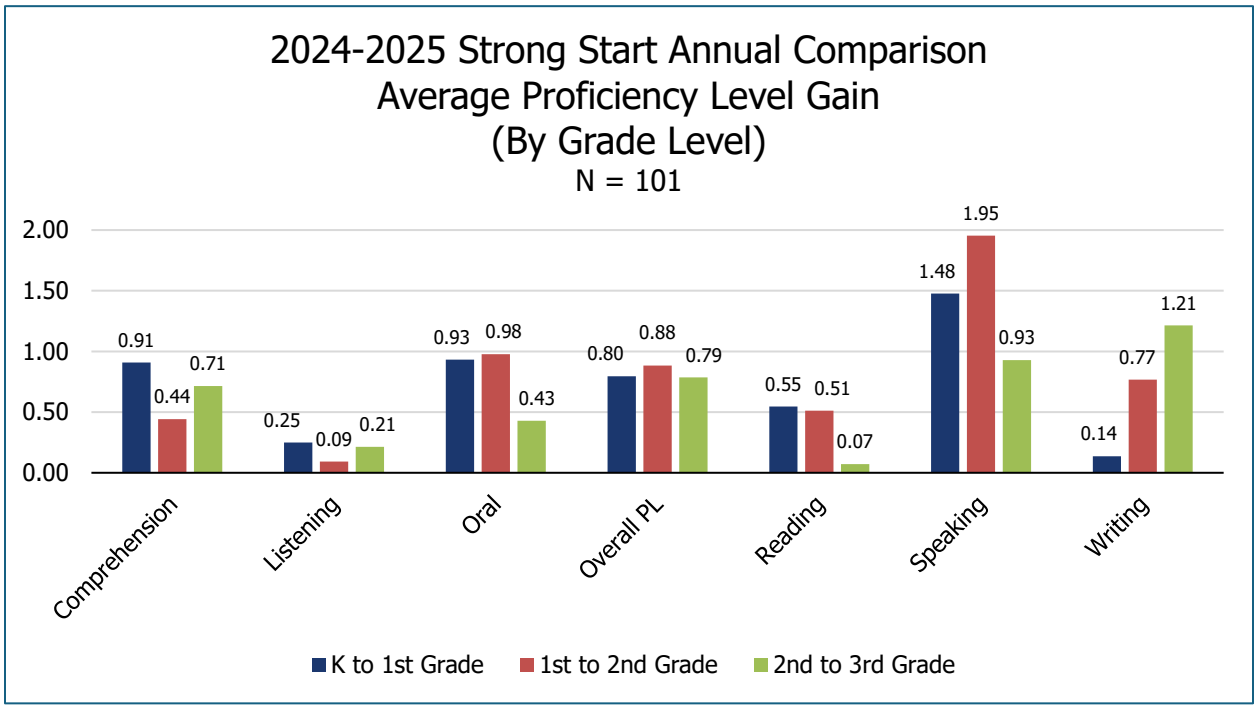
Methodology

The following analysis was derived by taking the difference between the Spring 2025 and Spring 2024 Proficiency Level (PL) values to calculate average gains in each category. The standard deviation was calculated to establish how much the scores in each category varied, and from that the Cohen's d Effect Size was determined. Note, this dataset included two new PL categories that were not in the previous year's dataset: Total Literacy PL and Total Productive PL. For these categories, an average PL score was reported. Moving forward, these will be assessed for gains, starting in Spring 2026.

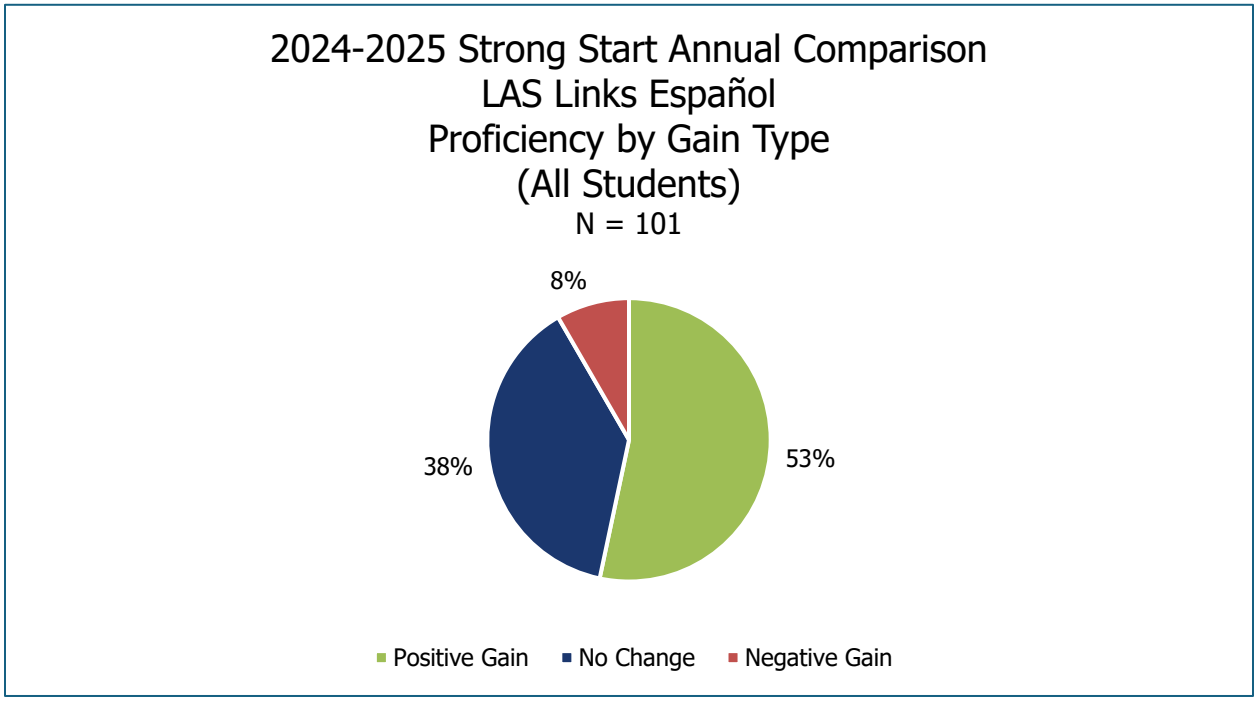
On average, between Spring 2024 and Spring 2025, students grew most in Speaking (+1.60) and Oral (+0.88), Total Overall (+0.83), and Comprehension (+0.68) skills. Growth in Listening (+0.18) was smaller, indicating a potential area for instructional focus.



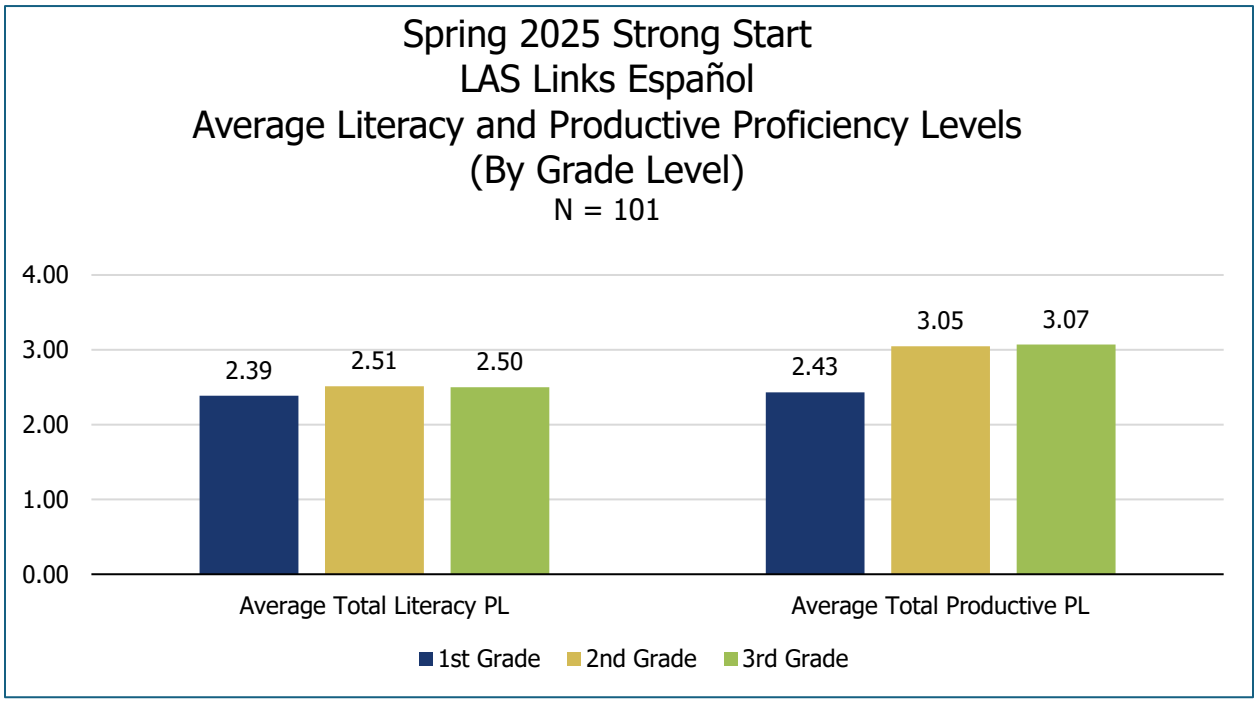
Between Spring 2024 and Spring 2025, Strong Start students demonstrated substantial growth in Spanish language proficiency, averaging a +0.74 proficiency level gain across all domains— nearly three quarters (74%) of a full proficiency level higher. This improvement corresponds to a large effect size (Cohen's d = 0.76), indicating that progress was both academically significant and broadly experienced by students. While most students advanced, the results also reflect some variation in the growth (SD= 0.98), underscoring opportunities to further support those progressing more slowly. To better understand the variability in gains, the analysis is further broken down by grade level below.



Within all categories, fifty-three percent (53%) of gains were positive, showing progress over the assessment period. Thirty-eight percent (38%) maintained current proficiency levels, indicating stability in skill development. A small portion (8%) of gains were negative, which may reflect inconsistencies in performance, external factors, or a need for targeted support.



Among students assessed in Spring 2025, average Productive language proficiency was higher than Literacy proficiency across all grade levels. Productive skills appeared to reach more advanced levels by 2nd grade and held steady among 3rd graders as well. While literacy scores were lower, they were relatively stable in 2nd and 3rd grade.

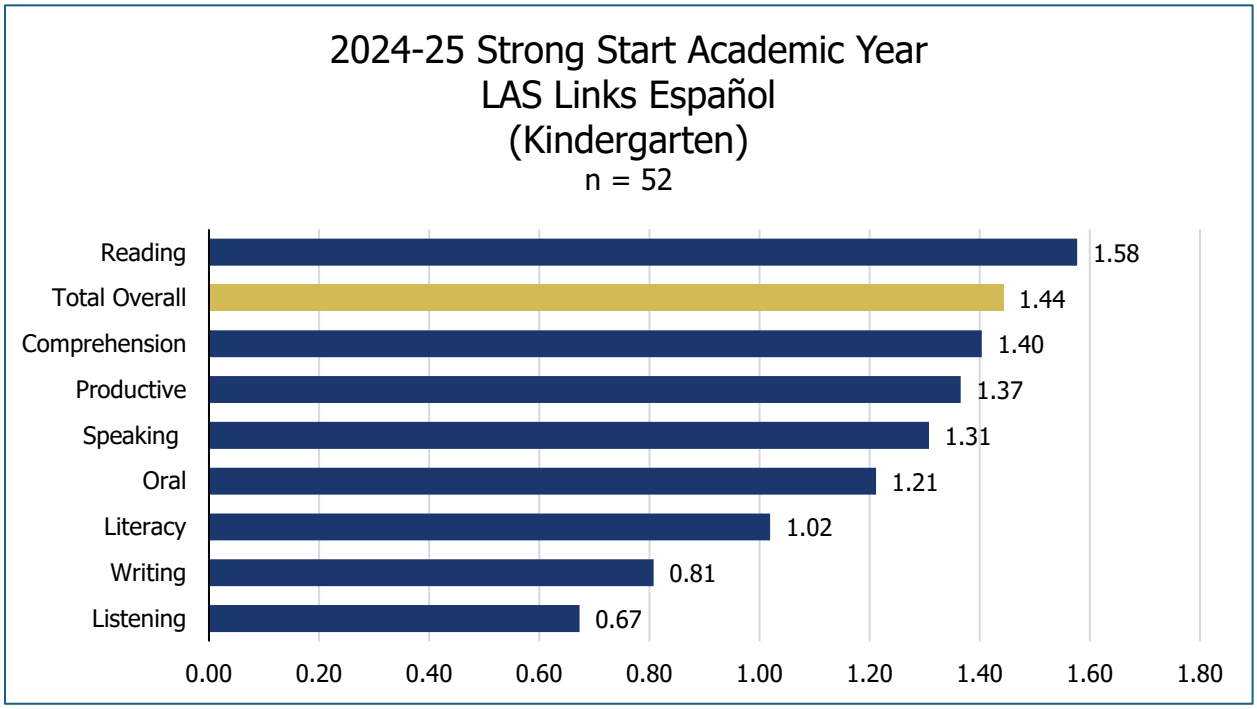


Breakdowns By Grade Level

The following charts further breakdown the analysis by grade-level cohorts.

2024-25 Academic Year (Kindergarten)

In the 2024-25 Academic Year, Kindergarten students showed substantial gains across all Spanish language domains, with an average increase of +1.20 (d = 1.28) proficiency levels across skills. The largest gains were in Reading (+1.58 PL, d = 1.65), Comprehension (+1.40, d = 1.62), and Overall proficiency (+1.44, d = 1.51), all with very large effect sizes, indicating improvement was consistently experienced by most students. Speaking (+1.31, d = 1.14), Oral skills (+1.21, d = 1.27), and Productive skills (+1.37, d = 1.47) also showed strong growth. Listening (+0.67, d = 0.89) and Writing (+0.81, d = 0.91) had more limited effect sizes by comparison, but still reflect meaningful progress.

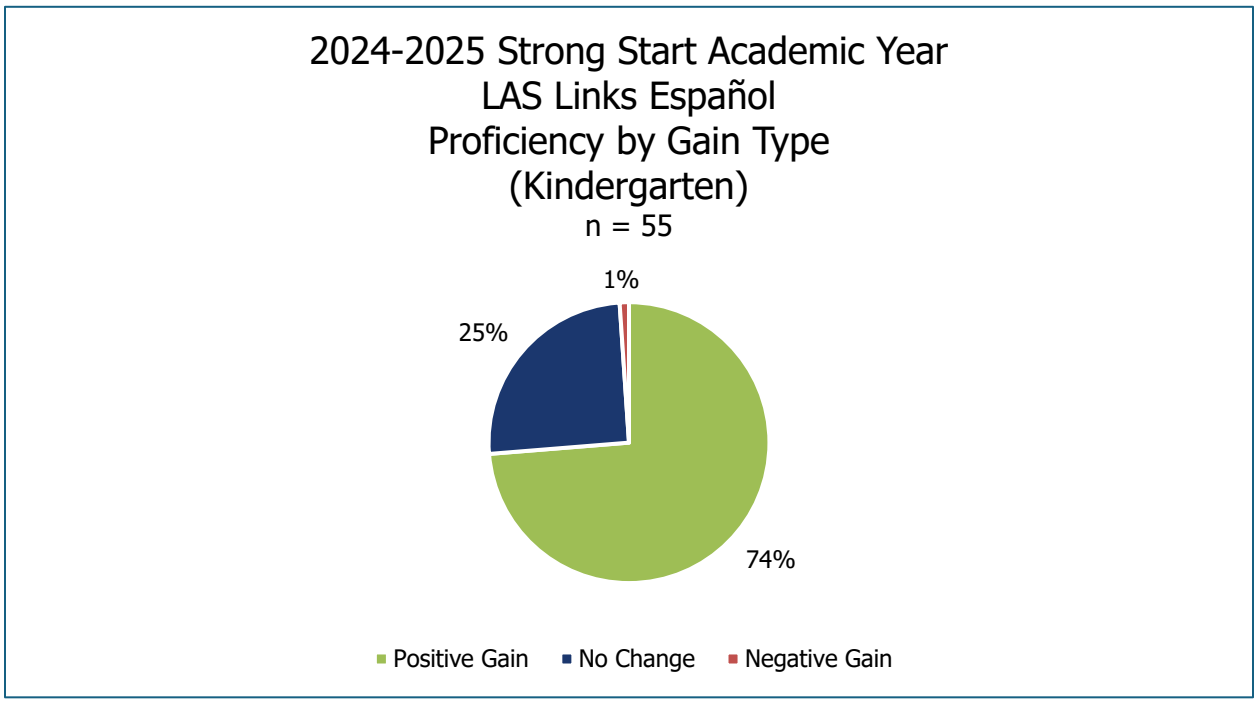


2024-25 Strong Start Academic Year (Kindergarten) LAS Links Español n = 52			
Category	**Average Level Gains**	**Cohens d Effect**	**Effect Size**
Listening	0.67	0.89	Large
Writing	0.81	0.91	Large
Literacy	1.02	1.02	Large
Oral	1.21	1.27	Large
Speaking	1.31	1.14	Large
Productive	1.37	1.47	Large
Comprehension	1.40	1.62	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

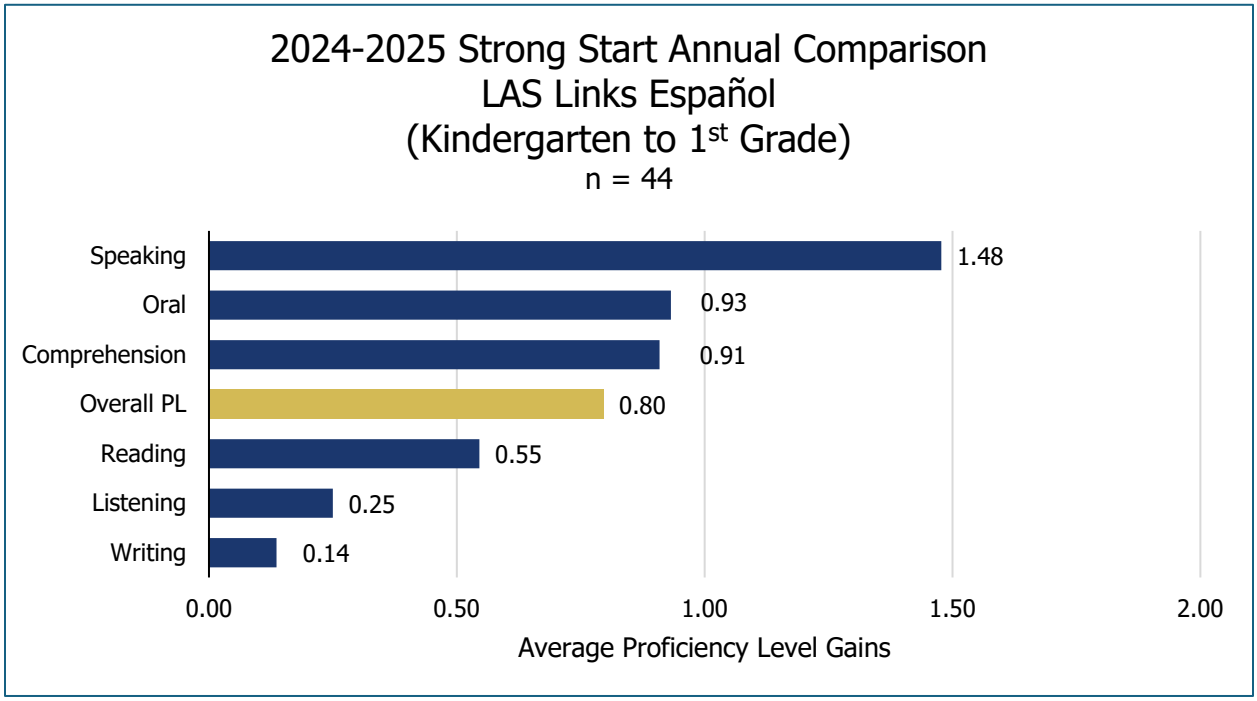
For the 2024-2024 Strong Start Kindergarten cohort, the numbers show both large gains and high consistency of making those gains across almost every skill level. All skills improved by at least two-thirds of a proficiency level, with the largest jumps in Reading (+1.58), Overall proficiency (+1.44), and Comprehension (+1.40). This cohort demonstrated exceptional and widespread improvement, with average gains exceeding a full proficiency level in most areas and large, consistent effects across the board.

Across all categories, the majority of proficiency level gains were positive (74%), showing improvement for most students. One-quarter (25%) of scores maintained their proficiency level, while a negligible portion (1%) showed decline.



Spring 2024-25 Annual Comparison (Kindergarten to 1st Grade)

Between Spring 2024 and Spring 2025, the Kindergarten to 1st Grade Cohort experienced an average gain of +0.72 proficiency levels (d = 0.75). There was significant growth in Speaking (+1.48), Oral (+0.93), Comprehension (+0.91) and Overall Proficiency Level (+0.80). Growth in Listening (+0.25) and Writing skills (+0.14) was smaller, indicating potential areas for instructional focus.

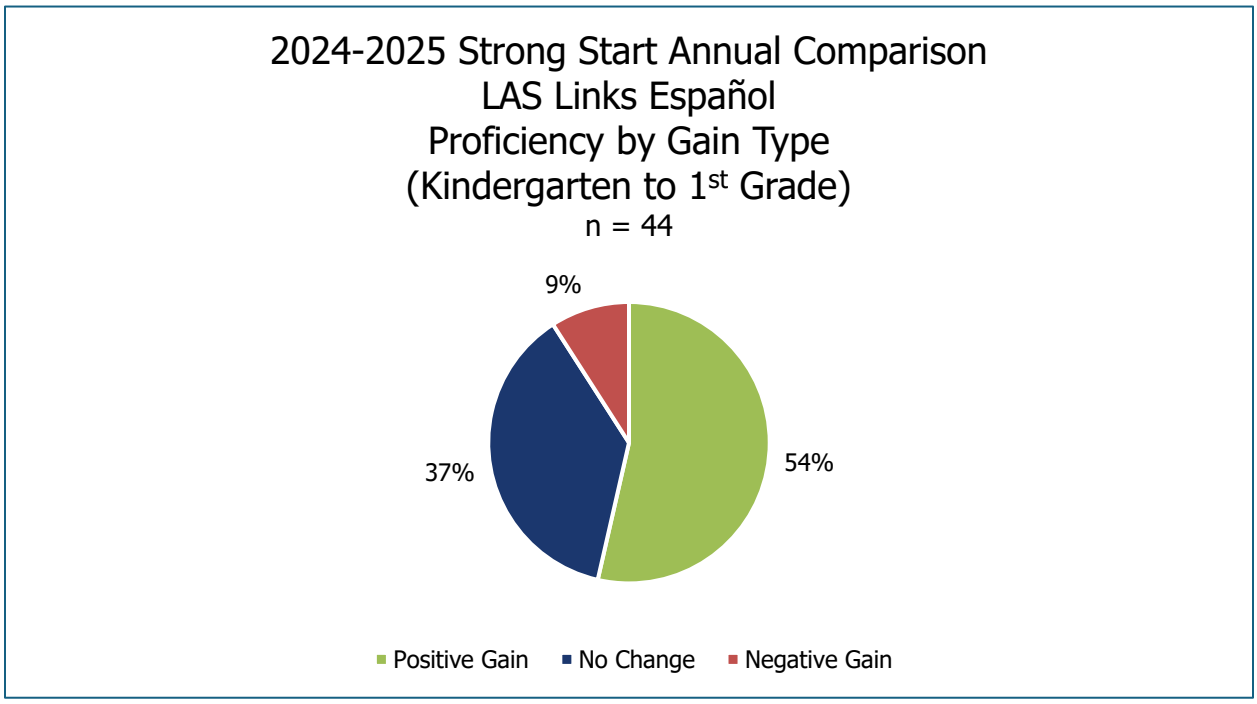


Spring 2024-25 Strong Start (Kindergarten to 1st Grade) LAS Links Español n = 44			
Category	**Average Level Gains**	**Cohens d Effect**	**Effect Size**
Writing	0.14	0.16	Small
Listening	0.25	0.25	Small
Reading	0.55	0.56	Medium
Overall PL	0.80	1.00	Large
Comprehension	0.91	0.90	Large
Oral	0.93	0.98	Large
Speaking	1.48	1.28	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

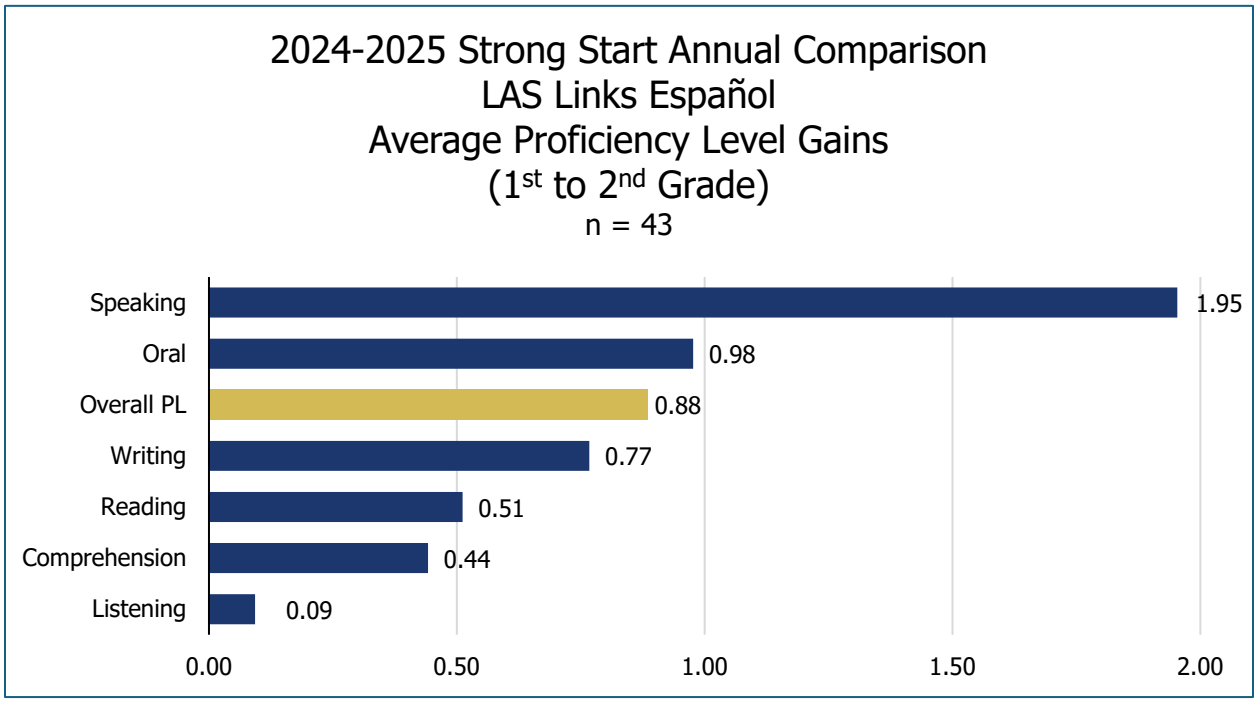
Speaking had the largest improvement, increasing by nearly 1.5 proficiency levels (+1.48) with a very large effect size of 1.28. Oral (+0.93, d = 0.98) and Comprehension (+0.91, d = 0.90) also showed strong, widespread gains. The Overall PL category rose by +0.80 also with a very large effect size (1.00), suggesting growth was consistent for most students. Reading saw middle-range improvement (+0.55, d= 0.56), while Listening (+0.25, d = 0.25) and Writing (+0.14, d = 0.16) had smaller, less consistent gains.

Across all categories, over half of the proficiency level gains were positive (54%), showing improvement for most students. About one-third (37%) of scores maintained their proficiency level, while a small portion (9%) showed decline.



Spring 2024-25 Annual Comparison (1st Grade to 2nd Grade)

On average, between Spring 2024 and Spring 2025, the 1st Grade to 2nd Grade Cohort experienced an average gain of +0.80 proficiency levels (d = 0.85). Speaking (+1.95), Oral (+0.98), Overall Proficiency Level (+0.88), and Writing (+0.77) grew significantly. Growth in Listening (+0.09) was small, indicating a potential area for instructional focus.



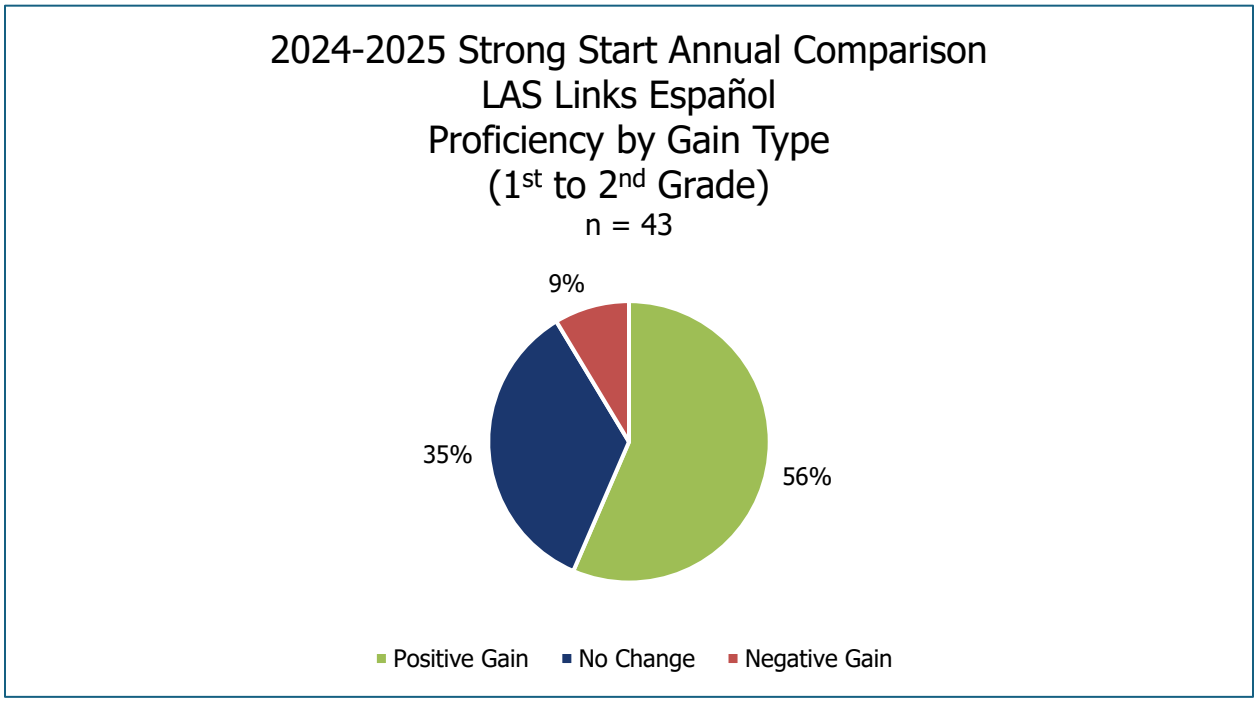
Spring 2024-25 Strong Start (1st to 2nd Grade)
LAS Links Español
n = 43

Category	Average Level Gains	Cohens d Effect	Effect Size
Listening	0.09	0.10	Small
Comprehension	0.44	0.47	Medium
Reading	0.51	0.41	Medium
Writing	0.77	0.83	Large
Overall PL	0.88	1.07	Large
Oral	0.98	1.38	Large
Speaking	1.95	1.87	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

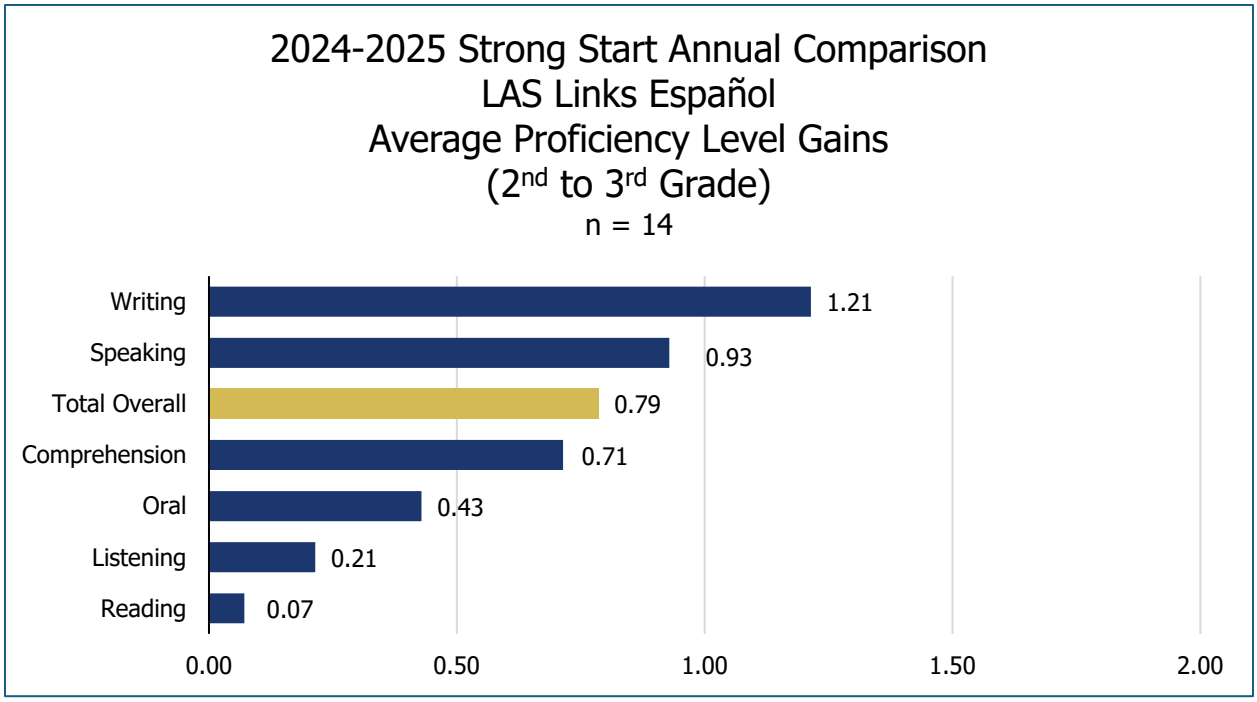
Speaking had the largest improvement, increasing on average by nearly two proficiency levels (+1.95) with a very large effect size of 1.87. The average Oral (+0.98, d = 1.38) and Overall PL (+0.88, d = 1.07) categories improved by nearly one proficiency level with a large effect size, suggesting this growth was consistent for most students. Writing (+0.77, d = 0.83) also showed strong, widespread gains. Reading (+0.51, d= 0.41) and Comprehension (+0.44, d=0.47) saw middle-range improvement while Listening (+0.09, d = 0.10) had smaller, less consistent gains. Note that nearly a third of this group of students (28%) experienced a decline in Listening proficiency from Spring 2024 to Spring 2025. The raw scores are evenly distributed, with most students scoring in the 3-4 range.

Across all categories, over half of the proficiency level gains were positive (56%), showing improvement for most students. About one-third (35%) of scores maintained their proficiency level, while a small portion (9%) showed decline.



Spring 2024-25 Annual Comparison (2nd Grade to 3rd Grade)

Between Spring 2024 and Spring 2025, the 2nd Grade to 3rd Grade Cohort experienced an average gain of +0.62 proficiency levels (d = 0.66). Writing (+1.21), Speaking (+0.93), Overall Proficiency (+0.79), and Comprehension (+0.71) grew significantly. Listening (+0.21) and Reading skills' (+0.07) growth was smaller, indicating potential areas for instructional focus.



Spring 2024-25 Strong Start (2nd to 3rd Grade) LAS Links Español n = 14			
Category	**Average Level Gains**	**Cohens d Effect**	**Effect Size**
Reading	0.07	0.07	Small
Listening	0.21	0.27	Small
Oral	0.43	0.66	Medium
Comprehension	0.71	1.17	Large
Overall PL	0.79	0.98	Large
Speaking	0.93	0.67	Medium
Writing	1.21	0.89	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

Across most domains, the 2nd to 3rd Grade cohort demonstrated measurable proficiency gains, with the strongest improvements in Writing (+1.21, d = 0.89), Speaking (+0.93, d = 0.67), and Comprehension (+0.71, d = 1.17). Overall language proficiency increased by +0.79 levels with a large effect size (d = 0.98), indicating gains that were both substantial and experienced by many students. Reading showed small growth (+0.07, d = 0.07), suggesting a targeted area for instructional support.

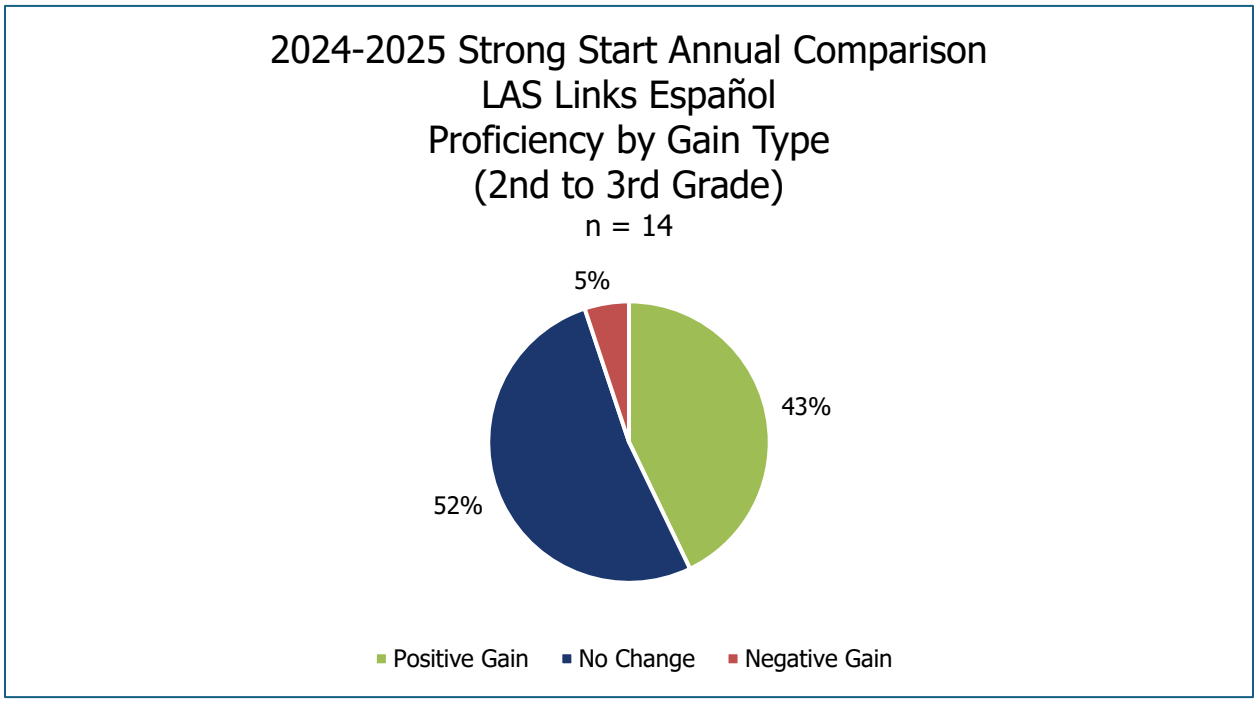
When reviewing the raw Reading scores for the 2nd to 3rd Grade cohort, there are a couple of notes:

1. Most students' raw Spring 2025 scores are clustered at the low end. There are many 1's and 2's, with only a few 3's and 4's; having so many low scores is pulling down the group average. This suggests the overall

reading proficiency in this group may have started below grade-level expectations.

2. As the small Cohen's d effect size implies, there is high variability in the individual scores, despite the low scores cluster. There are students at levels 3 or 4, which is a gap of several proficiency levels within the same grade. This imbalanced distribution should be noted for instructional planning as teaching for this cohort will likely need to be greatly differentiated.

Across all categories, forty-three percent (43%) of the proficiency level gains were positive, showing improvement for many students. A little more than half of scores (52%) maintained their proficiency level, while a small portion (5%) showed a decline, which may reflect inconsistencies in performance, external factors, or a need for targeted support.



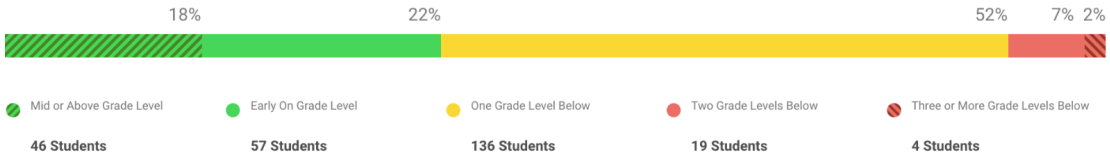
Conclusion

The growth analyses of the 2023-24 Academic Year and the 2024-25 Annual Comparison for Strong Start Academy's LAS Links Español assessment results highlight meaningful progress among students across key language domains, especially in Speaking. Overall, the data indicates positive gains in all proficiency levels, demonstrating the effectiveness of instructional strategies and language support services. The growth is strong and encouraging. An overall +0.74 proficiency level gain over one year, supported by a large effect size (0.76), signals meaningful academic improvement that is not just statistically significant but likely translates into real-world benefits of stronger communication skills, higher classroom engagement, and the improved readiness for academic challenges that comes with learning in a second language. While certain areas showed stronger improvement than others, these findings reveal targeting opportunities to further support language development. Overall, these results suggest that Strong Start Academy is effective at advancing Spanish language proficiency for the majority of its students.

2025 BOY - Fall iReady Reading Data

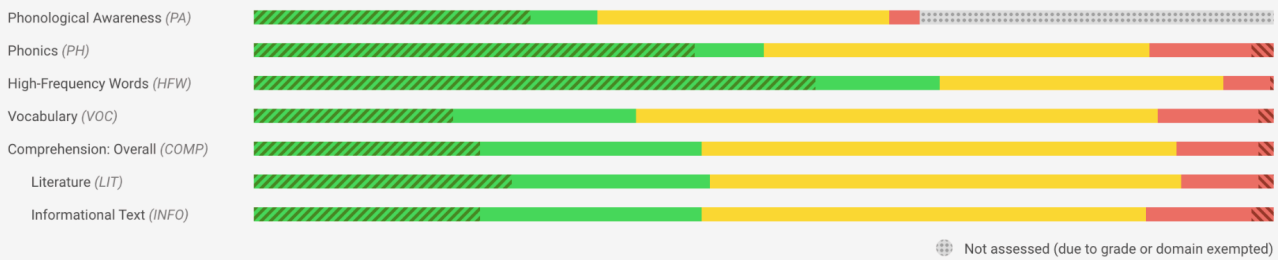
Overall Placement

Students Assessed/Total: **262/265**



The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		11%	13%	77%	0%	0%	56/56
Grade 1		16%	20%	57%	7%	0%	61/61
Grade 2		19%	30%	48%	4%	0%	54/54
Grade 3		29%	24%	36%	9%	2%	45/46
Grade 4		25%	20%	45%	5%	5%	20/20
Grade 5		8%	27%	27%	31%	8%	26/28

2025 BOY - Fall iReady Math Data

Overall Placement

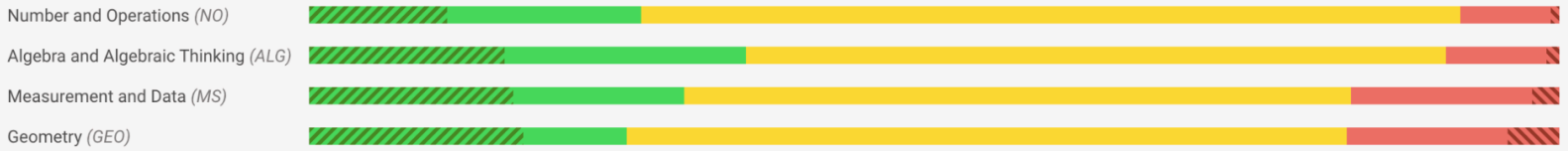
Students Assessed/Total: **264/265**



Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
27 Students	**36 Students**	**174 Students**	**24 Students**	**3 Students**

The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		16%	14%	70%	0%	0%	56/56
Grade 1		7%	7%	80%	7%	0%	61/61
Grade 2		7%	15%	69%	9%	0%	54/54
Grade 3		9%	18%	58%	13%	2%	45/46
Grade 4		5%	15%	50%	30%	0%	20/20
Grade 5		18%	18%	46%	11%	7%	28/28

Coversheet

Discussion for possible action to approve the Title I School-Parent-Family Engagement Policy, English Language Policy, McKinney Vento Policy, and the Foster Care Policy.

Section: III. Executive Update
Item: D. Discussion for possible action to approve the Title I School-Parent-Family Engagement Policy, English Language Policy, McKinney Vento Policy, and the Foster Care Policy.
Purpose: Vote
Submitted by:
Related Material: 25-26 Parent and Family Engagement Policy - English.pdf
Policy changes_.pdf
2025_05_02_SSAES_EL_Policy_and_Plan.pdf
2025_Mckinney_Vento_Policy_Plan.docx.pdf
2025_Foster_Care_Policy_Plan.docx.pdf

School Parent and Family Engagement Plan/Policy
Strong Start Academy Elementary School
School Year 2025-2026
Revision Date 6/26/2025

In support of strengthening student academic achievement, Strong Start Academy receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Strong Start Academy agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational

agency.

- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
    - Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
        (A) Parents play an integral role in assisting in their child's learning
        (B) Parents are encouraged to be actively involved in their child's education at school
        (C) Parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child
        (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

Strong Start Academy will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parents will be involved in the development of the school's Parent/Family Engagement Policy by participating in parent and family feedback surveys, attending monthly Title I events and other family meetings and activities, including Strong Start Academy's Board meetings.

ANNUAL TITLE I MEETING

Strong Start Academy will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend and inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

The school will hold the Annual Title I Parent/Family meeting during the school's Open House to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved. The Annual Title I meeting should not be used to ask for parent input, but provided as an opportunity to disseminate information and distribute copies of the revised parent and family engagement policy.

COMMUNICATIONS

Strong Start Academy will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

    - All communications with parents will be sent via email through the Weekly Parent Communication, Class Dojo messages, Infinite Campus messages, phone calls, text messages and fliers sent home in both English and Spanish.

    - The Parent/Family Engagement Plan will be disseminated via email through the Weekly Parent Communication and a QR code will be made available during Open House and the plan will also be posted on the school's website.

SCHOOL-PARENT COMPACT

Strong Start Academy will take the following actions to jointly develop with parents of participating children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

The school will continue to work with families to ensure the existing School-Parent Compact accurately represents the shared responsibilities of parents, school staff, and students of Strong Start Academy.

RESERVATION OF FUNDS

If applicable, Strong Start Academy will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- Title I budget is shared with parents during the Annual Title I meeting. During this meeting, parents will be provided with information on how the Title I funds were used at Strong Start Academy:

- Supplemental instructional programs
- Professional Development for teachers

COORDINATION OF SERVICES

Strong Start Academy will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Hiring a Safe School Professional who will develop community partnerships that will help provide services to the families of Strong Start Academy.

BUILDING CAPACITY OF PARENTS

Strong Start Academy will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - The challenging State's academic standards
  - The State and local academic assessments including alternate assessments
  - The requirements of Title I, Part A
  - How to monitor their child's progress
  - How to work with educators to improve the achievement of their child
    - Additional learning opportunities are provided to parents to explain curriculum, provide strategies and explanations on how to help students at home, and how to use Infinite Campus to monitor student academic progress and grades.
    - 3 parent-teacher conferences are held each year, during which time parents are provided with a detailed overview of students' academic performance and progress, students' academic goals, and suggestions on how to support academic progress at home.

BUILDING CAPACITY OF SCHOOL STAFF

Strong Start Academy will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

Attending professional development, conferences, trainings, online resources, and parent-teacher conferences and feedback avenues to improve building staff capacity.

Strong Start Academy will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- Providing consistent communication with parents regarding all parents and family engagement activities in English and Spanish.
- Soliciting feedback from families to determine how needs for support may be met via family needs and feedback surveys.
- Be flexible and open to accommodate parent requests.
- Serve parents as needed.

EL Policy Items changes or needs review:

- **Template:** EL policy updated
- **Page 6**: Manual approval date and board members
- **Page 13**: Removed MAP and added Anet
- **Page 15**: removed MAP and replaced with iReady for RBG3
- **Page 17**: Revised language to say “majority of staff are bilingual”
- **Page 17**: Removed Dream Box
- **Page 18**: Removed Raising the Bar and LETRS
- **Page 21**: 96% of teachers are bilingual

McKinney Vento Policy

- **Cover page**: School year updated and Board approval date
- **Footer:** Revision date updated
- **Page 5:** Board members updated
- **Page 13:** Name of homeless liaison updated

Foster Care Policy

- **Cover page**: School year updated
- **Footer:** Revision date updated
- **Page 4:** Board members updated
- **Page 8:** Name of foster care liaison updated

English Learner Policy and Plan

Strong Start Academy

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Commented [A1]: In addition to entering the school name, you may also change the SPCSA logo to your school logo. Throughout this manual, you should change and add information anywhere shown in yellow.

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1 About Strong Start Academy

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

1.1 School Mission Statement

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

1.2 School Vision Statement

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

1.3 School Website and School Performance Plan

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

You may also wish to review the School Performance Plan: SSAES School Performance Plan

2 Introduction

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

2.1 Purpose

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

2.2 PHILOSOPHY

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

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

SSAES Dual Language Guiding Principles:

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

2.3 Legal Requirements

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

2.4 Board Approval

2.4.1 Board Approval

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

This manual was approved on: October 16, 2025

2.4.2 Stakeholders

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

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

- Lorna James-Cervantes: Board President
- Alicia Arroyo: Secretary
- Maria Tamayo Soto: Treasurer
- Dachresha Harris: Board Member
- Alee Moore: Board Member
- M. Angela Scurry: Board Member
- Roxann McCoy: Board Member
- Vanessa Mari: Board Member
- Lori McGaughey: Board Member

2.5 Description

This manual contains:

- Information regarding the EL Bill of Rights.
- Information regarding the identification of EL students.
- Information regarding the Assessment of EL students.

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

2.6 Desired outcomes

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

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

2.7 Definitions and Acronyms

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

- English Language Acquisition and Development (ELAD) Endorsement: Teachers with the ELAD endorsement on their teacher license have extended knowledge of the theories of second language acquisition, contemporary issues related to the education of English language learners and emergent bilinguals, assessment of language learning, and methods for supporting the academic language development of linguistically diverse students. This endorsement is formerly known as the Teach English as a Second Language (TESL) endorsement.
- English Learner (EL) student: Refers to a student who has been determined to be an English Language Learner or Limited English Proficient (LEP) and is therefore entitled to receive services to overcome language barriers that impede his/her equal and meaningful participation in the school's instructional programs. English learner student-Speakers of other languages who are learning English; refers to learners who are identified as still in the

process of acquiring English as an additional language. English Learner students may also be referred to as English Language Learners (ELLs) as this is the acronym used by WIDA for their assessment suite.

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

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

3 The EL Bill of Rights

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

1. Provide parents of English Learners with a copy of the "English Learner Pupil and Parent Rights" and post the document to the school website.
    a. This information should be provided in English and in the parent's primary language upon enrollment or identification as an English learner. For students who did not receive this documentation at the time of enrollment or identification as an English learner, provide this documentation as soon as possible. When

posted to the website, it should be posted in as many languages as possible, and at minimum, all the languages provided by NDE. These documents may be downloaded from https://spcsa.instructure.com/courses/42/modules/items/537 in multiple languages.

2. Post information to the school's website regarding the use of Title III funds.
    a. Schools must post to the website (and update annually), Post to your school's website (and update annually), information related to the way the school has used funds received pursuant to Title III of the Every Student Succeeds Act (ESSA) of 2015. This information must be organized into categories of programs and services that the funds were used for, including the engagement of parents and families.
3. Include the following items in the school's EL Policy and Plan:
    a. Provisions for the identification of the primary language of each pupil enrolled in the school district at the beginning of each school year to assist in the identification of pupils who are English learners
    b. Provisions that ensure English learner students remain in a program for English learners until the pupil obtains language proficiency based on an appropriate assessment for pupils who are English learners, unless the parent or legal guardian of the pupil declines for the student to remain placed in a program for English learners.
4. A variety of data collection requirements are included as a part of the EL Bill of Rights. Schools must maintain accurate records in Infinite Campus at all times so that data is readily available when requested from SPCSA or NDE.

4 Identification of English Learner (EL) Students

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

4.1 Home Language Survey

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

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

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

The HLS must include three basic questions to determine:

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

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

At our school, the HLS is issued during the Online Registration process through Infinite Campus. All three languages should be entered for any student who has listed at least one language that is not English in any of the three fields. A student who requires screening should have "Pending" placed in Infinite Campus for their EL status by the school's ELL Coordinator, until they have taken the screener.

4.2 Prior School Records

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

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

4.3 Screening Assessment

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

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

4.4 Placement and Opt Out

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

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

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

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

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

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

4.5 Screening, Placement, and Exit, Records

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

- NDE EL Data Workshop Recordings
- NDE EL Data Workshop Zip Files

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

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

5 Assessment

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

5.1 State Assessments

5.1.1 Placement/Screener Assessment

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

5.1.2 English Language Proficiency Assessment (ELPA)

5.1.2.1 About the ELPA

The ELPA for the state of Nevada is the WIDA ACCESS for ELLs. This is the summative assessment. ACCESS for ELLs Online must be given to all EL students who are enrolled during the annual testing window, which typically lasts from early January through early March. The applicable assessment is administered annually to monitor students' progress in acquiring academic English. All ELs enrolled during the testing window must be assessed with the WIDA ACCESS 2.0., Kindergarten ACCESS, or Alternate ACCESS.

- Students in grades K-12 who have been identified as ELs take the WIDA ACCESS.
- Students with IEPs who take the WIDA ACCESS should be provided appropriate testing accommodations consistent with the accommodations listed in the IEP that have been determined by the IEP team. Information from WIDA regarding accommodations can be found in the following documents:

  - WIDA Accessibility and Accommodations Manual
  - ACCESS Online Accommodations Checklist
  - Kindergarten ACCESS Accommodations Checklist
  - Alternate ACCESS Accommodations Checklist
- The Alternate ACCESS for ELLs is designed to measure language proficiency of students with most significant cognitive disabilities per the students' Individual Education Plan (IEP). Students with Individualized Education Programs (IEPs) may take WIDA Alternate ACCESS per the decision of the student's IEP team. IEP teams should follow their state's specific alternate assessment participation criteria. For additional guidance, view the Alternate ACCESS for ELLs Participation Criteria Decision Tree.

5.1.2.2 Administration and Scoring of the ELPA

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

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

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

Upon receipt of the scores the school must:

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

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

5.2 Local Assessments

In addition to state assessments, SPCSA schools conduct:

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

Our school uses the following assessments:

- Formal Interim Assessments:

- iReady - is a web-based adaptive diagnostic assessment and instruction program. iReady assesses students' reading skills to the sub-domain level, prescribing differentiated Common Core instruction so learners of all abilities can achieve success.
- ENIL & IRLA - Delivers specific, actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors needed to learn next to accelerate reading growth.
- Imagine Learning - Imagine Learning's assessments enable educators to drive student growth by offering multiple research-based measures of student progress. Through the use of their personalized learning programs language and literacy skills are accelerated and developed side by side.
- Anet - An interim assessment platform is used to analyze student learning and adjust instruction based on data. Teachers will interpret results, identify patterns in student performance, and plan responsive next steps that align with grade-level standards and instructional goals

6 Equitable Access

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

6.1 Use of Data

6.1.1 Placement

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

6.1.2 Exit

The criteria for a student to exit from an EL program is specified by NDE and has been updated for the 2024 – 2025 school year. Beginning in 2024 – 2025, students may qualify for exit by receiving a qualifying score on WIDA or through an alternate pathway. Students should be exited as EL students according to the "Exit Criteria" found on the Nevada WIDA website, in the document called "Nevada English Language Learner Identification and Placement" in the section of the document titled "Identification and Placement." When a student has met the criteria for exit, the exit date recorded in Infinite Campus should be the last day of student attendance for the school year in which the student received a qualifying score to exit. A notification letter should be sent to parents at the beginning of the following school year, that the student has been exited.

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

6.1.3 Monitoring of Exited ELs

Exited ELs must be monitored per ESSA requirements and should be designated as Exited ELs in Infinite Campus. After 4 years monitoring is no longer required in Nevada. During the monitoring years, if the student is not making satisfactory

academic progress on school level assessments including low scores on interim/benchmark assessments, D/F quarterly/semester grades, or other school assessments, then student needs should be assessed. If the results of the needs assessment show that the student is not making satisfactory progress because of a language barrier, the student should continue to receive EL services and a parent notification should be sent.

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

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

6.1.4 Additional School Level Data

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

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

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

Commented [A3]: Removed MAP

- i-Ready
    - During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss students' learning paths and necessary interventions.
    - The i-Ready Growth Report will be reviewed to determine students who have not met typical growth targets and/or are not performing on grade level.
    - Once students have been identified, teachers will create a customized learning path for the student and provide small group intervention as needed.

- Imagine Learning
    - During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss students' learning paths and necessary interventions.
    - The Language and Literacy Reports will be reviewed to determine students who are not meeting their growth targets and/or are not performing on grade level.
    - Once students have been identified, teachers will create a customized learning path for the student and provide small group intervention as needed.

- ENIL & IRLA
    - Ongoing monitoring of student progress during daily small group instruction.

6.2 Leadership and Staffing

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

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

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

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

- Provide instruction and support to parents and/or legal guardians of students who have been identified as at-risk in literacy.

- Bilingual Teacher:
  - 96% of teachers at Strong Start Academy are bilingual and biliterate in English and Spanish.
  - Students receive instruction in English for half the day and in Spanish for the other half.
  - Teachers receive training in Guided Language Acquisition Design (GLAD) to enhance language acquisition.

Commented [A4]: Will need to Change?

6.3 Curriculum

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

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

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

Commented [A5]: Any others

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

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

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

Commented [A6]: Removed Dream Box

- i-Ready
  - ESSA EBI Level: 2
  - Citation: https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact
- Imagine Learning
  - ESSA EBI Level: 2
  - Citation: https://www.imaginelearning.com/essa-effectiveness/
- Brainpop
  - ESSA EBI Level: 2
  - Citation: https://www.brainpop.com/classroom-solutions/resources/funding

6.4 Professional Development

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

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

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

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

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

Commented [A7]: Removed Raising the Bar and LETRS. Added CGI and ANet

- American Reading Company - Training session to assist teachers with high levels of deep implementation of the core reading program. - Outcomes
- i-Ready - Training session to assist teachers with high levels of deep implementation of the core math program. - Outcomes
- TNTP - Training sessions for improving literacy instruction and family engagement for Multilingual Learners. - Cultural Competency
- GLAD - Training for teachers to modify the delivery of student instruction to promote the acquisition of academic language and literacy. - Cultural Competency
- CGI – Training for teachers to deepen their understanding of how students develop mathematical thinking through Cognitively Guided Instruction (CGI). Teachers will learn how to use students' reasoning to guide

instruction, promote conceptual understanding, and create opportunities for all learners to engage in meaningful problem solving. - Outcomes

- Anet - Training for teachers to effectively use the ANet interim assessment platform to analyze student learning and adjust instruction based on data. Teachers will learn how to interpret results, identify patterns in student performance, and plan responsive next steps that align with grade-level standards and instructional goals. – Outcomes

6.5 Other Educational Programs for ELs

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

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

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

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

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

7 English Learners with Disabilities

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

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

- To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

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

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

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

EL Students with Disabilities Plan

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

8 Parent Communication and Participation

8.1 Ensuring Meaningful Communication with Limited English Proficient Parents

Per USED as documented on the EL DCL Fact Sheet:

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

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

8.2 Parent Notifications

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

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

8.3 Parent Participation

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

Commented [A8]: What language should we use?

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

9 References

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

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

10 APPENDIX A: LINKS

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

- SPCSA Strategic Plan
  - https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf
- Nevada Revised Statute (NRS) 388.407
  - https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407
- Equal Educational Opportunities Act of 1974, 20 U.S.C.§ 1703(f)
  - https://www.law.cornell.edu/uscode/text/20/1703
- Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq
  - https://www.law.cornell.edu/uscode/text/42/2000d
- 34 C.F. R. part 100
  - https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1
- NRS Chapter 385
  - https://www.leg.state.nv.us/nrs/nrs-385.html
- NRS Chapter 388
  - https://www.leg.state.nv.us/nrs/nrs-388.html
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
  - https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf
- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
  - https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text
- Language Instruction Educational Program (LIEP) Models in Nevada
  - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Models_of_Instruction_NV.pdf
- EL Bill of Rights Documents
  - https://spcsa.instructure.com/courses/42/files/525?module_item_id=537
- Nevada WIDA site
  - https://wida.wisc.edu/memberships/consortium/nv
- Nevada English Language Learner Identification and Placement
  - https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf
- Template HLS
  - https://spcsa.instructure.com/courses/42/files/1077?module_item_id=969
- EL DCL Fact Sheet
  - https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf
- NDE EL Data Workshop Recordings
  - https://spcsa.instructure.com/courses/42/pages/recordings?module_item_id=552
- NDE EL Data Workshop Zip File
  - https://spcsa.instructure.com/courses/42/files/533?module_item_id=553
- WIDA Accessibility and Accommodations Manual
  - https://wida.wisc.edu/resources/accessibility-and-accommodations-manual
- ACCESS Online Accommodations Checklist
  - https://wida.wisc.edu/resources/access-online-accommodations-checklist
- Kindergarten ACCESS Accommodations Checklist
  - https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist
- Alternate ACCESS Accommodations Checklist

  - https://wida.wisc.edu/resources/alternate-access-accommodations-checklist
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
  - https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf
- ACCESS for ELLs Checklist
  - https://wida.wisc.edu/sites/default/files/checklists/NV-online-checklist.pdf
- Nevada Statewide Plan for the Improvement of Pupils (STIP)
  - https://doe.nv.gov/STIP/Nevada/
- Standards for Professional Development
  - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/NVStandardsforPD.pdf
- English Learner Toolkit
  - https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities
  - https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

11 Appendix B: Forms and Documents

- EL Bill of Rights Documents
  - https://spcsa.instructure.com/courses/42/modules/items/537
- Home Language Survey (HLS)
  - https://spcsa.instructure.com/courses/42/modules/items/969
- Initial Notification of Placement
  - https://spcsa.instructure.com/courses/42/modules/items/990
- Annual Notification of Continued Placement
  - https://spcsa.instructure.com/courses/42/modules/items/988
- Exit Letter
  - https://spcsa.instructure.com/courses/42/modules/items/989
- Opt Out Form (for parents who choose to opt out of services)
  - https://spcsa.instructure.com/courses/42/modules/items/991
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)
  - https://spcsa.instructure.com/courses/42/modules/items/992

McKinney-Vento/Homeless Policy and Plan

- **STRONG START ACADEMY ELEMENTARY SCHOOL**

2025 – 2026

ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

Board Approved 10/9/2025

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2 About Strong Start Academy

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

2.1 School Mission Statement

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

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

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

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

2.2 School Vision Statement

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

2.3 School Website and School Performance Plan

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

You may also wish to review the School Performance Plan:
https://www.clvstrongstartes.org/wp-content/uploads/2024/10/Strong-Start-Academy-Elementary-School-Plan-without-Notes-Addendums.pdf

3 Introduction

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

3.1 Purpose

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

3.2 Legal Requirements

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

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

3.3 Board Approval

3.3.1 Board Approval

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

This manual was approved on: October 9, 2025.

3.3.2 Stakeholders

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

- Lorna James-Cervantes: Board President
- Alicia Arroyo: Board Secretary
- Maria Tamayo Soto: Board Treasurer
- Alee Moore: Board Member
- Dachresha Harris: Board Member
- Angela Scurry: Board Member
- Roxann McCoy: Board Member
- Vanessa Mari: Board Member
- Lori McGaughey: Board Member

3.4 Description

This manual contains information regarding:

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

3.5 Definitions and Acronyms

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

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

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

4 Rights of Homeless Children and Youth

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

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

- that homeless students have access to and receive educational services for which they are eligible, including services through Head Start programs, early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the local educational agency [42 U.S.C. § 11432(g)(6)(iii)];
- removal of barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs for homeless students who meet relevant eligibility criteria [42 U.S.C. § 11432(g)(1)(F)(iii)];
- rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian) who are experiencing homelessness, including allowing them to be immediately enrolled without proof of guardianship [42 U.S.C. § 11432(g)(1)(H) (iv)];
- the right of parents, guardians, or unaccompanied youth to dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute [42 U.S.C. § 11432(g) (3)(E)]; and
- the appointment of a local homeless liaison in every school district or local education agency (LEA) to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school [42 U.S.C. § 11432(g)(1)(J)(ii) and2 U.S.C. § 11432(g)(6) (A)].

5 Dissemination of Educational Rights Information

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

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

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

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

6 Identification

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

6.1 Self-Identification

6.1.1 Online Registration

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

6.1.2 Other Identification Methods

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

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

6.2 Staff Identification

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

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

6.3 Recording Homeless Status in Infinite Campus

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

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

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

7 School Selection

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

7.1 Immediate Enrollment

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

7.2 The Right to Choose What School to Attend

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

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

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

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

8 Transportation

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

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

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

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

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

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

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

9 Disputes

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

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

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

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

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

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

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

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

10 Services

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

10.1 Homeless Education Liaison

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

The homeless liaison at our school is:

Christine Nguyen
(702) 463-0222
cnguyen@clvstrongstartes.org

10.2 Special Education

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

10.3 After School Programs

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

11 Free Meals

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

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

Additionally, according to page 3 of the NCHE whitepaper titled "Access to Food for Students Experiencing Homelessness" the following must occur after eligibility is determined:

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

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

12 Training

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

12.1 McKinney-Vento Liaison

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

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

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

12.2 Other School Staff

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

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

13 Coordination

13.1 Coordination with Local Social Service Agencies

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

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

13.2 Records Sharing and Transfer

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

14 Preschool

According to page 4 of the NCHE whitepaper titled Early Care and Education for Young Children Experiencing Homelessness:

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

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

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

15 Full or Partial Credit Requirements

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

16 References

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

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

17 Appendix A: Links

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

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

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

18 Appendix B: Forms

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



Foster Care Policy and Plan

- **STRONG START ACADEMY ELEMENTARY SCHOOL**

2025 - 2026

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1 About Strong Start Academy

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

1.1 School Mission Statement

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

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

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

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

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

1.2 School Vision Statement

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

1.3 School Website and School Performance Plan

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

You may also wish to review the School Performance Plan:
https://www.clvstrongstartes.org/wp-content/uploads/2024/10/Strong-Start-Academy-Elementary-School-Plan-without-Notes-Addendums.pdf

2 Introduction

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

2.1 Purpose

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

2.2 Legal Requirements

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

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

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

2.3 Board Approval

2.3.1 Board Approval

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

This manual was approved on: October 9, 2025.

2.3.2 Stakeholders

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

- Lorna James-Cervantes: Board President
- Alicia Arroyo: Board Secretary
- Maria Tamayo Soto: Board Treasurer
- Alee Moore: Board Member
- Dachresha Harris: Board Member
- Angela Scurry: Board Member
- Roxann McCoy: Board Member
- Vanessa Mari: Board Member
- Lori McGaughey: Board Member

2.4 Description

This manual contains information regarding:

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

2.5 Definitions and Acronyms

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

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

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

3 School of Origin and Best Interests Determination

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

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

Per NRS 388E.105 (2):

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

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

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

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

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

4 Enrollment

4.1 Immediate Enrollment

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

4.2 Recording Foster Care Status in Infinite Campus

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

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

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

5 Identification and Tracking of Foster Care Students

5.1 Identification

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

5.2 Tracking of Foster Care Students

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

5.3 Data Validation

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

6 Transportation

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

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

7 Foster Care Liaison

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

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

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

The foster care liaison at our school is:

Christine Nguyen
(702) 463-0222
cnguyen@clvstrongstartes.org

8 Educational Records and Confidentiality

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

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

8.1 Local Family Service Agency Request of Education Records:

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

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

8.2 Local Family Service Agency Use of Educational Records:

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

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

8.3 Student Confidentiality

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

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

8.4 Designation of the local family service agency as School Official

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

9 Full or Partial Credit Requirements

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

10 References

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

11 Appendix A: Links

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

- AB491 of 2017:
  - https://www.leg.state.nv.us/Session/79th2017/Bills/AB/AB491.pdf
- NRS Chapter388E:
  - https://www.leg.state.nv.us/nrs/NRS-388E.html
- ESSA:
  - https://www.law.cornell.edu/uscode/text/20/6311
- NRS Chapter 385:
  - https://www.leg.state.nv.us/nrs/nrs-385.html
- NRS Chapter 388:
  - https://www.leg.state.nv.us/nrs/nrs-388.html
- NRS Chapter 388A:
  - https://www.leg.state.nv.us/nrs/NRS-388A.html
- NRS Chapter 388E:
  - https://www.leg.state.nv.us/nrs/NRS-388E.html
- SB147 of 2019:
  - https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- FERPA:
  - 20 U.S.C. § 1232g: https://www.law.cornell.edu/uscode/text/20/1232g
  - 34 CFR Part 99: https://www.ecfr.gov/current/title-34/subtitle-A/part-99?toc=1
- NRS Chapter 388E:
  - https://www.leg.state.nv.us/nrs/NRS-388E.html
- General information about FERPA:
  - https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- NAC 432B.017
  - https://www.leg.state.nv.us/nac/NAC-432B.html#NAC432BSec017

Coversheet

Discussion for possible action to approve Strong Start Academy's revised fiscal policies and/or procedures.

Section: IV. Governance
Item: C. Discussion for possible action to approve Strong Start Academy's revised fiscal policies and/or procedures.
Purpose: Vote
Submitted by:
Related Material:
SSAES inventory management policy and procedures-CEM revised 4897-9887-5761 1.docx.pdf
SSAES Procurement Systems Policy and Procedures(163402760.1)-CEM revised 4901-8815-9601 1.docx.pdf
SSAES Allowability of Costs Policy(163402702.1)-CEM revised 4938-1459-4161 1.docx.pdf
SSAES Audit Resolution Policy - CEM revisions 4924-3047-3841 1.docx.pdf
SSAES Accounting and Financial Management Systems(163403107.1)-CEM revised 4905-7986-8017 1.docx.pdf

INVENTORY MANAGEMENT POLICY AND PROCEDURES

Date of Original Approval: May 3, 2022 Amended: July 14, 2022, October 10, 2024, October 9, 2025

Full Accounting

Strong Start Academy will maintain records and accounts to ensure full accounting of all grant funds received and expended in connection with each grant program, and made available for monitoring activities, and for performance and fiscal audits.

Compliance

Strong Start Academy's financial management system (including records documenting compliance with Federal Statutes, regulations, and the terms and conditions of the Federal Award) must continually be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditure adequate to establish that such funds have been used according to the Federal Statutes, regulations, and terms and conditions of the Federal Award.

Inventory Procedure

- Approval for purchases is notated through email notification, or when needed by a vendor, on Purchase Order forms after verifying the funds are available through the Grant Management System (GMS); only items approved in the GMS will be considered for purchase. Specific funding sources must be identified prior to approval.
- Once an order or a signed Purchase Order is submitted to a vendor, the original order or PO and a copy of the invoice and packing slips are submitted to the Office Manager upon delivery. Records are stored in the office of the Office Manager, and electronically.
- Upon receipt of new items, the Office Manager, or the designated receiving staff, will inspect the inventory to ensure it is in good condition and that it matches the item specified on the purchase order and invoice. The invoice is delivered to the Office Manager who enters the information into accounting records.

Inventory Records

The inventory file is stored in Strong Start Academy's data files. Web based software will not be used for inventory management. As new items are purchased, they are

added to the inventory. The written inventory includes the following information: Item Location, Designated User, Item Name, Item Description, Serial Number, Cost of Item, Date Purchased, Disposition, FAIN Number, Funding Source, Assisted Listing Number ("ALN"), Title Holder, Use and Condition, and percentage funded by each federal program. 2 CFR § 200.313(d)(1).

Physical Inventory

In accordance with 2 CFR § 200.313(d)(2), Strong Start Academy will conduct a physical inventory of all property at least once every two years. The purpose of this process is to ensure that all items purchased with federal or state funds are accounted for and properly recorded in the school's property records.

Procedures

1. **Scheduling the Inventory**
    - The Executive Director or their designee will schedule the physical inventory to occur no less than once every two years. Whenever possible, the inventory will be completed at the end of May to align with year-end procedures.
2. **Printing Property Records**
    - A current copy of the written inventory records will be printed. The records will include item descriptions, identification numbers, funding sources, locations, and conditions.
3. **Conducting the Physical Count**
    - The Executive Director or designee will physically verify the presence of each inventoried item at its designated location.
    - If an item cannot be located, reasonable efforts will be made to determine its whereabouts before concluding it is missing.
4. **Reconciliation**
    - The results of the physical count will be compared with the written inventory records.

- Discrepancies, such as missing, relocated, or damaged items, will be documented and investigated.

- Any necessary adjustments will be made to the property records, with an explanation for each change.

5. **Documentation**

   - A written reconciliation report will be completed at the conclusion of the inventory process.

   - The report will include the date(s) of the inventory, the names of staff involved, findings, discrepancies, corrective actions taken, and final confirmation of reconciliation.

   - The signed report will be maintained with the school's inventory records for audit purposes.

Maintenance of Equipment

In accordance with 2 CFR § 313(d)(4), Strong Start Academy maintains adequate maintenance procedures to ensure that property is kept in good condition.

Lost or Stolen Items

- Strong Start Academy maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.
- Computing devices are stored in areas that can be locked and/or stored in a locked classroom. Laptop computers assigned to staff may be used off-site.
- If the equipment is lost or suspected to be stolen, the Office Manager is notified. If the device is suspected to be stolen, the Executive Director is also notified in order to launch an investigation into the stolen device. The Executive Director would conduct interviews and file a police report if necessary. The lost/stolen property will remain listed in the inventory until the close of the school year. 2 CFR § 200.313(d)(3).

Disposal of Equipment

- The Office Manager will identify the fair market value of the item(s) to be sold.
- The Office Manager and Executive Director will set a price range in which the item(s) can be sold. The Office Manager will handle the sale of the unneeded equipment. The number of offers received must be greater than 3 (if lower than

the asking price). If a full price offer is received, one offer is sufficient. 2 CFR § 200.313(d)(5).

- Strong Start Academy will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies with a value greater than $200. This inventory will be updated as necessary. The Board may authorize the employment of an appraisal company to assist with the inventory procedure.
- Strong Start Academy will maintain an inventory of all capital assets in accordance with governmental accounting standards. Strong Start Academy's inventory will be updated [annually] to include property newly purchased and disposed.
- Capital assets includes all Strong Start Academy-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than $5,000. NAC 386.342.
- For equipment and supplies acquired under a Federal award that are no longer needed, Strong Start Academy will request disposition instructions from the Federal agency or pass through entity if required under the Federal award. Equipment with a fair market value of $10,000 or less (per unit) may be disposed of with no further responsibility from the Federal agency or pass through entity.

- Strong Start Academy will request disposition instructions from the Federal awarding agency or pass-through entity in accordance with 2 CFR § 200.313(e)(1-4) and § 200.314 for equipment with a fair market value in excess of $10,000 per unit that is no longer needed. Strong Start Academy will follow all instructions provided by the Federal agency or pass-through entity regarding the proper disposition of the equipment, pursuant to 2 CFR § 200.313(e)(1-4); § 200.314.

PROCUREMENT SYSTEMS POLICY AND PROCEDURES

Date of Original Approval: May 3, 2022 Amended: July 14, 2022, October 10, 2024, October 9, 2025

Purpose

The overall purpose of procurement regulations is to ensure that Strong Start Academy gets the highest quality of desired goods and services at the best price possible. Further, the regulations are aimed at streamlining the process of procurement while maintaining adequate controls. These procurement procedures apply to all staff involved in the procurement process and to all types of procurement.

Procurement Committee

The charter school procurement committee shall be composed of the Executive Director, Office Manager, back-office service provider and a licensed staff member. The committee shall meet when there is a need to deliberate on issues pertaining to procurement. The key terms of reference for the committee shall be to:

- Award tenders;
- Approve orders;
- Award contracts; and
- Approve variation of contracts conditions

Separation of Duties

There shall be proper separation of duties between:

- The person who orders a particular purchase from a vendor;
- The person who determines that the goods supplied are satisfactory;
- The person who accepts goods on site; and
- The person who authorizes payment.

Procurement Planning

Procurement planning is part of the annual budgeting process. The Executive Director and the back-office service provider are responsible for planning his/her project's estimated procurement needs on an annual basis. Procurement requests will also require the final approval of the Executive Director. The Executive Director and back-office service provider will update the plan throughout the year based on grant awards and various needs of the school on a continuous basis and as needed.

Procurement Requisition

Each specific procurement process shall be initiated by procurement email request/ verbal request to the Office Manager and/or the Executive Director showing detailed specifications requirements for the item(s) being requested. They should also indicate that the item is budgeted for. The procurement request allows the school flexibility within the overall annual plans regarding specifications, exact quantities, delivery dates, etc. They are also used to provide for un-planned or emergency procurement.

The procurement request will show the following:

- Items required;
- Quantities;
- Delivery dates and locations;
- Accounting information;
- Whether procurement is within the budget or emergency or unplanned; and
- Obtain 3 quotes for any items over $200 and any technology item regardless of price.

Some grants do prescribe some conditions or restrictions required to be observed in the course of procurement pertaining to the project they fund. It is the responsibility of the Executive Director and back-office service provider to ensure that such donor requirements and restrictions are observed in the procurement of goods and services.

Controls on Procurement

Goods and services will only be procured within approved budgets except in case of emergencies, which have to be approved by the Executive Director. Thus, in addition to being responsible for preparing the budget, the Executive Director and the back-office service provider should ensure that actual procurement throughout the year remains within the budget. Procurement records sufficient to detail the history of each procurement transaction shall be maintained and must include the rationale for the procurement method, contract type election, contractor selection or rejection, and the basis for the contract price. 2 CFR § 200.318.

The back-office service provider shall assist in conducting periodic checks on procurement activities to ensure that they conform to grant procurement requirements.

It is the responsibility of the person who signs the Purchase Order (PO) to verify that the following have been done, whether or not he/she actually collects the goods concerned.

- That the correct quantity has been received and signed;
- That the quality and price of goods is as agreed;

- That all goods delivered have been secured and inventory records appropriately updated;
- That the delivery note is checked, signed, and forwarded to the financial officer to await the invoice; and
- That 3 quotes have been generated for any items over $200 and all technology purchases regardless of price.

All staff will be required to adhere to the following 'conflict of interest' policy and procedures for employees and administrators, stating that they will not purchase goods or services from a company in which they have a vested interest. 2 CFR § 200.318.

Conflicts of Interest Policy and Procedures for Employees and Administrators

Conflict of Interest in Federal Awards

No charter school employee will make any purchase or incur any obligations for or on behalf of the charter school from any non-governmental private business, contractor or vendor in which or with which the employee has a direct or indirect financial or ownership interest.

Purchases or contracted services from any non-governmental or private business or venture in which any employee of the charter school has a direct or indirect financial or ownership interest will be made on a competitive bid basis in strict accordance with the following procedures:

1. The interested employee, business, contractor, or vendor will seek, in writing from the Administrator, a clarification of this policy stating the transaction at issue. The interested employee, business, contractor, or vendor will fully disclose, in writing, the employee's exact relationship to the business, contractor, or vendor;
2. Upon written clarification from the Administrator, which will include written specifications to be followed in advertising for bids, the affected business, contractor, or vendor may submit a bid in compliance with the specifications outlined by the charter school.
3. The interested employee will not be involved in any part of the bidding process including, but not limited to, preparing specifications or advertising, or analyzing or accepting bids.
4. It will be the duty of each employee, to the best of his/her knowledge and belief, to disclose in writing to the Administrator his/her financial or ownership interest in any business or other purchase arrangement with the charter school; and
5. This policy will apply to any organization, fund, agency, or other activity maintained or operated by the charter school.

No employee will solicit gifts, gratuities, favors, prizes, awards, merchandise, or commission because of ordering any items or placing any purchase order with a business, contractor or vendor on behalf of the charter school, nor accept anything of monetary value from a business, contractor or vendor except for unsolicited gifts of fifty dollars ($50) or less in value.

In addition to the conflicts of interest outlined above, no employee or Administrator of the charter school may participate in the selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest. Such conflicts of interest include instances where any of the following has a financial or other interest in or a tangible personal benefit from a firm considered for a contract:

1. The employee or Administrator;
2. Any the employee's or Administrator's Relatives;
3. The employee's or Administrator's Partner; or
4. An organization which employs or is about to employ any of the parties listed above.

The following activities are prohibited:

1. The purchase during the school day of any food or service from the charter school contractor or vendor for individual use;
2. The removal of any food, supplies, equipment, or school property without proper authorization; and
3. Individual sales by charter school employees of any school property, including used items.

Any charter school employee or Administrator who violates this policy may be subjected to disciplinary action including, but not limited to, a fine, suspension or termination. Violations of law will be referred to local, State, or federal authority having proper jurisdiction.

Procurement Methods and Competition

Strong Start Academy will conduct all procurement transactions in a manner that provides full and open competition in accordance with 2 CFR § 200.319. Procurement procedures will be structured to ensure that no unnecessary or restrictive requirements are placed on competition, and that all responsible vendors are allowed the opportunity to compete fairly.

The following methods of procurement will be used:

1. Micro-Purchases (Less than $200)
   Purchases below $200 may be made without soliciting competitive quotations if the price is reasonable. Staff must document the purchase and maintain records to support price reasonableness (e.g., catalog price, prior purchases, or online

price comparison).

2. Small Purchases (Over $200 up to $100,000)
   Purchases over $200 and up to $100,000 will require price or rate quotations from an adequate number of qualified sources (at least two). All technology purchases, regardless of cost, require competitive quotes. Documentation of the quotes received and the basis for selection must be retained.

3. Formal Procurement (Over $100,000)
   Purchases exceeding $100,000 require the use of formal procurement methods:

   - Sealed Bids – Publicly solicited bids with award to the lowest responsive and responsible bidder.

   - Competitive Proposals – Requests for proposals (RFPs) when sealed bids are not suitable, with award to the firm whose proposal is most advantageous to the school, considering price and other factors.

4. Noncompetitive Procurement (Sole Source)
   Noncompetitive procurement may only be used when one or more of the following apply:

   - The item is available only from a single source;

   - A public emergency does not allow time for competitive solicitation;

   - The awarding agency or pass-through entity authorizes sole source procurement in response to a written request; or

   - After soliciting multiple sources, competition is determined inadequate.

All procurement decisions must be fully documented, including the method of procurement used, quotes or bids received, evaluation criteria, vendor selection or rejection, and the rationale for the contract price.

Vendor Selection

Careful selection of vendors should be done to ensure that best possible price, quality and delivery time available within the markets is obtained. A list of suitable vendors (the list of pre-qualified vendors), for each type of goods and services based on letters of introduction and past performance, shall be maintained. This will make the process of vendor identification much faster. The vendor list shall be reviewed and updated periodically by the Office Manager to ensure that current known factors are taken into consideration. Once the previous year's list of vendors has been updated and approved,

procurement of goods and services can be affected. Vendor selection for inclusion on the list of pre-qualified vendors will take place once per year and will be done by the procurement committee. The regulations in 2 CFR part 180 restrict making federal awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from receiving or participating in Federal awards. 2 CFR § 200.214.

Vendor Selection Criteria

The following set of criteria is essential for deciding on choice of vendors:

- Price- lowest price out of 3 quotes or Sole Source;
- Quality of goods/services. Such a justification must be verifiable;
- Availability of goods/services within the required delivery time;
- After sale services, including availability of parts/supplies; and
- Bidder's previous records of performance and service;
- Vendor search on SAM.GOV to ensure vendor is not reported as being disbarred or is on the debarment list;
- Ability of vendor to render satisfactory service in this instance;
- Financial stability of the vendor;
- Consideration of small businesses, minority businesses, women's businesses, veteran-owned businesses, and labor surplus area firms (2 CFR § 200.321);
- Availability of bidder's representatives to call upon and consult with;
- Payment terms;
- Warranty offered;
- Preference for goods produced in the United States (2 CFR § 200.322); and
- Ability to provide samples

Procedure for Tender

The Office Manager may recommend potential vendors but the selection of those invited will be left to the discretion of the Executive Director. The Office Manager will send an invitation to tender to each supplier listed to be invited. The vendors will pick up tender documents at Strong Start Academy offices specifying the goods and details or any relevant information needed to get accurate bids. All suppliers must receive the same information.

Use of Dealers and Sole Suppliers

In the interest of ensuring quality, reliability and timeliness, the Executive Director may establish purchase agreements or contracts with main dealers of regularly purchased goods. Where possible due to other factors, the Executive Director will negotiate rates and discounts with the supplier or a method to determine price for invoice justification.

These agreements and prices (net of discounts) should be reviewed annually to ensure that they are competitive.

Purchase Orders with Vendors

The PO is a contract with vendors that should include all information regarding the goods and services being procured as well as standard terms of delivery, payment and arbitration in case of dispute. If contracts are precise and clear, possibilities of disputes will be reduced and Strong Start Academy will stand a far greater chance of receiving the goods and services as expected. Upon selection of a vendor, a legally binding contract or work order should be drawn-up for the goods and services in question and signed by both parties prior to procurement. Detailed specifications; quantities, unit prices, delivery deadlines, locations, and payment schedules must be specified in such contracts.

Order for Recurring Requisition

In circumstances requiring procurement of a recurrent nature, i.e. where the same goods and services may be issued several times a year, one vendor may be selected for a period of up to one year. In some cases, particularly for services, contracts for the goods or services can be drawn up once, which may then be referenced every time those goods or services are required without requiring separate quotations and contracts on each occasion. In other cases, particularly for regularly purchased goods, vendors can be selected once, but separate contracts drawn-up on each occasion the vendors are used.

Certifying Delivery of Goods and Services

The procurement process cannot be completed without certification that the goods and services procured have been received entirely to show detailed specifications satisfaction, in particular, to Strong Start Academy's satisfaction of the requisition. The procedure for receiving goods and services is therefore important in ensuring that vendors have entirely met their obligations. Once Strong Start Academy has certified that goods and services have been received to its satisfaction, it has little further reason to complain about a vendor's performance, and payment can then be made.

In all cases, the certification of receipts of goods and services is a prerequisite to the charter school and the following guidelines are essential for that purpose:

- The Office Manager should ensure that goods and services are checked against contracts, bills, invoices, or delivery notes.

- The Office Manager at the time of delivery will facilitate the receiving and checking of goods and services whereby the receiving person will have to sign the delivery notes or any other documents during delivery.
- In some cases, receiving of goods and physical checking of goods or services may be delegated to other staff who are so authorized by the Executive Director. Such might include cases where goods of services where specialist's technical certification is required.
- Any differences between documents following physical checks should be noted and reported to the Executive Director for action.

Payment-Processing Procedure

The back-office service provider is responsible for preparing the Invoice Approval Report (IAR) which then is forwarded to the Executive Director and the Board President or their designee for checking, certifying, and approving. The document is then sent to the back-office service provider for further checking and necessary approval and authority to pay. All payments must be made in accordance with the contractual terms between the vendor and Strong Start Academy, and in reference to the financial policies.

Purchasing and Procurement – Procurement of Services

Appointing and Paying Consultants

Consultants' services may be sought for:

- A job for which the required technical expertise does not exist in-house at Strong Start Academy.
- A job that is not ongoing and hence does not require full time staff.
- job that does not require more than 6-months continuous engagement.

The following procedure shall be observed for engaging the services of a consultant at Strong Start Academy in an amount over $25,000 up to $50,000.

- The decision to hire the services of a consultant shall be taken by the Executive Director, the President of the Board and the Treasurer of the Board or their designees for services in excess of $25,000 up to $50,000.
- The Executive Director shall send an invitation to specific appropriate consultant(s) requesting a proposal for the consultancy by a stated date.
- The proposals received shall be reviewed by a panel composed of the Grade Level Leads and the ensuing recommended name shall be submitted to the Executive Director.

- For services in excess of $25,000, but less than $50,000, the Executive Director or their designee shall notify the Board of the consultancy, inclusive of information regarding the selection process.
- The terms of reference for the consultancy shall be mutually agreed upon and the Executive Director shall be involved in the negotiation of financial aspects of the terms.
- The contract agreement shall be signed by both parties before commencement of the consultancy assignment.
- Payment is conditional on satisfactory completion of the whole job unless the agreement provides for installments at completion of specifically agreed components/tasks.

In addition to the procedures set forth immediately above, the following procedure shall be observed for engaging the services of a consultant at Strong Start Academy in an amount over $50,000.

- The decision to hire the services of a consultant for a cost of more than $50,000 requires Board approval.

- In the event of a sole source contract, the Executive Director shall provide information regarding the selection process, including what steps were taken to identify additional service providers.

Appointing and Paying Temporary Staff

Temporary staff include fill-in, short-term project staff engaged for on-off tasks. The following procedure shall be observed for engaging services of temporary staff:

- The temporary staff is engaged by the Executive Director in liaison with the department in need of the staff.
- The letter of engagement is issued by the Executive Director stating the temporary status of the employment and the agreed terms.
- A temporary staff is expected to comply with all the policies of Strong Start Academy while in the service of Strong Start Academy.

  Payment shall be made at times consistent with the payroll of the regular staff.

ALLOWABILITY OF COSTS POLICY AND PROCEDURES

Date of Original Approval: May 3, 2022 Amended: July 14, 2022, October 10, 2024, October 9, 2025

Purpose

Strong Start Academy will maintain records and accounts to ensure full accounting of all grant funds received and expended in connection with each grant program, and made available for monitoring activities, and for performance and fiscal audits.

Strong Start's financial management system including records documenting compliance with Federal Statutes, regulations, and the terms and conditions of the Federal Award, permits the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditure adequate to establish that such funds have been used according to the Federal Statutes, regulations, and terms and conditions of the Federal Award.

Allowable Determination (2 CFR § 200.403)

When determining how to spend grant funds, Strong Start's Executive Director and the Office Manager will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on proposed goods or services.

All costs supported by federal education funds must meet the standards outlined in the Education Department General Administrative Regulations, which are provided in the bulleted list below.

- Be necessary and reasonable for the performance of the federal award.
- Be allocable to the federal award. 2 CFR § 200.405.
- Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the charter school.
- Conform to any limitations or exclusions set forth as cost principles in 2 CFR § 200 or in the terms and conditions of the federal award.
- Be treated consistently.
- Be adequately documented.
- Be determined in accordance with General Accepted Accounting Principles (GAAP), unless provided otherwise in 2 CFR § 200.
- Not be included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.

Supplement, Not Supplant (SNS) Requirement

In addition to meeting the standards of allowability, all federal funds must adhere to the Supplement, Not Supplant requirement. Federal funds must add to (supplement) the services, staff, programs, and materials that Strong Start Academy provides with state or local funds, and may not replace (supplant) those state or local resources.

When reviewing a proposed cost, Strong Start's Executive Director and Office Manager will ensure that:

- The cost is not required by state or local law, regulation, or policy.
- The cost was not previously paid for with state or local funds (unless there is clear evidence that those funds are no longer available for reasons unrelated to the federal grant).
- The cost provides additional educational benefit that would not otherwise be possible without federal funding.

All determinations will be documented and maintained with the grant records. If a request is denied due to supplanting concerns, alternative funding sources will be identified where possible.

Time & Effort Policy and Procedures

Strong Start Academy will maintain records and accounts to ensure full accounting of all grant funds received and expended in connection with each grant program, and made available for monitoring activities, and for performance and fiscal audits.

Definition of Effort

Effort Reports shall reasonably reflect the percentage distribution of effort expended by Strong Start Academy faculty, staff, and students involved in sponsored grant-funded projects. The Effort Report must represent, in percentages totaling 100%, a reasonable estimate of an individual's actual effort for the period being reported. 100% effort is defined as the effort expended to accomplish the full set of activities for which an individual received compensation from Strong Start Academy regardless of the number of hours expended on those activities. 100% effort is not defined as a certain number of hours or days per week. It does not depend on FTE status. It is based on the following formula:

A = Sponsored grant funded project activities

B = Institutional (non-sponsored grant funded) activities

Service % Effort on A + % Effort on B must equal 100%

Employees to Whom This Policy Applies

Each staff member, teacher, or employee whose time is partially or fully committed to a federally sponsored project shall complete Effort Reports as required.

Reporting is required regardless of whether such time is paid by the sponsor, or is an unpaid contribution (i.e., an “in-kind” or cost share match). Committed in-kind or cost share matches, whether voluntary or mandatory, must be included in Effort Reports.

Grant funded positions will be compensated similar to a non-grant funded position.

Time and Effort Documentation (2 CFR § 430)

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. Such work must be documented as delineated in the Code of Federal Regulations.

Strong Start Academy, under the direction of the Board, will comply with all requirements under the grant as approved by the Board. This includes the proper expenditure of funds as budgeted in the grant including, but not limited to, salaries and benefits, time and effort, travel, equipment and supplies, contracts, and training stipends. When expending state or federal funds under the grant, or when requesting reimbursement under the grant, the school must have the following documentation:

Time and Effort

- Billing spreadsheet;
- Staff Time Sheets - signed by supervisor and employee;
- Student sign in sheets - signed by students (if tutoring);
- Payroll Register with highlighted salaries and benefits clearly identified;
- Time and Effort Documentation – when required.

Payroll

- Billing spreadsheet
- Payroll Register with highlighted salaries and benefits clearly identified
- Proof of payment
- Time and Effort Documentation/ Personal Activity Report (PAR), if required

Certification of Effort

Federal requirements stipulate that anyone certifying another individual must have first-hand knowledge of that individual’s actual effort. Therefore, each faculty member is responsible for certifying his or her own Effort Report. The PI/PD is responsible for certifying the Effort Report of grant project staff.

Reporting System

Strong Start Academy uses an “after-the-fact” effort reporting system to certify that salaries charged or cost shared to Sponsored Grant Funded Projects are reasonable and consistent with the work performed. This indicates that the distribution of salaries and wages will be supported by activity reports signed by the employee and certified by a responsible person with suitable means of verification that the work was performed at the end of the specified reporting periods.

Payroll Context Effort Reports and payroll distributions are not the same. Payroll distributions are estimates of how effort is anticipated to be expended. The effort reporting process is a method for confirming salary charges made to all sponsored awards. Federal grant pay should be paid over the period that the services are performed.

Roles and Responsibilities

Strong Start Academy’s Executive Director and their designee is responsible for the distribution, collection, and retention of all employee Effort Reports. Individually reported data will be made available only to authorized auditors. The Executive Director will be responsible for verifying that the information provided by any individuals working on their grants is accurate.

Compliance Issues

The federal government can impose severe penalties and funding disallowances as a result of missing, inaccurate, incomplete, or untimely effort reporting. Strong Start Academy expects that teachers, staff, and employees will complete Effort Reports accurately and in a timely manner. Auditors will comment on any of the following:

- Late reports;
- Effort certified by someone without first-hand knowledge;
- Percentage of effort outside of sponsored project is not sufficient to cover teaching, service, and other work;
- Revisions to Effort Reports; and/or
- Significant inconsistencies between the Effort Report and other related documents.

Travel and Transportation (2 CFR § 200.475)

Travel Costs

Travel costs include expenses for transportation, lodging and food, and related items incurred by employees who travel on official business. Such costs may be charged on an actual cost basis, or on a per diem mileage basis, or on a combination of the two, provided the method used is applied to the entire trip and not selected days of the trip.

Strong Start Academy uses the Coversheets system provided by the back-office service provider that is in place for travel requests, approval, and reimbursement. Strong Start Academy employees will be reimbursed for actual and necessary expenses incurred while attending to Strong Start Academy business.

After approval by the Executive Director, it is the responsibility of Strong Start Academy and the back-office service provider to review and process travel reimbursement.

Reimbursable mileage is actual miles driven from the school to the location, and back to the school. Calculation of mileage is via the Google mapping system.

Travel Request Form

Travel, if allowable under the federal award, must be compliant with the Federal award letter. Travel outside of the charter school area must be pre-approved by the Executive Director. Upon that approval, employees will submit a travel request with details and billable information through the Strong Start Academy Travel Request Form via Google Forms. The travel management system requests are reviewed and approved by the Strong Start Academy Executive Director and booked through the Office Manager or Executive Director.

Actual Food Costs

Strong Start Academy employees will be reimbursed for actual food expenses, not to exceed GSA established per diem rates, for out-of-area travel requiring an overnight stay. Strong Start Academy employees and Administrators will also be reimbursed for actual and necessary non-food expenditures.

Lodging and Subsistence

Lodging Costs are not to exceed GSA established rates, unless under certain circumstances per state or federal rules. Costs incurred by employees, administrators and/or board members for travel (including costs of lodging, other subsistence, and incidental expenses) will be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the charter school in its regular operations. If these costs are charged directly to the federal award, the charter school will maintain documentation justifying the following:

- The participation of the individual is necessary to the federal award; and

- The costs are consistent with this policy and any related procedures.
- Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences are allowable provided that:
- The costs are a direct result of the individual's travel for the federal award;
- The costs are consistent with this policy and any related procedures; and
- The costs are temporary, lasting only during the travel period.

Travel costs for dependents are not allowable, except for travel of a duration of six-months or more with prior approval of the federal awarding agency.

Commercial Air Travel

Airfare costs which exceed the basic, least expensive unrestricted accommodations class offered by commercial airlines are not allowable except when such least expensive accommodations would:

- Require circuitous routing;
- Require travel during unreasonable hours;
- Excessively prolong travel;
- Result in additional costs that would offset the transportation savings; or
- Offer accommodations not reasonably adequate for the traveler's medical needs.

Documentation of Expenses

Expenses not in compliance with this policy will not be reimbursed, nor paid for, by Strong Start Academy. Prior to reimbursement of actual and necessary expenses, employees must submit a detailed receipt indicating the date, purpose, and nature of the expense for each claim first to the Executive Director along with evidence of attendance, etc.

Reimbursement Management System

Then, employees will submit such documentation to the Office Manager, which is then reviewed and verified by the Executive Director.

Strong Start Academy recognizes that certain expenses are incurred by employees in carrying out authorized duties. Strong Start Academy approves the reimbursement of necessary and reasonable expenditures as outlined in the accompanying award letter (if applicable), and consistent with GSA requirements and Nevada Administrative Codes.

All approval and reimbursement procedures must be followed prior to reimbursement.

Reimbursement for out-of-state travel by private vehicle will be made on the basis of air fare or mileage rate, whichever is lower.

Only travel expenses that are ordinary and necessary in the conduct of approved travel for charter school business purposes and directly attributable to it will be reimbursed. “Ordinary” expense means one that is common and accepted in the profession; a “necessary” expense means one that is essential and appropriate in order to conduct charter school business. Reimbursement procedures established by the charter school will also apply to governing body members traveling on charter school business, as applicable.

Expense reimbursements for staff or board travel shall not exceed the maximum GSA approved rates.

Advance Per Diem Checks

Advance per diem checks may be requested instead of paying out of pocket and submitting receipts to the Office Manager. Per Diem Checks should be requested with at least 2 weeks’ notice and will be in exact correlation to GSA Rates.

Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for charter school business. Meals include amounts spent for food, beverage, taxes and related gratuities. Alcoholic beverages will not be reimbursed by Strong Start Academy.

Expenses in excess of Strong Start Academy’s established limit are ordinarily the responsibility of the employee and may be reimbursed only with the Executive Director’s approval. Receipts for all meal expenses must be secured and attached to the claim.

Travel must be conducted in the most expeditious and cost-effective manner, as determined by Strong Start Academy.

AUDIT RESOLUTION POLICY AND PROCEDURES

Date of Original Approval: October 10, 2024 Amended: October 9, 2025

Purpose

The purpose of this policy is to provide guidance and direction in properly completing Strong Start Academy's annual audit and to ensure conformity with laws, regulations and administrative policies governing Nevada charter schools.

The Audit Resolution Policy and Procedures is to be used in conjunction with current audit standards and accounting principles generally accepted in the United States of America and is not intended to supplant these standards and principles.

Audit Objective

The objective of the audit is as follows: the expression of an opinion that provides reasonable assurance that the financial statements and notes present fairly, in all material respects, the financial position, results of operations and cash flows of the charter school, in conformity with accounting principles generally accepted in the United States of America; provides limited assurance on the management discussion and analysis; provides no assurance on NDE supplemental information. The auditor will also report on Strong Start Academy's internal control related to the financial reporting and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance which could have a material effect on the financial statements in accordance with Government Auditing Standards.

If the audit is to be performed in accordance with the Single Audit Act Amendments of 1996 and OMB Uniform Guidance, the auditor will also report on the Strong Start Academy's internal control related to its major programs and provide an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program.

Background

Governing bodies of charter schools must annually audit their respective charter schools; these audits must be performed by a certified public accountant from a list developed by the Committee to Oversee the Charter School Audit List (COSAL). Strong Start Academy selected Clifton Larson Allen, LLP from the 2024 approved charter school audit list found on the Nevada Department of Education (NDE) website.

The audit firm must be changed every 6 years. However, the audit partner in charge of the audit must be changed every 3 years. After 6 years, Strong Start Academy will engage another CPA firm. All financial statements will use the modified accrual basis of accounting. It is the auditors'

responsibility to review this audit guide and comply with the requirements contained within. If all audit guide requirements are not completed, Strong Start Academy will be deemed out of
compliance and all funding will be withheld until the Strong Start Academy provides a modified audit that is in compliance with this guide.

In accordance with Nevada Administrative Code 387.775, Strong Start Academy must have an independent audit conducted of its accounts, consistent with auditing standards generally accepted in the United States of America, and consistent with any guidelines NDE may issue.

Audits must be filed on or before November 1st with the governing body of the school. NAC 387.775(4)

The opinion and findings of the auditor contained in the report of the audit will be presented at a meeting of the governing body held not more than 30 days after the report is submitted to it, which is at the November board meeting. NAC 387.775(5)

Immediately thereafter, the entire report, together with the management letter required by generally accepted auditing standards in the United States, must be filed as a public record with: (a) NDE; (b) The Legislative Counsel Bureau; and (c) SPCSA. NAC 387.775(6)

As a special purpose governmental unit, Strong Start Academy will follow the requirements of the Governmental Accounting Standards Board (GASB). GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles. This Guide is updated through the issuance of GASB Statement No. 71 Pension Transition for Contributions Made Subsequent to the Measurement Date – an Amendment to GASB No. 68.

Strong Start Academy's activities should be accounted for as a Business-Type Entity and report all activity within the Proprietary Fund. Strong Start Academy in partnership with their back-office service provider will maintain their accounting records and related financial reports on the modified accrual basis of accounting. Also pursuant to GASB Statement No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 1989 FASB and American Institute of Certified Public Accountants (AICPA) Pronouncements, Strong Start Academy will apply the provisions of all Financial Accounting Standards Board (FASB) Statements and Interpretations, APB Opinions and ARB's of the Committee on Accounting Procedures, except for those that conflict with or contradict GASB pronouncements.

Preparation for an Audit

Strong Start Academy's board of directors will contract annually with a qualified certified public accounting firm to conduct the audit of the charter school's financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States; and if applicable, the U.S Office of Management and Budget's Uniform Guidance. The selected audit firm must be familiar with these standards and related State of Nevada charter school regulations, in order to

properly conduct the audit engagement. While not an audit standard of Government Auditing Standards, sound procurement practices for goods and services will be followed.

A sub-committee of the board of directors will document the factors considered and the conclusions reached concerning the auditor's acceptance and retention. The review of retention factors and the acceptance decision will be made in light of the knowledge about the independent auditor obtained from the prior audit(s) and consideration of matters that may have occurred since the prior audit.

The potential list of independent auditors will be evaluated based on a set of criteria that includes: past experience, qualification of the assigned staff, references from similar organizations, professional affiliations, technical abilities, peer review opinion and fee. This process will document how the auditor was determined to ensure a fair and objective selection process.

The independent auditor engaged to conduct Strong Start Academy's audit must be approved by the Nevada COSAL Committee and on the approved charter school list on the Nevada Department of Education website.

Accountants and accounting firms meeting these licensing and independence requirements must also comply with applicable provisions of the public accountancy law and rules of the jurisdiction(s) where the audit is being conducted and the jurisdiction(s) in which they are licensed. The State of Nevada must license public accountants and accounting firms engaged to conduct audits in Nevada.

The auditor and Strong Start Academy must fully understand and comply with the independence standards contained within Government Auditing Standards (2018 Revision) and the United States Government Accountability Office (GAO) Government Auditing Standards Answers to Independence Questions. These documents are available at the GAO web site http://www.gao.gov/ and should be reviewed prior to contracting the independent auditor. Auditors should determine whether identified threats to independence are at an acceptable level or have been eliminated or reduced to an acceptable level. A threat to independence is not acceptable if the threat either:

> (a) could impact the auditor's ability to perform an audit without being affected by influences that compromise professional judgment or
> (b) could expose the auditor or audit organization to circumstances that would cause a reasonable and informed third party to conclude that the integrity, objectivity, or professional skepticism of the audit firm, or a member of the audit team, had been compromised.

When an auditor identifies threats to independence and, based on an evaluation of those threats, determines that they are not at an acceptable level, the auditor should determine

whether appropriate safeguards are available and can be applied to eliminate the threats or reduce them to an acceptable level. The auditor should exercise professional judgment in making that determination, and should take into account whether both independence of mind and independence in appearance are maintained. The auditor should evaluate both qualitative and quantitative factors when determining the significance of a threat.

The auditor is required to document threats to independence that require the application of safeguards and the safeguards applied. For non-audit services, regardless of whether threats to independence are determined to be significant, the auditor is required to document:

(1) the understanding established with the audited entity regarding the nonaudit services to be performed and
(2) management's ability to effectively oversee the non-audit services, including whether management possesses suitable skills, knowledge, or experience to do so.

The auditor also should establish and document in writing his or her understanding with Strong Start Academy regarding:

(1) the objectives of the non-audit service,
(2) the services to be performed,
(3) the charter school's acceptance of its responsibilities,
(4) the auditor's responsibilities, and
(5) any limitations of the non-audit service.

In order to conform to the AICPA Statement on Auditing Standard No. 114 (AU Section 380) *The Auditor's Communication With Those Charged With Governance, and Government Auditing Standards* the auditor must reach a clear understanding with the client about the services to be performed for the engagement and will document their understanding in a written engagement letter.

The engagement letter will include:

- the objective and scope of the audit, including the financial statements and supplemental information, if any, to be opined on and the auditing standards to be complied with;
- management's responsibilities, including internal control over financial statement presentation, compliance and fraud and provide documentation for completion of the audit;
- auditor's responsibilities, audit procedures for financial statements and compliance and limitations;
- administrative issues, including the audit fee, workpaper retention, copy of the firm's peer review opinion and letter of comments, if any and the start and delivery dates for the audit report including the draft and final dates. This understanding should be reached prior to the start of the audit process.

Single Audit Policy and Procedures

If Strong Start Academy expended $1,000,000 or more of federal awards through a combination of direct programs from the federal government, pass-through awards from the State of Nevada Departments, pass-through awards from other entities, such as other state or local governments and nonprofit organizations it is subject to the audit provisions of the Single Audit Act and OMB Uniform Guidance. Information regarding OMB Uniform Guidance can be found at: http://www.whitehouse.gov/omb/circulars_default.

If Strong Start Academy is required to perform an audit in conformity with OMB Uniform Guidance, these requirements must be included in the school's audit report submitted to NDE. This includes, but is not limited to the Independent Auditors' Report, the Basic Financial Statement, Notes to the Financial Statements, Supplemental Information - Schedule of Expenditures of Federal Awards, Notes to Schedule of Expenditures of Federal Awards, Independent Auditors Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards, Independent Auditors Report On Compliance for Each Major Program And On Internal Control Over Compliance Required by OMB Uniform Guidance, Summary of Audit Results, Schedule of Findings and Questioned Costs and Acceptance by the Board of Directors.

All financials must be in the modified accrual basis of accounting.

Charter School Responsibility under OMB Uniform Guidance

The provisions of OMB Uniform Guidance require Strong Start Academy to:

- Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification shall include, as applicable, the Catalog of Federal Domestic Assistance (CFDA) title and number, award/contract number and year, name of the federal agency, and name of the pass-through entity.

- Document the funding source for all funding received, including the amount of federal funding expended and the extent to which Strong Start Academy is subject to an audit in accordance with OMB Uniform Guidance.

- Maintain internal control over federal programs that provides reasonable assurance that Strong Start Academy is managing the federal awards in compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a material effect on each of its federal programs.

- Comply with laws, regulations, and the provisions of contracts or grant agreements related to each of its federal programs.

- Prepare appropriate financial statements, including the Schedule of Expenditures of Federal Awards in accordance with the provisions of OMB Uniform Guidance.

- Ensure audits required by OMB Uniform Guidance are properly performed and submitted when due.

- Follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with the provisions of OMB Uniform Guidance.

- Electronically prepare, sign and submit the Form SF-SAC Data Collection Form for Reporting on Audits of States, Local Governments, and Non Profit Organizations. The Audit must be completed with the form FAC of this section and the reporting package. This section will be submitted within the earlier of 30 calendar days after receipt of the auditor's reports, or nine months after the end of the audit period. If the due date falls on a Saturday, Sunday, or Federal Holiday, the reporting package is due the next business day.

- Requests for management letters issued by the auditor. In response to requests by a Federal agency or pass-through entity, auditees must submit a copy of any management letters issued by the auditor.

- Report retention requirements. Auditees must keep one copy of the data collection form FAC of this section and one copy of the reporting package of this section on file for three years from the date of submission to the FAC.

Procedures for the Preparation of Financial Statements

Strong Start Academy works in collaboration with the back-office service provider to ensure the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America. Included in the reports provided for the auditors are the statements of financial position, statement of activities, and Schedule of Expenditures of Federal Awards (SEFA), when applicable, and any other requested financial reports.

Timely Access to Financial Records

Strong Start Academy will maintain their financial records in accordance with Generally Accepted Accounting Principles (GAAP) and conduct an annual independent audit in accordance with Generally Accepted Government Auditing Standards (GAGAS) issued by the Comptroller General of the United States of America. The school will respond to all requests for information in a timely manner not to exceed 30 days.

Corrective Actions

The board of directors will appoint a Budget and Finance subcommittee to monitor the audit process. The subcommittee is subject to all laws and regulations pertaining to the Open Meeting Law. This subcommittee will contract the independent auditor and review the scope and results of the audit. The Budget and Finance subcommittee also receives notice of any consequential irregularities and findings that the auditor noted during the engagement. Additionally, the subcommittee will work with the Executive Director and the back-office service provider to develop a corrective action plan to address all relevant findings noted by the auditor. The Budget and Finance subcommittee will also review all financial information of the charter school and provide recommendations to the full board of directors. Further, the Board of Directors may delegate responsibility to accept the audit to the Budget and Finance committee who will acknowledge their acceptance of the audit by signing the Acceptance of the Board of Directors Letter (Appendix A), which will be attached to the final audit package for submission to the NDE and SPCSA.

Cooperative Audit Resolution

Strong Start Academy's Executive Director and back-office service provider will be the primary audit liaisons who will work with the Finance subcommittee to:

- Promote interagency coordination, consistency, and sharing in areas such as coordinating audit.
- follow-up; identifying higher-risk non-Federal entities; providing input on single audit and follow-up policy; enhancing the utility of the FAC; and studying ways to use single audit results to improve Federal award accountability and best practices.
- Ensure appropriate and timely follow-up and corrective action on audit findings.
- Provide annual updates to the board.

Disputed Audit Findings

If Strong Start Academy does not agree with specific audit findings or determines that corrective action is not required, the corrective action plan must clearly document this position. The plan shall include a detailed explanation and the specific reasons for the disagreement or determination, supported by relevant evidence or references to applicable laws, regulations, or guidance. This written response must be submitted to the appropriate oversight authorities within the required timelines for review and consideration.

ACCOUNTING AND FINANCIAL MANAGEMENT SYSTEMS
POLICY AND PROCEDURES

Date of Original Approval: May 3, 2022 Amended: July 14, 2022, October 10, 2024, October 9, 2025

1. Charter School Budget

Strong Start Academy's budget will serve as the financial plan of operation for the charter school and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. Strong Start Academy will provide the budget and budget documents in accordance with the rules and regulations as specified by the Nevada Department of Education on an annual basis.

Strong Start Academy's budget will be prepared in full compliance with NRS 386.550 and NAC 386.370.

The Executive Director and the back-office service provider will be responsible for the preparation of the budget document.

2. General Operating Contingencies

General operating contingencies may be established at an amount deemed sufficient by the governing body to responsibly enable Strong Start Academy to meet unforeseen financial needs due to emergencies and changing charter school needs. The amount will be established by the governing body during the budget development process.

General operating contingencies may be recommended by the Executive Director or the back-office service provider for governing body approval. The need, purpose and amount of the transfer shall be duly recorded.

3. Fund Balance

The governing body recognizes its responsibility to establish an unreserved fund balance in an amount sufficient to:

1. Protect Strong Start Academy from unnecessary borrowing in order to meet cash- flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure a charter school credit rating that would qualify Strong Start Academy for lower interest costs.

Consequently, the governing body directs the Executive Director to manage the currently adopted fund balance and strives to maintain a positive fund balance.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on Strong Start Academy's budget including the predictability and volatility of its expenditures; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds; liquidity; and designations. Such factors will be reviewed annually.

4. Budget Preparation

The Executive Director has the responsibility to coordinate with the back-office service provider to complete budget preparation for Board review and should develop such procedures necessary to ensure that the proposed budget reflects all areas of Strong Start Academy's operation.

The Executive Director and the governing body will establish budget priorities for Strong Start Academy and will make appropriate recommendations related to those priorities.

5. Grant Awards

The Executive Director has the responsibility to coordinate with the back-office service provider to complete grant applications. The Executive Director completes the written narrative and the back-office service provider works collaboratively with the Executive Director to complete the budget details of each grant. As soon as the Executive Director is notified that a grant has been awarded, the award notice is forwarded to the back-office service provider. A meeting is then scheduled between the Executive Director and the back-office service provider to discuss the details of the grant and to review the spending timeline. The Executive Director and the back-office service provider meet weekly to monitor the budget details of each grant. The purpose of the weekly meetings are to monitor the grants through an ongoing review of all award related operations, processes, and activities. The Executive Director then requests award-related quotes from the different vendors identified in the grant. The quotes are forwarded to the Office Manager and the Office Manager creates Purchase Orders (P.O.) and sends them to the vendor. Additionally, the back-office service provider conducts a thorough monthly review of all grant-related expenditures to verify that costs are allowable, reasonable, and directly related to the grant's objectives. This process ensures compliance with both the organization's policies and the specific guidelines of each grant.

6. Procedures for Collecting and Depositing non-DSA Funds

Given the nature of our operations, we have very few deposits coming directly to the school. When cash does come to the All-non-Distributive School Account (DSA) revenues received by the school will be received by Strong Start Academy's First Aid Safety Assistant (FASA). The FASA is required to issue a paper receipt to the payor in a

receipt book provided by the Office Manager. The receipt book must be a pre-numbered, multi-part receipt form.

At the end of each day, the FASA is required to turn over all cash and receipts to the Office Manager. The Office Manager and one other available school employee, not the FASA or the Executive Director, who will be depositing the funds, will tally the total of the receipts and monies collected and verify the amounts match. Checks that are received in the mail by the Office Manager will then be given to the Executive Director and she will electronically deposit all checks.

A copy of all cash receipts and checks which support each deposit must be made and kept with a copy of the deposit slip.

The Executive Director is responsible for transporting all non-DSA funds to the banking institution selected by the Board. Deposits must be made either once a week or whenever more than $500.00 in cash has been received, whichever comes first.

7. Staff Training

Training in financial policies and procedures for the Executive Director, Office Manager and staff needs to be provided at least annually. Documentation of training should be retained, and a copy of the documentation should be submitted to the Board.

8. School Fundraising Accounts

Strong Start Academy shall maintain a separate checking account with the depository institution selected by the Board for the deposit and maintenance of revenues obtained through fundraising, after school care and other activities not funded with federal and state revenues. These revenues may include t-shirt sales, PTO transfers or donations, or other similar fundraising activities. These accounts are subject to the signature and purchasing requirements outlined in sections 9 and 19. (This does not include any federal or state grants which, if obtained, should be deposited into the school's main operating account).

9. Authorized Signatures

Authority to sign checks written on any of Strong Start Academy's accounts shall be as follows:

- Under $25,000 – One Signature required
  - Executive Director (if not purchase order authorized by the Executive Director)
  - Board Treasurer
  - Board President

- $25,000 up to $49,999 – Two Signatures (one signature must be from the school)
  - Executive Director

- Board Treasurer
- Board President

o Over $99,999 – Two Signatures (one signature must be from the school)
- Executive Director
- Board President

10. Utilities

Strong Start Academy may set up automatic payments with utility companies (electric, phone/internet, water/sewer, etc.).

11. Board Approved Contracts

The board will authorize the Executive Director to approve online payments via wire transfers or ACH on contracts that have been presented and approved by the Board. If a check needs to be cut instead of an online payment, the Executive Director may also be the second authorizing signature on checks above $25,000 for Board-approved contracts.

12. Funding Proposals and Applications

Strong Start Academy shall pursue federal, state, or private grants or other such funds that will assist the charter school in meeting adopted governing body and charter school goals.

Proposals for external funds will be submitted to the governing body for evaluation and approval. In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the administrator is authorized to use his/her judgment in approving it for submission. The administrator will review the proposal with the governing body at its next regular meeting. The governing body reserves the right to reject funds associated with any grant which has been approved.

The governing body shall, before an acceptance of such funds, consider the charter school's obligations, expectations, or encumbrances when the grant ceases.

13. Investment of Funds

The governing body may authorize the investment or reinvestment of funds which are not immediately needed for the operation of the charter school. Such investments will comply with state law and the Nevada Administrative Code.

14. Fiscal Accounting and Reporting

Strong Start Academy's accounting and reporting system will be in accordance with Generally Accepted Accounting Principles (GAAP) and Generally Accepted Government Auditing Standards (GAGAS). Additionally, the accounting and reporting

system will conform to state laws and regulations. Accounting procedures shall show a detailed and meaningful analysis of both receipts and expenditures. This analysis should be adequate for study and evaluation by the governing body and the Executive Director and will serve as a basis to make financial and related educational decisions, to formulate future plans, to safeguard public funds and to ensure adequate financial accountability.

Payment on all charter school accounts, including the general fund and special accounts, shall operate according to established accounting procedures.

All cash received is to be properly receipted. Money received shall be placed in deposit.

The Executive Director shall be the lawful custodial officer of all Strong Start Academy's funds and shall demand receipt for, and safely keep according to law, all bonds, mortgages, notes, moneys, effects, books, and papers belonging to the charter school. Funds may be commingled in the depository so long as they are budgeted and accounted for separately.

15. Financial Reports and Statements

The governing body will receive and accept financial reports that include monthly bank statement reconciliations, estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and Strong Start Academy's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator.

Appropriate staff will be available at any governing body meeting, upon the governing body's request, to respond to questions and to present current financial information. The Executive Director will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

In addition, Strong Start Academy will prepare, maintain, and submit all required fiscal reports as stipulated under each federal award, ensuring accuracy, timeliness, and compliance with applicable federal regulations.

16. Property Inventory and Capitalization

Strong Start Academy will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies with a value greater than $200. This inventory will be updated as necessary. The governing body may authorize the employment of an appraisal company to assist with the inventory procedure.

Strong Start Academy will maintain an inventory of all capital assets in accordance with governmental accounting standards. Strong Start Academy's inventory will be updated [annually] to include property newly purchased and disposed of.

Capital assets include all Strong Start Academy-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than $5,000. (See NAC 386.342)

17. Audits

An audit of all Strong Start Academy's accounts will be made at least annually by an accountant selected by the governing body.

A copy of the audit report will be presented to the governing body. The Executive Director will submit a copy of the audit report to the sponsor.

18. Charter School Purchasing

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment and services.

The Executive Director will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

No purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases are made on approved orders.

The Executive Director is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed ($25,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by Strong Start Academy employees, such as custodial, food service and transportation services.

The Executive Director will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the Executive Director will direct payment of the just claims against the charter school. The Executive Director is responsible for the accuracy of all bills and vouchers.

No governing body member, officer, employee, or agent of Strong Start Academy shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or for any business with which the governing body member or a relative is associated. Acceptance of any gratuities,

financial or otherwise, from any supplier of materials or services to the charter school by any governing body member, officer or employee of the charter school is prohibited.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements, or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573)

19. Expenditure of Charter School Funds for Meals, Refreshments and Gifts

Strong Start Academy recognizes there may be occasions when it is appropriate for governing body members, the Executive Director, and others to expend charter school funds in the course of conducting charter school business to provide meals or refreshments (bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved, in certain situations. Such occasions may include, but are not limited to, various charter school and building level meetings, gatherings to celebrate charter school successes or recognize individual achievements, contributions or outstanding service to the charter school and other charter school and school- sponsored activities.

Such expenditures in excess of $200 may not be made without prior governing body approval only, subject to the provisions of this administrative regulation.

The use of charter school funds, as used in this regulation, means the use of money in any of the general accounts of the charter school. This includes the General Fund, Food Service Fund, and others. It also includes money in student body accounts that are derived from any student activity or from parent organizations. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a “social fund” or “sunshine fund” to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement, and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

Meals may be provided by the charter school to recognize the contributions of staff, through retirement dinners or other recognition events; Meals may be provided by the charter school as a part of governing body or administrative work sessions, at charter school or building-level committee meetings or other charter school approved activities. Meals provided at staff meetings and training must be supported by adequate documentation, which shall include a list of attendees and an agenda with a time frame for each topic discussed.

Meals not directly business related may be provided to staff or others at the individual’s expense only.

Governing body members and the Executive Director may use Strong Start Academy funds to provide refreshments for staff, parents or others at meetings, in-service

programs, or other similar charter school-sponsored activities, not to exceed [$10] per participant and subject to the following additional requirements:

- The purchase of alcoholic beverages with charter school funds is strictly prohibited.
- The use of charter school funds for parties is prohibited.

There are numerous occasions that may arise whereby governing body members, administrators or other charter school staff may feel the need to recognize employees, i.e., Bosses' Day, Secretaries' Day, classified employees' week, birthday, etc. A governing body member, the Executive Director or other charter school employee may provide such recognition at his/her expense only, unless as otherwise permitted below:

Strong Start Academy may provide a small token of appreciation for a governing body member's or employee's retirement and years of service and other related activities utilizing charter school funds, as approved in advance. For example, the governing body generally proclaims special recognition for classified employees' week and teacher appreciation week.

The Executive Director may use Strong Start Academy funds to provide an appropriate token of appreciation on behalf of the governing body. The value of this item may not exceed [$25] per person. No other expenditure of charter school funds for gifts is permitted without prior authorization from the governing body or Executive Director.

20. Petty Cash Accounts

Strong Start Academy is not permitted to have petty cash accounts. The school may however withdraw cash for the purpose of making change at school events. These transactions should be limited to change only transactions and should not be used for purchases.

21. Debit Cards

The governing body authorizes the Executive Director and the Office Manager to hold a bank debit card in the name of Strong Start Academy and to issue such cards to designated employees. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. Debit cards shall have a governing body approved maximum limit.

Debit cards issued to employees may only be used to purchase items authorized by the adopted charter school budget when purchase orders are not feasible.

Purchase slips and receipts must be turned in to the Office Manager within [15] days of the transaction.

Charter school-issued debit cards shall be subject to the following:

1. Personal items shall not be charged on charter school-issued debit cards. If a personal item is inadvertently purchased on a charter school-issued debit card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in an automatic deduction from the individual's next payroll disbursement. Accordingly, the charter school will require individuals issued debit cards to sign a written authorization for payroll deduction in the event of such personal use.
2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization.
3. Leaving a gratuity that exceeds [15%] is prohibited.
4. Airline tickets may be purchased with a charter school-issued debit card only with prior approval from the Executive Director or designee. Violation of the provisions of this policy may result in the revocation of the debit card and/or discipline up to and including termination of employment.

22. Payment Procedures

All claims for payment from Strong Start Academy funds will be processed by the back-office service provider in conformance with Strong Start Academy's procedures. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers approved by the governing body.

Strong Start Academy's back-office service provider's accounting system utilizes automated processes to generate checks. All checks are assigned sequential numbers automatically upon generation. This ensures a reliable and traceable process for issuing payments and maintaining accurate financial records.

The Executive Director will be responsible for ensuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

23. Payroll

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

24. Expense Reimbursements

The governing body recognizes that certain expenses are incurred by Strong Start Academy employees in carrying out authorized duties. The governing body approves the reimbursement of necessary and reasonable expenditures as outlined in the accompanying administrative regulation and consistent with Internal Revenue Service requirements and Nevada Administrative Codes.

All approval and reimbursement procedures must be followed prior to reimbursement. Reimbursement for out-of-state travel by private vehicle will be made on the basis of air fare or mileage rate, whichever is lower.

Expense reimbursement for staff traveling on approved charter school business will be governed by the following procedures. Travel expenses include travel fares, meals and lodging and expenses incident to travel. Only travel expenses as are ordinary and necessary in the conduct of approved travel for charter school business purposes and directly attributable to it will be reimbursed. As used in this regulation an "ordinary" expense means one that is common and accepted in the profession; a "necessary" expense means one that is essential and appropriate in order to conduct charter school business. Reimbursement procedures established by Strong Start Academy will also apply to governing body members traveling on charter school business, as applicable.

Expense reimbursements for staff or board travel shall not exceed the maximum General Services Administration (GSA) approved rates.

Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for charter school business. Meals include amounts spent for food, beverage, taxes, and related gratuities. Alcoholic beverages will not be reimbursed by the charter school.

Expenses in excess of Strong Start Academy's established limit are ordinarily the responsibility of the employee and may be reimbursed only with the approval of the Executive Director. Receipts for all meal expenses must be secured and attached to the claim.

Travel must be conducted in the most expeditious and cost-effective manner, as determined by Strong Start Academy.

25. Insurance Coverage

All Strong Start Academy employees operating private vehicles on approved charter school business are required to complete and maintain on file with the charter school, verification of vehicle liability insurance that meets or exceeds Nevada statutory minimum limits. This verification is required [annually] [prior to any charter school approval to conduct charter school business in a private vehicle]. Employees are required to update their verification of vehicle liability information maintained on file with the charter school upon any change in the employee's vehicle insurance coverage.

It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance. Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct charter school business.

The responsibility of Strong Start Academy for damages resulting from vehicle accidents is not the same as set forth in Strong Start Academy's general liability

insurance policy. The employee's insurance coverage provides primary coverage when the employee is driving his/her own vehicle on approved charter school business.

26. Travel Advances & Reimbursement

A travel advance may be requested when the estimated cost for meals, lodging, etc., exceeds [$50]. The travel advance may be requested by completing the form provided by Strong Start Academy. Travel advances may not exceed the maximum General Services Administration approved rate.

The cost of commercial travel tickets will not be included in a cash advance request.

In the event of loss, the employee is personally responsible for cash advances issued and for any third-party use of a charter school-provided credit card.

Only one cash advance may be outstanding to any employee at any time.

27. Disposal of Charter School Property

Except as stipulated in NAC 386.342, the governing body may, at any time, declare charter school property as surplus and authorize its disposal when such property is no longer useful to the charter school, unsuitable for use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the charter school, the governing body may dispose of them in another manner.

28. Information Technology Procedures

The Board has contracted with an outside contractor to maintain campus computer networks, including the maintenance of firewalls and offsite data backup. Strong Start Academy staff is required to work closely with the contracted firm to ensure the security of Strong Start Academy's network and data.

29. Internal Control Testing

The Board will contract with an independent accounting and audit firm to perform internal control testing and review annually. The Executive Director, Office Manager, and back-office service provider staff are required to work closely with the contracted independent audit firm to develop and implement all necessary internal controls to ensure accurate and honest accounting.

30. Grant Expenditures and Requirements

The school under the direction of the board of directors will comply with all requirements under the grant as approved by the board of directors. This includes the proper expenditure of funds as budgeted in the grant including, but not limited to, salaries and

benefits, time and effort, travel, equipment and supplies, contracts, and training stipends.

When expending state or federal funds under the grant, or when requesting reimbursement under the grant, the school must have the following documentation:

- For any purchase
  - Billing spreadsheet
  - Three or more quotes when required by the grant
  - Invoice
  - Proof of Payment – receipt must clearly identify what was purchased.
  - Evidence that materials have been received or services have been provided
  - Evidence that any purchased materials have been added to the inventory

- Time and Effort
  - Billing spreadsheet
  - Staff Time Sheets - signed by supervisor and employee
  - Student sign in sheets - signed by students (if tutoring)
  - Payroll Register with highlighted salaries and benefits clearly identified
  - Time and Effort Documentation – when required

- Professional Development
  - Billing spreadsheet
  - Paid Invoices
  - Sign in sheets
  - Agendas
  - Training materials
  - A detailed description of how it will impact student achievement (Narrative)

- Travel
  - School travel reimbursement form for each traveler, if required
  - GSA Rates printed out
  - Receipts
  - Proof of payment

- Payroll
  - Billing spreadsheet
  - Payroll Register with highlighted salaries and benefits clearly identified
  - Proof of payment
  - Time and Effort Documentation/ Personal Activity Report (PAR), if required

31. Financial Management

Strong Start Academy uses the State of Nevada Chart of Accounts specific to its operational needs and the needs of its financial statements. The Chart of Accounts is structured so that financial statements can be shown by natural classification (expense type) as well as by functional classification (program vs. fundraising vs. administration).

The Office Manager is responsible for using the required Chart of Accounts. The general ledger is automated and maintained using the back-office service providers accounting software (Box, Paylocity, NetSuite). All input and balancing is the responsibility of the back-office service provider with monthly reviews conducted collaboratively by the back-office service provider and the Executive Director. The Executive Director should review the general ledger on a periodic basis for any unusual transactions.