



Strong Start Academy

STRONG START ACADEMY ELEMENTARY SCHOOL AT THE TONY HSIEH EDUCATION CENTER

BOARD MEETING AGENDA 08/13/2026

Published on August 6, 2026 at 7:48 PM PDT
Amended on August 9, 2026 at 12:24 PM PDT

Date and Time

Thursday August 13, 2026 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 2661 459 1370 followed by the # sign.

- | | | | | |
|-----------|---|------|-----------------------|-----|
| D. | Discussion for possible action to approve Minutes from July 22, 2026 Board meeting and Board Retreat meeting. | Vote | Lorna James-Cervantes | 1 m |
| E. | Discussion for possible action to approve AMENDED Minutes from November 20, 2025, and AMENDED Meeting Minutes from the May 14, 2026, Regular Board Meeting. | Vote | Lorna James-Cervantes | 2 m |

II. Finance 5:10 PM

- | | | | | |
|-----------|---|-----|------------------|-----|
| A. | Report by Nandini Vaishnav from Vertex Education on Strong Start Academy's financial update, including the FY2025–2026 unaudited actuals, the FY2026–2027 budget overview, and the financial forecast update through July 2026. | FYI | Nandini Vaishnav | 5 m |
|-----------|---|-----|------------------|-----|

III. Executive Update 5:15 PM

- | | | | | |
|-----------|--|------|----------------|-----|
| A. | Discussion for possible action to approve the Strong Start Academy Elementary School Parent Student Handbook, Employee Handbook, Restorative Justice Plan, the Suspension and Appeals Policy and Test Security Plan for the 2026-2027 School Year. | Vote | Miriam Benitez | 5 m |
| B. | Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, and recruiting. | FYI | Miriam Benitez | 5 m |
| C. | Report by the Executive Director regarding the Summary of Whistleblower Protections for Testing Administration for the 2026-2027 school year. | FYI | Miriam Benitez | 5 m |

	Purpose	Presenter	Time
--	---------	-----------	------

IV. Governance**5:30 PM**

- | | | | | |
|-----------|--|------|-----------------------|-----|
| A. | Discussion for possible action regarding approval of annual audit contract and to authorize the President to execute any agreement properly related thereto. | Vote | Lorna James-Cervantes | 3 m |
| B. | Discussion for possible action to reappoint Board Members Dachresha Harris and Alea Moore to new terms. | Vote | Lorna James-Cervantes | 2 m |
| C. | Discussion and possible action to approve revisions to the previously adopted Governing Board meeting calendar for the 2026–2027 school year. | Vote | Lorna James-Cervantes | 5 m |

V. Special Reports**VI. Citizens Participation**

Public comment during this portion of the agenda must be limited to matters within the jurisdiction of the Board. No subject may be acted upon by the Board unless that subject is on the agenda and is scheduled for action. If you wish to be heard, come forward and give your name for the record. The amount of discussion on any single subject, as well as the amount of time any single speaker is allowed, may be limited. Public comment may also be given by calling 1-415-655-0001 and entering access code number 2661 459 1370 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 Jana Essary at 702-229-3409 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 Street, 5th Floor Conference Room, Las Vegas, NV

The Nevada Public Notice website – notice.nv.gov

Coversheet

Discussion for possible action to approve Minutes from July 22,
2026 Board meeting and Board Retreat meeting.

Section: I. Opening Items
Item: D. Discussion for possible action to approve Minutes from July 22, 2026
Board meeting and Board Retreat meeting.
Purpose: Vote
Submitted by:
Related Material: July DRAFT_Board Retreat _Meeting_Minutes_ 7.22.26 (1) (2).docx
July DRAFT_Board_Meeting_Minutes_FNL.docx

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

Miriam Benitez, Executive Director



DRAFT Board Retreat Minutes of the Strong Start Academy Board Retreat

Date: Wednesday, July 22, 2026

Time: 10:00 AM PST

Location: Strong Start Academy Elementary School, 310 S. 9th Street, Las Vegas, NV 89101

I. Opening Items

A. The retreat was called to order by Chair Lorna James-Cervantes at 10:10 AM with confirmation of quorum.

B. Roll Call

2. Present: Maria Tamayo-Soto, Alicia Arroyo, Angela Scurry, Lorna James-Cervantes, Dachresha Harris, Dr. Alea Moore

3. Absent: Roxann McCoy, Vanessa Mari

C. Public Comment

1. No Public comments were made during this portion of the agenda.

D. Agenda Reorganization

1. Approval to Modify Agenda Order

- i. The Chair requested Board consensus to modify the order of the agenda.
- ii. The Governing Board agreed to move the scheduled Professional Development session to the beginning of the retreat to accommodate the planned presentation by legal counsel.
- iii. The Chair announced that the Board would begin with the annual Professional Development training, including Board Governance, Nevada Open Meeting Law, Conflict of Interest, and recent legislative updates presented by legal counsel, Colleen McCarty

III. Board Training and Professional Development

A. Annual Board Governance and Legal Training: Presented by Colleen McCarty

1. Board Governance Review

- i. Legal counsel, Colleen McCarty, facilitated the Governing Board's annual governance training, reviewing the statutory responsibilities and fiduciary duties of charter school board members.
- ii. The training emphasized the distinction between governance and day-to-day management, reinforcing that the Governing Board is responsible for establishing policy, providing strategic direction, ensuring fiscal oversight, and evaluating the Executive Director, while administration is responsible for daily operations.
- iii. Board members discussed best practices for effective governance, collaboration, and maintaining a focus on the Academy's mission, vision, and long-term strategic goals.

2. Open Meeting Law Review

- i. Legal counsel provided the Board with its annual review of Nevada's Open Meeting Law requirements.
- ii. Topics discussed included:
 - a. Public meeting notice and agenda posting requirements.
 - b. Public comment procedures.
 - c. Meeting minutes and supporting documentation.
 - d. Electronic communications and serial meeting restrictions.
 - e. Closed session requirements and statutory exceptions.
- iii. Board members discussed the importance of maintaining transparency, accountability, and public trust through continued compliance with Nevada's Open Meeting Law.

3. Conflict of Interest

- i. Legal counsel reviewed Nevada Ethics in Government requirements applicable to Governing Board members.
- ii. Discussion included:
 - a. Disclosure of actual and potential conflicts of interest.
 - b. Abstention requirements when conflicts exist.
 - c. Fiduciary responsibilities of public officials.
 - d. Ethical decision-making and maintaining public trust.
- iii. Board members acknowledged the importance of recognizing both actual and perceived conflicts while ensuring all decisions remain in the best interest of Strong Start Academy and its students.

4. Recent Legislation Review

- i. Legal counsel provided an overview of recent legislative changes affecting Nevada charter schools and public governing boards.
- ii. Discussion included updates to state laws, compliance requirements, governance responsibilities, and operational impacts affecting charter school administration.
- iii. Board members discussed the importance of remaining informed regarding legislative changes and participating in ongoing governance training.

B. Agenda Creation Practice in BoardOnTrack preented by Colleen McCarty, Angela Rose and Lorna James-Cervantes

1. BoardOnTrack Training

- i. Board members participated in a hands-on demonstration of agenda creation and meeting management using the BoardOnTrack governance platform.
- ii. The training included instruction on:
 - a. Creating meeting agendas.
 - b. Organizing agenda items.
 - c. Uploading supporting documentation.
 - d. Recording motions and votes.
 - e. Managing meeting minutes.
 - f. Utilizing BoardOnTrack governance tools to improve meeting efficiency and documentation.
- iii. Board members asked questions regarding best practices for agenda preparation, document management, and maintaining accurate board records.

C. Governance Levers and Wise Questions

1. Governance Discussion

- i. The Governing Board participated in a facilitated discussion regarding governance levers and the importance of asking thoughtful, strategic questions during board deliberations.
- ii. Training emphasized the Board's responsibility to focus on governance rather than operational management by asking questions that support strategic planning, organizational accountability, and continuous improvement.
- iii. Topics discussed included:
 - a. Strategic leadership versus operational oversight.
 - b. Using data to guide decision-making.
 - c. Asking questions that promote accountability and continuous improvement.
 - d. Maintaining focus on student outcomes and organizational sustainability.
 - e. Building a culture of collaboration, transparency, and effective governance.
- iv. Board members engaged in discussion regarding how strategic questioning can strengthen Board effectiveness, improve decision-making, and support the long-term success of Strong Start Academy.

II. Building Board Members' Connections To Each Other And To The Mission

A. Ice Breaker Presented by Angela Scurry

1. "Paint and Talk" Team Building Activity

- i. Board members participated in a facilitated "Paint and Talk" team-building exercise designed to strengthen relationships, encourage

collaboration, and build stronger connections among Governing Board members.

- ii. Participants engaged in guided conversations with multiple Board members while completing a collaborative painting activity that encouraged relationship building and open communication. Members were encouraged to move throughout the room, engage with individuals beyond those seated nearby, and learn more about each other's personal and professional backgrounds.
- iii. Following the activity, Board members participated in a group reflection, sharing insights gained through the exercise and discussing the importance of building strong working relationships to support effective governance and collaboration.

B. Past Successes and Celebrations Led by Lorna James-Cervantes

1. Reflection on Organizational Accomplishments

- i. The Governing Board reflected on the Academy's continued growth and accomplishments since its founding, recognizing the significant progress made through collaborative leadership, thoughtful governance, and a shared commitment to student success.
- ii. Discussion acknowledged the evolution of Strong Start Academy over the past several years and recognized the collective efforts of the Governing Board, administration, faculty, staff, students, and families in building a high-quality educational program.
- iii. Members discussed the importance of celebrating successes while continuing to build upon those accomplishments through strategic planning, continuous improvement, and thoughtful governance.

C. Charter Goals and Promises Led by Miriam Benitez

1. Data Analysis

- i. Student achievement data for the 2025-26 school year was shared.
- ii. Board members reviewed the importance of using student achievement data, financial information, and organizational performance metrics to guide strategic decision-making and evaluate progress toward the Academy's charter goals.
- iii. Leadership emphasized that data should be used not only to measure outcomes but also to ask meaningful questions regarding student growth, instructional effectiveness, and organizational improvement.
- iv. Discussion focused on evaluating trends, identifying areas for improvement, and ensuring that Board decisions remain centered on improving student outcomes.

2. Goal Setting

- i. Academic Goals for the 2026–2027 School Year
 - a. The Governing Board discussed academic priorities and reaffirmed its commitment to maintaining high expectations for student achievement.
 - b. Members emphasized the importance of using assessment data to monitor student progress, guide

instructional decision-making, and evaluate the effectiveness of school initiatives.

- c. Discussion focused on maintaining a culture of continuous improvement by asking thoughtful questions regarding student learning, instructional practices, and academic performance rather than assuming predetermined solutions

ii. Proposed Additional Training and Governance Practices for 2026–2027

- a. Board members discussed the importance of continued governance training to strengthen Board effectiveness and ensure compliance with applicable laws and best practices.
- b. Members emphasized ongoing education related to governance, strategic leadership, financial stewardship, and accountability.
- c. Administration encouraged Board members to continue participating in annual professional development opportunities while utilizing governance resources available through the State Public Charter School Authority and BoardOnTrack.

iii. Budget Goals and Future Planning

- a. The Governing Board discussed the Board's role in ensuring financial resources remain aligned with the Academy's strategic priorities and mission.
- b. Leadership emphasized the importance of thoughtful budgeting, fiscal stewardship, and evaluating financial decisions based on their impact on student learning and long-term organizational sustainability.
- c. Members discussed creating a Finance Committee to investigate low-risk investments, the importance of asking strategic questions when reviewing budgets and resource allocation to ensure decisions continue supporting instructional excellence and organizational success.

iv. Staffing Report

- a. Board members discussed the Governing Board's responsibility to support school leadership while ensuring staff have the resources necessary to achieve organizational goals.
- b. Discussion emphasized the importance of hiring, supporting, evaluating, and retaining high-quality school leaders and educators as one of the Board's primary governance responsibilities.

3. Executive Director's Needs From the Board

- i. Administration and the members discussed the relationship between effective leadership, staff support, student achievement, and organizational success, recognizing that strong leadership directly influences educational outcomes.
- ii. The Board reaffirmed its commitment to maintaining a governance structure focused on supporting leadership, allocating resources strategically, and keeping student success at the center of every decision.

IV. Governance Strategy and Planning

A. BoardOnTrack – Board Members share resources/training they have found in BoardOnTrack Led by Lorna James-Cervantes

1. BoardOnTrack Resources and Professional Development

- i. Board members participated in a collaborative discussion regarding BoardOnTrack resources and governance tools available to support effective board leadership and committee work.
- ii. Administration provided a live demonstration of BoardOnTrack, reviewing procedures for:
 - a. Creating committee meetings.
 - b. Building meeting agendas.
 - c. Posting required meeting information.
 - d. Uploading supporting documents.
 - e. Recording attendance.
 - f. Creating and approving meeting minutes.
 - g. Organizing committee documents for future reference.
- iii. Board members discussed the development of standardized agenda templates to promote consistency across committee meetings and ensure compliance with Nevada Open Meeting Law requirements.
- iv. Administration encouraged committee members to utilize BoardOnTrack as a collaborative planning tool while maintaining committee records, supporting documentation, and historical files that would assist future Board members.
- v. Discussion emphasized that effective governance extends beyond Board meetings and includes maintaining organized records, documenting committee work, and ensuring continuity of institutional knowledge.

B. Expansion to Middle School Discussion Led by Lorna James-Cervantes

1. Parent Survey

- i. The Governing Board discussed the importance of gathering stakeholder input before making long-term decisions regarding potential expansion into middle school grades.
- ii. Members discussed utilizing parent surveys to better understand community interest, educational priorities, and

enrollment demand should future expansion opportunities be pursued.

- iii. The Board emphasized that parent feedback should be considered alongside financial, academic, operational, and facility data before any formal recommendations are developed.

2. City Report

i. Appetite for Expansion

- a. Administration and Board members discussed evaluating community demand and determining whether sufficient enrollment interest exists to support expansion beyond the Academy's current grade configuration.
- b. Members discussed the idea that any future expansion should be driven by demonstrated community need and supported by comprehensive planning.

ii. Facilities

- a. Discussion included reviewing current facility capacity and evaluating future space requirements necessary to accommodate additional grade levels.
- b. Board members acknowledged that expansion would require careful consideration of classroom space, specialized instructional areas, operational support, and long-term facility planning.

iii. Future Financial Support

- a. Members discussed the financial sustainability of future expansion efforts, including identifying funding sources necessary to support additional staffing, instructional materials, operational expenses, and facility needs.
- b. Discussion emphasized the importance of maintaining the Academy's long-term academic excellence and financial stability while evaluating future growth opportunities.

3. Financial Impact and Implications for Expansion

- i. The Governing Board discussed the financial implications associated with expanding into middle school grades.
- ii. Discussion included projected operating costs, staffing requirements, enrollment projections, state funding considerations, and long-term fiscal sustainability presented by Nandini at the July 22, 2026 Board Meeting.
- iii. Members addressed the need for comprehensive financial analysis prior to pursuing any formal expansion plans.

4. Academic Plan and Implications for Expansion

i. Curriculum

- a. Members discussed curriculum considerations associated with expanding instructional programming into middle school grade levels.

- b. Discussion included maintaining alignment with the Academy's dual-language instructional model while ensuring academic rigor and continuity across grade levels.

ii. Assessment

- a. The Board discussed assessment systems necessary to monitor student achievement, evaluate instructional effectiveness, and maintain accountability requirements for additional grade levels.
- b. Members emphasized the importance of utilizing student performance data to guide instructional planning and continuous improvement.

iii. Teacher Certification and Recruitment

- a. Administration discussed future staffing considerations, including teacher certification requirements, recruitment strategies, and professional development necessary to support middle school programming.
- b. Board members recognized that attracting and retaining highly qualified educators would be essential to maintaining instructional quality throughout any future expansion

5. Additional Discussion and Considerations

- i. Members discussed additional operational considerations associated with future expansion, including transportation, scheduling, student support services, facilities, staffing, and organizational capacity.
- ii. The Board discussed that any future expansion should occur only after careful evaluation of financial, academic, operational, and community factors.
- iii. Discussion concluded with recognition that thoughtful planning and long-term sustainability should remain central to all future expansion decisions.

V. Work Groups

A. Committee Work Time

1. Outreach Committee

- i. Committee members met to discuss current outreach priorities, community engagement efforts, and strategies for strengthening relationships with prospective families and community partners.

- ii. Members reviewed committee goals and discussed future outreach initiatives aligned with the Academy's strategic priorities.

2. CEO Support and Evaluation Committee

- i. Committee members reviewed ongoing responsibilities related to Executive Director support, evaluation processes, governance responsibilities, and future planning.
- ii. Discussion included committee goals, documentation, and future meeting planning utilizing BoardOnTrack.

3. Academic Excellence Committee

- i. Committee members discussed academic priorities, student achievement, assessment data, instructional programming, and continuous improvement initiatives.
- ii. Members reviewed committee goals and discussed future agenda items aligned with student achievement and organizational performance.

4. Facilities Committee

- i. Committee members discussed facility planning, maintenance priorities, capital improvement needs, and long-term planning initiatives.
- ii. Discussion included future facility needs associated with enrollment growth, operational efficiency, and potential organizational expansion.

B. Board Calendar Review/Creation

- 1. The Board reviewed the date of the next scheduled meeting and discussed the possibility of changing future meetings from Thursdays to a different day of the week.
- 2. A request was made to add the proposed day change to the next meeting agenda for further discussion and to bring forward possible options for action.

VI. Closing Items

A. Citizens' Participation

- 1. **No public comments were made during this second citizen's participation portion of the agenda. No comment were received via WebEx, email, or phone.**

B. Adjournment

1. Adjourn Meeting

- i. The meeting was adjourned by Chair Lorna James-Cervantes.

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

Miriam Benitez, Executive Director



DRAFT Board Meeting Minutes of the Strong Start Academy Board Meeting

Date: Thursday, July 22, 2026

Time: 9:00 AM PST

Location: Strong Start Academy Elementary School, 310 S. 9th Street,
Las Vegas, Nevada 89101

I. Opening Items

A. The meeting was called to order by Chair Lorna James-Cervantes at 9:05 AM with confirmation of quorum.

B. Roll Call

1. Present: Maria Tamayo-Soto, Alicia Arroyo, Angela Scurry, Lorna Cervantes (Chair), Dachresha Harris, Vanessa Mari (late – joined at 9:12), Dr. Alea Moore, (late – joined at 9:16)

2. Absent: Roxann McCoy

C. Public Comment

1. No Public comments were made during this portion of the agenda.

D. Approval of Minutes

1. The minutes from the May 14, 2026 Governing Board Meeting and the May 14, 2026 Budget Hearing Minutes meeting were reviewed and approved

i. Motion: Maria Tamay-Soto; **Second:** Alicia Arroyo; **Vote:** Unanimously approved

E. Approval of Minutes

i. The amended minutes from the January 29, 2026 Board Meeting and Amended November 20, 2025 Board Meeting Minutes were reviewed and approved

i. Motion: Alicai Arroyo; **Second:** Dachresha Harris; **Vote:** Unanimously approved

II. Finance

A. Financial Reports: Presented by Nandini Vaishnav

1. FY2026 Forecast and Financial Update (Actual Spending Through May 2026)'
Nandini Vaishnav presented the Academy's FY2026 financial forecast based on actual expenditures through May 2026. She explained that although the Academy had entered the new fiscal year, the finance team was completing year-end reconciliation activities for FY2025–2026. The report focused on year-end financial projections, cash flow, balance sheet activity, and financial planning for FY2026–2027.
2. Key financial highlights
 - i. The Academy's projected year-end financial position improved by approximately **\$121,000** over previous forecasts as a result of favorable budget variances.
 - ii. Personnel expenditures, including salaries and benefits, decreased as instructional activities concluded for the school year, contributing to improved financial performance.
 - iii. Professional and technical service expenditures, operational services, and supply costs reflected year-end adjustments that aligned with final operational needs.
 - iv. Federal revenue increased as final reimbursement requests were processed and actual federal allocations exceeded the original budget estimates.
 - v. Overall financial trends remained positive as the Academy concluded Fiscal Year 2026, demonstrating sound fiscal management and responsible stewardship of public funds.
3. Cash Flow and Financial Stability
 - i. Strong Start Academy is projected to conclude FY2026 with more than 200 days of cash on hand, substantially exceeding the industry benchmark of 90 days.
 - ii. Ms. Vaishnav noted that charter schools of similar age typically maintain between 30 and 60 days of operating cash, making the Academy's financial position exceptionally strong.
 - iii. The Academy's strong cash reserves position the organization well for long-term financial sustainability, future capital needs, and strategic growth opportunities.
4. Balance Sheet Overview
 - i. Assets continue to exceed liabilities, reflecting a healthy financial position.
 - ii. Outstanding liabilities consist primarily of normal year-end accounts payable and payroll-related obligations associated with closing the fiscal year.
 - iii. Cash reserves totaled approximately \$2.7 million, providing the Academy with significant financial flexibility entering FY2027.
5. FY2027 Financial Priorities
 - i. Facility Planning

- ii. Administration reported that reimbursement requests remain pending with the City of Las Vegas for furniture and furnishing purchases associated with the Academy's new facility.
- iii. If approved, reimbursements could improve the Academy's financial position by approximately **\$150,000**.
- iv. Preliminary advice regarding potential future expansion beyond elementary grades, including consideration of middle school programming, future facility needs, and long-term capital planning was provided.
- v. Enrollment
 - a. The FY2027 operating budget was developed using a projected enrollment of **300 students**.
 - b. Current enrollment trends remain favorable and generally aligned with budget assumptions.
 - c. Ms. Vaishnav informed the Board that, following the Nevada Department of Education cybersecurity incident, the Academy inadvertently received approximately **\$19,000** in at-risk funding due to manual processing errors during statewide payment distribution.
 - d. Upon notification by the Nevada Department of Education, the Academy returned the funds to the State.
 - e. Although the adjustment reduced projected state revenue, the Academy's overall financial position remains strong and financially stable.
- vi. Investment Strategy
 - a. Given the Academy's strong cash reserves, Ms. Vaishnav recommended exploring conservative, low-risk investment opportunities for excess operating funds.
 - b. She recommended collaborating with the Finance Committee and the City of Las Vegas to establish investment guidelines while maintaining sufficient operating reserves for daily operations.
 - c. Having completed major capital investments associated with acquiring and furnishing the permanent facility, the Academy is now well positioned to begin developing long-term financial growth strategies that support future program expansion.

6. Audit Update

- i. Year-end accounting reconciliation and audit preparation are currently underway.
- ii. External auditors have provided the Academy with a comprehensive list of required documentation in preparation for the annual audit.
- iii. Audit fieldwork is scheduled for the week of **September 28, 2026**.
- iv. Draft financial statements are expected to be completed by **October 31, 2026** for Governing Board review.
- v. Final Board approval and submission to the Nevada Department of Education and the State Public Charter School Authority are scheduled for **December 1, 2026**.

7. Board Discussion

- i. Chair James-Cervantes expressed appreciation for the report and the Academy's strong financial position and stated her intent to ask whether excess cash reserves should begin being invested to maximize long-term financial growth.
- ii. Ms. Vaishnav recommended working collaboratively with the Finance Committee to evaluate conservative investment options, establish reserve targets, and determine appropriate timelines for future investments.
- iii. She explained that because the Academy has already achieved significant milestones, including purchasing and furnishing its permanent facility, it is now in a favorable position to begin planning for future investments and organizational growth.
- iv. Board members expressed appreciation for Vertex Education's guidance and agreed that exploring investment opportunities while maintaining fiscal responsibility would strengthen the Academy's long-term sustainability.
- v. No formal action was required. The Governing Board accepted the financial report as presented and thanked Ms. Vaishnav for her comprehensive financial update.

III. Executive Updates

A. 2026-27 School Year Parent Student Handbook, Employee Handbook, and Test Security Plan: Presented by Miriam Benitez

1. Annual Parent/Student Handbook Review

- i. Executive Director Miriam Benitez presented the revised 2026–2027 Parent/Student Handbook for Governing Board review and approval.
- ii. Administration conducts an annual review of the handbook to ensure compliance with current Nevada statutes, charter school requirements, and Academy policies and procedures.
- iii. Revisions were made to improve clarity, strengthen communication with families, and ensure consistency throughout the document.
- iv. Updates included revisions to:
 - a. School procedures
 - b. Attendance expectations
 - c. Parent and school communication protocols
 - d. Student discipline language
 - e. General operational procedures
- v. Administration explained that many of the revisions were administrative in nature and were intended to improve readability while ensuring the handbook accurately reflects current school operations.
- vi. Board members discussed the importance of maintaining a handbook that clearly communicates expectations to families while promoting consistency, transparency, accountability, and a positive school culture.

2. Governing Board Discussion – Parent Handbook

- i. Board members reviewed the proposed revisions and discussed the importance of ensuring families understand both their rights and responsibilities prior to the start of each school year.
- ii. Members expressed appreciation for administration's continued efforts to review and update the handbook annually rather than allowing policies and procedures to become outdated.
- iii. The Board agreed that clear communication with families establishes expectations early and contributes to strong partnerships between the school and parents.
- iv. No additional revisions were requested by the Governing Board.

3. Annual Employee Handbook Review

- i. Executive Director Miriam Benitez presented the revised 2026–2027 Employee Handbook for Governing Board review and approval.
- ii. Administration completed an annual review of the handbook to ensure alignment with current employment practices, Nevada employment requirements, organizational policies, and Academy operational procedures.
- iii. Revisions were intended to provide greater clarity regarding:
 - a. Employee expectations
 - b. Workplace procedures
 - c. Leave policies
 - d. Professional conduct
 - e. Personnel policies and administrative procedures
- iv. Administration emphasized that maintaining an updated Employee Handbook promotes consistency in personnel administration while ensuring employees clearly understand organizational expectations and workplace responsibilities.

4. Governing Board Discussion – Employee Handbook

- i. Board members discussed the importance of maintaining accurate employment policies and recognized that annual review of the handbook supports consistency across the organization while reducing confusion among staff.
- ii. The Governing Board expressed appreciation for the comprehensive review completed by administration and legal counsel.
- iii. No additional modifications or revisions were recommended.

5. Annual Test Security Plan Review

- i. Executive Director Miriam Benitez presented the Academy's annual Test Security Plan for Governing Board review and approval.
- ii. Administration explained that Nevada law requires all public schools and charter schools to maintain a comprehensive Test Security Plan to protect the integrity and security of statewide assessments.
- iii. The Test Security Plan outlines procedures and staff responsibilities related to:

- a. Test preparation before the assessment window
- b. Secure handling and storage of testing materials
- c. Test administration procedures during statewide assessments
- d. Monitoring testing environments to ensure compliance
- e. Reporting testing irregularities or security breaches
- f. Compliance with all Nevada Department of Education testing requirements
- iv. Administration emphasized that maintaining strict testing security protects both students and the validity of statewide assessment results while ensuring the Academy remains in compliance with state accountability requirements.

6. Governing Board Discussion – Test Security Plan Review

- i. Board members discussed the importance of maintaining standardized testing procedures and ensuring all staff members receive annual training prior to each testing window.
- ii. The Governing Board agreed that protecting the integrity of statewide assessments is essential to maintaining public confidence in student achievement data and ensuring accurate reporting of academic performance.

7. Approval of 2026–2027 Test Security Plan

- i. Motion: Dachresha Harris; Second: Angela Scurry; Vote: Unanimously approved

B. Restorative Justice Plan: Presented by Miriam Benitez

1. Annual Restorative Justice Plan Review

- i. Executive Director Miriam Benitez presented the Academy's annual **Restorative Justice Plan** for Governing Board review and approval.
- ii. Administration explained that the plan reflects the Academy's continued commitment to addressing student behavior through relationship building, restorative practices, and interventions designed to keep students engaged in learning while promoting accountability and positive behavior.
- iii. The Restorative Justice Plan emphasizes:
 - a. Repairing harm through restorative conversations and practices.
 - b. Strengthening relationships among students, families, and staff.
 - c. Teaching students appropriate social-emotional and conflict resolution skills.
 - d. Reducing the use of exclusionary disciplinary practices whenever appropriate.
 - e. Promoting student accountability while maintaining a safe, supportive, and inclusive school environment.
- iv. Administration reported that restorative practices remain an integral component of the Academy's culture and continue to support its mission of fostering positive relationships, student success, and a welcoming learning environment for all students.

2. Governing Board Discussion – Restorative Justice Plan

- i. Board members discussed the value of restorative practices in helping students develop personal responsibility while strengthening relationships between students, families, teachers, and school staff.
- ii. The Governing Board expressed support for continuing to emphasize prevention, early intervention, and positive behavior supports as primary strategies for addressing student behavior.
- iii. Members agreed that restorative practices promote a positive school culture while providing students with opportunities to learn from mistakes, repair relationships, and remain actively engaged in their education.

3. Approval of 2026–2027 Restorative Justice Plan

- i. Motion: Dachresha Harris; Second: Maria Tamayo-Soto; Vote: Unanimously approved

C. Marketing, Open Enrollment, and Student Recruitment Report: Presented by Miriam Benitez

1. Community Outreach and Marketing Initiatives

- i. Executive Director Miriam Benitez provided an update on the Academy's ongoing marketing initiatives, student recruitment efforts, and open enrollment activities for the 2026–2027 school year. Administration has remained actively engaged throughout the summer in outreach efforts designed to maximize enrollment prior to the start of the school year.
- ii. Administration continues implementing both traditional and targeted marketing strategies to increase community awareness while highlighting the unique benefits of Strong Start Academy's dual-language immersion instructional model.
- iii. Upcoming community outreach efforts include participation in the Ward 3 Back-to-School Supply Distribution Event scheduled for August 1, 2026, providing an opportunity to connect directly with prospective families and promote the Academy within the community.
- iv. Administration has partnered with Graphica to expand marketing efforts targeting available enrollment in the Academy's upper elementary grades.
 - a. Marketing initiatives include:
 - 1. Radio interviews
 - 2. Targeted social media advertising
 - 3. Digital marketing campaigns
 - 4. Geographic outreach focused on prospective families who would benefit from the Academy's dual-language instructional model
 - b. The campaign is specifically focused on filling available seats in third and fourth grade, while kindergarten through second grade remain at or near capacity.

2. Enrollment Update

- i. Ms. Benitez reported that summer student mobility created vacancies in the upper elementary grades.
- ii. Current enrollment by grade level includes:
 - a. Kindergarten – Full
 - b. First Grade – Full
 - c. Second Grade – Full
 - d. Third Grade – 8 available seats
 - e. Fourth Grade – 20 available seats
- iii. Administration explained that many withdrawals occurred because families elected to enroll all siblings together after older children were accepted into K–8 or K–12 schools, resulting in vacancies primarily within the upper elementary grades.

3. Dual-Language Program Enrollment Discussion

- i. Administration discussed the unique enrollment challenges associated with admitting students into the Academy's dual-language immersion program during the upper elementary grades.
- ii. Students entering the program in third or fourth grade often face additional academic challenges because approximately one-half of daily instruction is delivered in Spanish.
- iii. Students without previous Spanish language exposure may require additional academic support to successfully transition into the dual-language instructional model, particularly if they are already performing below grade level.
- iv. Administration acknowledged that while many students successfully transition into the program, research demonstrates that students who begin dual-language instruction in kindergarten generally experience stronger long-term academic outcomes than students entering in later grades.
- v. Administration emphasized that prospective families receive transparent information regarding program expectations so they can make informed enrollment decisions based on their child's educational background and language proficiency.

4. Recruitment of Newcomer Students Discussion

- i. Administration reported that Graphica has helped develop a targeted recruitment strategy focused on **newcomer families** whose primary language is Spanish.
- ii. Rather than broadly marketing to all upper-grade students, outreach efforts will prioritize students who are new to the United States and would benefit most from Strong Start Academy's bilingual instructional model.
- iii. Administration shared that newcomer students frequently experience difficulty when placed directly into English-only instructional settings. Strong Start Academy's dual-language model provides these students

with the opportunity to continue developing academic skills while simultaneously acquiring English language proficiency.

- iv. Administration reported numerous success stories involving newcomer students who entered below grade level academically and achieved grade-level proficiency within one to two years of enrollment.
- v. Families have consistently expressed appreciation for discovering the Academy and frequently indicate they wish they had learned about the program sooner.

5. Governing Board Discussion - Enrollment

- i. Chair James-Cervantes expressed support for administration's targeted recruitment strategy and agreed that focusing enrollment efforts on newcomer families aligns with the Academy's educational mission while maximizing available enrollment opportunities.
- ii. The Chair suggested exploring future opportunities to creatively utilize available fourth-grade enrollment by considering expanded instructional models that could serve additional students while maintaining program quality.
- iii. Board members discussed transportation as a potential barrier to enrollment and inquired whether transportation services could improve recruitment efforts outside the school's immediate attendance area.
- iv. Administration explained that although limited state transportation funding is available, the allocation is insufficient to operate a comprehensive transportation program due to the Academy's broad geographic service area.
- v. Chair James-Cervantes noted that previous Board discussions had also identified liability, student safety, operational costs, and logistical concerns as significant factors limiting the feasibility of implementing transportation services.
- vi. The Board agreed that, while transportation could improve accessibility for some families, the current financial and operational challenges outweigh the potential benefits.
- vii. Chair James-Cervantes asked whether the current enrollment projections could affect staffing levels for the upcoming school year.
- viii. Ms. Benitez reported that approximately 27 seats remain available across the Academy; however, the FY2026–2027 operating budget was developed based on an enrollment projection of 300 students.
- ix. At the time of the meeting, the Academy remained only seven students below its projected enrollment target.
- x. Administration noted that historical enrollment trends consistently demonstrate an increase of approximately 10–15 students after the school year begins as families continue seeking educational options.

- xi.** Administration expressed confidence that enrollment goals would likely be achieved either before or shortly after the start of the school year.
 - xii.** The recently launched Graphica marketing campaign is expected to support continued recruitment efforts and help achieve projected enrollment levels.
 - xiii.** Chair James-Cervantes commended administration for its proactive planning, strategic marketing efforts, and continued focus on long-term enrollment sustainability.
 - xiv.** Board members expressed appreciation for administration's thoughtful approach to identifying enrollment challenges early and implementing targeted recruitment strategies rather than relying solely on traditional marketing methods.
 - xv.** The Board recognized administration's continued commitment to maintaining Strong Start Academy's academic quality while ensuring long-term financial stability through strategic enrollment management.
- 6.** No formal action was required. The Governing Board received the Executive Director's report for informational purposes and thanked administration for its continued leadership and preparation for the upcoming 2026–2027 school year.

IV. Governance

- A.** No Governance items were on the agenda

V. Special Reports

- A.** No Special Reports were made

VI. Citizens' Participation

- A.** Second Public Comment Portion of the Meeting
- B.** No public comments were made during this portion of the agenda. No comment were received via WebEx, email, or phone.

VII. Adjournment

- A.** The meeting was adjourned by Chair Lorna James-Cervantes at 9:46 AM.

Coversheet

Discussion for possible action to approve AMENDED Minutes from November 20, 2025, and AMENDED Meeting Minutes from the May 14, 2026, Regular Board Meeting.

Section:	I. Opening Items
Item:	E. Discussion for possible action to approve AMENDED Minutes from November 20, 2025, and AMENDED Meeting Minutes from the May 14, 2026, Regular Board Meeting.
Purpose:	Vote
Submitted by:	
Related Material:	November AMENDED_Board_Meeting_Minutes_11.20.2025 FNL.docx May AMENDEDBoard_Meeting_Minutes_ - FNL.docx

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

Miriam Benitez, Executive Director



Board Meeting Minutes of the Strong Start Academy Board Meeting

Date: Thursday, November 20, 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
- Dr. Vanessa Mari
- Dr. Alea Moore
- Lori McGaughey
- Alicia Arroyo
- Roxann McCoy (joined later)
- Dachresha Harris (joined later)

2. Absent:

- Angela Scurry

C. Public Comment

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

D. Approval of Minutes

- Action Item: Approval of October 9, 2025 Board Meeting Minutes
 - i. Motion: **Lorna James-Cervantes moved to approve the minutes as submitted.**
Second: **Dr. Vanessa Mari**
Vote: **Unanimous approval.**
Motion passed.

II. Finance

A. Financial Reports: Presented by Kristin Dietz

Kristin Dietz presented:

- Strong financial performance through September 2025
- Enrollment reflected at **260 students** (revised from original projections)
- Increases in weighted funding for ELL and At-Risk students
- New AB3908 teacher pay-raise revenue incorporated
- Transportation grant added
- Strong cash position (~176 days cash on hand)
- All compliance tasks submitted on time
- Recommendation: adopt the September forecast as the amended FY25–26 budget

Action Item: The Board discussed and adopted the September 2025 Forecast as the FY25–26 Amended Budget

- **Motion:** Lorna James-Cervantes, **Second:** Roxann McCoy
- **Vote:** Unanimous approval Motion passed.

B. Approval of Fund 220 for AB3908 Teacher Pay Raises

- Kristin Dietz explained that Fund 220 must be formally approved for State-required accounting of AB3908 funds.

Action Item: The Board discussed and approved fund 220 for AB3908 Teacher Pay Raises.

- **Motion:** Lorna James-Cervantes, **Second:** Maria Tomayo-Soto
- **Vote:** Unanimous approval Motion passed.

C. FY2025 Audit Report – CliftonLarsonAllen (CLA)

Presenter: Jamie Williams, CLA

- Audit Results:
 - Unmodified (clean) audit opinion
 - No audit adjustments
 - No material weaknesses or significant deficiencies
 - Two new accounting standards implemented with no financial impact
 - Increase in assets and revenue; positive change in fund balance and net position
 - Board members were provided the full audit report via BoardOnTrack.

Action Item: Approval of FY2025 Audit Report

- **Motion:** Lorna James-Cervantes, **Second:** Dr. Alea Moore
- **Vote:** Unanimous approval Motion passed.

D. Report on the State Public Charter School Authority's (SPCSA) new quarterly year to date financial report requirement:

- Presented by Kristin Dietz; no action needed by the Board

III. Executive Director Report – Presenter: Miriam Benitez

A. Enrollment & Marketing

- Current enrollment: 262 students
- Lost 3 students (family circumstances)
- No community tabling events in November; seeking events in December and beyond
- January outreach events are scheduled; none confirmed for December
- Demographic and language reports provided in packet

B. Organizational Performance Framework

- Miriam presented the Nevada State Public Charter School Authority's SY24–25 Organizational Performance Ratings.
- Results:
Strong Start Academy met all standards across all categories.

IV. Governance

A. Committee Updates

- Outreach Committee continues planning and community engagement.
- CEO Evaluation Committee will circulate a new board survey soon.

B. Calendar Events: January Board Retreat Scheduling

- Board agreed to hold a half-day in-person retreat on January 29 (morning).
- EdTec will provide financial training for both new and returning board members.
- This meeting may replace the February meeting depending on agenda needs.

V. Facilities Update – City of Las Vegas

- Construction nearing completion; substantial completion anticipated by December 12.
- Ribbon-cutting event scheduled for December 12, 8:30–10:00 AM.
- Security upgrades will begin after construction is fully turned over to the City.
- Playground and exterior work nearly complete.

VI. Citizens' Participation

A. Second Public Comment Portion of the Meeting

- Miriam Benitez made comments directly to the Board regarding construction progress at the school and wanted to acknowledge Board Member, Maria Tomayo-Soto for her assistance in providing Parking Services support to her staff during the last phase of construction.
- Board members made additional comments about the facilities.

VII. Adjournment

The meeting was adjourned by Chair Lorna James-Cervantes at 6:27 PM.

Lorna James-Cervantes, President
Maria Tamayo-Soto, Treasurer
Alicia Arroyo, Secretary
Dachresha Harris, Officer
Dr. Ale 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, May 14, 2026

Time: 5:45 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 5:45 PM with confirmation of quorum.

B. Roll Call

1. Present: Maria Tamayo-Soto, Dr. Ale Moore, Alicia Arroyo, Angela Scurry, Lori McGaughey, and Dachresha Harris, Lorna James-Cervantes (Chair).

2. Absent: Dr. Vanessa Mari and Roxann McCoy

C. Public Comment

1. Public comments were made during this portion of the agenda by Jessica Campos and Katie Bandy.

- i.** Summary: Jessica Campos addressed the Board in support of Strong Start Academy's bilingual education program and encouraged future middle school expansion opportunities.
- ii.** Summary: Katie Bandy expressed appreciation for the school's academic structure, small class sizes, and student support, and requested consideration of a future middle school continuation program.
- iii.** Summary: Chair Lorna James-Cervantes thanked both speakers for their comments and participation.

D. Approval of Minutes

1. The minutes from the April 9, 2025 meeting were reviewed and approved
 - i. **Motion:** Alicia Arroyo; **Second:** Maria Tamayo-Soto; **Vote:** Unanimously approved

II. Finance

- A. **ACTION** - The Board discussed and approved the FY 2026-2027 Final Budget following the public budget hearing.

- i. **Motion:** Dachresha Harris; **Second:** Angela Scurry; **Vote:** Unanimously approved

- B. **Financial Reports**

1. Nandini Vaishnav from Vertex Education presented the March 2026 financial update and forecast.
 - i. Projected net income increased from approximately \$211,000 to approximately \$300,000.
 - ii. Federal grant allocations increased and reimbursements were underway.
 - iii. The school maintained strong reserves and remained above the 60-day cash reserve benchmark.

III. Executive Updates

- A. **Marketing and Enrollment Report:** Presented by Miriam Benitez

1. Miriam Benitez presented enrollment and recruitment updates.
 1. Enrollment decreased slightly due to student relocation and homeschooling withdrawals.
 2. Summer recruitment efforts will focus on third and fourth grade enrollment.

- B. **ACTION** - The Organizational Performance Framework Self-Certification Form was reviewed and approved.

1. Discussion included ELAD endorsement compliance, special education staffing, and evaluation timeline requirements.
 - ii. **Motion:** Dachresha Harris; **Second:** Maria Tamayo-Soto; **Vote:** Approved unanimously

IV. Governance

- A. **ACTION** - The Board approved renewal of the BoardOnTrack agreement.

1. **Motion:** Dachresha Harris; **Second:** Angela Scurry; **Vote:** Approved unanimously

- B. **ACTION** - The annual Board Retreat was approved to be held at SSAES and scheduled for July 22, 2026.

1. The agenda for the meeting was discussed, and will include team building, data review, board member training, possible future middle school expansion opportunities, and workgroup time.

- 2. Motion:** Dachresha Harris; **Second:** Maria Tamayo-Soto; **Vote:** Approved unanimously
- C.** Annual disclosure form requirements were reviewed.
- D. ACTION** - Critical labor shortage designation for the Executive Director position was discussed and approved.
 - 1. Motion:** Lorna James-Cervantes; **Second:** Maria Tamayo-Soto; **Vote:** Approved unanimously
- E. ACTION** - Critical labor shortage designation for bilingual teacher positions was discussed and approved.
 - 1. Motion:** Lorna James-Cervantes; **Second:** Angela Scurry; **Vote:** Approved unanimously
- F. ACTION** - The Board discussed and approved renewal of the Vertex Education agreement pending legal review.
 - 1. Motion:** Dachresha Harris; **Second:** Alicia Aroyo; **Vote:** Approved unanimously
- G. ACTION** - The Board discussed and authorized the President to execute an agreement for services with Velez & Hardy for a one-year agreement.
 - 1. Motion:** Alicia Arroyo; **Second:** Maria Tamayo-Soto; **Vote:** Approved unanimously
- H.** City Council approved Dr. Alea Moore and Dachresha Harris to continue their membership on the board for a new term.
 - 1.** No vote was needed by the Board on this, therefore no vote was held.

VI. Citizens' Participation

A. Public Comment

- 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 at 6:53 pm by Chair Lorna James-Cervantes at 6:53 PM

Coversheet

Report by Nandini Vaishnav from Vertex Education on Strong Start Academy's financial update, including the FY2025–2026 unaudited actuals, the FY2026–2027 budget overview, and the financial forecast update through July 2026.

Section: II. Finance
Item: A. Report by Nandini Vaishnav from Vertex Education on Strong Start Academy's financial update, including the FY2025–2026 unaudited actuals, the FY2026–2027 budget overview, and the financial forecast update through July 2026.
Purpose: FYI
Submitted by:
Related Material: SSAES Aug26 Board Meeting Presentation FINAL 260812ndv.pdf



Strong Start Academy Financial Update

Nandini Vaishnav and Malik Carter

August 2026



Contents

- 2025–26 Forecast Update: Unaudited Actuals
- 2025–26 Cash Flow Projection
- 2025-26 Balance Sheet
- 2026-27 Budget Updates



2025–26 Forecast Update

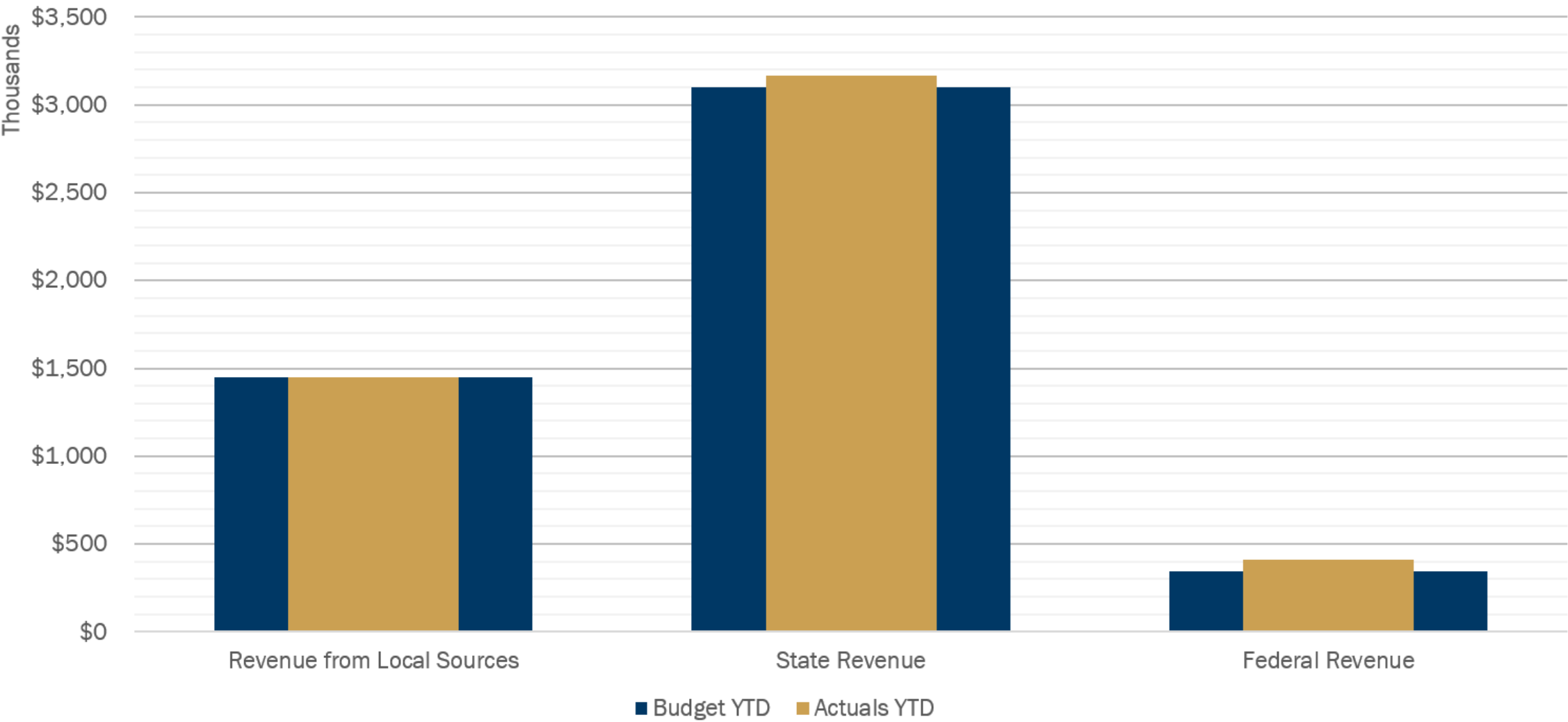


2025-26 Current Forecast to Budget

		Approved Budget v2	Current Forecast	Approved Budget v2 vs. Current Forecast
Revenue	Revenue from Local Sources	1,450,000	1,450,000	-
	State Revenue	3,110,214	3,164,631	54,416
	Federal Revenue	393,222	425,502	32,281
	Total Revenue	4,953,436	5,040,133	86,697
Expenses	Personnel Services-Salaries	2,357,645	2,317,749	39,896
	Personnel Services-Employee Benefits	1,178,748	1,155,692	23,055
	Professional and Tech Services	428,638	445,112	(16,473)
	Property Services	82,174	77,132	5,042
	Other Services	134,196	162,449	(28,253)
	Supplies	540,214	559,537	(19,322)
	Depreciation Expense	6,433	6,433	-
	Debt Service and Miscellaneous	13,759	55,706	(41,947)
	Total Expenses	4,741,808	4,779,810	(38,002)
Net Income - Government-Wide		211,628	260,323	48,695
	Beginning Balance (Audited)	2,079,858	2,001,887	
	Net Income - Government-Wide	211,628	260,323	
Ending Fund Balance		2,291,486	2,262,210	
Fund Balance as a % of Expenses		48.3%	47.3%	

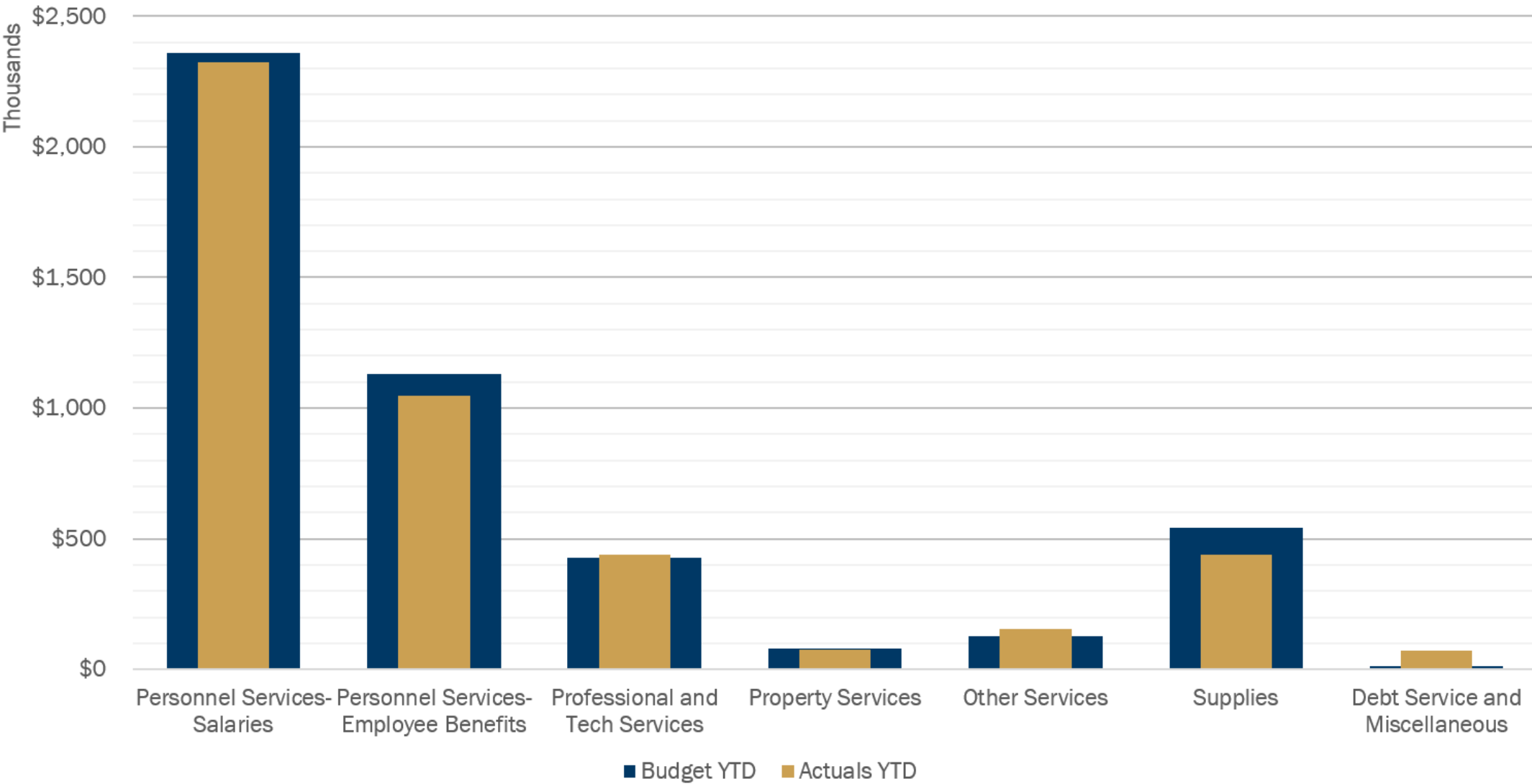


Revenue: Budget to Unaudited Actuals

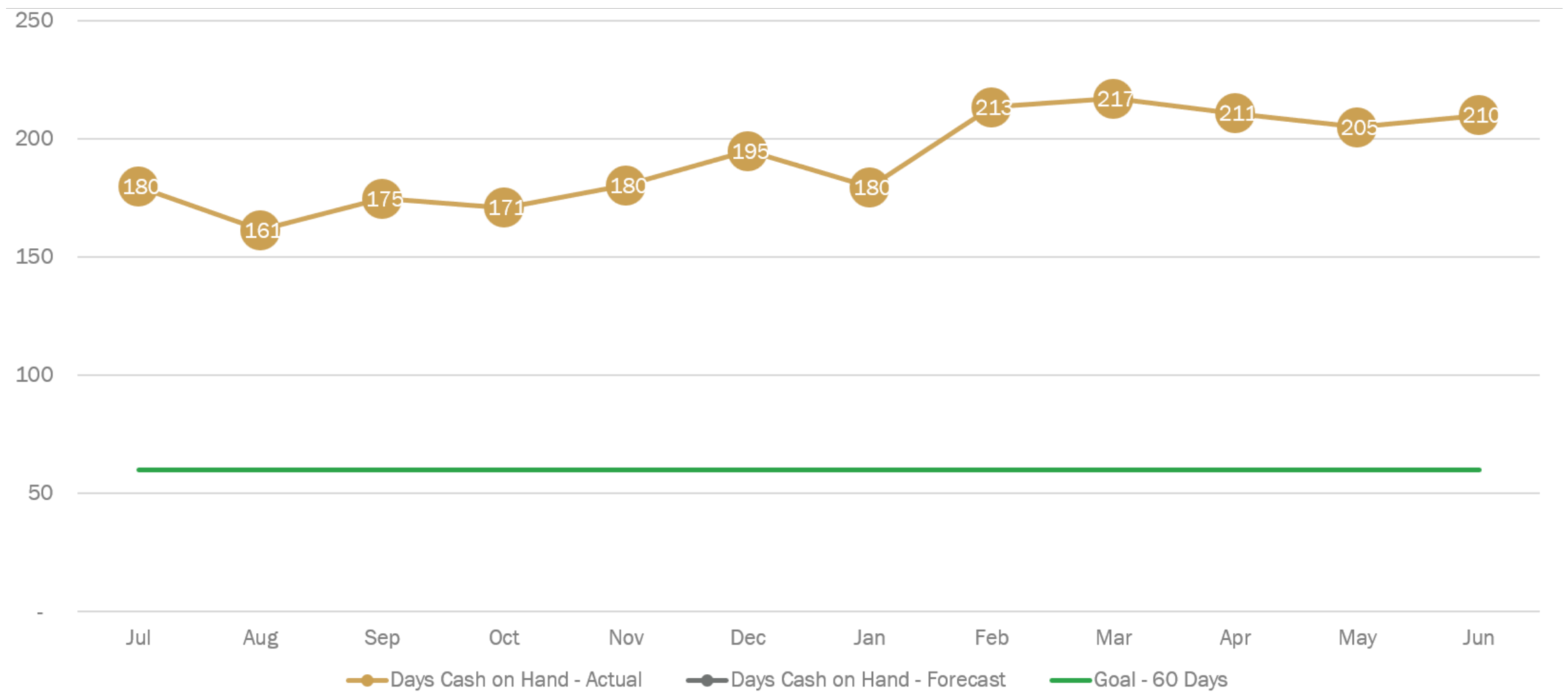




Expenses: Budget to Unaudited Actuals



2025–26 Cash Flow Projection





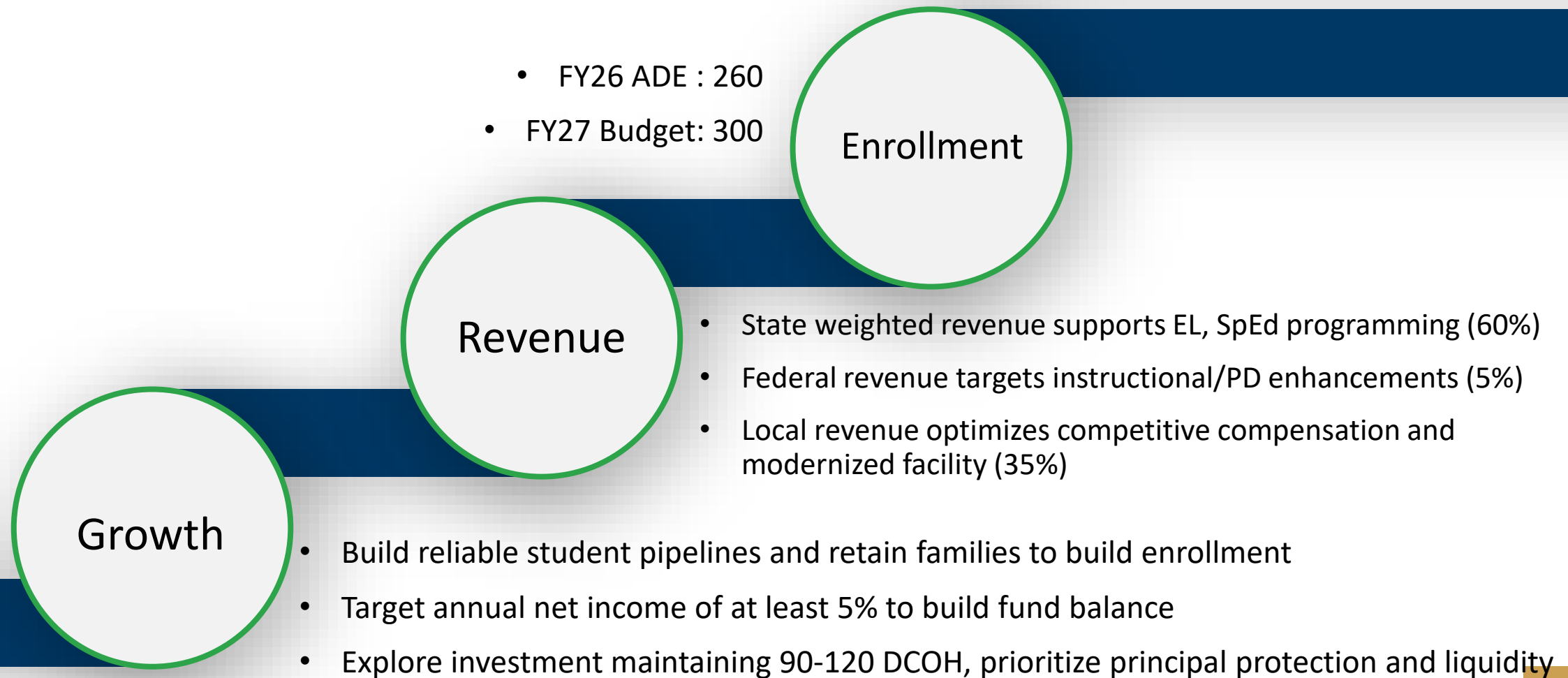
2025-26 Year-to-Date Balance Sheet

Outlines what school owns and owes as of June 2026

		Jun FY25	Jun FY26	Notes
Assets	Cash Balance	2,527,953	2,744,259	
	Accounts Receivable	48,988	203,699	PCFP, Transportation, Federal Grants
	Other Current Assets	49,144	49,888	Prepaid Items
	Fixed Assets	46,125	39,691	Depreciation, Equipment, Site Improvements
	Deferred PERS Assets	3,027,864	3,027,864	GASB Entries
	Total Assets	5,700,074	6,065,400	
Liabilities & Equity	Accounts Payable	12,998	17,217	
	Other Current Liabilities	256,960	161,253	
	PERS Liability	54,342	45,384	
	Deferred PERS Liability	3,295,915	3,295,915	GASB Entries
	Beginning Net Assets	1,777,100	2,079,858	Government Wide Fund Balance
	Net Income (Loss) to Date	302,759	465,773	
	Total Liabilities & Equity	5,700,074	6,065,400	

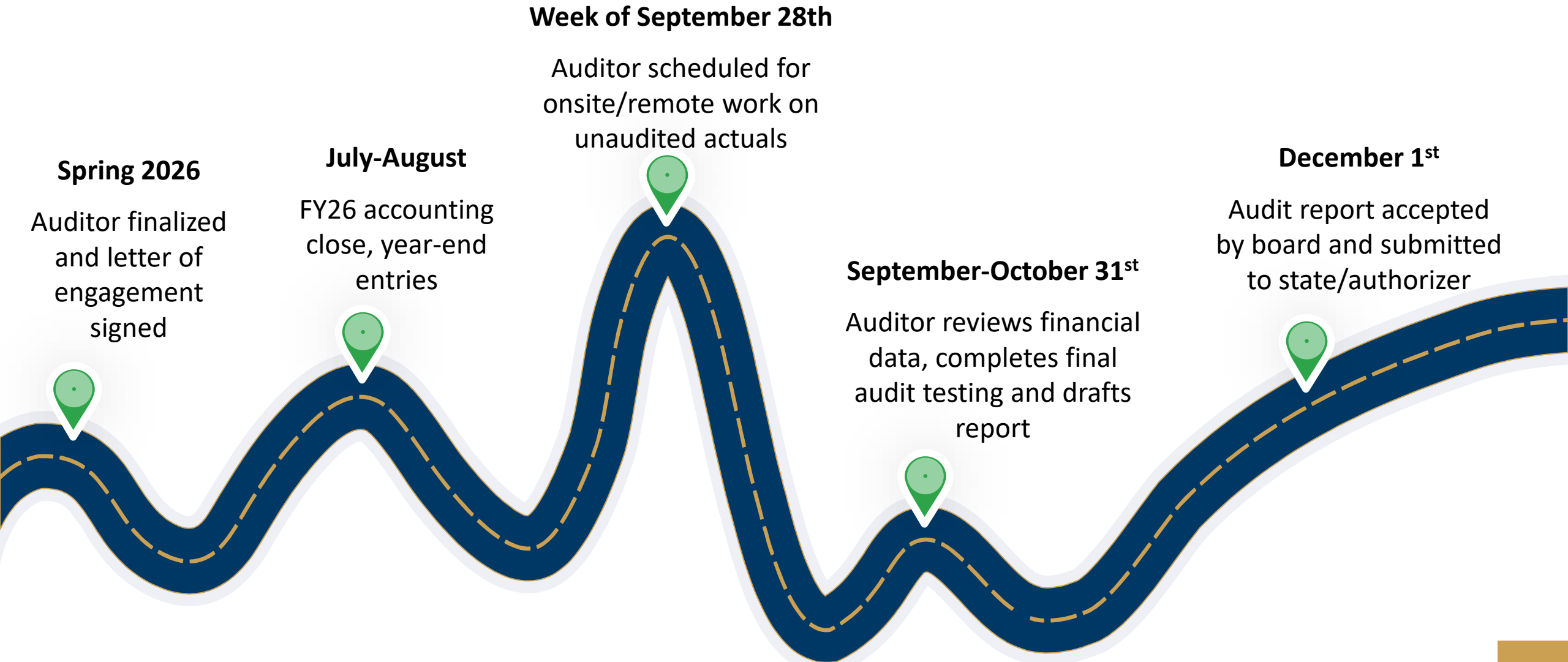


Items on the Horizon





Audit process over the coming months





Thank you!

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

		Actual			YTD	Current Closed Month			Budget & Forecast							
		Apr	May	Jun	Actual YTD	Month Actual	Month Budget	Month Variance	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v2	Current	% Current	
												Current Forecast	vs. Current Forecast	Forecast Remaining	Forecast Spent	
SUMMARY																
Revenue																
	Revenue from Local Sources	-	-	-	1,450,100	-	-	-	1,450,000	1,450,000	1,450,000	-	-	(100)	100%	
	State Revenue	273,140	246,694	296,110	3,164,631	296,110	250,074	46,036	3,110,214	3,110,214	3,164,631	54,417	54,416	0	100%	
	Federal Revenue	42,565	75,319	27,137	410,133	27,137	37,272	(10,135)	393,222	469,353	425,502	(43,851)	32,281	15,370	96%	
	Total Revenue	315,705	322,013	323,247	5,024,864	323,247	287,346	35,901	4,953,436	5,029,567	5,040,133	10,566	86,697	15,270	100%	
Expenses																
	Personnel Services-Salaries	227,745	210,021	134,170	2,323,488	134,170	227,003	92,833	2,357,645	2,276,556	2,317,749	(41,193)	39,896	(5,739)	100%	
	Personnel Services-Employee Benefits	77,950	113,031	42,077	1,048,579	42,077	109,854	67,777	1,178,748	1,132,520	1,155,692	(23,172)	23,055	107,113	91%	
	Professional and Tech Services	59,912	28,746	34,540	439,985	34,540	30,928	(3,611)	428,638	469,822	445,112	24,710	(16,473)	5,127	99%	
	Property Services	7,997	7,178	5,778	75,305	5,778	7,410	1,632	82,174	67,417	77,132	(9,715)	5,042	1,827	98%	
	Other Services	(3,825)	6,275	50,447	153,989	50,447	10,345	(40,102)	134,196	159,622	162,449	(2,827)	(28,253)	8,460	95%	
	Supplies	6,796	58,145	(116,158)	439,019	(116,158)	44,450	160,608	540,214	566,611	559,537	7,074	(19,322)	120,518	78%	
	Depreciation Expense	536	536	536	6,434	536	536	(0)	6,433	6,433	6,433	-	-	(1)	100%	
	Debt Service and Miscellaneous	11,024	-	44,175	72,291	44,175	79	(44,096)	13,759	17,472	55,706	(38,234)	(41,947)	(16,585)	130%	
	Total Expenses	388,134	423,932	195,564	4,559,091	195,564	430,605	235,040	4,741,808	4,696,454	4,779,810	(83,356)	(38,002)	220,719	95%	
Net Income – Government-Wide		(72,429)	(101,919)	127,683	465,773	127,683	(143,259)	270,941	211,628	333,113	260,323	(72,790)	48,695	(205,449)		
Fund Balance																
	Beginning Balance (Unaudited)								2,379,755	2,301,783	2,301,783					
	Audit Adjustment								(299,896)	(299,896)	(299,896)					
	Beginning Balance (Audited)								2,079,858	2,001,887	2,001,887					
	Net Income – Government-Wide								211,628	333,113	260,323					
Ending Fund Balance									2,291,486	2,335,000	2,262,210					
Total Revenue Per ADE									19,052	19,344	19,385					
Total Expenses Per ADE									18,238	18,063	18,384					
Net Income Per ADE									814	1,281	1,001					
Fund Balance as a % of Expenses									48.3%	49.7%	47.3%					

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

KEY ASSUMPTIONS

Enrollment Breakdown
Enrollment Summary
K-3
4-6
Total ADE

Actual			YTD	Current Closed Month			Budget & Forecast						
Apr	May	Jun	Actual YTD	Month Actual	Month Budget	Month Variance	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
							215	215	215	-	-		
							45	45	45	-	-		
							260	260	260	-	-		

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

		Actual			YTD	Current Closed Month			Budget & Forecast						
		Apr	May	Jun	Actual YTD	Month Actual	Month Budget	Month Variance	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE															
Revenue from Local Sources															
1920	Contributions and Donations From Private Sources	-	-	-	1,450,100	-	-	-	1,450,000	1,450,000	1,450,000	-	-	(100)	100%
SUBTOTAL - Revenue from Local Sources		-	-	-	1,450,100	-	-	-	1,450,000	1,450,000	1,450,000	-	-	(100)	100%
Intermediate Revenue Sources															
SUBTOTAL - Intermediate Revenue Sources		-	-	-	-	-	-	-	-	-	-	-	-	-	
State Revenue															
3110.201	PCFP - Base Funding	213,524	208,604	200,624	2,474,289	200,624	199,707	916	2,448,160	2,448,160	2,474,289	26,129	26,129	-	100%
3115	PCFP - SpEd local add-on	18,316	18,316	36,633	238,113	36,633	18,316	18,316	219,797	219,797	238,113	18,316	18,316	-	100%
3200	Other State (Transportation, etc)	975	-	37,623	48,412	37,623	12,277	25,346	122,768	39,898	48,412	8,514	(74,357)	-	100%
3254	PCFP - ELL	19,774	19,774	21,231	238,741	21,231	19,774	1,457	237,284	237,284	238,741	1,457	1,457	-	100%
3270	State SpEd	20,551	-	-	82,205	-	-	-	82,205	82,205	82,205	-	-	0	100%
3280	AB398 - Salary Increases	-	-	-	82,870	-	-	-	-	82,870	82,870	-	82,870	-	100%
SUBTOTAL - State Revenue		273,140	246,694	296,110	3,164,631	296,110	250,074	46,036	3,110,214	3,110,214	3,164,631	54,417	54,416	0	100%
Federal Revenue															
4500.633	Title I	3,439	10,060	3,360	75,364	3,360	7,328	(3,968)	87,888	112,580	75,364	(37,216)	(12,524)	-	100%
4500.639	IDEA	199	-	-	33,699	-	2,831	(2,831)	33,911	33,699	33,699	-	(213)	-	100%
4500.658	Title III-LEP	9,559	-	-	10,955	-	1,022	(1,022)	10,217	10,955	10,955	-	738	-	100%
4500.688	McKinney Vento Homeless Funds	-	-	-	-	-	150	(150)	1,803	1,803	1,803	-	-	1,803	0%
4500.709	Title II	-	2,000	-	4,778	-	787	(787)	7,867	18,345	18,345	-	10,478	13,567	26%
4500.715	Title IV – Well-Rounded Education	-	4,536	-	5,536	-	454	(454)	4,536	12,171	5,536	(6,635)	1,000	-	100%
4500.802	NSLP	29,368	58,723	23,777	279,801	23,777	24,700	(923)	247,000	279,125	279,125	-	32,125	(676)	100%
4500.870	Nutrition - Misc Federal Awards	-	-	-	-	-	-	-	-	676	676	-	676	676	0%
SUBTOTAL - Federal Revenue		42,565	75,319	27,137	410,133	27,137	37,272	(10,135)	393,222	469,353	425,502	(43,851)	32,281	15,370	96%
TOTAL REVENUE															
		315,705	322,013	323,247	5,024,864	323,247	287,346	35,901	4,953,436	5,029,567	5,040,133	10,566	86,697	15,270	100%

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

		Actual			YTD	Current Closed Month			Budget & Forecast						
											Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
		Apr	May	Jun	Actual YTD	Month Actual	Month Budget	Month Variance	Approved Budget v2	Previous Forecast	Current Forecast				
EXPENSES															
Personnel Services-Salaries															
101	Salaries-Teachers	160,084	153,677	63,958	1,667,751	63,958	164,330	100,372	1,792,831	1,705,003	1,755,138	(50,135)	37,693	87,387	95%
102	Salaries-Instructional Aides	5,945	6,131	2,198	58,150	2,198	5,125	2,927	56,371	56,371	56,763	(392)	(392)	(1,387)	102%
103	Salaries-Substitute Teachers	-	-	-	1,920	-	-	-	1,200	23,616	2,225	21,392	(1,025)	305	86%
104	Salaries-Licensed Administration	11,777	11,777	11,777	141,329	11,777	11,777	0	141,329	141,329	141,329	-	-	0	100%
106	Salaries-Other Licensed Staff	4,628	4,418	5,880	26,216	5,880	-	(5,880)	-	12,471	13,454	(983)	(13,454)	(12,762)	195%
107	Salaries-Other Classified/Support Staff	26,924	25,967	25,759	290,738	25,759	28,395	2,635	309,958	281,810	292,884	(11,074)	17,074	2,146	99%
161	Salaries-Extra Duties-Teachers	17,791	7,752	22,613	131,646	22,613	17,157	(5,456)	53,174	53,174	53,174	-	-	(78,472)	248%
164	Salaries-Extra Duties-Licensed Administration	-	-	-	-	-	-	-	144	144	144	-	-	144	0%
167	Salaries-Extra Duties-Other Classified and Support	595	298	1,984	5,738	1,984	220	(1,764)	2,638	2,638	2,638	-	-	(3,100)	218%
SUBTOTAL - Personnel Services-Salaries		227,745	210,021	134,170	2,323,488	134,170	227,003	92,833	2,357,645	2,276,556	2,317,749	(41,193)	39,896	(5,739)	100%
Personnel Services-Employee Benefits															
210	Employee Benefits - Group Insurance	(1,798)	35,976	23	204,317	23	18,652	18,629	223,820	216,943	220,694	(3,751)	3,126	16,377	93%
220	Employee Benefits - Social Security Contributions	25	12	-	273	-	9	9	74	1,526	764	763	(689)	490	36%
230	Employee Benefits - Retirement Contributions	76,477	74,058	40,140	798,763	40,140	87,421	47,281	865,994	827,588	847,246	(19,659)	18,747	48,483	94%
240	Employee Benefits - Medicare Payments	3,246	2,985	1,914	34,856	1,914	3,488	1,573	34,186	33,010	33,607	(597)	578	(1,249)	104%
260	Employee Benefits - Unemployment Compensation	-	-	-	0	-	(0)	(0)	47,258	46,391	46,347	44	911	46,347	0%
270	Employee Benefits - Workers Compensation	-	-	-	10,369	-	284	284	7,416	7,062	7,034	28	382	(3,335)	147%
SUBTOTAL - Personnel Services-Employee Benefits		77,950	113,031	42,077	1,048,579	42,077	109,854	67,777	1,178,748	1,132,520	1,155,692	(23,172)	23,055	107,113	91%
Professional and Tech Services															
310	Office/Administrative Services	277	276	524	5,043	524	371	(152)	4,222	4,400	5,042	(642)	(820)	(1)	100%
320	Professional Educational Services	40,140	14,899	20,917	185,946	20,917	12,193	(8,724)	141,000	180,000	185,946	(5,946)	(44,946)	(0)	100%
330	Training & Development Services	-	-	-	-	-	-	-	3,000	3,000	3,000	-	-	3,000	0%
331	Training & Development Services - Teachers	11,948	1,860	-	79,554	-	4,701	4,701	62,859	79,368	79,868	(500)	(17,009)	314	100%
340	Other Professional Services	781	3,232	6,284	55,545	6,284	4,193	(2,091)	92,264	79,495	55,572	23,923	36,692	27	100%
340.1	Business Service Fees	6,194	6,194	6,194	74,325	6,194	6,194	-	74,325	74,325	74,325	-	-	-	100%
345	Marketing Services	-	-	-	11,000	-	744	744	6,695	17,180	11,000	6,180	(4,305)	-	100%
350	Technical Services	572	2,285	622	11,109	622	594	(28)	8,864	9,164	11,109	(1,945)	(2,245)	-	100%
351	Data Processing & Coding Services	-	-	-	17,463	-	1,939	1,939	34,910	21,890	18,250	3,640	16,660	787	96%
352	Other Technical Services	-	-	-	-	-	-	-	500	1,000	1,000	-	(500)	1,000	0%
SUBTOTAL - Professional and Tech Services		59,912	28,746	34,540	439,985	34,540	30,928	(3,611)	428,638	469,822	445,112	24,710	(16,473)	5,127	99%
Property Services															
410	Utility Services	4,155	4,105	2,543	42,113	2,543	4,190	1,647	48,000	42,000	42,000	-	6,000	(113)	100%
411	Water and Sewer	1,029	1,247	2,264	18,780	2,264	1,831	(434)	19,229	15,000	19,000	(4,000)	229	220	99%
421	Garbage and Disposal	2,367	387	402	4,928	402	667	265	6,000	2,500	5,000	(2,500)	1,000	72	99%
422	Janitorial and Custodial Services	-	-	-	-	-	111	111	1,000	1,000	1,000	-	-	1,000	0%
430	Repairs and Maintenance Services	-	-	-	1,822	-	63	63	565	565	1,500	(935)	(935)	(322)	121%
441	Rent - Land and Building	-	-	-	12	-	1	1	12	12	12	-	-	-	100%
443	Rentals of Computers and Related Equipment	446	1,309	568	7,130	568	489	(79)	6,668	5,640	7,920	(2,280)	(1,252)	790	90%
490	Other Purchased Property Services (incl Security)	-	130	-	520	-	58	58	700	700	700	-	-	180	74%
SUBTOTAL - Property Services		7,997	7,178	5,778	75,305	5,778	7,410	1,632	82,174	67,417	77,132	(9,715)	5,042	1,827	98%
Other Services															
519	Student Transportation	-	50	31,625	33,975	31,625	3,918	(27,707)	39,898	39,898	39,898	-	-	5,923	85%
522	Liability Insurance	(8,830)	-	11,660	56,198	11,660	2,070	(9,591)	42,575	55,775	55,775	-	(13,200)	(423)	101%
531	Postage	-	-	14	16	14	22	8	200	200	200	-	-	184	8%
535	Phone & internet services	-	1,286	641	7,625	641	723	82	8,677	8,677	8,677	-	-	1,052	88%
540	Advertising	2,015	1,950	65	17,771	65	139	74	3,274	15,500	18,000	(2,500)	(14,726)	229	99%
570	Food Service Management	382	382	382	5,587	382	425	43	5,971	5,971	5,971	-	-	384	94%
580	Travel	-	-	1,888	1,888	1,888	333	(1,555)	3,000	3,000	3,000	-	-	1,112	63%
591	Intereducational, Interagency Purchased Services	2,608	2,608	4,172	30,929	4,172	2,716	(1,456)	30,602	30,602	30,929	(327)	(327)	(0)	100%

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

		Actual			YTD	Current Closed Month			Budget & Forecast						
		Apr	May	Jun	Actual YTD	Month Actual	Month Budget	Month Variance	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUBTOTAL - Other Services		(3,825)	6,275	50,447	153,989	50,447	10,345	(40,102)	134,196	159,622	162,449	(2,827)	(28,253)	8,460	95%
Supplies															
610	General Supplies	2,024	7,703	(1,054)	50,386	(1,054)	8,254	9,308	90,157	85,228	54,610	30,618	35,546	4,224	92%
612	Supplies/Equip - Non-IT	-	-	(79,221)	(1,682)	(79,221)	1,449	80,670	9,848	16,545	80,000	(63,456)	(70,152)	81,682	-2%
630	Food	-	50,024	31,459	267,668	31,459	28,046	(3,413)	278,275	278,275	267,668	10,607	10,607	(0)	100%
640	Books and supplies	-	-	-	7,000	-	681	681	13,125	13,125	13,125	-	-	6,125	53%
641	Textbooks	-	-	1,000	55,109	1,000	452	(548)	58,000	88,208	58,000	30,208	-	2,891	95%
650	Supplies- IT related	-	-	(49,393)	20	(49,393)	-	49,393	-	-	-	-	-	(20)	
651	Supplies - Technology - Software	-	-	-	3,062	-	14	14	3,000	5,000	5,000	-	(2,000)	1,938	61%
652	Supplies/Equipment - Information Technology Re	-	-	(23,668)	-	(23,668)	372	24,040	27,013	26,615	27,518	(903)	(504)	27,518	0%
653	Web-based and similar programs	4,772	418	4,720	57,456	4,720	5,182	462	60,797	53,616	53,616	-	7,181	(3,840)	107%
SUBTOTAL - Supplies		6,796	58,145	(116,158)	439,019	(116,158)	44,450	160,608	540,214	566,611	559,537	7,074	(19,322)	120,518	78%
Depreciation Expense															
790	Depreciation	536	536	536	6,434	536	536	(0)	6,433	6,433	6,433	-	-	(1)	100%
SUBTOTAL - Depreciation Expense		536	536	536	6,434	536	536	(0)	6,433	6,433	6,433	-	-	(1)	100%
Debt Service and Miscellaneous															
810	Dues and Fees	-	-	40,240	43,381	40,240	79	(40,161)	1,135	4,135	27,117	(22,982)	(25,982)	(16,265)	160%
890.1	Miscellaneous Expenditures - Prior Year Expens	11,024	-	4,229	28,590	4,229	-	(4,229)	12,624	13,337	28,589	(15,252)	(15,965)	(1)	100%
899	Uncategorized Expense	-	-	(294)	320	(294)	-	294	-	-	-	-	-	(320)	
SUBTOTAL - Debt Service and Miscellaneous		11,024	-	44,175	72,291	44,175	79	(44,096)	13,759	17,472	55,706	(38,234)	(41,947)	(16,585)	130%
Other Items - Expense															
SUBTOTAL - Other Items - Expense		-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		388,134	423,932	195,564	4,559,091	195,564	430,605	235,040	4,741,808	4,696,454	4,779,810	(83,356)	(38,002)	220,719	95%

CLV Strong Start Academy Elementary School
Monthly Cash Forecast
As of Jun FY2026

	2025-26												
	Actuals & Forecast												
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Forecast Balance
Beginning Cash	2,527,953	2,349,426	2,110,310	2,285,025	2,234,920	2,357,757	2,547,130	2,348,973	2,791,257	2,836,574	2,757,276	2,680,794	
REVENUE													
Revenue from Local Sources	-	-	250,000	250,000	-	250,100	-	500,000	200,000	-	-	-	1,450,000
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	222,304	202,321	202,889	379,608	245,692	325,565	276,739	245,054	248,515	273,140	246,694	296,110	3,164,631
Federal Revenue	-	18,518	13,318	6,563	93,908	37,840	29,083	13,686	52,195	42,565	75,319	27,137	425,502
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	222,304	220,839	466,207	636,171	339,600	613,505	305,823	758,740	500,710	315,705	322,013	323,247	5,040,133
EXPENSES													
Personnel Services-Salaries	36,577	202,579	203,720	213,796	214,672	211,150	223,328	226,163	219,567	227,745	210,021	134,170	2,317,749
Personnel Services-Employee Benefits	48,822	93,493	93,445	99,737	96,929	94,442	98,175	96,611	93,868	77,950	113,031	42,077	1,155,692
Professional and Tech Services	(8,011)	52,981	40,303	80,051	34,225	47,973	16,171	23,402	29,693	59,912	28,746	34,540	445,112
Property Services	1,413	5,365	7,419	4,630	5,256	3,307	7,997	6,824	12,142	7,997	7,178	5,778	77,132
Other Services	12,828	15,469	8,502	11,911	9,247	12,771	18,349	6,591	5,425	(3,825)	6,275	50,447	162,449
Supplies	8,283	75,751	45,853	49,623	54,891	138,567	47,255	38,843	31,170	6,796	58,145	(116,158)	559,537
Depreciation Expense	-	-	-	-	-	3,217	536	536	536	536	536	536	6,433
Debt Service and Miscellaneous	322	(202)	15,380	(2,154)	260	903	56	2,529	-	11,024	-	44,175	55,706
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	100,234	445,435	414,623	457,593	415,480	512,329	411,867	401,499	392,401	388,134	423,932	195,564	4,779,810
Operating Cash Inflow (Outflow)	122,069	(224,596)	51,584	178,577	(75,880)	101,176	(106,045)	357,241	108,309	(72,429)	(101,919)	127,683	260,323
Accounts Receivable	(154,894)	(13,443)	4,414	(174,034)	134,653	(7,266)	(24,528)	26,932	(27,087)	(27,577)	8,875	99,243	
Other Current Assets	37,495	-	-	-	-	-	-	-	-	-	(8,843)	(29,395)	
Fixed Assets	-	-	-	-	-	3,217	536	536	536	536	536	536	
Accounts Payable	25,000	(38,856)	21,540	(9,434)	41,644	68,313	(93,729)	30,835	(59,169)	858	3,514	13,703	
Other Current Liabilities	(210,471)	19,622	23,121	23,984	24,590	24,342	25,252	24,717	23,998	16,086	23,541	(114,489)	
PERS Liability	2,273	18,158	74,054	(69,199)	(2,169)	(410)	357	2,024	(1,272)	3,228	(2,186)	(33,816)	
Ending Cash	2,349,426	2,110,310	2,285,025	2,234,920	2,357,757	2,547,130	2,348,973	2,791,257	2,836,574	2,757,276	2,680,794	2,744,259	

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	1034	Philadelphia Insurance Companies	7/29/2026	Bill #2009476706--Insurance Premium		\$ 557.00
Check	1035	Revco Leasing Company	7/29/2026	Bill #348560--Lease Payment due by 08/04/26		\$ 162.36
Check	1036	School Food Solution L3C	7/29/2026	Bill #18--Monthly Food service administration management - June 2026		\$ 382.00
Check	1037	Wright Specialty Premium Trust	7/29/2026	Bill #915660--Insurance Premium: 07/24/26 Due by 08/24/26		\$ 133.30
Check	1038	Wright Specialty Premium Trust	7/29/2026	Bill #915662--Insurance Premium; Insurance Premium; Installment : 07/24/26 Due by 08/24/26		\$ 3,905.10
Check	1039	Wright Specialty Premium Trust	7/29/2026	Bill #915661--Insurance Premium; Installment : 07/24/26 Due by 08/24/26		\$ 478.80
Check	DB070226	Renaissance Life & Health Insurance Company of America	7/2/2026	DB070226 - Renaissance Life		\$ 2,830.24
Check	DB071026	NV ENERGY	7/10/2026	DB071026 - NV ENERGY		\$ 1,250.28
Check	DB071026-1	NV ENERGY	7/10/2026	DB071026-1 - NV ENERGY		\$ 4,481.70
Check	DB071026-2	NV ENERGY	7/10/2026	DB071026-2 - NV ENERGY		\$ 1,729.01
Check	DB071026-3	State of Nevada Business	7/10/2026	DB071026-3 - State of Nevada Business		\$ 161.00
Check	DB071526	THE HARTFORD	7/15/2026	DB071526 - THE HARTFORD		\$ 9,690.00
Check	DB071626	AMERICAN EXPRESS	7/16/2026	DB071626 - AMERICAN EXPRESS (1005)		\$ 9,962.47
Check	DB071626-1	Fingerprinting Pros Inc.	7/16/2026	DB071626-1 - Fingerprinting Pros Inc.		\$ 62.00
Check	DB071626-2	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	7/16/2026	DB071626-2 - PUBLIC EMPLOYEES' RETIREMENT SYSTEM		\$ 95,970.49
Check	DB072826	ADOBE	7/28/2026	DB072826- ADOBE		\$ 19.99
Check	DB072826-1	Citi Card (1581)	7/28/2026	DB072826-1- Citi Card (1581)		\$ 843.51

Coversheet

Discussion for possible action to approve the Strong Start Academy Elementary School Parent Student Handbook, Employee Handbook, Restorative Justice Plan, the Suspension and Appeals Policy and Test Security Plan for the 2026-2027 School Year.

Section:	III. Executive Update
Item:	A. Discussion for possible action to approve the Strong Start Academy Elementary School Parent Student Handbook, Employee Handbook, Restorative Justice Plan, the Suspension and Appeals Policy and Test Security Plan for the 2026-2027 School Year.
Purpose:	Vote
Submitted by:	
Related Material:	26-27-StrongStartParentStudentHandbook.pdf SSAES_Employee_Handbook_2026.pdf Restorative-Justice-Policy-149812749.1-C.pdf SSAES_District_Test_Security_Plan_2026-2027.pdf Strong Start Academy Suspension and Appeals Policy.pdf



ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

2026-2027
K-5

Parent & Student Handbook

Dear Strong Start Families,

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

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

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

Thank you for reviewing our Parent & Student Handbook!

Table of Contents

Board of Directors	5
Administrative Staff	5
Charter Information	6
Our Mission and Vision	6
Our Purpose	6
Our Core Values	6
Our Core Beliefs	8
Character Traits	8
Enrollment	9
General School Procedures	
Enrollment	9
School Hours	9
School Calendar	9
Daily Schedule	9
Childcare	10
Arrival/Dismissal Procedures	10
Late/Early Student Check-in/out Procedure	10
Attendance	11
Chronic Absenteeism	11
Retention	12
Notification of Absence	12
Absence Documentation/Explanation	13
Classification of Absences	13
Truancy	14
Makeup Work	15
Tardy Policy	15
Transportation	16
Field Trips/Extracurricular	16
Chaperones	16
Special Events & Celebrations	16
Birthdays	17
Dress Code/Uniform Policy	17

Charter Fees/Cost	18
Medical Information	
Immunization Requirements	18
Illness During the School Day	20
Medications	21
Student Behavior Expectations	
Student Code of Conduct	21
Restorative Justice Policy	22
Suspension and Appeals Policy	27
Code of Honor	30
Bullying and Cyberbullying	32
Gender Diverse Student Policy	33
Academic Success	
Grading	38
Report Cards	39
Homework Policy	40
Make-up Work/Late Work	41
Communication	41
Student Retention	42
Student Support Services	
Special Education	42
Rehabilitation Act of 1973 - Section 504	43
English Learner Students	44
After School Activities	45
Cell Phone Policy	46
Technology Use	46
Fines	47
Family Engagement	
Volunteering	46
Family Concerns/Grievance Policy	47
Public Records/FOIA Policy	48
FERPA	48

Board of Directors

Lorna James-Cervantes, President

Maria Tamayo-Soto, Treasurer

Alicia Arroyo, Secretary

Dachresha Harris, Officer

L. Alea Moore, Officer

Roxann McCoy, Officer

Vanessa Mari, Officer

Angela Scurry, Officer

Board Meetings

Board meetings are open to the public.

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

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

www.clvstrongstartes.org

Administrative Staff

Miriam Benitez, Executive Director and Principal

mbenitez@clvstrongstartes.org

What is a Charter School?

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

Our Mission and Vision

Our Mission

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

Our Vision

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

Our Purpose

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

Core Values

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

lasting, positive impact on learners.

Core Values of SSAES Model	
Integrity Accountability for our actions and learning	SSAES will cultivate a strong ethical culture inside and outside of the classroom by encouraging positive and trusting relationships among teachers and students. Teachers will model integrity and a growth mindset by demonstrating and encouraging accountability for our actions and learning. SSAES will maintain a supportive classroom culture, where students feel empowered to take risks in their learning and students will be taught how to build and maintain meaningful relationships. Taking responsibility will be encouraged in order to develop and enhance growth mindsets through personal accountability and reflection.
Social Responsibility Respect and value for ourselves, each other, and the community	Social responsibility at SSAES will mean having a personal investment in the well-being of each other, the community and ourselves. SSAES will engage students with curriculum and school culture that values and creates empowerment, compassion, and respect. These values are fundamental for children to develop basic social skills and confidence, which maximizes student achievement and will play a pivotal role in the development of a concerned and responsible society. Teachers will foster the development of self-directed life-long learners in a safe and enriching learning environment while promoting value and respect amongst each other.
Diversity, Equity, & Inclusion Addressing inequitable and/or unjust systems and structures to create educational equity	SSAES is committed to diversity, equity, and inclusion by taking steps to become an anti-racist and anti-bias school in order to have equitable learning opportunities for all students. SSAES will create a community that supports all dimensions of human differences and will work towards addressing and dismantling inequitable and/or unjust systems and structures. By incorporating multicultural education and taking a culturally responsive approach to teaching, teachers will help students to achieve their full potential as engaged learners and valued members of society. SSAES wants students to develop a positive self-image and to embrace differences in others. This approach will bring greater multicultural awareness in order to help students with varied needs and backgrounds to succeed. Implementation of effective
Civic Engagement Enrich the lives of youth to contribute to the well-being of the society	SSAES wants students to have the critical thinking skills to become productive and active citizens in their community. Teachers will utilize project-based service learning to create opportunities for students to reflect on what they are learning, which will help students to begin to formulate their own opinions and views on topics. By embedding service learning into instruction, students will see the impact they have on the community and feel empowered to take action on issues they care about. This approach will work to build leadership and citizenship skills throughout their childhood and as they transition into adulthood. SSAES believes that helping children see their potential and achieve positive change, leading to a profound and lasting impact on their academic performance, social-emotional well-being, and contributing positively to the development of society.

Core Beliefs

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

SSAES Core Beliefs:

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

SSAES Character Traits

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

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

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

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

Enrollment

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

[Click on the link for Strong Start Academy's Enrollment Policy.](#)

General School Procedures

School Hours

Teacher workday: 7:30 am to 3:30 pm

Student Bell Times: 8:00 am to 3:15 pm

Before/After school childcare:

7:00 am - 8:00 am before school

3:15 pm – 6:00 pm after school

School Calendar

[2026-2027 SSAES Calendar](#)

Daily Schedule

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

Childcare

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

Arrival & Dismissal Procedures

Arrival

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

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

Dismissal

Students will be dismissed at 3:15 PM. The main gate will open by 3:13 PM to allow parents on campus. The gate located on Bridger Avenue will open just before the dismissal bell rings. Kindergarten students will be dismissed directly from their classrooms only to persons authorized to pick-up the student(s). Students in grades 1-5 will be dismissed from their designated dismissal exit. To ensure the safety of all of our students, please be sure to communicate your child's after-school plan with the teacher. Teachers must be informed whether children walk home, wait for an adult, go to after-school care, or any other means of getting home.

Early Release

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

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

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

Late/Early Student Check-in/out Procedure

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

Students who are dismissed early must be signed out by a parent or guardian in the front office. Students will not be released to those whose names do not appear as a parent/guardian or on the emergency contact list kept on file in Infinite Campus. A photo ID must be shown in order to release a student from the school building. It is the parent's

responsibility to come to the front office to add people to the emergency contact list. SSAES is very concerned about the safety and well-being of its students, therefore, there are no exceptions to this policy.

Attendance

Policy Purpose

The primary aim of attendance enforcement is to increase student achievement through improved attendance. Strong Start Academy Elementary School (SSAES) requires that students attend school regularly in accordance with the Nevada Revised Statutes. It is the position of SSAES that if a student is absent, no learning can take place. The educational experiences lost during an absence are irretrievable as the interaction in the classroom setting can seldom be duplicated through makeup work. SSAES recognizes that absences for students who are physically or mentally unable to attend school and have completed the course-work requirements are exempt under NRS 392.050.

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

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

Chronic Absenteeism

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

Chronic absenteeism is defined as missing 10% (18 days) or more of school days in a year. Chronic absenteeism goes beyond occasional absences due to illness or family emergencies. It reflects a persistent pattern of missing school, which can severely impact a student's academic

performance, health, and overall success. Recent research has illuminated the profound effects of chronic absenteeism, making it clear that addressing this issue is crucial for student success.

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

Retention

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

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

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

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

Due Process

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

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

Notification of Absence

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

In the event of an unapproved absence, the teacher or other school official shall deliver or cause to be delivered a written notice of truancy to the parent, legal guardian, or other person having

control or charge of the child (NRS 392.130(4)).

Absence Documentation/Explanation

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

Classification of Absences

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

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

Approved Absences

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

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

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

Unapproved Absences

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

1. The arranged absence was not requested in writing in advance of the absence or exceeded the allowable ten (10) arranged days per school year;
2. The absence was not due to the physical or mental inability of the student to attend school, the student's disability, an emergency, a required court appearance, or religious holiday;
3. The absence from class or school was without written permission from the teacher, principal, or designee;
4. The parent/guardian or person in charge of the student failed to notify the school of the reason the student was physically or mentally unable to attend, or the nature of the emergency, court appearance or religious holiday within three days after the student returned to school;
5. The student failed or refused to attend school when so directed by the parent or legal guardian or school official; or,
6. The parent or legal guardian or person having charge of the student failed or refused to require the student's attendance at school.

Truancy

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

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

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

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

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

Makeup Work

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

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

Recording Daily Attendance

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

Tardiness

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

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

Attendance Incentives and Interventions

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

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

Tardy Policy

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

Transportation

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

Field Trips/Extracurricular

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

Field Trips

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

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

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

Chaperones

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

Special Events & Celebrations

School parties may be held to celebrate special occasions or holidays. Schoolwide celebrations will be announced throughout the year. Celebrations will be limited to the last 30 minutes of the day. The following list of special occasions and/or holidays have been identified as possible celebrations:

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

Birthdays

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

Dress Code/Uniform Policy

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

Shirts

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

Outerwear (Sweatshirts, Sweaters, Jackets, etc):

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

Pants, Skirts, Shorts, Capris:

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

Shoes and Sneakers:

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

- **Administration has the final approval for all footwear.**

Consequences for Violating the Uniform Policy

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

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

Charter Fees/Cost

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

Medical Information

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

Immunization Requirements

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

5 DTaP/DPT (Minimum age: 6 weeks) if series was started before age 7

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

2 Hepatitis A (Minimum age: 12 months)

- 2nd dose must be given at least 6 months after the 1st dose
 - Required for students new to Nevada or school after July 1, 2002

3 Hepatitis B (Minimum age: Birth)

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

2 MMR (Minimum age: 12 Months)

- 1st and 2nd dose must be separated by at least 4 weeks
- 2nd not required until on or after the 4th birthday, but may be given sooner if separated by at least 4 weeks

4 Polio/IPV/OPV (Minimum age: 6 weeks)

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

1 Tdap **

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

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

information can also be obtained by calling the SNHD at 702-759-0850 or referring to <http://www.southernnevadahealthdistrict.org/>.

Conditional Enrollment

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

****The certificate showing proper immunization or the certificate for conditional enrollment must be received by the school no later than 3:00pm on the school day prior to the first day the child is scheduled to attend his or her first class at SSAES. FAILURE TO DO SO WILL RESULT IN THE CHILD'S SEAT AT THE SCHOOL BEING RELEASED.**

Students from Out-of-State

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

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

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

Illness/Emergency During the School Day

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

If a medical emergency occurs:

- Parents/guardians will be notified and are responsible for obtaining medical care.
- **It is the parent's responsibility to ensure that the school**

has the correct and current working phone numbers for parents /guardians and emergency contacts.

- Activation of EMS (911) will be called.
- Students will be transported per EMS protocol.
- The expense of the ambulance transport and subsequent medical care is the responsibility of the parent/guardian.

Medications

- Parents of students who have specific or special health concerns, chronic illness, or need of medication during school hours will add that information to the “Health” form at the time of enrollment. This information will be given to the school nurse or First Aid Safety Assistant (FASA), who will create a “health alert” folder to be kept at the school office. This folder will contain information on procedures to follow in case of illness or emergency, as well as any necessary parental permission. Should changes occur that may affect the student’s care, it is the parent’s responsibility to notify the school and to update the student’s health information at the school office.
- The FASA will provide teachers with health files on students with health concerns, chronic illnesses, and/or identification of students who take daily medication during school hours.
- For medication to be administered to a student, the school must have an Authorization for Medication form on file. This form is available in the office. A pediatrician or a family doctor must complete these forms. All medication must be office authorized through the health office. Medication must be in its original container and labeled with the following information: the child’s name, dosage, name of the drug, physician’s name, and the name/phone number of the pharmacy that filled the prescription. Office personnel designated to dispense medication are required to count the number of pills the student brings to school and document in the student medication log. Expired medications will not be accepted. If a medication expires during the school year, it must be picked up or it will be disposed of, with no exceptions. Unclaimed medications will be disposed of at the end of the school year.

Student Behavior Expectations

Student Code of Conduct

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

1. Be Safe - Make good choices

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

2. Be Kind - Use respectful language and actions

Treat others as you wish to be treated.

Be courteous.

Use appropriate positive language and actions.
Listen to each other.

3. Be Responsible – Solve Problems Wisely

Follow directions.

Complete your schoolwork.

If you make a mess, help clean it up.

If you make a mistake, be honest.

Take care of your equipment/school property.

Be on time.




Strong Start Academy Elementary School

Behavior Matrix





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




Restorative Justice Policy

Restorative Justice is defined in Nevada legislation as:

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for his or her behavior;
- Restoration or remedies related to the behavior of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

NRS 392.472 (from AB 168, 2019): “Restorative justice” means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil.

According to the Nevada Department of Education, Restorative Justice is about “changing systems (schools, criminal, and juvenile justice) to address harm more meaningfully and undo systemic patterns of institutional racism and oppression.” “Restorative practices strengthen students’ connections to both staff and other students, which is why these practices support both prevention and response. Repairing harm and restoring relationships after transgressions helps keep students connected to a positive school community.

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

Students who are struggling with inappropriate behavior will be monitored frequently through the use of a Restorative Resolution Plan (RRP). Since each child has a different social and emotional needs, it is vital that the RRP be unique to those needs. It is also important to collaborate with parents, teachers, and staff members in order for students to learn more about their own behavior and to work and support each other as a community of learners. SSAES students are expected to show respect for themselves and others. Each classroom has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together.

These expectations apply to:

- All students
- Anyone who is on the school property
- Anyone who is in attendance at school or any school-sponsored activity
- Anyone whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in the school

Tier I	Restorative Practices
--------	-----------------------

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

Tier II	Restorative Practices
Identify students who are developing chronic inappropriate behaviors Focused on behavior data and documentation	• Continue Tier 1 Restorative Practices • Temporary/alternative student environment - teacher to teacher, teacher to staff member, teacher to penalty box, etc. • Meet with the Counselor or Safe Schools Professional • Self-Reflection • Students required to self-disclose inappropriate behavior to a parent via student initiated contact from the school site. • Informal parent/family contact via phone call, e-mail message, text message • Peer circles • Apology letters
Tier III	Restorative Practices
Resolve chronic inappropriate behaviors with individualized interventions	• Continue Tier 1 & 2 Restorative Practices • Meet with the Counselor or Safe Schools Professional • Introduction to the Executive Director • Formal parent/family contact • Social contracts • Create a Restorative Resolution Plan (RRP) - Collaborate with students, parents, and all to create a plan that is realistic to accomplish.

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

MINOR BEHAVIOR INCIDENTS

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

Restorative Steps For Minor Behavior

2. Respectfully address student

3. Describe inappropriate behavior
4. Describe expected behavior
5. Teach/Model Roleplay expected behavior
6. Link to expectation on Matrix
7. Redirect back to appropriate behavior modeling

MAJOR BEHAVIOR INCIDENTS

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

Restorative Steps for Major Behavior

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

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

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

If the student continues to exhibit disruptive, dangerous, defiant, or otherwise

undesired behavior and/or the student violates their Restorative Resolution Plan (RRP), parents must come to campus and attend a Required Parent Conference (RPC). The RPC may include members of the Restorative Justice Team, the parent(s)/guardian(s), and the student. It may be necessary to determine interventions or a revision of the student's Restorative Resolution Plan.

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

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

Summary of Progressive Restorative Discipline Structure

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

Battery of a School Employee

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

Any student who commits battery with the intent to cause bodily injury against a school employee must be suspended, expelled, or permanently expelled, subject to certain age limitations.

Discipline Limits for Special Education Students

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

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

Suspension or Expulsion

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

Suspension and Appeals Policy

Restorative Justice Team (RJT)

Strong Start recognizes the right of parent(s)/legal guardian(s) to appeal a suspension or expulsion decision in a student-discipline case. Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a Required Parent Conference (RPC) to bring in the parent/legal guardian and share the findings with the parent. The parent has the right to share any additional information. Following this process, the school's leadership (in minor situations) and/or the School's Restorative Justice Team (in major situations) has the right to make any initial discipline determination on the basis of each specific case and can determine if suspension is the appropriate course of action. The School's Restorative Justice Team is made-up of various school staff members (Executive Director, Safe School Professional, teacher(s), and support staff) who will be selected before the start of each school year (but may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors). If suspension is recommended, it must be progressive and fit the infraction. Under NRS 392.4671, a student who is less than 11 years of age must not be permanently expelled from school, unless an exception is approved in extraordinary circumstances. The School's Restorative Justice Team will act in good faith and fairness to protect all persons at the school, school property, and general school safety.

Board Safety Committee (BSC)

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

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

If the decision by the school's leadership or the Restorative Justice Team is a recommendation for expulsion, the student has the right to a due process hearing in front of the Board Safety Committee. At the hearing, the Board Safety Committee members will be provided with the discipline history

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

If the Board Safety Committee will be hearing a disciplinary matter, then that shall be included in a notice to the student and parents/legal guardians. In the written notice, the school will (i) state the charges against the student; and (ii) provide a brief summary of the evidence. (Due process does not require that the description of the evidence be exhaustive, nor that it identifies witnesses or other participants by name.) Also, when a parent/legal guardian is notified that a student will be suspended or is recommended for expulsion, the parent/legal guardian will be told that they can appeal and will be given a copy of this policy. If the parent/legal guardian requests it, or the committee decides it’s appropriate, the committee will hold a hearing. The hearing will generally follow the same rules and procedures described in the appellate process below (with appropriate modifications—e.g., evidence will be presented by the school’s leadership and/or Restorative Justice Team, but the school will typically carry the burden of proof and no standard of review is applicable). The Board Safety Committee then meets together to make a determination in the case—e.g., a suspension (and what kind), no suspension, a recommendation for expulsion, and/or other stipulations tied to the Board Safety Committee’s judgment (e.g. adoption of a restorative justice plan, detention or other sanctions, etc.). Any recommendation by the Board Safety Committee for an out-of-school suspension or expulsion will be alerted to the Board and parent/legal guardian as soon as is reasonably practicable.

Appeal Notice & Timeline

The following provisions speak about the parent/legal guardian’s rights and/or options. If a student is suspended or expelled from Strong Start Academy, the school will provide, on the same day that the student is suspended or expelled, a notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671. The parent/legal guardian has five (5) school days to appeal a suspension or expulsion decision. A parent/legal guardian must notify school leadership in writing (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word “appeal” (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone). If 5 days have passed without a request for an appeal, the school may treat the discipline decision as final.

Interim Education

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

experience).

No Contacts

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

Board of Directors; Appellate Process

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

- School leadership, the Restorative Justice Team, and/or a member of the Board Safety Committee will present the facts and evidence of the case. Strong Start Academy may present any statements from the victim(s) of the incident and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.
- The Executive Director and/or members of the Restorative Justice Team.
- The parent(s)/legal guardian(s) may state their case for appeal. Fundamental procedural due process (i.e., an “opportunity to be heard”) will be afforded.

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

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

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

Designee

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

NRS 392.4671

NRS 392.4671 creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion. The statute outlines the requirements of that policy, noting that the timelines included in the policy must align with timelines that are established by the Nevada Department of Education (“NDOE”) pursuant to NRS 392.4609.

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

Legal Information

5. Strong Start reserves the right to amend this policy from time to time in its discretion and will endeavor to keep the school community aware of any changes.
6. In developing this policy, Strong Start has endeavored to comply with its legal obligations, including those in: (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with any such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not Strong Start Academy has formally updated this policy and/or provided notice to the school community of the change.
7. The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.

Code of Honor

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

personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

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

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

What is plagiarism?

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

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

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

BULLYING AND CYBERBULLYING

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

I. Definitions

A. Definition of Bullying

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

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

B. Definition of Cyberbullying

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

GENDER DIVERSE STUDENT POLICY

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

I. Definitions

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

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

2. Gender Expression: How a person expresses their gender through outward presentation and behavior. This may include, but is not limited to, a person's name, clothing, hair style, body language and mannerisms.
3. Gender Identity: A person's understanding/outlook/feelings/sense of being male, female, both or neither, regardless of the person's biological sex. All people have a gender identity.
4. Gender Support Team: A group consisting of the student; the student's parent(s); the school personnel and/or administrator or designee of the administrator, including a counselor; and any representative(s) of community-based groups (including faith groups), as requested by the parent(s). The Gender Support Team will be led or coordinated by the school administrator or the administrator's designee.
5. Parent: For the purpose of this policy, a parent is defined as:
 - a) A biological or adoptive parent;
 - b) A legal guardian;
 - c) A person acting in the place of a parent with whom the child lives;
 - d) A person who is legally responsible for the child's welfare; or
 - e) An emancipated student.

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

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

2. Physical education, assemblies, dances, ceremonies, and other school activities shall be appropriate for students with diverse gender identities or expressions and not discriminate or segregate according to gender identity or expression;
3. Intramural and interscholastic activities, in accordance with the regulations and policies of the Nevada Interscholastic Activities Association; and
4. Schools shall ensure that students with diverse gender identities or expressions shall have access to all clubs.

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

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

- A. The school shall protect the privacy of each student governed by this policy.
 1. School employees shall not disclose information that may reveal a student's gender identity or expression status:
 - a) to other students;
 - b) to the parents of other students;
 - c) to staff members unless there is a specific need to know;
 - d) unless legally required to do so (e.g. court order, subpoena); or
 - e) unless the parent has authorized, in writing, such disclosure.
- B. Names/Pronouns: Students have the right to be addressed by the name and pronoun that correspond to their gender identity or expression. The requested name shall be included in the school's Student Information System in order to inform faculty and staff of the name and pronoun to use when addressing the student.
 1. Records:
 - a) Unofficial Records (including the school's Student Information System): As part of the student's Gender Support Plan, the school has a process that will allow a student to use their preferred name and gender on unofficial records. The unofficial records may include, but are not limited to: identification badges, classroom and homeroom rosters, certificates, programs, announcements, office

summons, communications, team and academic rosters, newspapers, newsletters, yearbooks, and other site-generated unofficial records:

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

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

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

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

- C. The school shall ensure that dress or uniform policies are not delineated or segregated according to gender identity or expression. Students with diverse gender identities or expressions may wear clothing consistent with their gender identity or expression.
- D. The school shall ensure that yearbook photographs allow for all students, including those students with diverse gender identities or expressions, to choose clothing that aligns with their gender identity or expression and, if applicable, allow for yearbook photographs of high school seniors that are not gender-specific.
- E. The school shall ensure that the preferred name of a student be read during ceremonies and other events, including, without limitation, promotion ceremonies.
- F. The School shall use appropriate definitions and terminology in describing the requirements, needs, and experiences of students with diverse gender identities or expressions.
- G. Access to Facilities and Educational Experiences: SSAES complies with all state and federal laws regarding discrimination and access to public facilities. NRS 651.070

states: “All persons are entitled to equal enjoyment of places of public accommodation. All persons are entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages and accommodations of any place of public accommodation, without discrimination or segregation on the ground of race, color, religion, national origin, disability, sexual orientation, sex, gender identity or expression.”

1. Restroom Access:

- a. Option 1: Restroom access for students with diverse gender identities or expressions may be determined on a case-by-case basis through the Gender Support Plan process, subject to any individual requests for privacy.
- b. Option 2: Students with diverse gender identities or expressions have the right to access restrooms consistent with their gender identity or expression as determined on a case-by-case basis through the Gender Support Plan process, subject to any individual requests for privacy.
- c. Option 3: Students with diverse gender identities or expressions may use restrooms consistent with their sex assigned at birth, subject to any individual requests for privacy, as determined on a case-by-case basis through the Gender Support Plan process.

IV. Professional Development and Training

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

- A. The school shall develop methods for discussing the meaning and substance of this policy with staff in order to address the rights and needs of persons with diverse gender identities or expressions and ensure that they are safe, included, and respected.
- B. The school shall assume full responsibility and authority in developing a professional development and training plan that will include the following requirements and procedures:
 8. Awareness of the rights and needs of students with diverse gender identities or expressions;
 9. Training in the appropriate methods of cultural competency to facilitate positive learning environments, social emotional learning skills, and appropriate human relations among all students;
 10. Training concerning the needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination, harassment, bullying, and cyberbullying;
 11. Training regarding the requirements of state laws and regulations,

which require the school to develop a Gender Support Plan with a team led by the school-site administrator or administrator's designee;

12. Training in methods to support the appropriate engagement of the parents of students with diverse gender identities or expressions; and
13. Training addressing the definitions and terminology in describing the requirements, needs, and experiences of persons with diverse gender identities or expressions.

V. Complaint Procedures

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

VI. Discipline

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

Academic Success

Grading

At Strong Start Academy, grading is intended to accurately reflect each student's mastery of grade-level standards rather than simply the completion of assignments. Our grading practices are designed to communicate what students know and are able to do while providing opportunities for continued growth and improvement.

The school implements a minimum F grading practice to ensure that a single low score does not disproportionately impact a student's overall grade while still maintaining accountability for student learning.

The gradebook is weighted to emphasize mastery of standards:

- **Formative Assessments (10%)** – Formative grades are designed to monitor learning throughout the instructional process and provide students with meaningful feedback before mastery is formally assessed. These learning opportunities help teachers identify misconceptions, adjust instruction, and provide targeted support. Formative assessments may include classwork, guided practice, exit tickets, journals, observations, participation in academic discussions, checks for understanding, independent practice, quizzes used for instructional purposes, or other activities that inform teaching and learning. While formative work contributes to the overall grade, its primary purpose is to support student growth and prepare students for demonstrating mastery.
- **Summative Assessments (90%)** – Summative grades measure a student's level of mastery of grade-level standards after instruction has occurred. These assessments provide the strongest evidence of what a student has learned and are therefore weighted most heavily in the gradebook. Summative assessments may include unit or chapter tests, performance tasks, writing assessments, projects evaluated against standards, common assessments, benchmark assessments, presentations, or other culminating demonstrations of learning.

Students are provided opportunities to retake summative assessments when appropriate. The purpose of reassessment is to provide students with an opportunity to demonstrate improved mastery of a grade-level standard, not simply to improve a grade. Prior to a reassessment, there must be evidence that the student has engaged in additional learning, intervention, corrective feedback, practice, or other activities demonstrating progress toward mastery of the standard. Once sufficient evidence of continued learning is demonstrated, the assessment may be re-administered to accurately reflect the student's current level of understanding.

By emphasizing formative feedback, prioritizing summative evidence of learning, and providing structured opportunities for reassessment, Strong Start Academy's grading practices are intended to ensure that grades are an accurate reflection of each student's mastery of grade-level standards.

Report Cards

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

Grades take into account all classroom work and assessments for the semester. The report card reflects how the student performed on essential grade level skills. These skills do not represent all of the skills taught during the semester but are considered important enough to report separately on the report card.

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

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

Homework Policy

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

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

Teacher Responsibilities Regarding Homework

The teacher will:

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

Student Responsibilities Regarding Homework

The student will:

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

Parent Responsibilities Regarding Homework

The parent will:

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

Make-up Work Policy

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

Late Work Policy

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

Communication

Parent to School Communication

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

Communicating Parent Concerns/Conflicts

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

- Direct communication or conference with the teacher or staff member; then
- Communication or conference with the Executive Director - if there still has not been a resolution.

Progress Reports

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

Campus Parent Portal approximately every four weeks during the grading period. Also, parents have access to student grades at any time through the Infinite Campus Portal.

Student Retention

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

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

Student Support Services

Special Education

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

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

delay; emotional disability; hearing impairment; other health impairment; specific learning disability; mild, moderate, or severe intellectual disability; multiple disabilities; multiple disabilities with severe sensory impairment; orthopedic impairment; preschool

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

Rehabilitation Act of 1973 - Section 504

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

English Learner Students

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

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

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

1. Guiding Principles

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

2. Guiding Practices

- a. Ensure the proper identification and placement of Limited English Proficient students, and that all students will have access to effective programs and pathways to succeed academically.

- b. Promote the simultaneous delivery of language and literacy development and academic content instruction that closes the achievement and access gaps, builds 21st Century skills and capacities, and achieves high levels of parent satisfaction and support.
- c. Ensure that English Language Learners develop full proficiencies in academic and interpersonal English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.
- d. Evaluate English Language Learners with appropriate and valid data-driven assessments that are aligned with federal, state, and local standards in order to improve academic, linguistic, and sociocultural outcomes for English Language Learners.
- e. Provide professional development, giving all teachers and leaders the skills and knowledge they need to address language acquisition in ELL students.
- f. Build a culture of collaboration in which all staff work together to meet the needs of ELL students.
- g. Offer targeted support services and strong partnerships that ensure families of ELL students are welcomed as full members of the educational community and in the educational decision-making process for students. In addition, the school decisions reflect the voices of ethnically and linguistically diverse parents.
- h. Ensure teachers use a balanced assessment system including diagnostic, formative, interim, and summative language, literacy, and content area assessments provided by the state and the school.

After School Activities

After-School Activities

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

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

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

Cell Phone Policy

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

Technology Use

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

Fines

Fines will be assessed for damage to technology devices.

Family Engagement

Volunteering

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

Volunteer opportunities include but are not limited to:

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

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

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

Volunteer Fingerprinting

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

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

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

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

Family Concerns/Grievance Policy

The SSAES Board and school leadership are committed to building and maintaining strong partnerships with parent/guardians, one that is founded on collaboration, honesty, transparency, integrity and two-way communication. If a parent/guardian has a concern about a school policy or practice, academic grade, discipline decision, or any other school related decision or outcome, the parent/guardian is encouraged to contact the appropriate staff member at the school, following the appropriate chain of command. SSAES Board and leadership are committed to address concerns of families and seeking a resolution that benefits the academic development and progress of our students. Informal complaints should begin with the staff member directly involved and closest to the concern. If that is not possible or comfortable, the complaint can go directly to the Executive Director. All concerns will be mediated at this level with an appropriate decision made. If the informal complaint is not resolved satisfactorily, a letter may be submitted to the Executive Director initiating a formal complaint. The letter should include, in detail, the event, policy or decision of concern; timeline of events; staff involved (if applicable); and desired resolution. Within one week of the formal complaint being filed, the Executive Director will conduct a thorough investigation and issue a written response detailing his/her findings and recommendations or resolution. If the parent/guardian is still not satisfied, he/she may appeal to the Governing Board. Formal complaints submitted to the Governing Board of Directors will be reviewed by the Governing Board of Directors President and assigned to a designated Board member to schedule a meeting, during which the

parent/guardian will have the opportunity to address his/her concerns. The designated Board member will issue a report of findings to the Board prior to the next regular Board Meeting. At that meeting, the Board will take action, as appropriate, based on the information and findings. The parent/guardian may attend the Board meeting and request to speak. If the parent/guardian wishes to speak, he/she will be limited to two (2) minutes. If additional time is requested, the Board may agree to allocate additional time to speak at the end of the meeting. The Board will make a decision as they feel appropriate. A parent/guardian may address the Board at any meeting without going through the informal and formal complaint process as outlined above, but the Board encourages constructive conversations with relevant parties prior to direct outreach to the Board. The Board has the power, authority and duty to take action as they see appropriate. If the parent/guardian believes that the Board did not adequately address their concern, the parent/guardian may present the concern to the State Public Charter School Authority.

Relevant Laws

FOIA Policy/Public Records

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

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

By Mail

Marisol Piedra

Strong Start Academy Elementary School

310 S. 9th Street Las Vegas, Nevada 89101

(702) 463-0222

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

FERPA

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

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

Parent Acknowledgement of Handbook

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

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

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

Student Name: _____ Grade: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date _____

Electronic signature during registration will fulfill this requirement.

Strong Start Academy Elementary School



Employee Handbook

2026-2027

310 S 9th Street

Las Vegas, NV 89101

Phone: (702) 463-0222

Fax: (702) 463-0937

Website: <https://www.clvstrongstartes.org>

Receipt of Strong Start Academy Elementary School Employee Handbook

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

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

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

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

Signature

Printed Name

Date

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

Table of Contents

Employment 1

Qualifications 1

Certification and Licenses 1

Conditional Offer of Employment 1

Introductory Period 1

Equal Employment Opportunity - Affirmative Action 1

Employment Policy 2

Employee Classification 2

Employment of Relatives 3

Assignments 3

Reassignment / Transfer 4

Employment Termination 4

Outside Employment..... 5

Outside Employment While on Leave (Moonlighting) 5

Pay 5

 Your Paycheck..... 5

 Direct Deposit..... 6

 Attendance Policy 6

Paid Time Off 8

 Bereavement 9

 Jury Duty 9

TYPES OF LEAVE..... 10

 Voting Leave 10

 Unpaid Parental Leave..... 10

 Unpaid Medical Leave..... 10

1

AMERICANS WITH DISABILITIES ACT (ADA)	11
Requesting Accommodations for Disabilities	11
THE FEDERAL FAMILY MEDICAL LEAVE ACT (FMLA) POLICY	12
I. Eligibility	12
II. Entitlements	12
III. Employee FMLA Leave Obligations	15
V. Questions and/or Complaints about FMLA Leave	19
VI. Coordination of FMLA Leave with Other Leave Policies	19
Workers' Compensation	19
Holidays & School Breaks	20
<i>Employment Policies</i>	21
STANDARDS OF CONDUCT	21
WORKPLACE CONDUCT	22
VIOLENCE-FREE WORKPLACE	24
WORKPLACE HARASSMENT POLICY	24
Harassment Defined	25
Responsibility	25
Reporting	25
DRUG - FREE WORKPLACE AND SCHOOLS	26
Drugs and Alcohol Prohibited	26
SMOKING POLICY	27
NOTICE OF CONVICTIONS	27
SOCIAL MEDIA POLICY	27
SOCIAL MEDIA PRESENCE AND EXPECTATIONS	28
CHILD ABUSE NEGLECT POLICY	28
IMPROPER PAYMENTS AND GIFTS	29
PROGRESSIVE CORRECTIVE ACTION POLICY	30

Purpose	30
Procedure	30
<i>School Policies, Procedures, and Rules at a Glance.....</i>	33
Academic Calendar	33
Work Day	33
First Day of School Procedures.....	33
Opening Exercises	34
Breakfast After the Bell	34
Lunch Procedures	34
Students' Safety and Supervision	35
o Teachers, staff, and visitors to the building must have a badge/sticker.....	36
Dismissal Procedures	37
Ordering Supplies	37
School Wide Expectations	37
Activities for the First Couple of Weeks of School.....	38
Things to Remember	39
Time-Out Procedure	39
Corporal Punishment.....	39
Cell Phone/Electronic Devices - Staff	39
Cell Phone/Electronic Devices - Students.....	40
Office Referrals	40
Documentation of Discipline	40
Physical Activity Breaks	40
<i>Responsibilities Of The Teacher</i>	41
Substitute Requirements.....	41
Information for Substitutes	41
Professional Development (PD).....	42

Administrative Expectations	43
Performance Evaluation	44
Student Work.....	44
Committee Involvement.....	45
Confidential & Cumulative Folders	45
Duty	46
Extra-Curricular Activities	46
Grooming and Dress Code	46
Health Office Referrals	47
Google.....	47
Parent Communication.....	47
PHOTOGRAPHY, VIDEO & FILM	48
<i>FACILITIES.....</i>	<i>50</i>
Building Security / Safety Procedures.....	50
Staff Deliveries and Office Procedures.....	50
Care of School Property	51
Staff Lounge Clean Up.....	51
Staff Bathrooms.....	52
Staff Work Areas.....	52
Heating and Air Conditioning.....	52
Lights	52
Technology	52
School Keys	52
RECORDING OF ABSENCES/TARDIES	53
Staff Children	53
Student Confidentiality.....	54
<i>INSTRUCTION.....</i>	<i>54</i>

Classroom Management	54
Nevada Academic Content Standards (NVACS)	55
Grading Policy / Report Cards / Progress Report	55
Report Cards	55
Homework Policy	56
Holidays / Celebrations	57
Lesson Plans / Instructional Planning	57
Instructional Planning	57
Effective use of Morning Meetings (PLC).....	58
Effective Use of Allocated Instructional Time	59
Parent Concerns	59
Parent-Teacher Conferences	59
Personal Property.....	60
Preparation Time	60
<i>Students</i>.....	60
Procedures for Arrival and Dismissal at SSAES Assemblies:	60
Performers:	60
Discipline	61
Restorative Justice Policy	61
MINOR BEHAVIOR INCIDENTS	62
MAJOR BEHAVIOR INCIDENTS.....	63
Discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP).....	64
Promotion / Retention Policy	65
Student Retention.....	65
FIELD TRIPS.....	67
Field Trip Guidelines.....	68

Religious Holidays 69

Lunch Procedures 69

Playground Procedures..... 69

 Playground Supervisors 70

 Playground equipment..... 70

 Restrooms 70

 Students 70

Release of Students..... 71

Student Search / Confiscation 71

Bullying Policy 72

Employment

Qualifications

All Strong Start Academy Elementary School (SSAES) employees must meet those qualifications set forth by the Nevada Department of Education, the Nevada State Public Charter School Authority, Chapter 388A of the Nevada Revised Statutes (NRS), and/or qualifications for the position they are assigned.

Certification and Licenses

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

Conditional Offer of Employment

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

Introductory Period

Full-time and part-time employees are conditionally hired pending successful completion of a ninety (90) day probationary period during which their employment will be monitored, evaluated, and a decision will be made whether to continue their employment with SSAES. During this period of time, the employee will be able to determine if the new job is a suitable fit and the SSAES Administration will have an opportunity to evaluate the employee's work performance. The completion of the introductory period does not guarantee employment for any period of time thereafter.

Equal Employment Opportunity - Affirmative Action

SSAES is committed to providing equal employment opportunities to all employees and applicants without regard to race, color, religion/creed, age, sex/gender, national origin/ancestry, mental and/or physical disability, sexual orientation, gender identity or expression, veteran status, and/or any other characteristic protected by federal, state, or local laws.

SSAES is unequivocally an equal opportunity employer. We believe that all of our employees and applicants should be treated fairly, consistently, and with dignity and respect without regard to protected characteristics. Our goal is to maintain a satisfied, productive, and diverse team of employees.

Accordingly, SSAES will not unlawfully discriminate against, or tolerate the unlawful discrimination of, qualified applicants or employees with respect to any terms or conditions of employment. This policy extends to all aspects of SSAES' employment practices, including but not limited to recruiting, hiring, discipline, termination, promotions, transfers, compensation, benefits, training, leaves of absence, and all other terms and conditions of employment.

Employment Policy

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

Employee Classification

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

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

Full-time: Employees who work a minimum of 30 hours per week are considered to be full-time.

Full-time employees are eligible for benefits after applicable requirements for length of service have been met.

Part-time: Employees who work less than 30 hours per week are considered to be part-time. Unless otherwise agreed, part-time employees are not eligible to participate in SSAES' health insurance, dental insurance, and disability insurance plans. Employees who work 15 hours or less per week, or who work on a temporary or project basis, will receive all legally mandated benefits (such as workers' compensation and Social Security benefits) but are ineligible for other benefit programs.

Temporary: Temporary employees are those engaged to work either part-time or full-time on SSAES' payroll, but who have been hired with the understanding that their employment will be terminated once they complete a specific assignment. This category includes substitute teachers and interns. Such employees may be either "exempt" or "non-exempt" but are not eligible for SSAES' benefits except as mandated by law.

Independent Contractors: Consultants or independent contractors are not employees of SSAES. The distinction between employees and independent contractors is important, because employees may be entitled to participate in SSAES benefits programs, while independent contractors are not. In addition, SSAES is not required to withhold income taxes, withhold and pay Social Security and Medicare taxes, or pay unemployment tax on payments made to an independent contractor.

9-Month Employees: Teachers, teachers-aides, and other employees who work only 9 months out of the year are referred to as 9-month employees.

11-Month Employees: Office and administrative staff who work only 11 months out of the year are referred to as 11-month employees.

12-Month Employees: Maintenance and other employees who work year-round are referred to as or 12-month employees.

Employment of Relatives

Members of your immediate family may be considered for employment on the basis of their qualifications. However, because such familial relationships among employees and/or contractors may create an actual conflict of interest, all parties in a familial relationship must promptly inform the SSAES Administration. At the sole discretion of the school, your immediate family may not be hired if it would:

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

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

If two employees and/or contractors marry, become related, or enter into an intimate and/or personal relationship, they may not remain in or enter into a reporting relationship or in positions where one individual may affect the compensation and/or other terms or conditions of employment/engagement of the other individual. SSAES generally will attempt to identify other available positions, but if no alternate position is available, and one or the other party does not volunteer to make the requisite change, the SSAES retains the right to decide which individual, if any, will remain with the school.

Assignments

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

Reassignment / Transfer

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

Employment Termination

Nothing in this Handbook is intended to nor does it create a contract of employment. Your employment with SSAES is “at-will.” This means that both you and SSAES have the right to terminate your employment at any time, with or without advance notice and with or without cause or reason. Only the Board of Directors has the authority to alter the “at-will” relationship. To be valid, any modification of the “at-will” relationship must be specific, in writing, and signed by the Board of Directors.

In addition, SSAES retains the right to manage its workforce and direct its employees as SSAES deems fit and/or necessary. SSAES may transfer, promote, demote, reclassify, suspend, lay-off, and/or terminate any employee at any time in its sole discretion. Additionally, SSAES may change any term or condition of your employment (including but not limited to your job category and responsibilities, even if such changes could be considered to be a demotion), with or without a reason and with or without notice unless otherwise prohibited by law.

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are a few examples of some of the most common circumstances under which employment is terminated:

- Resignation - voluntary employment termination initiated by an employee;
- Termination - involuntary employment termination initiated by SSAES; or
- Layoff - involuntary employment termination initiated by SSAES for non-disciplinary reasons.

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

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

Once you submit your resignation, you are not permitted to take more than 8 hours of PTO unless approved by the SSAES Administration. Previously approved time off may be canceled if there isn't sufficient notice to ensure a smooth transition and accommodate the time off.

To initiate a resignation, you should submit a brief letter in writing (via email or hard copy letter) stating your intention to resign and your last day in the office. This letter should be submitted to the SSAES Administration.

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

Furthermore, materials purchased by the school must remain at the school. Keys, computer equipment and any other property must be returned prior to the last day of work. In addition, classroom cleanout of personal effects must occur before or after school and not during instructional time. Finally, if we have your prior written permission, any outstanding financial obligations owed to SSAES for lawful deductions such as, for example, health insurance also will be deducted from your final check.

By providing your signature at the beginning of this Handbook, you acknowledge that you are accepting employment with SSAES as an at-will employee, and that you are not relying on any assurance, representation, promise, or other statement made by anyone associated with SSAES about your employment that is inconsistent with your status as an at-will employee.

Outside Employment

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

Outside Employment While on Leave (Moonlighting)

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

Pay

Your Paycheck

It is SSAES policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws.

Direct Deposit

Employees must log into the school's payroll system to initiate or update a direct deposit account and complete all necessary forms. Changes to direct deposit must be made in Paylocity at least 5 business days before the pay date in order for the change to take effect for the next pay period.

Attendance Policy

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

It is crucial that you begin work at your assigned time. If you are tardy, you should report the reason to the front office staff and administration so that proper coverage can be obtained. It is very much to your advantage to do all that you can to have a good attendance record since regular attendance is one of the best indications of interest in your job and excessive absenteeism or tardiness will be a consideration for disciplinary action. **Should excessive tardiness or absenteeism occur, disciplinary action up to and including termination may be required at the sole discretion of the Administration Team.**

- Excessive absenteeism is defined as (3) three or more unexcused absences within a thirty-day period.
- Excessive tardiness is defined as being one (1) or more minutes late (3) three or more times within a ninety-day period.
- An excused absence is defined as a scheduled or unscheduled leave from work that is verified by a medical provider with a note. Other unplanned emergencies may be approved as an excused absence at the discretion of the SSAES Administration.
- An unexcused absence is a leave from work that occurs without proper notification or approval. Unexcused absences can negatively impact the employee's attendance record and may result in disciplinary action.

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

1. Text **AND** Email the Office Manager **AND** Administration by **6:00 a.m., PST**
 - **Text messaging is preferred, however if you are in a situation where this is not possible, please ensure you call and follow up with a text when you are able to.**
2. If no one answers, make sure to leave a message and follow up with an email to the **Executive Director, Assistant Principal, and the Office Manager.**
3. Leave your name, telephone number, the date of your absence, the reason for the unscheduled day off, and any information that you want your substitute to know.

Employees must call in each day they are absent, preferably the night before. Employees who are absent for more than three (3) consecutive school days will be required to submit a doctor's note, approving your return to work, to the Office Manager. After being out on a disability or maternity leave, a doctor's note may be required allowing the employee to return to work.

Failure to call in absent with no communication to the Office Manager or the SSAES Administration will be considered a ‘No-call-no show’ and subject to disciplinary action, leading and up to termination.

Failure to communicate when an employee is sick or unable to report to work for 3 or more consecutive days will be presumed as “job abandonment\” and will result in termination.

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

Paid Time Off

SSAES appreciates how hard employees work and recognizes the importance of providing personal time off. SSAES fully encourages employees to utilize paid time off when needed. Time off under this policy includes extended time off, and incidental time off due to sickness or to handle personal affairs.

All regular full-time employees are eligible to earn paid PTO leave.

PTO Accrual Based on position:

Full Time	9 month	10 Days/80 Hours
Full Time	11 month administrative 12 month non-administrative	15 days (120 hours)
Full Time	12 month administrative	20 days (160 hours)

Should the need arise to use PTO time for an unforeseen circumstance, your SSAES Administration should be notified as soon as possible. Employees must take PTO in at least one-hour (1 hour) increments.

Employees who wish to take PTO for more than three (3) consecutive days must receive prior approval from the SSAES Administration. These requests must be submitted at least seven (7) days in advance.

Each regular full-time employee will accrue PTO bi-weekly based on the number of hours worked in a pay period and it will become earned as it is accrued. Employees are not permitted to have PTO balances of less than zero. PTO requests that exceed the employees’ available balance is not permitted and will be considered an unexcused absence. This may be subject to disciplinary action at the discretion of the SSAES Administration. PTO does not

accrue when employees are on an unpaid leave of absence. When possible, PTO is to be scheduled in advance and is subject to approval based on school needs. These requests must be submitted through SSAES' timekeeping system, preferably 10 days in advance prior to the PTO.

Part-time employees do not earn PTO.

Employees may carry over unused PTO each calendar year, with no limit on the total balance that can be carried forward. When hours are used, accrual will resume and be reflected in the employee's balance on the next pay period.

As noted above, any PTO request for more than three (3) consecutive days, including requests of one week or longer, requires prior approval from the SSAES Administration at least seven (7) days in advance.

Pay will not be granted in lieu of earned PTO time not taken. PTO will not be considered hours worked in computing overtime.

Black-out dates

Employees are prohibited from requesting PTO over all assigned professional development days, parent teacher conferences, and the last contingency day, which serves at the last contracted work-day for teachers. This day is reserved exclusively for end of year teacher checkout procedures. Teachers are expected to work their full contracted day and may not use PTO or other discretionary leave on this day. Employees may take up to one full PTO day the last month of the school year unless there is an emergency, an employee is on a protected leave status or has been prior approval from the SSAES Administration no less than 7 days in advance of the request.

Bereavement

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

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

Jury Duty

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

1. Apply for appropriate leave in advance;
2. Submit your summons and subsequent confirmation to appear;
3. Report back to the worksite unless there is less than one hour left in the workday and, as appropriate;

4. Make necessary arrangements for a substitute during the absence.

Employees who are required to report to Jury Duty will be compensated for their regular work day according to their contracted hours.

TYPES OF LEAVE

Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, if required by state law, the employee may take off enough working time to vote. Such time will be paid if required by state law. This time should be taken at the beginning or end of the regular work schedule. Where possible, supervisors should be notified at least two (2) days prior to the voting day.

Unpaid Parental Leave

Unpaid Parental leave is for those employees who do not qualify for FMLA leave but will be out for an extended period of time due to the birth or adoption of a child. Employees can receive up to six weeks of unpaid parental leave. Unpaid Parental leave runs concurrently with FMLA where applicable and cannot be taken in addition to FMLA leave, and is only available at the sole discretion of SSAES Administration.

All available earned PTO must be used at the beginning of the leave of absence.

Unpaid Medical Leave

Unpaid medical leave allows employees to take time off for medical reasons when they do not qualify for other types of leave. Employees may be provided a medical leave of absence to be used in limited circumstances. Such a leave would include time off for an employee's illness, pregnancy-related disability, or an employee's injury, whether on or off the job. For a medical leave to be granted, the following conditions must be met:

- The employee has completed 90 days of employment with our Organization.
- The employee notifies their immediate supervisor as soon as possible of the need for medical leave.
- The employee submits to SSAES Administration a written statement from a medical provider outlining the reason for leave and the estimated time needed. (The Organization may require the employee to obtain an opinion from a medical provider selected by the Organization).
- Approvals are obtained from the immediate Executive Director and the HR representative prior to the leave.

Unpaid medical leave runs concurrently with workers' compensation whenever applicable. Unpaid medical leave, and any extension of this leave will generally be limited to no longer than six calendar weeks and cannot be taken intermittently. If applicable, an employee who is ready to return to work from leave should present a medical provider's statement indicating their ability to return to work. If an employee is unable to return to work at the end of leave, the employee may be entitled to additional accommodations under the Americans with Disabilities

Act or other law. Please refer to the [ADA](#) section of this employee handbook for further information. The employee must supply sufficient information from their medical provider indicating that he or she has a covered disability and when the employee will be able to return to work with or without reasonable accommodation. Any accommodation must not result in undue hardship to the employer. Potential accommodations will be determined in an interactive process between the employee and the Organization.

The Organization is unable to continue benefits for an employee on an unpaid medical leave. Employees on an unpaid medical leave will have their benefit enrollments discontinued and they will have the option to continue their benefits through COBRA. As with other types of unpaid leaves, PTO will not accrue during the unpaid medical leave of absence and holidays will be unpaid. Bereavement leave, and employer's jury duty pay also are not granted on unpaid leave. Part-time employees are not eligible for leave under these guidelines, except as required to accommodate for a disability.

AMERICANS WITH DISABILITIES ACT (ADA)

Under the provisions of the Americans with Disabilities Act of 1990, as amended, and the ADA Amendments Act of 2008, qualified applicants and employees with disabilities will not be knowingly discriminated against in hiring, promotion, discharge, pay, job training, benefits, and other terms and conditions of employment.

Support and consideration will be given to any employee who, in spite of medical conditions or disability, is able to perform all of the essential functions of the assigned position with or without reasonable accommodations so long as he/she is not a health or safety threat to students, the employee, or fellow employees.

SSAES is committed to providing equal employment opportunities to otherwise qualified individuals with disabilities. This may include providing reasonable accommodations where appropriate. A disability is a physical or mental impairment that substantially limits one or more major life activities.

In general, it is the employee's responsibility to notify the SSAES Administration and the HR representative of the need for accommodation. The employee and the SSAES Administration then will work together to identify the need and move forward with the interactive process.

Requesting Accommodations for Disabilities

If an employee is unable to return to work at the end of FMLA/extended leave, the employee may be entitled to additional accommodation under the Americans with Disabilities Act (ADA or other law). The employee must supply sufficient information from their medical provider indicating that they are unable to return due to a disability and the likely date the employee will be able to return to work with or without reasonable accommodation. The employee must qualify for coverage under the Act and any accommodation provided must be reasonable and not result in any undue hardship to the employer. The scope and duration of the potential accommodation will be determined after an interactive dialogue between the employee and the Organization. The Organization may reinstate an employee ready to return from a medical leave of absence, when in the opinion of the Organization, it is practical to do so or as a reasonable accommodation under the ADA.

THE FEDERAL FAMILY MEDICAL LEAVE ACT (FMLA) POLICY

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact the HR Representative.

I. Eligibility

FMLA leave is available to “eligible employees.” To be an “eligible employee,” an employee must:

- 1) have been employed by a covered Company* for at least 12 months (which need not be consecutive);
- 2) have been employed by the school for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and
- 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

*Note a covered Company is one which has employed 50 or more employees for at least 20 workweeks in the current or preceding calendar year

II. Entitlements

The FMLA provides eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

A. Basic FMLA Leave Entitlement:

The FMLA provides eligible employees up to **12 work weeks of unpaid leave** for certain family and medical reasons during a 12-month period. **The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses his/her FMLA leave.**

SSAES employees may also be eligible for leave under state law. The FMLA does not abridge provisions of applicable state leave laws that give employees greater benefits than the FMLA. However, any applicable state leave law may not abridge the rights of employees under the FMLA. Therefore, to the extent that both the FMLA and another state leave law are applicable, SSAES will comply with the provision(s) of the applicable law that gives the employee the greater benefit. If one area of the law (state or federal) is silent on an issue which the other specifically addresses, the more specific provision will apply. Silence will not be interpreted to provide the employee with greater rights. In all cases, where applicable, federal and state leaves will run concurrently.

Leave may be taken for anyone, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, son, daughter or parent (but not in-law) who has a serious health condition;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any qualifying exigency arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active duty service members.

A serious health condition is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a covered servicemember is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single, 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

Covered servicemembers also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a “serious injury or illness” for current Armed Forces members and covered veterans are distinct from the FMLA definition of “serious health condition” applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember.

D. No Work While on Leave

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate termination, to the extent permitted by law.

E. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage (if applicable) on the same terms and conditions as if they had continued to work., however employees must pay their premiums in accordance with the regular pay-period schedule.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of “key employees” will cause the school substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The Company will notify employees if they qualify as “key employees,” if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee’s FMLA leave.

G. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the school telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the school’s designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee’s leave entitlement.

The Company may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the school’s failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leave qualifies for FMLA protection, the school and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify the school of their need for FMLA leave. The following describes the content and timing of such employee notices.

Content of Employee Notice

To trigger FMLA leave protections, employees must inform the HR representative of the need for FMLA qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the school to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status; or if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in “sick,” without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the school’s questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which the school has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

Timing of Employee Notice

Employees must provide 30 days’ advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days’ notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the school and/or the HR Representative notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days’ notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the school and make a reasonable effort to schedule treatment so as not to unduly disrupt the school’s operations, subject to the approval of an employee’s health care provider. Employees must consult with SSAES prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the school and the employees, subject to

the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the school may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the school may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the school of the reason why such leave is medically necessary. In such instances, the school and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the school's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described above, there generally are three types of FMLA medical certifications: an initial certification, a recertification and a return to work/fitness for duty certification.

It is the employee's responsibility to provide the school with timely, complete and sufficient medical certifications. Whenever the school requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the school's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The Company shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The Company will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the school (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the school with authorization allowing it to clarify or authenticate certifications with health care providers, the school may deny FMLA leave if certifications are unclear. Whenever the school deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical condition lasting beyond a single leave year.

If the school has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the school's expense. If the opinions of the initial and second health care providers differ, the school may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the school and the employee.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, the school may require employees to provide recertification of medical conditions giving rise to the need for leave. The Company will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the school medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. SSAES may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the school may require employees to provide:

- 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and
- 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the Company may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the school may request that the

certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Reporting Changes to Anticipated Return Date & Periodically Concerning Intent to Return to Work

Employees must contact the Executive Director periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the school with reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return to work date. If employees give the school unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the school's obligation to maintain applicable health benefits (subject to COBRA requirements) and to restore their positions will cease.

F. Substitute Paid Leave for Unpaid FMLA Leave

Employees must (unless the school specifically informs employees otherwise) use any accrued paid time off while taking unpaid FMLA leave. The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leaves and the paid time will run concurrently with an employee's FMLA/CFMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement.

G. Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless the school notifies employees of other arrangements, whenever employees are receiving pay from the Company during FMLA leave, the school will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a "pay-as-you-go" method. Employees should contact their Office Manager to make these arrangements.

The Company's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the Company will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the school for the cost of the premiums the school paid for maintaining coverage during their unpaid FMLA leave.

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact the HR Representative. The Company is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to:

- 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or
- 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact the Executive Director immediately. The Company will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

VI. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the school's other leave policies in this Handbook as applicable or contact your Executive Director.

Workers' Compensation

On-the-job injuries are covered by SSAES's Worker's Compensation Insurance Policy, which is provided at no cost. If employees are injured on the job, no matter how slightly, they should report the incident immediately to their supervisor. Failure to follow SSAES procedures may affect the ability of employees to receive Workers Compensation benefits. This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this Handbook for more information.

Holidays & School Breaks

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

Staff Development & Parent Teacher Conferences, Contingency Days
Holidays
Breaks

No School	Date
Labor Day (School Closure)	Monday, September 7, 2026
Staff Development Day	Monday, September 21, 2026
Parent-Teacher Conference	Monday, October 12, 2026
Staff Development Day	Thursday, October 29, 2026
Nevada Day (School Closure)	Friday, October 30, 2026
Staff Development Day	Tuesday, November 3, 2026
Veterans Day (School Closure)	Wednesday, November 11, 2026
Contingency Day 1 - (No School for teachers, support staff & students)	Wednesday, November 25, 2026
Thanksgiving Day & Family Day (No School for teachers, support staff & students)	Thursday & Friday, November 26-27, 2026
Winter Break Holiday (School Closure)	Thursday & Friday, December 24-25, 2026
Winter Break (No School for teachers, support staff & students)	December 21, 2026 -January 5, 2027
New Years Day (School Closure)	Friday, January 1, 2027
Staff Development Day	Monday, January 4, 2027
Parent-Teacher Conference	Monday, January 11, 2027
Martin Luther King Jr. Day (School Closure)	Monday, January 18, 2027
Presidents' Day (School Closure)	Monday, February 15, 2027

Spring Break	March 15-19, 2027
Contingency Day 2 No School (No School for teachers, support staff & students)	Friday, March 26, 2026
Staff Development Day	Monday, March 29, 2027
Parent-Teacher Conference	Monday, May 3, 2027
Last Day of School (students & support Staff)	Thursday, May 20, 2027
Contingency Day 3 - Last Day of School (all teachers)	Friday, May 21, 2026
Memorial Day	Friday, May 21, 2027
Juneteenth (School Closure)	Friday, June 18, 2027

Employment Policies

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

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

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

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

STANDARDS OF CONDUCT

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

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

Courteous and Professional Demeanor

All SSAES staff are expected to model professionalism by maintaining a courteous and respectful demeanor in every interaction within the school community. This includes:

- **Modeling Respect for Students and Families:** Speak to students in a calm, supportive tone—even when correcting behavior. Use language that uplifts, instructs, and preserves student dignity; Partner with families in a way that communicates care and shared investment in student growth.
- **Fostering Positive Colleague Relationships:** Collaborate respectfully with peers, paraprofessionals, administrators, and support staff. Disagreements or differences in approach should be addressed through appropriate channels, not through gossip, public criticism, or avoidance.
- **Creating a Positive Classroom and Campus Culture:** Your body language, tone, and daily interactions contribute to the climate of the school. Greet students and staff, engage with kindness, and assume best intent whenever possible.
- **Demonstrating Emotional Maturity:** Educators are leaders in the building. Maintain composure, especially during conflict or under stress. Avoid behaviors such as yelling, eye rolling, sarcasm, or dismissiveness, even when frustrated.
- **Using Constructive Communication:** Provide feedback and express concerns in a solution-oriented manner. Seek clarity before reacting, and follow SSAES protocols for personnel matters.
- **Upholding SSAES's Mission in All Settings:** Whether during parent-teacher conferences, school events, on duty, or online, ensure your conduct aligns with the school's values of high expectations, cultural responsiveness, and inclusive community.

Professionalism is not only about dress or tone—it's about how we show up for our students, our colleagues, and our community every day.

WORKPLACE CONDUCT

SSAES endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense and fair play. Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in the SSAES' sole discretion.

The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Stealing, removing or defacing SSSAES property or a co-worker's property, and/or disclosure of confidential information.
2. Completing another employee's time records.
3. Violation of safety rules and policies.
4. Violation of SSAES's Drug and Alcohol-Free Workplace Policy.
5. Fighting, threatening or disrupting the work of others or other violations of SSAES's Workplace Violence Policy.
6. Insubordination, including improper conduct toward a supervisor and/or failure to follow lawful instructions of a supervisor.
7. Failure to perform assigned job duties.
8. Violation of the Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
9. Gambling on SSAES property.
10. Theft, including unauthorized removal or possession of property belonging to SSAES, a co-worker, student, guest, or anyone affiliated with SSAES and/or on SSAES property (this includes unauthorized possession, destruction, or removal of property, records, or other material).
11. Violation of SSAES's Harassment or Equal Employment Opportunity Policies.
12. Violation of the Communication and Computer Systems Policy.
13. Unsatisfactory job performance.

14. Communicating in a manner that is unprofessional, discourteous, or disrespectful when interacting with families, colleagues, administrators, or external partners.
15. Dishonesty, including falsifying or making a material omission on an employment application or any other SSAES record.
16. Any other violation of Strong Start policy as outlined in the employee handbook.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will and SSAES reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. The Organization will deal with each situation individually and nothing in this Handbook should be construed as a promise of specific treatment in a given situation. The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

VIOLENCE-FREE WORKPLACE

It is SSAES's policy to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, SSAES will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to SSAES employees, students, guests, vendors, and persons doing business with SSAES.

It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Examples include but are not limited to:

- Physical assaults or threats of physical assault, whether made in person or by other means (*i.e.*, in writing, by phone, fax, or e-mail);
- Verbal conduct that is intimidating and has the purpose or effect of threatening the health or safety of a co-worker;
- Possession of firearms or any other lethal weapon on SSAES's property, in a vehicle being used for SSAES's business, or at a work-related function; **or**
- Any other conduct or acts that administration believes represents an imminent or potential danger to workplace safety/security.

Anyone with questions or complaints about workplace behaviors which fall under this policy should discuss them with the SSAES Administration. SSAES will promptly and thoroughly investigate any reported occurrences or threats of violence. Violations of this policy will result in disciplinary action, up to and including immediate termination. Where such actions involve non-employees, SSAES will take action appropriate for the circumstances. Where appropriate and/or necessary, SSAES will also take whatever legal actions are available and necessary to stop the conduct and protect SSAES employees, students, and property.

WORKPLACE HARASSMENT POLICY

It is the policy of SSAES to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. SSAES prohibits any such discrimination or harassment. It is our mission to provide a professional work and learning environment free of harassment that maintains equality, dignity, and respect for all. It shall be a violation of this policy for any student, teacher, administrator or other employee of SSAES to harass a student, teacher, administrator, or other employee through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to SSAES (e.g., an outside vendor or consultant). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside of the workplace, such as during SSAES business trips, SSAES meetings and/or SSAES related social events.

Harassment Defined

Harassment can take many forms. As used in this Handbook, the term “harassment” includes:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status or any other protected status defined by law.
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved.
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault.
- Offensive pictures, drawings or photographs or other communications, including email.
- Threatening reprisals of an employee’s refusal to respond to requests for sexual favors or for reporting a violation to this policy.
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment.
 - Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individuals.
 - Such conduct has the purpose or effect of substantially interfering with the individual’s work performance or creating an intimidating, hostile or offensive working environment

Responsibility

All SSAES employees have a responsibility for keeping our work environment free of harassment.

Reporting

SSAES encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender’s identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with the administration. In addition, SSAES encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. SSAES recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. SSAES is serious about enforcing its policy against harassment. However, SSAES cannot resolve a harassment problem that it does not know about.

Therefore, employees are responsible for bringing any such problem to SSAES's attention so it can take whatever steps are necessary to correct the problems.

DRUG - FREE WORKPLACE AND SCHOOLS

SSAES is committed to providing a safe and productive workplace for its employees. In keeping with this commitment, the following rules regarding alcohol and drug abuse have been established for all staff members, regardless of position, including both regular and temporary employees. The rules apply during working hours to all employees of SSAES while they are on school premises or elsewhere on SSAES business.

Drugs and Alcohol Prohibited

All employees are expected to report to work in a condition fit to perform their job responsibilities competently and safely, and to remain in that condition for the duration of their shift. SSAES believes that any employee who is under the influence of drugs or alcohol while on the job will have impaired productivity and efficiency and could also jeopardize the safety and welfare of other employees, students, and guests. Accordingly, it is the policy of SSAES to maintain an environment free of illegal drugs, misuse of prescribed drugs, and unauthorized use of alcohol while working. SSAES has a "zero tolerance" policy for employee possession of illegal drugs and/or employee impairment due to the ingestion of drugs or alcohol. Your compliance with the provisions of SSAES's Workplace Drug and Alcohol Policy is a condition of your employment, and a violation of any part of this policy will result in discipline, up to and including immediate termination of your employment.

No employee may manufacture, possess, transfer, sell, purchase, give away or solicit any illegal drug, or be under the influence of any illegal drug or alcohol, while at school or while otherwise engaged in SSAES business. Marijuana in any form is still illegal federally. "Under the influence" means any measurable amount of drug or alcohol in the employee's system.

Working while impaired by the misuse or over-use of a legally prescribed drug is prohibited whenever such impairment might: (1) endanger the safety of the employee or some other person; (2) pose a risk of significant damage to SSAES's property or equipment; (3) interfere with the employee's job performance or the efficient operation of the school. Prescription medication must be kept in the original prescription bottle, must be secured, and the amount should only be enough needed during the shift per the prescription. Employees are prohibited from reporting to work under the influence of marijuana, prescription or recreational, and it is not allowed on property, nor is the use of marijuana permitted while on duty.

It is the responsibility of every employee to ensure that our workplace is free of illegal drugs and of employees working while under the influence of alcohol or drugs. Any employee who has knowledge of a violation of this policy above by another employee, and/or who fails to report such violation to administration, will also be subject to disciplinary action, up to and including termination of employment.

Compliance with this Drug and Alcohol policy is mandatory and is a condition of continued employment. Consequently, a violation of any aspect of this policy will render employees subject to disciplinary action, up to

and including termination. If there is evidence that an illegal act has been committed, the evidence shall be referred to the appropriate law enforcement agency for prosecution.

SMOKING POLICY

It is the policy of SSAES that smoking, carrying lit tobacco products or use of smokeless tobacco products including “vapor” or “e-cigarettes” is prohibited at any time on school property and at any school activity. For purposes of this policy, SSAES property includes any building used for instruction, administration, support services, maintenance, or storage; the grounds and surrounding buildings; and all SSAES-owned vehicles. This policy applies to all students, teachers, staff, and visitors.

NOTICE OF CONVICTIONS

Any employee who is convicted of violating any federal or state laws must notify the Executive Director in writing within five (5) days of such conviction. For the purposes of this notice requirement, a conviction includes a finding of guilt, a no contest plea, or an imposition of sentence by any judicial body for any violation of a criminal statute.

SOCIAL MEDIA POLICY

The purpose of this policy is to communicate the expectation of SSAES concerning its employees’ use of social media as it relates to SSAES’s business. Employees who engage in social networking activities are expected to realize the public nature of such activities and act with the highest degree of professionalism and confidentiality.

1. SSAES expects its employees to comply with all state and federal laws, rules, and regulations concerning student confidentiality. Using social media to disseminate any information/images/videos or other media, confidential or otherwise, about SSAES’s students is prohibited.
2. Unless otherwise directed by a supervisor, employees are prohibited from using social media while at work. This includes, but is not limited to, using SSAES equipment or systems for personal writing, posting, or otherwise contributing to blogs, websites or web pages, listservs or mailing lists, social or other networking sites, or audio-or video-sharing websites. This prohibition applies to the use of SSAES or personal cell phones to access social media sites during work hours.
3. Unless otherwise directed in writing by the SSAES Administration, employees are prohibited from representing themselves through social media outlets as acting on behalf of or at the direction of SSAES. Employees may not use, refer to, or post any of SSAES’s protected information, including its confidential practices, financial information, strategic plans, or any non-public information about its students, vendors, or other business associates. Employees further are prohibited from making false or misleading statements about SSAES. Nothing in this provision is meant to prohibit employees from discussing the terms and conditions of their employment via social media.
4. Employees’ use of social media outside of the work place must comply with SSAES’s policies, including its anti-harassment and anti-discrimination policies. SSAES has a no-tolerance policy concerning unlawful harassing or discriminatory behavior, and any instances of unlawful harassment or discrimination via the Internet will result in discipline. Employees may not use any form of social or other electronic media to unlawfully harass, threaten, slander, defame, or discriminate against any co-worker or other person associated with SSAES. Nothing in this provision is meant to prohibit employees from

discussing the terms and conditions of their employment via social media.

5. SSAES respects its employees' rights to discuss the terms and conditions of their employment. Nothing in this policy should be construed as curtailing those rights. SSAES reserves its rights to monitor employee conduct through the public portions of social networking sites, public blogs, or other electronic media. Failure to comply with the policies listed above may subject employees to discipline up to and including termination.

SOCIAL MEDIA PRESENCE AND EXPECTATIONS

All SSAES employees are expected to maintain a professional presence—both on and off campus, including in digital spaces.

Staff who choose to maintain public social media accounts or create online content must adhere to the following expectations:

- **No Creation of Content on School Property:** Employees may not create or record content for personal, promotional, or public social media accounts while on school property, during duty hours, or using school-owned materials or student work. This includes photos, videos, audio, and livestreams.
- **Use Discretion with Public Accounts:** If you choose to maintain a public social media profile—whether under your name, a brand, or an alias—remember that students, families, peers, and community members may search for or view your content. All content should reflect professional judgment and avoid anything that could undermine your role as a trusted educator or school representative.
- **No Use of SSAES Identity or Intellectual Property:** Do not use SSAES branding, logos, student images, or curriculum materials in personal posts unless explicitly approved. Sharing any information—confidential or otherwise—about students is strictly prohibited.
- **Exercise Professional Judgment:** Employees are representatives of SSAES at all times. Avoid content that is inappropriate, inflammatory, overly personal, or that could damage the school's reputation or community trust. If you wouldn't share it in a staff meeting or with a student's parent, it likely shouldn't be public.

SSAES reserves the right to review publicly accessible content and address any social media activity that violates professional standards, employee conduct policies, or applicable law.

CHILD ABUSE NEGLECT POLICY

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

Nevada Statutes define child abuse and neglect as “physical or mental injury of a non-accidental nature, sexual abuse, sexual exploitation, or negligent treatment or maltreatment of a child under the age of 18 years by a person

who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby."

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

1. Notify an administrator. In the event there is no administrator on campus, you must follow the subsequent steps using your best professional judgment.
2. Call Child Protective Services at (702)455-5401. Document date, who you talked to, the

suspected abuse, even if CPS refuses to take a report. If CPS takes the report, get the report number.

3. Call the Police.
4. Child may need to meet with a counselor, school nurse, or FASA.

Child Protective Services will never disclose who made the report. In the event you are confronted by angry parents, contact the SSAES Administration immediately for assistance.

Nevada law also requires that school authorities, school teachers, and others are mandated to report any suspected cases of child abuse or neglect to the Division of Child and Family Services (DCFS) through Child Protective Services (CPS) or the appropriate local law enforcement agency.

Child Abuse Hotline Number, (702) 399-0081 or website:

http://www.clarkcountynv.gov/depts/family_services/services/pages/childprotection.aspx

IMPROPER PAYMENTS AND GIFTS

SSAES prohibits the solicitation, acceptance, offer, or payment to any person or organization of any bribe, kickback or similar consideration of any kind, including money, services, goods, or favors (other than goods or favors which are nominal in amount and are considered traditional gifts for teachers and staff, and not prohibited by any federal, state, or local law). Do not accept or give gifts, gratuities, entertainment or favors of such value or significance that their receipt might reasonably be expected to interfere with the exercise of independent and objective judgment in making or participating in the decisions of SSAES or the party with whom SSAES is dealing.

PROGRESSIVE CORRECTIVE ACTION POLICY

Purpose

An essential element of the performance management process includes ongoing feedback and documentation. Strong Start's Progressive Corrective Action Policy and procedures are designed to provide a structured process to improve and prevent a recurrence of employee behavior and performance issues that in any way negatively impact teammates or the work we do with students and families.

Outlined below are the steps of Strong Start's Progressive Corrective Action Policy and procedures. ***Strong Start reserves the right to combine or skip steps depending on the facts of each situation and the nature of the offense.*** Some of the factors that will be considered include whether the offense is repeated although there has been coaching or training for improvement; the employee's work record; and the severity of impact the conduct and performance issues have on the organization, our teammates, and/or those we exist to serve.

Nothing in this policy provides any contractual rights regarding employee corrective action or counseling. Nothing in this policy modifies the employment-at-will relationship between SSAES and its employees.

Procedure

Step 1: Verbal Warning

This is an opportunity to bring the employee's attention to the performance, conduct or attendance issue(s). The manager should discuss the nature of the problem or the violation of company policies and procedures. It is important to clearly communicate the expectations and actions required by the employee to improve their performance and/or behavior.

Within five business days of the meeting, the manager will prepare a written record of the verbal counseling, using the attached ***Verbal Warning*** template. The employee will be asked to sign this document to demonstrate their understanding of the issues and the corrective action required. A copy will be placed in the employee's personnel file.

Step 2: Performance Improvement Plan (PIP)

If the employee fails to meet the expectations discussed and documented in the Verbal Warning, they should be placed on a ***Performance Improvement Plan*** using the attached template. The purpose of a PIP is to improve the performance of employees who are not meeting performance and/or behavioral expectations, document corrective action, serve as a Written Warning, and support the employee in achieving individual, departmental and organizational goals. The formal Performance Improvement Plan requires the employees' immediate and sustained improvement and includes a Written Warning. The SSAES Administration will outline the consequences for continued failure to meet performance and/or conduct expectations. Specifically, failure to make improvements could result in further corrective action, up to and including termination of employment. The employee signs and dates the Performance Improvement Plan acknowledging their receipt and understanding of

the Plan. The SSAES Administration signs and provides the employee with a copy of the PIP along with any attached documentation. A copy is also forwarded to the Office Manager for placement in the employee's personnel file.

Optional Step: Suspension

Some performance, conduct and/or safety incidents are so problematic and harmful that the most effective action may be the temporary removal of the employee from the workplace. When immediate action is necessary to ensure the safety of the employee or others, the employee may be suspended pending the results of an investigation.

Suspensions that are recommended as part of the normal sequence of the progressive corrective action policy and procedures are subject to approval from the SSAES Administration.

Depending on the seriousness of the infraction, the employee may be suspended without pay in full day increments consistent with federal, state and local wage and hour employment laws. Nonexempt/hourly employees may not substitute or use an accrued paid vacation or sick day in lieu of the unpaid suspension. In compliance with the Fair Labor Standards Act (FLSA), unpaid suspension of salaried/exempt employees is reserved for serious workplace safety or conduct issues. The SSAES Administration will provide guidance to ensure that the discipline is administered without jeopardizing the FLSA exemption status.

Pay may be restored to the employee if an investigation of the incident or infraction absolves the employee of wrongdoing.

Step 3: Final Written Warning

If the employee fails to meet the expectations discussed and documented in the PIP and Written Warning, they should be placed on a Final Written Warning, using the attached ***Performance Improvement Plan (PIP)*** template, and the guidelines noted above in Step 2.

The Employee will have the opportunity to present information to dispute information used to issue the Final Written Warning. Information should be presented by the employee within five business days following the meeting. The purpose of this process is to provide insight into extenuating circumstances that may have contributed to the employee's performance and/or conduct issues while allowing for an equitable solution.

Step 4: Recommendation for Termination of Employment

The last and most serious step in the process is a **Recommendation for Termination of Employment**. Generally, management will follow this **Progressive Corrective Action Policy** by clearly communicating expectations, warning the employee of performance and/or behavioral issues, and giving them the opportunity and support to improve.

Employees may be terminated without prior notice or disciplinary action. Serious violations and illegal behavior are not subject to progressive discipline and may result in immediate termination. Examples include, but are not limited to theft, dishonesty, substance abuse, intoxication, threats, fighting and other acts of violence at work.

School Policies, Procedures, and Rules at a Glance

Academic Calendar

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

Work Day

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

If the SSAES Administration is unavailable, you must contact the Office Manager. **Anytime you need to leave during the day, for any reason, you must obtain permission from the SSAES Administration.** Failure to report on time, or leave campus during your contracted work day, without following absence procedures or securing permission from the SSAES Administration, will result in disciplinary action.

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

First Day of School Procedures

Gates will open at 8:00 am.

- Kinder through fifth grade teachers will be in their classrooms waiting to receive students.
- Specialists will be at the entrance helping families find their classrooms.
- Families will be allowed on campus for the first 2 days of school. Starting on the third day, Strong Start will implement a closed campus, which means only students on campus in the mornings.
- On the first day of school, teachers will have students sign their names in the comments section of the Sub Attendance Rosters. For students in Kindergarten who are too young to sign their own name, the teacher will write their name for them.
- For students who are not present, the teacher will write “No show” in the comments section of the Sub Attendance Roster.
- If a student is physically in class but is missing from a teacher’s roster, the teacher should add the student to the bottom of the Sub Attendance Roster and notify the office. The student should sign by their name.

Opening Exercises

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

- The second bell rings at 8:15 am. After 8:15 am, the student is considered tardy and must be marked as tardy in Infinite Campus.
- Monday through Friday opening exercises, including the pledge of allegiance, Social-Emotional Learning (SEL) lesson, and morning circle will take place in individual classrooms.
- All of the activities are led by the morning message video, except the morning circle, which is teacher led.
- Breakfast and opening exercises should be completed by 8:30 am.
- All specialists will assist in the kindergarten classrooms for the first few weeks of school.
- Specialists and administrators will assist kindergarten teachers with dismissing parents.

Breakfast After the Bell

All students will eat breakfast in their classrooms.

- After the second bell rings at 8:15 am the following breakfast schedule goes into place:
- Teachers must pick-up coolers from the cafeteria before 8:00 am.
- After 8:30 am, coolers should be placed outside of your classroom with any other leftover breakfast items.
- Procedures must be established for students to close milk containers before they get up from their seats to throw away breakfast trash.
- Breakfast scraps must be tossed into the small, black rectangular trash bin and the trash bin should be placed outside of the classroom immediately after breakfast ends and no later than 8:40 am.
- In the upstairs classrooms, trash containers should be placed outside of the entrance in the hallway and breakfast trash should be disposed of outside of the classroom to avoid spills on the carpet.

Lunch Procedures

Please do not arrive at the cafeteria before your scheduled lunch time. Additionally, during the first week of school, please make sure you practice the following lunch routine with your students prior to lunch time for a smooth process:

- Kindergarten teachers have duty for the first 10 minutes of Kindergarten lunch in the cafeteria (11:00 am

to 11:10 am)

- During lunch duty staff should be helping students go through the lunch line and selecting the required lunch items, opening containers, getting students missing items (ketchup, spork, napkin, etc.).
- Once students sit down, they are not to get back up.
- If students need anything, they are to raise their hand.
- Students who need to use the restroom, must be escorted by staff and staff must wait in the hallway until all students are finished.
- First through fifth grade teachers have duty for the last 10 minutes of their students' lunch/recess period.
- Designated staff who cover lunch duty will arrive at their designated duty station to supervise the students while they eat/play.
- Duty personnel will blow the whistle at the end of recess.
- Students will line up with their class.
- All teachers will meet their students outside.
- Please ensure each class respectfully lines up in a single-file line, keeps hands and feet to themselves, and walks through the school in an orderly fashion.
- Support staff, administrators, teachers, and specialists will provide lunchtime supervision in the cafeteria and on the playground.

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

Students' Safety and Supervision

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

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

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

personally liable for accident or injury.

- **Student Lines – Drop-Off – Pick-Up Times**

- o Arrive to pick up students promptly.
- o ALL teachers are expected to escort students in and out of their classrooms in an orderly and managed manner – lunch, recess, to/from specials, dismissal.
- o Monitor student lines as you move around campus and ensure that lines are respectful of other learning classroom environments.
- o When walking in line, all students must always remain within the teacher's line of sight and supervision.

- **School wide Safety**

- o Be alert of any situation that may need adult attention. Supervision of students is on-going and continuous while teachers are on campus. Address any suspicious activity and report it to the office immediately.
- o For security purposes, teachers are required to have a photo identification available with them at all times, photo ID's are provided by the school during scheduled staff photos and all teachers are expected to have their photographs taken.
- o Students are expected to follow playground rules. Rules will be taught during the first couple of weeks in P.E. and should be reinforced during recess.
- o Staff must be consistent with enforcing playground rules.
- o Students must be redirected when not following rules, however, if a student repeatedly chooses not to follow playground rules, they may be temporarily removed from the playground as a consequence.
- o Students will walk in a quiet line. Students should not be allowed to walk ahead of the teacher and must be within the teacher's line of sight at all times.
- o Teachers, staff, and visitors to the building must have a badge/sticker.
- o Staff are expected to remain in their assigned classrooms at all times. In the event of an emergency, they may request coverage from a neighboring teacher; however, this should only occur when immediate attention is required and no other option is available. Ongoing or routine coverage must be approved by administration.

Dismissal Procedures

Specialists will assist with opening the gates at 3:13 pm.

- Parents will be waiting outside of their child's designated dismissal area.
- Do not dismiss students until after the bell rings.
- If parents are knocking on the door, do not open the door.
- Teachers must verify their students' dismissal plans with parents during Meet & Greet or on the first day of school.

Ordering Supplies

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

School Wide Expectations

Staff at Strong Start Academy will consistently implement the Positive Behavioral Interventions and Supports (PBIS) positive classroom behavior approach as well as school wide rules at all times.

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

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

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

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

Treat others as you wish to be treated.

Be courteous.

Use appropriate positive language and actions.

Listen to each other.

3. Be Responsible – Solve Problems Wisely

Follow directions.

Complete your schoolwork.

If you make a mess, help clean it up.

If you make a mistake, be honest.

Take care of your equipment/school property.

Be on time.

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

Activities for the First Couple of Weeks of School

- Teachers will engage students in activities to explicitly teach SSAES expectations.
- Time will be dedicated to build classroom community and establish high expectations of mutual respect among staff and students.
- Efficient line-ups, minimal wait times, clear expectations, well-planned routines, smooth transitions, and thoughtful use of learning spaces all contribute to effective student behavior management.

Things to Remember

- An engaging learning program pre-occupies most children with positive things and will ease behavior management concerns.
- Power of words! Self-control is important when verbally communicating with students – what we say about children and to children (to others, to ourselves, and to the child) dictates what message we transmit to our students. We need to stay positive and lead by example.
- It is important to recognize, acknowledge, and speak to children who you encounter in school.
- Do not use homework/writing assignments as punishment.
- Do not deprive a student of a learning experience on the grounds of inappropriate behavior. (i.e., participation in P.E., field trips, field day, etc.)
- Students should not be left in the hallway or outside the building. All children **must** be supervised, in-line of sight, at all times.
- Consistency is important but the person on duty should have the right and responsibility to use good judgment at the moment. The staff should agree on basic rules for children and themselves.

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

Time-Out Procedure

Time-out can only be used if it is part of your written plan. If a student is removed from their group or class, the reason should be communicated to them clearly at that time. Avoid using the hallways for time-out areas.

Leaving students unsupervised is prohibited. Establish a time-out buddy classroom. Generally, one (1) minute per year of age is appropriate.

Corporal Punishment

Corporal punishment is illegal pursuant to NRS 392.465 and is not permitted. Violators will be subject to immediate termination. Corporal punishment is strictly forbidden. Slapping, spanking, pinching, hitting, or physical force to correct student behavior is strictly prohibited. SSAES expects employees to command respect by being respectful and by correcting students in a respectful manner. Employees are expected to seek the necessary resources to correct student behavior when it is beyond their ability to take corrective action. Use of corporal punishment may be grounds for discipline up to and including immediate termination

Cell Phone/Electronic Devices - Staff

Staff members' personal electronic devices (such as cell phones and other devices.) should only be accessed during non-instructional time. Student safety is a high priority and the use of such devices may distract from critical communications in the event school-wide emergency procedures need to be activated. Please let administration know if a unique situation may warrant otherwise. Staff may use cellphones to communicate with

parents, but should do so during lunch or prep periods. This includes during professional development sessions, PLC meetings, and other grade level/committee meetings.

Cell Phone/Electronic Devices - Students

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

Office Referrals

Teachers are to adhere to SSAES's school wide progressive discipline referral process. The MTSS Committee will communicate school wide behavior expectations through monthly committee meetings and the implementation of PBIS. Office referrals will be recorded in Infinite Campus. Incidents between students that result in injury to self or others must be referred directly to the office. All conduct and/or behavior issues should be shared with parents throughout the school year.

Documentation of Discipline

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

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

Physical Activity Breaks

Students will have recess after lunch and bathroom breaks are not necessary in K-2nd grade classes since these classrooms all have bathrooms located inside of the classrooms. 3rd-5th grade classes will have scheduled bathroom breaks.

Bathrooms in the classroom

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

Responsibilities Of The Teacher

Substitute Requirements

Please refer to the [Attendance Policy](#) for instructions on what to do when an absence occurs.

It is the responsibility of every staff member to communicate with the Office Manager in a timely manner so that the Office Manager may secure a substitute in the event of an absence.

It is the teacher's responsibility to have one week of current, standards-based, detailed emergency substitute lesson plans available at the front office, as well as to provide any relevant information for the substitutes (i.e., schedule, duties, etc.).

Make sure that you have submitted a sub folder and current sub plans are maintained and ready throughout the school year in case of an emergency. This is your responsibility and doing so will provide consistency in your classroom during your absence.

Failure to maintain sub plans may result in disciplinary action.

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

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

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

Information for Substitutes

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

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

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

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

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

Professional Development (PD)

SSAES is committed to the professional development of all its employees. For educators, SSAES provides training before the start of the school year, on-site coaching and modeling throughout the school year, day-to-day

instructional leadership, and training during morning meetings. For non-instructional staff, SSAES provides technical training before the start of the school year and throughout the year.

In addition, Professional Development days are embedded into our academic school year calendar. All licensed, non-licensed, and support staff employees are required to attend the Professional Development unless otherwise stated by administration. **Employees are prohibited from requesting PTO over assigned professional development days unless there is an emergency, an employee is on a protected leave status, or has obtained prior approval from the SSAES Administration.**

If you are unable to attend any of the Professional Development days, please contact administration to discuss possible solutions.

Staff Development Days Scheduled for SSAES for the 2026-2027 school year are as follows:

Monday, September 21, 2026

Thursday, October 29, 2026

Tuesday, November 3, 2026

Monday, January 4, 2027

Monday, March 29, 2027

Administrative Expectations

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

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

Based upon the Nevada Academic Content Standards (NVACS), administrators will be looking for the following indicators as they gather information for teacher performance assessments.

1. The NVACS serves as the basis for classroom instruction. Classroom activities, lesson plans and learning materials in use should support that belief.
2. Students' achievement is commensurate with established expectancies. Samples of student work and observation of their performance will be used to determine this expectancy. Quantitative data, such as norm-based tests, standards-based tests, criterion-referenced tests, and formative assessment results will be important indicators of student achievement.
3. Instruction is planned, organized and adjusted to meet the individual needs of students. Grouping, learning centers, developmentally appropriate lessons, peer tutoring, cooperative learning, use of parents and university students as resources will serve as evidence that this is true.
4. A classroom climate conducive to the teaching/learning process is established and maintained. Indications of this are: positive behavior management, effective use of time, mutual respect in teacher/student interactions.
5. Instruction includes the components of an effective lesson and the NEPF. Evidence of this can be seen in the use of motivating approaches to teaching, use of effective teaching strategies, skillful use of guides, independent practice and use of applied learning.
6. Plans to increase personal effectiveness are developed and implemented such as concrete, developmentally-sound science and math instruction, use of the writing process, computers, varied reading materials and strategies, integrated curriculum activities and a well-organized classroom designed to stimulate excitement and motivation for learning.

Performance Evaluation

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

Academic Support Staff Evaluation

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

Non-Instructional Support Staff Evaluation

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

Student Work

Student work should be displayed in an attractive and relevant way that is aligned to standards and/or the unit of study in the classroom. Student work should be updated at a minimum of **ONCE A MONTH**, according to the changes in units of study, and not be left for observation after their objectives have been met. Every effort should be made to have student work in alignment with the current year's School Performance Plan (SPP) goals.

Student work displays become valuable tools of learning as they encourage the development of student interest, participation, and responsibility. They represent the thinking, planning and development of the entire classroom and become a center for independent learning, a motivator for a unit or activity, a place to reinforce effort or highlight key concepts.

When classroom observations are conducted, the supervising administrator will be looking for evidence of current and relevant student work displayed. Keep in mind, the longer a display is posted, the less effective it becomes and the less a student "sees" it. Use different ways of presentation to capture and maintain interest.

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

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

Committee Involvement

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

Confidential & Cumulative Folders

Confidential folders are kept for any student receiving special education services. Because of their confidential nature and the federal laws that govern special education and the privacy of students, these folders are kept in locked files in the special education room. The teacher of record may review the file, signing out the folder, and documenting in the summary portion of the confidential folder. Information contained within the folder is confidential, and, at no time, may be shared with non-custodial parents, or other children in the classroom.

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

Duty

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

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

Extra-Curricular Activities

Teachers are expected to participate in extra-curricular activities including parent and family engagement nights, tutoring, and other community outreach activities as identified by the SSAES Administration. Teachers and staff will be compensated for their time.

Grooming and Dress Code

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

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

- The following are NOT considered to be appropriate attire:
 1. For men: jeans (except for Fridays), jeans with tears or ragged edges, shorts, tank tops, muscle shirts, sweat suits or warm-ups, collarless T-shirts, spandex/lycra as an outer garment, no pants that drag or sag enough to show underwear or similar tight outfits;
 2. For women: jeans (except for Fridays), jeans with tears or ragged edges, shorts, skirts more than four inches above the knee, basic cotton crew-neck T-shirts, graphic or logo T-shirts, athletic or performance shirts, oversized T-shirts, provocative shirts, tank or crop tops, muscle shirts, sweat suits or warm-ups, spandex/lycra, no pants that drag or sag enough to show underwear as an outer garment or similar tight outfits; and leggings;
 3. Slippers, house shoes, work boots, thongs, flip flops (any sandal that cuts between the toes and

has no back is considered a flip flop and is not allowed), and other similar foot apparel.

- **All employees are expected to report to work in clean, neat, and well-maintained attire. Clothing must be clean, pressed or wrinkle-free, and in good condition. Employees should not report to work in clothing that is dirty, excessively wrinkled, stained, torn, faded, or otherwise unkempt. Staff are expected to maintain a polished, professional appearance that reflects the school's commitment to excellence as well as reflect the high standards of professionalism expected in an educational setting and serve as a positive role model for students.**
- 1. Employees shall keep their hair neatly groomed. Beards and mustaches shall be neatly groomed;**
 - 2. Employees may wear a single nostril piercing provided it meets the following guidelines:**
 - **The jewelry must be small and discreet, with a visible diameter not exceeding 2 mm for studs.**
 - **Acceptable styles include: simple studs (silver, gold, clear diamond, or flesh-colored retainers)**
 - **Septum piercings and all other facial piercings are not permitted.**
 - **Jewelry must be professional in appearance and should not cause distraction in the classroom or workplace.**
 - 3. Employees shall not wear on the outside of their clothing jewelry or similar artifacts that may be considered obscene or distracting, may cause disruptions, or which may present a safety hazard to the employee and those whom they work. Hats are not to be worn inside the school.**

Health Office Referrals

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

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

Google

Google (Mail, Drive, etc.) is SSAES' communication system. It is to be used for school communication and business only. Staff must check their Google mailboxes throughout the day, to ensure that important information is read and deadlines are met. Also, in the event of a lockdown situation, information will be posted, if possible

and appropriate, for staff viewing only. All staff will read and sign an Acceptable Use Policy form which defines appropriate computer use. Please remember that SSAES' Google is not private.

Parent Communication

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

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

PHOTOGRAPHY, VIDEO & FILM

SSAES recognizes the importance of photography as a means of documenting educational activities and promoting school culture. Employees are permitted to take photos in the workplace for such related purposes, provided that such photography does not infringe on the privacy rights of individuals or disclosed sensitive or confidential information. Prior to taking and using photos of employees, customers, or other individuals at SSAES, employees must obtain consent from those featured in the images. Teachers should maintain and review student photo release forms to ensure applicable consent.

Employees should exercise caution when taking photos in areas where individuals have a reasonable expectation of privacy, such as restrooms, changing rooms, or private offices. Photography in these areas without prior consent and notification of administration is prohibited. Photos taken by employees during the course of their employment, within the workplace or at SSAES events, shall be considered the property of SSAES, unless otherwise specified in a separate, written agreement.

Photos taken at school or during school-related activities may be used for internal purposes, such as company newsletters, social media posts, or marketing materials, with appropriate attribution. External use of photos for promotional or commercial purposes requires approval from the administration. For identification and safety/security purposes, all SSAES employees will be required to sit for an employee photograph for internal use only.

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

APPROPRIATE USE OF VIDEO MEDIA

In general, video media may be utilized as one tool to advance the instructional objectives of the SSAES-approved curriculum, classroom lesson, and/or units of study. The content of the video material must directly support the stated instructional objectives of the lesson or unit plan and must be part of an overall lesson that engages students in the development of understanding of the content and/or the development of skills of the lesson. Video material shall be intended to enrich the curriculum and assist students in meeting instructional goals. To make efficient use of instructional time, whenever possible, excerpts or clips from video media should be utilized rather than having students view the entire piece.

GUIDELINES

1. **PURPOSE:** There must be a stated instructional purpose in the lesson and/or unit plan for the use of video media in the classroom. The lesson must be clear on how the video media shall be used. Given the potential inappropriate nature of video media, media must be carefully reviewed by the teacher prior to consideration for use in class.
2. **LESS IS MORE:** In general, full-length movies or television programs should not be utilized during instructional lessons.
 - a. The portions of the movie or program pertinent to the objectives of the lesson should be identified and utilized.
 - b. Full-length movies or programs may be utilized only if the video media is approved by the administration AND is specifically listed in the curriculum for that course.
3. **GOOD INSTRUCTION MUST ACCOMPANY VIEWING:** In cases where full-length movies or programs are utilized, accompanying instructional strategies and techniques must be developed and included in the teacher's lesson plan to help the students view and process the material with purpose and in a productive and efficient manner. These could include, but shall not be limited to:
 - a. Anticipatory questions and/or discussion.
 - b. A viewing guide.
 - c. Pausing the video at predetermined times to provide for class or small-group discussion or activity about the content.
 - d. Journal writing tasks to process or reflect upon the content in order to connect it to the overall objectives of the lesson and/or unit of study.

4. **PREVIEW MATERIALS CAREFULLY:** All video media **MUST** have been recently previewed by the teacher before showing the material to students. The choice of video material to be utilized for instructional purposes shall consider the following:
 - a. The age, maturity, and sophistication of the students shall be considered when selecting material.
 - b. The movie or video's Motion Picture Association of America (MPAA) rating or television parental guidelines rating.
 - c. The presence of profanity, sexual content, prejudicial stereotypes, or violence. Video segments, movies, or clips used in the classroom **SHALL NOT** include use of sexually charged content, profanity, depiction of sexual acts, nudity, graphic or pervasive acts of violence, drug use, or aberrant behavior. The presence, or any reasonable question of the presence, of any such material shall prompt required evaluation and approval of the material for use by administration utilizing the video approval form.
 - d. The quality of the overall piece and its relationship to the content of the curriculum and/or lesson.
 - e. The accuracy of the piece, i.e., consideration of opinions, veracity and fair representation of "facts," information that is timely, impartial, and without bias.
5. **LIMITATIONS BASED ON VIDEO MEDIA RATINGS:** For the use of any video media of any rating, the instructional relevance **MUST** be clearly demonstrated in the curriculum and lesson plan. The appropriateness of the video media and the need for parental permission for viewing depends on the grade level of the students and the rating of the video media.
 - a. For elementary classes and activities, movies or clips from movies may only be shown if they carry the MPAA G or PG rating or equivalent. Great care must be taken when choosing a PG film or program for elementary students to ensure the suitability of the material, which must be under the supervision of the teacher.

FACILITIES

Building Security / Safety Procedures

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

Staff Deliveries and Office Procedures

To maintain a safe, efficient, and distraction-free front office environment, all SSAES staff are expected to limit the use of the school as a location for personal deliveries. This includes food orders, personal items, and non-school-related materials. Deliveries place an undue burden on front office staff and interfere with security protocols and the flow of the school day.

Important Notice Regarding the Security Gate:

Due to the school's secured entry system, all visitors—including delivery drivers—must be manually granted access. This creates significant disruption during instructional hours and may compromise front office efficiency and student safety protocols. The front office cannot continually accommodate food or package deliveries during the school day.

Guidelines and Expectations:

- **Food Deliveries:** Staff are discouraged from ordering food deliveries to school. If you choose to do so, it must not interrupt the instructional day or require front office staff to leave their duties. Food deliveries must be received **at the security gate** during your prep time, lunch break, or after hours.
- **Personal Packages:** Refrain from using the school address for personal deliveries, unless pre-approved by the Office Manager. SSAES is not responsible for lost, stolen, or delayed items.
- **Instructional Materials or Supplies:** School-related items delivered to the campus must be labeled with the staff member's name and coordinated in advance with the Office Manager.

Delivery Procedure:

1. Notify the front office in advance if you are expecting a delivery.
2. Do not request that office staff retrieve, store, or sign for food or personal items.
3. Use **your designated prep period or break** to meet delivery drivers at the front gate. Deliveries will not be permitted to enter beyond the secured access points.
4. Students may not be used to pick up or transport deliveries of any kind.

Care of School Property

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

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

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

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

Staff Lounge Clean Up

Custodians are not responsible for cleaning the staff lounge. Individual staff members using the lounge areas are expected to clean up after themselves. This includes covering food in the microwave, disposing of trash, and wiping tables. Please remove any food items at the end of the week.

Staff Bathrooms

Please do not flush feminine hygiene products or paper towels down the toilets. Our plumbing cannot handle the excess paper. Additionally, staff should only use bathrooms designated for adults and refrain from using classroom bathrooms, which are designated for children.

Staff Work Areas

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

Heating and Air Conditioning

If you have problems with the HVAC systems, please notify the office. Please do not leave doors open when the air conditioning system is in operation. Please turn up the thermostat on your classroom's AC unit to 78 degrees in the evenings before you leave for the night.

Lights

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

Technology

Please turn off all computers/panels and all other technology at the end of day.

School Keys

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

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

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

RECORDING OF ABSENCES/TARDIES

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

Student Absences

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

- The Safe School Professional or the office will inform you when a parent informs the office that their child will be out for an extended period of time.

Tardies

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

Staff Children

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

Student Confidentiality

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

Student Supervision

INSTRUCTION

Classroom Management

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

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

and consistent manner.

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

- Good organization - reduces the need for discipline plans. Efficient line up and passage, minimum waits in line, carefully planned classroom routines, and attention to living space all help in managing student behavior.
- On-going programs such as cooperative learning activities, Life Skills, CHAMPS and similar plans promote social skills growth, enhance teacher and student self-esteem, and build teacher/student rapport. The end result is improved discipline.
- Keeping your cool is a must. If you are incapable of remaining calm, call for help.
- An exciting learning program pre-occupies most children with positive things and will ease behavior management concerns.
- Model the behaviors you wish to see.
- Control is important when verbally communicating with students - what we say about children (both to others and to ourselves) dictates what we transmit to our students.
- It is important to recognize, acknowledge, and speak to children that you encounter in school.
- Review routines and procedures frequently. Provide praise and rewards for those who follow classroom rules.
- Children in time out should be in areas supervised by an adult. Students should not be left in the hallway or outside the building.
- Consistency is important, but you have the right and responsibility to use good judgment at the moment.
- Your last resort should be the office/behavior classroom. Students view you as the authority. The moment you turn that over that power to another person (the counselor, administrator, or any other person) it sometimes sends the wrong message to the child such as “I have no control over your behavior. I give up!” This is true especially if the child is continually sent out for minor violations in the classroom.

Nevada Academic Content Standards (NVACS)

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

Grading Policy / Report Cards / Progress Report

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

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

Student academic progress must be documented using the adopted web based Infinite Campus portal and needs to be uploaded every other week (bi-monthly) to provide parents with up-to date-information. Teachers are mandated to comply with this reporting process. It is expected that all teachers in all grade levels will show consistency in the reporting of grades of all students. Progress reports should be provided to parents frequently (at least once a month). Grades need to be uploaded to Infinite Campus on a weekly basis.

Report Cards

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

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

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

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

Homework Policy

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

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

Kindergarten – 5th Grade = minimum 20 minutes daily

Here are some guidelines to use when assigning homework:

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

Holidays / Celebrations

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

Birthdays may be acknowledged, however, birthday celebrations for students are not to be allowed at school during instructional time. If a child has invitations, they should be passed out either before or after school. Please encourage parents to bring non-food items as treats, however, if food treats are delivered, please inform parents that they will be distributed by their child at the very end of the school day or at lunch (last 5 minutes).

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

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

Lesson Plans / Instructional Planning

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

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

Instructional Planning

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

- How you are preparing the learner;
- The NVAC standard (What students are learning?)
- Purpose (Why are they learning it?)
- The task (How will they show they have learned it?)
- Teachers will also include within the procedures how they will help students make-meaning of the content.
- With the adoption and training of the literacy framework structure, it is also expected that every teacher will include in their daily plans their lessons for the differentiated reading block. The plans should include the time for each group, the names of students in each group, and the skill/strategy being taught. While pulling small groups, other students are expected to be working on standards based workstations, which also need to be outlined in the plans (work stations do not have to change daily).

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

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

THE WEEK BEGINS, EVERY WEEK. A hard copy must also be placed on the teacher's desk to be available for inspection.

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

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

Effective use of Morning Meetings (PLC)

Morning meetings will be held from 7:30 a.m. to 8:00 a.m. Meetings are expected to begin promptly and all teachers must report on-time, come prepared, and ready to participate. The following is a list of what is expected from every single staff member on the campus. A professional educator:

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

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

Effective Use of Allocated Instructional Time

Implement a direct teaching activity that addresses grade level/school wide focus goals as identified on the academic focus calendar at the onset of each school day. Grade level frequent assessments are required to monitor and address mastery toward school improvement focus objectives.

Plan routine classroom procedures so that instruction begins quickly and interruptions to learning are minimized. Practice routines with students so that they become familiar with them and use them automatically. Adhere to scheduled times, as much as possible, so that schedule-dependent activities start and stop on time. Set and maintain a brisk pace for instruction. Maximize instructional interaction between teacher and students.

Integrate subject areas whenever possible to maximize instructional time.

Parent Concerns

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

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

Parent-Teacher Conferences

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

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

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

Personal Property

Teachers who bring personal items into their classrooms, should secure their items in their desk or in another secure location. Do not leave your purse or any other personal property where it can be easily accessed by students.

Preparation Time

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

Students

Procedures for Arrival and Dismissal at SSAES Assemblies:

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

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

Performers:

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

Discipline

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

Restorative Justice Policy

Restorative Justice is defined in Nevada legislation as:

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for his or her behavior;
- Restoration or remedies related to the behavior of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

NRS 392.472 (from AB 168, 2019): “Restorative justice” means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil.

According to the Nevada Department of Education, Restorative Justice is about “changing systems (schools, criminal, and juvenile justice) to address harm more meaningfully and undo systemic patterns of institutional racism and oppression.” “Restorative practices strengthen students’ connections to both staff and other students, which is why these practices support both prevention and response. Repairing harm and restoring relationships after transgressions helps keep students connected to a positive school community.

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

Tier 1 focuses on prevention of problem behavior by emphasizing universal supports. The critical features of Tier 1 include school-wide expectations that are taught and encouraged, and systems that discourage inappropriate behavior. Tier 2 is designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems. It involves specialized group interventions to supplement the Tier 1 supports. Tier 2 interventions focus on targeted and explicit instruction of skills, structured prompts for appropriate behavior, opportunities to practice new skills in the natural setting, and frequent feedback. Tier 3 is designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports. Tier 3 interventions are utilized for students that demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports.

Students who are struggling with inappropriate behavior will be monitored frequently through the use of a Restorative Resolution Plan (RRP). Since each child has a different social and emotional needs, it is vital that the RRP be unique to those needs. It is also important to collaborate with parents, teachers, and staff members in order for students to learn more about their own behavior and to work and support each other as a community of learners. SSAES students are expected to show respect for themselves and others. Each classroom has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together.

These expectations apply to:

- All students

- Anyone who is on the school property
- Anyone who is in attendance at school or any school-sponsored activity
- Anyone whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in the school

Tier I	Restorative Practices
Prevent inappropriate behaviors by introducing school wide support	• Establish and reinforce school-wide expectations, initiatives, and systems • Cultivate healthy, positive, and professional relationships with students • Emphasize a sense of school community • Engage students personally before addressing any behavioral issue, whenever possible
Tier II	Restorative Practices
Identify students who are developing chronic inappropriate behaviors Focused on behavior data and documentation	• Continue Tier 1 Restorative Practices • Temporary/alternative student environment - teacher to teacher, teacher to staff member, teacher to penalty box, etc. • Meet with the Counselor or Safe Schools Professional • Self-Reflection • Students required to self-disclose inappropriate behavior to a parent via student initiated contact from the school site. • Informal parent/family contact via phone call, e-mail message, text message • Peer circles • Apology letters
Tier III	Restorative Practices
Resolve chronic inappropriate behaviors with individualized interventions	• Continue Tier 1 & 2 Restorative Practices • Meet with the Counselor or Safe Schools Professional • Introduction to the SSAES Administration • Formal parent/family contact • Social contracts • Create a Restorative Action Plan (RAP) - Collaborate with students, parents, and all to create a plan that is realistic to accomplish.

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

MINOR BEHAVIOR INCIDENTS

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

Restorative Steps For Minor Behavior

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

MAJOR BEHAVIOR INCIDENTS

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

Restorative Steps for Major Behavior

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

For all offenses, common sense and good judgment will prevail. Strong Start Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together.

Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate with the severity of the offense.

Administration will make the final decision on disciplinary actions.

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

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

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

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

Summary of Progressive Restorative Discipline Structure

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

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

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

Discipline Limits for Special Education Students

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

other provisions of IDEA with respect to notice, determining whether a removal constitutes a change of placement, conducting a manifestation determination and other requirements in connection with any disciplinary removal of a pupil with a disability.

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

Suspension or Expulsion

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

Strong Start Academy Appeals Policy

School Disciplinary Committee (SDC)

Strong Start recognizes the right of parent(s)/legal guardian(s) to appeal a suspension or expulsion decision in a student-discipline case. Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a Required Parent Conference (RPC) to bring in the parent/legal guardian and share the findings with the parent. The parent has the right to share any additional information. Following this process, the school's leadership (in minor situations) and/or the School's Disciplinary Committee (in major situations) has the right to make any initial discipline determination on the basis of each specific case and can determine if suspension is the appropriate course of action. The School's Disciplinary Committee is made-up of various school staff members (Executive Director, Safe School Professional, teacher(s), and support staff) who will be selected before the start of each school year (but may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors). If suspension is recommended, it must be progressive and fit the infraction. Under NRS 392.467.1, a student who is less than 11 years of age must not be permanently expelled from school, unless an exception is approved in extraordinary circumstances. The School's Disciplinary Committee will act in good faith and fairness to protect all persons at the school, school property, and general school safety.

Board Safety Committee (BSC)

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

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

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

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

Appeal Notice & Timeline

The following provisions speak about the parent/legal guardian's rights and/or options. If a student is suspended or expelled from Strong Start Academy, the school will provide, on the same day that the student is suspended or expelled, a notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671. The parent/legal guardian has five (5) school days to appeal a suspension or expulsion decision. A parent/legal guardian must notify school leadership in writing (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word "appeal" (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone). If 5 days have passed without a request for an appeal, the school may treat the discipline decision as final.

Interim Education

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

No Contacts

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

Board of Directors; Appellate Process

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

- School leadership, the School Disciplinary Committee, and/or a member of the Board Safety Committee will present the facts and evidence of the case. Strong Start Academy may present any statements from the victim(s) of the incident and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.

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

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

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

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

Designee

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

NRS 392.4671

NRS 392.4671 creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion. The statute outlines the requirements of that policy, noting that the timelines included in the policy must align with timelines that are established by the Nevada Department of Education (“NDOE”) pursuant to NRS 392.4609.

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

Legal Information

- Strong Start reserves the right to amend this policy from time to time in its discretion and will endeavor to keep the school community aware of any changes.
- In developing this policy, Strong Start has endeavored to comply with its legal obligations, including those in: (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with any such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not Strong Start Academy has formally updated this policy and/or provided notice to the school community of the change.
- The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.

Promotion / Retention Policy

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

Student Retention

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

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

The teacher and the SSAES Administration in joint agreement have the final authority to retain a student. No student may be retained more than one time in the same grade. Before any student may be retained in the same grade rather than be promoted, the procedures identified on the following pages are to be utilized.

I. Identification Phase

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

II. Data Gathering Phase

- Data may consist of:
 - i. Student profile
 1. age
 2. physical size/maturity

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

III. Intervention Phase

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

IV. Decision Phase

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

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

FIELD TRIPS

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

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

Field Trip Guidelines

General Rules

1. All chaperones and students are expected to follow established rules of behavior. Failure to do so will result in an immediate return home at the individual's expense, in addition to possible legal action.

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

Travel

1. A copy of each student's field trip permit must be kept by their assigned chaperone.
2. When traveling by air, a list of all students and chaperones with contact numbers must be kept by the leader of the trip. A copy must be kept at the school site.
3. Seatbelts and other safety devices should be worn at all times.
4. Voices should be kept at a moderate level.
5. Students should be able to easily identify their belongings and have them labeled. It is suggested that everyone provide a count of the number of bags they are bringing to assist in gathering all belongings when you arrive in your destination.
6. If medication is required by a student then one adult should be in charge of the medications and be familiar with the dispensing requirements and medical needs of those students. Medication must be kept in a carryon bag.
7. Any rental vehicles being used must go through the proper reservation procedures for the school. Only those adults listed on the rental contract should be driving a rental vehicle.

Religious Holidays

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

Lunch Procedures

1. Teachers will walk their class to the lunchroom at their designated time.
2. Kindergarten teachers stay with their students in the lunchroom from 11:00 am to 11:10 am for their assigned duty.
3. First - Fifth grade teachers will be on recess duty for the last 10 minutes of recess.
4. Support Staff, classroom teachers, and specialists will provide lunchtime supervision.
5. At the end of the assigned recess time, duty personnel will blow the whistle.
6. Students will line up with their class in front of the lunch tub.
7. All teachers will meet their students outside.
8. Please ensure each class respectfully lines up in a single-file line, keeps hands and feet to themselves, and walks through the school in an orderly fashion.

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

Playground Procedures

Teachers and aides on playground duty must:

- Report on time.
- Space themselves around the playground so no area remains unsupervised.
- Respond sensitively and actively to a child's expressed concern.

- Make a point to intervene when a problem is anticipated.
- Teachers and aides must be familiar with school and playground rules.
- Make sure that students are not released until the people scheduled for duty are present.
- Students are not to be sent to an unsupervised area.
- Radio the Nurse or FASA if students need any medical attention.
- Maintain attention on the students and do not socialize with other adults.

Playground Supervisors

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

Playground equipment

Grassy area

- Students must walk to the playground.
- Basketball may be played at the basketball court.
- Two-square/four-square can be played in their designated areas.
- Students must go down the slide, one at a time, on their bottoms, and feet first.
- Students may not climb on the railings, or hang from the railings by their feet.
- Students may run on the grass.
- Students must stay in the designated areas-PE area is off limits.
- Students may not dig in the mud/dirt.

Restrooms

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

Students

- At all times, students are to keep hands to themselves and follow school wide procedures.
- When their designated whistle blows, students are to STOP playing and line up.

- Consequences need to be in place if this does not occur on a consistent basis.

Release of Students

During the instructional day, students will be released only from the office! Do not release students from the classroom unless requested by the office. The office will call students when leaving early. Parents should be referred to the office to sign the student release log. Releasing a student to any person other than those persons listed on infinite campus is prohibited.

Release of a student on demand to appropriate public officials will occur at the office. Two (2) public officials have authority to take students into custody:

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

Student Search / Confiscation

I. **Desks** to which students are allowed a limited right of use are subject to search at any time. Students shall be given prior notice that they have no expectation of privacy when using SSAES-assigned property and that routine searches may be expected.

II. **Searches of a student's person or possessions** while at school must be reasonable. Reasonableness requires that the search be justified prior to its commencement and be related to the circumstance giving rise to the search. Absent extraordinary circumstances, a student's person and possessions may be subject to search on school property only if:

A. The student voluntarily consents to the search; or

B. Prior to a search there is an individualized, reasonable suspicion that the student is hiding evidence of wrongdoing; and

1. A search is necessary to maintain school discipline, order, or safety, and to prevent the removal or destruction of evidence, and
2. The search is reasonable in scope and methods as related to the alleged wrongdoing and the age and sex of the student, and
3. The search is conducted in accordance with this regulation; or
4. Appropriate law enforcement authorities conduct the search.

III. **Absent extraordinary circumstances**, a search of a student's person or possessions shall be conducted by a school administrator or designee in the presence of another school employee as a witness. Prior to the search, the witness must be told, in the presence of the student, of the alleged wrongdoing and of the evidence believed to be hidden on the student's person or in the student's possession.

A. The student shall be asked to consent to the search in the presence of the witness.

B. The search shall be limited to the evidence declared to be the objective of the search.

C. The person conducting the search shall make a reasonable effort to notify the parent or guardian before, or as soon as possible after, any search of the student's person.

D. School personnel may not require students to expose intimate undergarments or to expose skin normally covered by intimate undergarments in the process of a search except in extraordinary circumstances when necessary to avoid an immediate threat or danger to safety, welfare, or health, and less intrusive means are not practical. Students should not be unnecessarily touched and should be searched by school personnel of the same sex as the student.

E. A written report shall be prepared within twenty-four (24) hours by the person conducting the search. The report shall include the student's name, age, and sex; the date, time, and place of the search; the alleged wrongdoing; the evidence sought; the scope and methods of the search; the name of the school employee who witnessed the search; and the report shall be filed in the principal's office.

IV. In extraordinary circumstances, such as an emergency involving weapons, destruction of evidence, escape, or an immediate threat or danger to the student or others from the suspected object of the search, such procedures of Section III above which cannot be reasonably complied with prior to an immediate search may be omitted. Any search must be documented by a written report, as required above, and filed in the principal's office as soon as possible thereafter, and shall describe the circumstances supporting non-compliance with the Section III procedures.

V. School personnel should call for the support and assistance of the proper law enforcement agency in dangerous situations.

Bullying Policy

Bullying, cyber-bullying, harassment, and/or intimidation are prohibited at SSAES.

No member of SSAES, including, without limitation, administrators, teachers, or other staff members, nor students, shall engage in acts of bullying, cyber-bullying, harassment, and/or intimidation in the online environment or at a school-sponsored event.

All persons at SSAES are entitled to maintain their own beliefs and to disagree respectfully without resorting to violence, bullying, cyber-bullying, harassment, and/or intimidation. SSAES does not advocate nor require the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but it does require that all persons with differing beliefs be free from harassment and abuse.

SSAES will provide the appropriate training of all administrators, teachers, and all other personnel regarding bullying, cyber-bullying, harassment, and/or intimidation.

The SSAES Administration will use all reasonable means to inform students, employees, and parents or guardians that SSAES will not tolerate harassment. Definitions of bullying, cyber-bullying, harassment, and intimidation, and the reporting procedures for student violations are found in the Parent-Student Handbook provided by SSAES.

Requirements and Methods for Reporting Violations of this Policy

SSAES shall assure that any person who believes that he or she has been a victim of bullying, cyber-bullying, harassment, and/or intimidation as defined by NRS 388.121 to NRS 388.129 by a member of the SSAES Governing Board, any SSAES employees, or any student is encouraged and instructed to adhere to the following reporting mechanism:

Students: It is policy to encourage students who are targets of bullying, cyber-bullying, harassment, and/or intimidation and students who have first-hand knowledge of such bullying, cyber-bullying, harassment, and/or intimidation to report such claims. Students should report any incident(s) to a mentor, staff, or school administrator.

Employees: Any SSAES employee who witnesses, overhears, or receives a report, formal or informal, written or oral, of bullying, cyber-bullying, harassment, and/or intimidation at school or at a school-sponsored event shall verbally report it to the SSAES Administration or his designee on the same day the violation was witnessed or information on the violation was received.

The SSAES Administration or his designee shall initiate an investigation not later than one day after receiving notice of the violation. The investigation must be completed within 10 days after the date on which the investigation was initiated and, if a violation is found to have occurred, include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with the policy governing disciplinary action adopted by the SSAES Governing Board.

The parent or guardian of a student involved in the reported violation of this policy may appeal a disciplinary decision of the SSAES Administration or his designee as a result of the violation in accordance with the school district policy.

SSAES Board Members and employees are prohibited from interfering with disclosure of violations of this policy.

On or before January 1 and June 30th of each year, the SSAES Administration will submit to the SSAES Governing Board a report of violations of this policy that are reported during the previous semester. The report must include:

- The number of violations of this policy occurring at the school or otherwise involving a student enrolled at the school.
- Any actions taken at the school to reduce the number of incidences of bullying, cyber-bullying, harassment, and intimidation, including without limitation, training that was offered or other policies, practices, and programs that were implemented.

The SSAES Governing Board shall review and compile the reports and submit a compilation of the reports by August 1 to the State Superintendent of Public Instruction on any violations that occurred during the previous school year.

Mandatory Reporting of Violations to Law Enforcement

The SSAES Administration will report violations of this policy if criminal action has taken place.

Professional Development

The SSAES Administration will provide the appropriate training for all administrators, teachers, and all other SSAES personnel in accordance with this adopted policy. In addition to informing staff and students about the policy, the SSAES Administration will develop a plan, including requirements and procedures, to assure that the following professional development be provided to all SSAES administrators, teachers, and other personnel employed by the SSAES Governing Board:

- Awareness concerning the various types of bullying, cyber-bullying, harassment, and/or intimidation; how the bullying, cyber-bullying, harassment, and/or intimidation manifests itself; and the devastating emotional and educational consequences of bullying, cyber-bullying, harassment, and/or intimidation.
- Training in the appropriate methods to facilitate positive human relations among students without the use of bullying, cyber-bullying, harassment, and/or intimidation so that students may realize their full academic and personal potential.
- Methods to improve the school environment in a manner that will facilitate positive human relations among students.
- Methods to teach skills to students so that the students are able to replace inappropriate behavior with positive behavior.

Acknowledgment of School Policies, Procedures, and Rules at a Glance

I acknowledge that I have received, read, and understand the *School Policies, Procedures, and Rules at a Glance* section of the Strong Start Academy Elementary School (SSAES) Employee Handbook.

I understand that it is my responsibility to thoroughly review and comply with the expectations outlined in this section, including but not limited to school-wide procedures, student supervision, arrival and dismissal duties, classroom responsibilities, safety protocols, and behavior management guidelines.

I further understand that these policies are designed to ensure a safe, consistent, and respectful learning environment for all students and staff.

If I have any questions or need clarification on any policy or procedure, I agree to contact SSAES Administration for guidance.

By signing below, I confirm that I have reviewed this section and understand that compliance with these expectations is a condition of my employment.

Employee Name (Printed): _____

Employee Signature: _____

Date: _____



Restorative Justice Policy

Restorative Justice is defined in Nevada legislation as:

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for his or her behavior;
- Restoration or remedies related to the behavior of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

NRS 392.472 (from AB 168, 2019): “Restorative justice” means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil.

According to the Nevada Department of Education, Restorative Justice is about “changing systems (schools, criminal, and juvenile justice) to address harm more meaningfully and undo systemic patterns of institutional racism and oppression.” “Restorative practices strengthen students’ connections to both staff and other students, which is why these practices support both prevention and response. Repairing harm and restoring relationships after transgressions helps keep students connected to a positive school community.

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



supports.

Students who are struggling with inappropriate behavior will be monitored frequently through the use of a Restorative Resolution Plan (RRP). Since each child has a different social and emotional needs, it is vital that the RRP be unique to those needs. It is also important to collaborate with parents, teachers, and staff members in order for students to learn more about their own behavior and to work and support each other as a community of learners. SSAES students are expected to show respect for themselves and others. Each classroom has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together.

These expectations apply to:

- All students
- Anyone who is on the school property
- Anyone who is in attendance at school or any school-sponsored activity
- Anyone whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in the school

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

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



	behavioral issue, whenever possible
--	-------------------------------------

Tier II	Restorative Practices
Identify students who are developing chronic inappropriate behaviors Focused on behavior data and documentation	• Continue Tier 1 Restorative Practices • Temporary/alternative student environment - teacher to teacher, teacher to staff member, teacher to penalty box, etc. • Meet with the Counselor or Safe Schools Professional • Self-Reflection • Students required to self-disclose inappropriate behavior to a parent via student initiated contact from the school site. • Informal parent/family contact via phone call, e-mail message, text message • Peer circles • Apology letters
Tier III	Restorative Practices
Resolve chronic inappropriate behaviors with individualized interventions	• Continue Tier 1 & 2 Restorative Practices • Meet with the Counselor or Safe Schools Professional • Introduction to the Executive Director • Formal parent/family contact • Social contracts • Create a Restorative Resolution Plan (RRP) - Collaborate with students, parents, and all to create a plan that is realistic to accomplish.

To ensure the effective implementation of restorative justice practices and equitable student discipline, Strong Start Academy Elementary School regularly reviews discipline data to inform decision-making and identify opportunities for continuous improvement. In accordance with NRS 392.462, the school collects and analyzes cumulative quarterly data related to student discipline, progressive discipline practices, suspensions, expulsions, and removals from school. This information is compiled in the school's **AB 285 Student Discipline and Progressive Discipline Data Report**, submitted to the State Public Charter School Authority (SPCSA), and published on the school's website in accordance with state reporting requirements.

As part of its continuous improvement process, the school conducts ongoing reviews of disciplinary decisions to identify patterns, trends, and potential disparities in disciplinary outcomes. Particular attention is given to determining whether suspensions, expulsions, or



removals from school disproportionately impact any group of pupils identified in NRS 385A.250(2). When data indicate potential disproportionality or areas of concern, school leadership conducts additional data drill-down analyses to identify contributing factors and determine appropriate corrective actions.

Behavior data are reviewed during monthly behavior team meetings, where administrators and relevant staff analyze school-wide discipline trends, the effectiveness of restorative and progressive discipline interventions, and student outcomes. Findings from these meetings inform targeted supports, staff professional learning, adjustments to school-wide behavioral practices, and individualized interventions as appropriate. Additional data review meetings are convened as needed to further examine identified concerns and ensure that disciplinary practices remain equitable, consistent, and aligned with the school's restorative justice philosophy, PBIS framework, and Multi-Tiered System of Supports (MTSS).

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

MINOR BEHAVIOR INCIDENTS

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

Restorative Steps For Minor Behavior

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

MAJOR BEHAVIOR INCIDENTS

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

Restorative Steps for Major Behavior

- Administrator assesses, problem solves
- Objective: Teach, learn, return to academic instruction as quickly as possible
- Strategies:
 - Practice behavior expectations



- Re-Teach in setting
- Ask the following Restorative Questions
 - What happened?
 - What were you thinking of at the time?
 - What have you thought about since?
 - Who has been affected by what you have done?
 - In what way have they been affected?
 - What do you think you need to do to make things right?
- Restorative Justice Team
 - Safe School Professional
 - Teacher
 - Administrator
- Conference with families (Student Restorative Resolution Plan is completed)

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

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

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

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

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

Summary of Progressive Restorative Discipline Structure

Students are disciplined in a restorative, progressive manner. It is not an individual



disciplinary event(s) that is/are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168). Continued disregard for school rules is a key factor for disciplinary consequences. Disciplinary action is also commensurate with the severity of the offense.

Battery of a School Employee

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

Any student who commits battery with the intent to cause bodily injury against a school employee must be suspended, expelled, or permanently expelled, subject to certain age limitations.

Discipline Limits for Special Education Students

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

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

Suspension or Expulsion

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



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

Strong Start Academy Appeals Policy

Restorative Justice Team (RJT)

Strong Start recognizes the right of parent(s)/legal guardian(s) to appeal a suspension or expulsion decision in a student-discipline case. Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a Required Parent Conference (RPC) to bring in the parent/legal guardian and share the findings with the parent. The parent has the right to share any additional information. Following this process, the school's leadership (in minor situations) and/or the School's Restorative Justice Team (in major situations) has the right to make any initial discipline determination on the basis of each specific case and can determine if suspension is the appropriate course of action. The School's Restorative Justice Team is made-up of various school staff members (Executive Director, Safe School Professional, teacher(s), and support staff) who will be selected before the start of each school year (but may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors). If suspension is recommended, it must be progressive and fit the infraction. Under NRS 392.4671, a student who is less than 11 years of age must not be permanently expelled from school, unless an exception is approved in extraordinary circumstances. The School's Restorative Justice Team will act in good faith and fairness to protect all persons at the school, school property, and general school safety.

Board Safety Committee (BSC)

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

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

If the decision by the school's leadership or the Restorative Justice Team is a recommendation for expulsion, the student has the right to a due process hearing in front of the Board Safety Committee. At the hearing, the Board Safety Committee members will be provided with the discipline history and background information from the Behavior tab in Infinite Campus, prior to the hearing. The hearing will be a closed hearing and members of the public may not attend. The hearing will be noticed only as "Student Hearing- Closed Meeting." At the hearing, the school's leadership or Restorative Justice Team representative will outline the incident, provide proof of a thorough and unbiased investigation and findings, as well as the recommendation and the reasoning for the harsh recommendation. The student and/or the student's parent(s) or legal guardian(s) will then have the same opportunity to share his/her perspective, additional information, other factors or



considerations, etc. The student or the student's parent or legal guardian will provide the BSC members with his/her own recommendation for resolution. The BSC members may ask questions of either the school's leadership or RJT members or the student or the parent/legal guardian. The school's leadership or the RJT representative will be allowed to make a closing statement, then the student or parent/legal guardian may make a closing statement. Following the information, the Board Safety Committee can make a decision by consensus immediately at the conclusion of the hearing or may take up to three days to render a decision and notify the parent/legal guardian by telephone of the final decision.

If the Board Safety Committee will be hearing a disciplinary matter, then that shall be included in a notice to the student and parents/legal guardians. In the written notice, the school will (i) state the charges against the student; and (ii) provide a brief summary of the evidence. (Due process does not require that the description of the evidence be exhaustive, nor that it identifies witnesses or other participants by name.) Also, when a parent/legal guardian is notified that a student will be suspended or is recommended for expulsion, the parent/legal guardian will be told that they can appeal and will be given a copy of this policy. If the parent/legal guardian requests it, or the committee decides it's appropriate, the committee will hold a hearing. The hearing will generally follow the same rules and procedures described in the appellate process below (with appropriate modifications—e.g., evidence will be presented by the school's leadership and/or Restorative Justice Team, but the school will typically carry the burden of proof and no standard of review is applicable). The Board Safety Committee then meets together to make a determination in the case—e.g., a suspension (and what kind), no suspension, a recommendation for expulsion, and/or other stipulations tied to the Board Safety Committee's judgment (e.g. adoption of a restorative justice plan, detention or other sanctions, etc.). Any recommendation by the Board Safety Committee for an out-of-school suspension or expulsion will be alerted to the Board and parent/legal guardian as soon as is reasonably practicable.

Appeal Notice & Timeline

The following provisions speak about the parent/legal guardian's rights and/or options. If a student is suspended or expelled from Strong Start Academy, the school will provide, on the same day that the student is suspended or expelled, a notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671. The parent/legal guardian has five (5) school days to appeal a suspension or expulsion decision. A parent/legal guardian must notify school leadership in writing (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word "appeal" (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone). If 5 days have passed without a request for an appeal, the school may treat the discipline decision as final.

Interim Education

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



No Contacts

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

Board of Directors; Appellate Process

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

- School leadership, the Restorative Justice Team, and/or a member of the Board Safety Committee will present the facts and evidence of the case. Strong Start Academy may present any statements from the victim(s) of the incident and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.
- The Executive Director and/or members of the Restorative Justice Team.
- The parent(s)/legal guardian(s) may state their case for appeal. Fundamental procedural due process (i.e., an “opportunity to be heard”) will be afforded.

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

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

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

Designee

Applicable law permits the Board to appoint a designee to handle disciplinary appeals. Although the school does not currently anticipate appointing a designee for that purpose, the Board: (i) reserves the right to have a designee hear and decide an appeal in extraordinary circumstances (e.g., the volunteer Board cannot assemble in a prompt fashion); and (ii) hereby empowers the Executive Director to appoint such designee under such circumstances. The designee will not be a member of



the relevant Restorative Justice Team or the Board Safety Committee. The choice of designee may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors. The designee may, but need not be, a member of the Board.

NRS 392.4671

NRS 392.4671 creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion. The statute outlines the requirements of that policy, noting that the timelines included in the policy must align with timelines that are established by the Nevada Department of Education (“NDOE”) pursuant to NRS 392.4609.

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

Legal Information

- Strong Start reserves the right to amend this policy from time to time in its discretion and will endeavor to keep the school community aware of any changes.
- In developing this policy, Strong Start has endeavored to comply with its legal obligations, including those in: (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with any such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not Strong Start Academy has formally updated this policy and/or provided notice to the school community of the change.
- The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.



District Test Security Plan 2026-2027

Note: A copy of this manual will be submitted
to the Nevada Department of Education by
September 1, 2026

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

Purpose

The purpose of this District Test Security Plan is to establish local policies that ensure the secure, ethical, and standardized administration of all state and district assessments. This plan supports compliance with Nevada Revised Statutes, Nevada Department of Education (NDE) Test Security Procedures, and State Public Charter School Authority (SPCSA) requirements while protecting the integrity of student assessment data.

District Responsibility

The Strong Start Academy Elementary School Board of Directors delegates responsibility for implementing this plan to the Principal, Miriam Benitez, and the District Test Director, Tino Mora. The District Test Director is responsible for planning assessment windows, coordinating testing, maintaining security documentation, ensuring compliance with state requirements, reporting irregularities, and communicating with NDE and SPCSA. All employees participating in testing share responsibility for protecting the confidentiality and integrity of state assessments.

Annual Training

Every employee involved in testing shall complete annual NDE assessment and test security training before participating in any testing activity. The purpose of annual training is to prevent, deter, detect, and appropriately respond to testing irregularities while establishing consistent testing procedures, ensuring test security, promoting standardized administration, and supporting a smooth and successful

testing process. Annual training shall include a district-developed PowerPoint presentation, the required SPCSA assessment security video, and any additional guidance provided by the Nevada Department of Education (NDE). Training shall cover ethical testing practices, standardized test administration, test security procedures, reporting requirements, and confidentiality expectations.

All personnel shall sign the required test security agreement upon completion of training. Records of training attendance, completed security agreements, and related documentation shall be maintained by the district for a minimum of three years.

Roles and Responsibilities

District Test Director: Tino Mora serves as District Test Director and oversees assessment planning, training, security, reporting, inventory control, and communication with NDE and SPCSA. **School/Site Test Coordinator:** Tino Mora also serves as School/Site Test Coordinator and manages day-to-day testing operations, distribution of materials, chain of custody, monitoring of testing, and collection of secure materials.

Principal: Miriam Benitez provides administrative oversight and ensures district compliance.

Classroom Test Administrators: Only licensed personnel who have completed required annual assessment and test security training may administer state assessments.

Proctor: A school official whose responsibility includes but is not limited to assisting the classroom test administrator in supervising students in the testing process.

Physical Security of Secure Materials

Secure testing materials shall be stored in a locked file cabinet located in the Assistant Principal's office. Access is restricted to Principal Miriam Benitez and Assistant Principal/District Test Director/School Test Coordinator Tino Mora. Materials will remain physically secured before, during, and after testing. Inventories shall be verified before and after each testing day. Student test tickets and scratch paper are shredded at the end of each testing cycle.

Distribution and Chain of Custody

SSAES maintains a documented chain of custody for secure materials. Materials are checked out only to authorized personnel using a Check-Out/Check-In Log requiring signatures. The School Test Coordinator verifies all materials (including student test tickets) before distribution and immediately upon return to ensure no secure materials are missing. The School's Technology Department is responsible for ensuring that all student devices are properly configured, tested, and ready to support secure and uninterrupted assessment administration.

Administration of Assessments in a Secure Environment

Assessments shall be administered in secure classrooms that are free from distractions and unauthorized materials. Only approved testing resources may be available to students. Test Administrators and proctors shall actively monitor students throughout the testing session, ensure standardized directions are followed, and maintain a testing environment that supports fairness, consistency, and security. Testing interruptions will be minimized, and any irregularity will be documented immediately.

Student Identification

Prior to testing, Test Administrators shall verify student identity using official school records and class rosters before distributing test tickets or permitting access to an assessment. Any discrepancy shall be resolved before testing begins.

Data Privacy and Confidentiality

SSAES protects all FERPA-protected student information throughout the testing process. Student rosters, test tickets, login credentials, accommodation information, assessment results, and personal identifiable information shall only be accessible to authorized personnel with a legitimate educational interest. Secure assessment content shall not be photographed, copied, discussed, reproduced, emailed, texted, or otherwise shared except as permitted by law and NDE guidance.

Reporting Testing Irregularities

Students, parents/guardians, school employees, volunteers, and other individuals who become aware of or suspect an irregularity involving test administration, test security, unauthorized assistance, mishandling of secure assessment content, or other testing procedures shall report the concern as soon as possible to the School/Site Test Coordinator, or Principal. Reports may be made verbally or in writing. Individuals reporting a concern should provide as much information as possible, including the date, assessment, individuals involved, and a description of the suspected irregularity. Staff members who receive a report shall maintain confidentiality and immediately forward the information to the School/Site Test Coordinator or Principal. No individual shall be subject to retaliation for reporting a testing irregularity in good faith. In accordance with Nevada Revised Statutes (NRS) whistleblower provisions, Strong Start Academy annually disseminates information regarding employees' rights and protections against retaliation for reporting violations or improper governmental actions.

Upon receiving a report of a suspected testing irregularity, the School/Site Test Coordinator and District Test Director, in consultation with the Principal, will immediately take appropriate steps to protect

students, secure testing materials and information, preserve relevant documentation, and determine the required reporting actions.

District Test Director, serves as the designated official responsible for reporting testing irregularities on behalf of Strong Start Academy Elementary School. The District Test Director will notify the State Public Charter School Authority (SPCSA) and the Nevada Department of Education (NDE) as required by applicable state test security procedures and within established reporting timelines. The Strong Start Academy Board of Directors will be informed of reportable testing irregularities as appropriate, while maintaining required confidentiality.

All required reports, supporting documentation, investigation records, findings, and corrective actions will be maintained securely in accordance with NDE requirements and applicable record-retention requirements.

If the suspected irregularity involves the School/Site Test Coordinator, District Test Director, or Principal, the individual reporting the concern may report it directly to the State Public Charter School Authority or other appropriate authority in accordance with NDE reporting procedures.

Investigations of Suspected Testing Irregularities

All reported or suspected testing irregularities will be addressed promptly and in accordance with the SSAES District Test Security Plan, Nevada Department of Education (NDE) Test Security Procedures, and applicable assessment-specific requirements.

Upon discovery or receipt of a suspected testing irregularity, the following actions will be taken:

1. **Immediate Response and Notification:** The Test Administrator or staff member who observes or receives information concerning a suspected irregularity will immediately notify the School/Site Test Coordinator or Principal. The reporting individual will not independently investigate the incident or question students or staff beyond what is necessary to understand and report the immediate concern.
2. **Secure the Testing Environment and Evidence:** The School/Site Test Coordinator will take immediate action, as appropriate, to protect students, maintain test security, secure affected assessment materials or electronic testing sessions, and preserve relevant documentation or evidence. Testing will be paused or discontinued only when required by applicable testing procedures or when necessary to protect test security.
3. **Initial Documentation and Required Notification:** The District Test Director will document the reported irregularity and notify the Principal, SPCSA, and NDE, as required and within applicable reporting timelines. No secure test content or FERPA-protected student information will be transmitted through an unauthorized method.
4. **Investigation:** The District Test Director, in coordination with the Principal and other appropriate officials, will conduct or coordinate the investigation unless NDE, SPCSA, or another authorized

agency assumes responsibility. The investigation may include reviewing testing records, seating charts, testing logs, electronic records, secure-material inventories, and other relevant documentation, as well as obtaining statements from individuals with relevant information. All investigation information will be treated as confidential.

5. **Cooperation with NDE/SPCSA:** SSAES personnel will cooperate fully with requests from NDE and SPCSA for records, statements, documentation, or other information necessary to investigate the reported irregularity. The District Test Director will serve as the primary point of contact unless another individual is designated.
6. **Findings and Corrective Action:** Based on the findings and direction received from NDE or SPCSA, the District Test Director and Principal will implement required corrective actions. Corrective actions may include staff retraining, revisions to testing procedures, additional monitoring or security controls, or other actions required by the appropriate authority.
7. **Documentation and Record Retention:** The District Test Director will maintain required reports, investigation documentation, findings, correspondence, and corrective-action records securely and in accordance with applicable NDE record-retention requirements.

Conflict or Involvement of Responsible Personnel: If the reported irregularity involves the Principal, School/Site Test Coordinator, or District Test Director, that individual will not direct or conduct the investigation of the allegation involving them. The matter will be referred to the appropriate governing authority, SPCSA, NDE, or other designated official in accordance with applicable procedures.

Response to Security Breaches

Any actual or suspected breach involving secure assessment materials, testing systems, or FERPA-protected student information shall be immediately secured, documented, investigated, and reported in accordance with district procedures and applicable state and federal requirements.

The district shall take prompt action to contain the incident, protect the integrity of the assessment, and determine the scope and impact of the breach. Appropriate corrective actions, including retraining, procedural revisions, enhanced security measures, or disciplinary action when warranted, shall be implemented to prevent future occurrences.

Documentation of the incident, investigation, and corrective actions shall be maintained in accordance with applicable records retention requirements, and confidential information shall be disclosed only to authorized individuals with a legitimate educational or administrative need to know.

District Test Security Plan

Detailed operational procedures, including testing room preparation, accommodations, emergency procedures, technology protocols, test ticket management, break procedures, and post-testing activities,

are maintained in the SSAES School Test Security Plan. That manual is incorporated by reference and supports implementation of this District Test Security Plan.

References

- Nevada Revised Statutes Chapter 390
- Nevada Department of Education Test Security Procedures (2026–2027)
- State Public Charter School Authority Guidance
- Family Educational Rights and Privacy Act (FERPA)

Strong Start Academy Suspension and Appeals Policy

Restorative Justice Team (RJT)

Strong Start recognizes the right of parent(s)/legal guardian(s) to appeal a suspension or expulsion decision in a student-discipline case. Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a Required Parent Conference (RPC) to bring in the parent/legal guardian and share the findings with the parent. The parent has the right to share any additional information. Following this process, the school's leadership (in minor situations) and/or the School's Restorative Justice Team (in major situations) has the right to make any initial discipline determination on the basis of each specific case and can determine if suspension is the appropriate course of action. The School's Restorative Justice Team is made-up of various school staff members (Executive Director, Safe School Professional, teacher(s), and support staff) who will be selected before the start of each school year (but may be adjusted from time to time depending on workloads, recusals for conflicts of interest, and other factors). If suspension is recommended, it must be progressive and fit the infraction. Under NRS 392.4671, a student who is less than 11 years of age must not be permanently expelled from school, unless an exception is approved in extraordinary circumstances. The School's Restorative Justice Team will act in good faith and fairness to protect all persons at the school, school property, and general school safety.

Board Safety Committee (BSC)

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

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

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

154533772.1

telephone of the final decision.

If the Board Safety Committee will be hearing a disciplinary matter, then that shall be included in a notice to the student and parents/legal guardians. In the written notice, the school will (i) state the charges against the student; and (ii) provide a brief summary of the evidence. (Due process does not require that the description of the evidence be exhaustive, nor that it identifies witnesses or other participants by name.) Also, when a parent/legal guardian is notified that a student will be suspended or is recommended for expulsion, the parent/legal guardian will be told that they can appeal and will be given a copy of this policy. If the parent/legal guardian requests it, or the committee decides it's appropriate, the committee will hold a hearing. The hearing will generally follow the same rules and procedures described in the appellate process below (with appropriate modifications—e.g., evidence will be presented by the school's leadership and/or Restorative Justice Team, but the school will typically carry the burden of proof and no standard of review is applicable). The Board Safety Committee then meets together to make a determination in the case—e.g., a suspension (and what kind), no suspension, a recommendation for expulsion, and/or other stipulations tied to the Board Safety Committee's judgment (e.g. adoption of a restorative justice plan, detention or other sanctions, etc.). Any recommendation by the Board Safety Committee for an out-of-school suspension or expulsion will be alerted to the Board and parent/legal guardian as soon as is reasonably practicable.

Appeal Notice & Timeline

The following provisions speak about the parent/legal guardian's rights and/or options. If a student is suspended or expelled from Strong Start Academy, the school will provide, on the same day that the student is suspended or expelled, a notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671. The parent/legal guardian has five (5) school days to appeal a suspension or expulsion decision. A parent/legal guardian must notify school leadership in writing (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word "appeal" (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone). If 5 days have passed without a request for an appeal, the school may treat the discipline decision as final.

Interim Education

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

No Contacts

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

154533772.1

will be strictly enforced. A social media post may be considered a violation.

Board of Directors; Appellate Process

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

- School leadership, the Restorative Justice Team, and/or a member of the Board Safety Committee will present the facts and evidence of the case. Strong Start Academy may present any statements from the victim(s) of the incident and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.
- The Executive Director and/or members of the Restorative Justice Team.
- The parent(s)/legal guardian(s) may state their case for appeal. Fundamental procedural due process (i.e., an “opportunity to be heard”) will be afforded.

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

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

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

Designee

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

154533772.1

NRS 392.4671

NRS 392.4671 creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion. The statute outlines the requirements of that policy, noting that the timelines included in the policy must align with timelines that are established by the Nevada Department of Education (“NDOE”) pursuant to NRS 392.4609.

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

Legal Information

- Strong Start reserves the right to amend this policy from time to time in its discretion and will endeavor to keep the school community aware of any changes.
- In developing this policy, Strong Start has endeavored to comply with its legal obligations, including those in: (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with any such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not Strong Start Academy has formally updated this policy and/or provided notice to the school community of the change.
- The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.

Policy Adopted: February 8, 2024

Policy Amended: March 13, 2025

Policy Amended: August 13, 2026

154533772.1

Coversheet

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

Section:	III. Executive Update
Item:	B. Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, and recruiting.
Purpose:	FYI
Submitted by:	
Related Material:	August 2026 Enrollment Update.pdf



Recruiting

- Campaign launched last week

26-27

285 Students Registered (35 seats available)

- 58 - Kinder students (2 seats available)
- 58 - 1st grade students (2 seats available)
- 58 - 2nd grade students (2 seats available)
- 48 - 3rd grade students (12 open seats)
- 41 - 4th grade students (19 open seats)
- 19 - 5th grade students (6 on waitlist)

Coversheet

Report by the Executive Director regarding the Summary of Whistleblower Protections for Testing Administration for the 2026- 2027 school year.

Section:	III. Executive Update
Item:	C. Report by the Executive Director regarding the Summary of
Whistleblower Protections for Testing Administration for the 2026-2027 school year.	
Purpose:	FYI
Submitted by:	
Related Material:	NDE Whistleblower Protections Memo.pdf

Joe Lombardo
Governor

Dr. Victor
Wakefield
Superintendent of
Public Instruction



Southern Nevada Office
2080 East Flamingo Rd,
Suite 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

MEMORANDUM

TO: All School District Superintendents
State Public Charter School Authority
All School District and Charter School Governing Boards All
School District and Charter School Testing Directors

FROM: Dr. Victor Wakefield
State Superintendent of Public Instruction 

DATE: July 22, 2026

SUBJECT: SUMMARY OF WHISTLEBLOWER PROTECTIONS FOR TESTING
ADMINISTRATION

Nevada Revised Statutes (NRS) 390.350 through 390.430 provide for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in assessment administration and assessment security relative to all state and district-mandated examinations. NRS 390.425 also requires the Nevada Department of Education (NDE) to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school. **Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.**

Questions related to assessment security can be referred to NDE's Office of Assessment, Data, and Accountability Management at ADAMinfo@doe.nv.gov. Thank you for your assistance in this matter.

cc: Torrey Palmer, Deputy Superintendent for Student Achievement,
Nevada Department of Education

Peter Zutz, Administrator, Office of Assessment, Data and Accountability Management
Nevada Department of Education

Protection of School District Personnel Regarding the Disclosure of Testing Irregularities 2026-2027 School Year

Nevada Revised Statutes (NRS) 390.350 through 390.430 provide for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state and district-mandated examinations. NRS 390.425 also requires the Nevada Department of Education to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school. Below please find those terms defined by NRS 390.350-390.380 with some clarifications followed by the rights and responsibilities of those involved in the state assessment process.

Definitions

- “Examination” means achievement and proficiency examinations that are administered to pupils pursuant to 390.105, 390.600, and 390.610, and includes the following:
 - English Language Arts (ELA) and Mathematics in grades 3 – 8;
 - Science assessments in grades 5, 8, and High School;
 - College and Career Readiness Assessment;
 - Reading Assessment in grades K – 3; and
 - Any other examinations that measure achievement and proficiency of pupils and which are administered to pupils on a district-wide basis.
- “Irregularity in testing administration” means the failure to administer an examination in the manner intended by the person or entity that created the examination.
- “Irregularity in testing security” means an act or omission that tends to corrupt or impair the security of an examination, including, without limitation:
 - The failure to comply with the department or district security procedures.
 - The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law.
 - Other breaches in the security or confidentiality of the questions or answers to questions on an examination.
- “Reprisal or retaliatory action” is action that is taken because the school official disclosed information concerning testing irregularities and includes, without limitation:
 - Frequent or undesirable changes in the location of an office;
 - Frequent or undesirable transfers or reassignments;
 - The issuance of letters of reprimand, letters of admonition or evaluations of poor performance;
 - A demotion;
 - A reduction in pay;
 - The denial of a promotion;
 - A suspension;

- A dismissal;
- A transfer; or
- Frequent changes in working hours or workdays.
- “School official” means:
 - A member of a board of trustees of a school district;
 - A member of a governing body of a charter school; or
 - A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school.

Rights and Responsibilities

- School officials are encouraged to disclose testing irregularities, and it is the intent of the legislature to protect the rights of a school official who makes such a disclosure.
- A school official shall not directly or indirectly use or attempt to use his official authority or influence to intimidate, threaten, coerce, command, or influence another school official in an effort to interfere with or prevent the disclosure of information concerning testing irregularities. “Official authority or influence” includes taking, directing others to take, recommending, processing, or approving any personnel action such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation, or other disciplinary action.
- If reprisal or retaliatory action is taken against a school official who discloses information concerning testing irregularities within 2 years after the information is disclosed, the school official may file a written appeal with the State Board for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action. The written appeal must be accompanied by a statement that specifies:
 - The facts and circumstances leading to the disclosure of information concerning testing irregularities; and
 - The reprisal or retaliatory action that is alleged to have been taken against the school official.
- The State Board may issue a subpoena to compel the attendance or testimony of any witness or the production of any materials needed as part of the appeal investigation.
- If the State Board determines that the action taken was a reprisal or retaliatory action, it may issue an order directing the proper person to desist and refrain from engaging in such action.
- The State Board may not rule against the school official based on the identity of the person or persons to whom the information concerning testing irregularities was disclosed.
- No school official may use the provisions outlined in this summary to harass another school official.
- A person who willfully discloses untruthful information concerning testing irregularities:
 - Is guilty of a misdemeanor; and
 - Is subject to appropriate disciplinary action.
- These provisions do not apply to offenses committed before July 1, 2001.
- Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.

Hearing Policy Adopted by State Board of Education

October 8, 2015

Overview

Nevada Revised Statute (391.624) declares to be the policy of this state that a school official is encouraged to disclose, to the extent not expressly prohibited by law, irregularities in testing administration and testing security, and it is the intent of the Legislature to protect the rights of a school official who makes such a disclosure. State law provides this protection for the disclosure of irregularities in testing administration and testing security to all statewide and district-wide test administrations, including the college and career readiness assessment, the criterion-referenced examinations, the end-of-course examinations, and any examination measuring the achievement and proficiency of pupils that is administered district-wide.

A school official may file an appeal with the State Board for reprisal or retaliatory action taken in response to disclosure of irregularity in testing administration and security. The written appeal must be accompanied by a statement from the school official that includes particular information. If the school official is making specific allegations against any individual, that individual must be specifically identified by the school official bringing the appeal. The State Board of Education then determines if the action taken was a reprisal or retaliatory action as defined in law.

State Board of Education Role

The State Board must adopt rules of procedure for conducting a hearing as requested by a school official through a written appeal.

Suggested Hearing Procedures

Based on the procedures for conduct of a State Board hearing related to the suspension of a license, (NAC 391.545) the following guidelines are proposed for the public hearing of a written appeal before the State Board of Education.

- As these hearings may involve character, or professional competence of an individual, the hearings may be closed to the public under NRS 241.030(1)(a). The Board of Education will conduct these hearings in closed session to protect the privacy of the individuals involved unless an open meeting is required by NRS 241.030(2), NRS 241.031 or any other provision of law.
- All participants in the hearing shall conduct themselves in a respectful manner.
- The State Board shall send written notice of the hearing 10 calendar days prior to the hearing.
- Before the hearing, the parties must exchange copies of any evidence that will be submitted as exhibits during the hearing. Not less than 5 days before the hearing, each party shall provide to the assistant to the State Board and all other parties the name of each witness who will testify at the hearing and a summary of his or her anticipated testimony.

- Any objections to written evidence must be communicated to the assistant to the State Board, and the other party 24 hours prior to the hearing or they will be deemed waived. The parties shall use their best efforts to discuss and reach conclusions on the admissibility of disputed items prior to the hearing. Failure to make a good faith effort to resolve the admissibility of any item prior to the hearing may result in the objection that that item being deemed waived.
- All evidence offered at the hearing must be relevant and bear upon the written appeal.
- Each document or material offered in evidence must be marked as follows:
 - Documents or materials presented by the school official bringing the written appeal before the State Board must be marked at the bottom of the page as “Exhibit___” indicated by consecutive Arabic numerals, beginning with the number “1.”
 - Documents or materials presented by the entity or school official accused of reprisal or retaliatory action must be marked at the bottom of the page as “Exhibit ” indicated by consecutive letters of the English alphabet, beginning with the letter “A.” If the entity or school official accused of reprisal or retaliatory action offers more than 26 exhibits, the 27th exhibit must be marked as “Exhibit AA,” the 28th exhibit as “Exhibit BB,” and so forth.
- The hearing must be recorded. If requested by the superintendent, Board President, the school official bringing the appeal or the entity or school official accused of reprisal or retaliatory action, an audio copy of the hearing shall be provided.
- The technical rules of evidence do not apply and formal exceptions to Board President’s rulings are not necessary. The ground on which a party relies for an objection to or an exclusion of evidence must be briefly stated. Any offer or proof for the record must include a statement of the substance of the evidence to which objection has been sustained. The decision by the Board President on the admissibility of evidence is final.
- A declaration may be admitted as evidence in lieu of oral testimony if the information contained in the affidavit is admissible.
- Each person who provides a declaration or a statement at the hearing shall state his or her name, address, and occupation for the record.
- It is the responsibility of each party to arrange for the appearance of all necessary witnesses. The State Board may request additional witnesses or information as it deems necessary. The State Board is authorized to issue subpoenas as allowed by NRS 391.636.
- Upon proper recognition by the Board President or his or her designated representative, any member of the State Board of Education may ask a question of a party or witness at any time during the hearing.
- The Board President may, upon the motion of a party, order a witness, other than a party to a hearing, to be excluded from the hearing to prevent that witness from hearing the testimony of another witness at the hearing.
- The Board President may approve or reject any stipulation of fact offered by the parties at the hearing, including any written stipulation introduced into evidence as an exhibit or any stipulation in the form of an oral statement. A stipulation is binding on all parties to it and

may be regarded by the State Board as evidence. The State Board may require additional proof of evidence of the facts stipulated.

- The Board President may request the parties to submit briefs on any contested issues of law or fact. If the Board President requires the parties to submit briefs, he or she shall not conclude the hearing until after the briefs are required to be submitted.
- If the school official bringing the written appeal before the State Board fails to appear at the scheduled hearing and has not provided a valid excuse for the failure, the State Board President may vacate the hearing with prejudice. The failure to appear shall be noted in the official transcript of the hearing.
- The Board President may but is not required to grant a continuance of the hearing to enable a party to submit additional proof of any fact.

Order of Statements, Evidence and Arguments

- Statements, evidence and arguments are normally received in the following order, but the Board President may modify the order in his or her sole discretion:
 1. Opening statement by school official bringing the written appeal before the State Board
 2. Opening statement by the entity or school official accused of reprisal or retaliatory action
 3. Evidence by the school official bringing the written appeal before the State Board
 4. Evidence by the entity or school official accused of reprisal or retaliatory action
 5. Rebuttal evidence by the school official bringing the written appeal before the State Board
 6. Closing argument by the school official bringing the written appeal before the State Board
 7. Closing argument by the entity or school official accused of reprisal or retaliatory action
 8. Rebuttal argument by the school official bringing the written appeal before the State Board
- Arguments and evidence may be limited by the Board President in the event the evidence being presented is duplicative or irrelevant.
- The school official bringing the written appeal before the State Board has the burden of proving a preponderance of the evidence that the action taken was reprisal or retaliatory.

At the close of the hearing the Board may discuss whether sufficient evidence was presented to establish that the action taken was reprisal or retaliatory. After discussion the State Board shall vote to determine whether sufficient evidence was presented to establish that the action taken was reprisal or retaliatory. If the State Board determines that the action taken was reprisal or retaliatory, it may issue an order directing the proper person to desist and refrain from engaging in such action.

Coversheet

Discussion for possible action regarding approval of annual audit contract and to authorize the President to execute any agreement properly related thereto.

Section:	IV. Governance
Item:	A. Discussion for possible action regarding approval of annual audit contract and to authorize the President to execute any agreement properly related thereto.
Purpose:	Vote
Submitted by:	
Related Material:	CLV_Strong_Start_Proposal.pdf

**PROPOSAL TO PROVIDE
PROFESSIONAL AUDITING SERVICES

FOR THE YEAR ENDING
JUNE 30, 2026**



V|H VELEZ♦HARDY
CPAs and Advisors

TABLE OF CONTENTS

**PROPOSAL TO PROVIDE PROFESSIONAL AUDITING SERVICES FOR
CLV STRONG START ACADEMY ELEMENTARY SCHOOLS INC.**

Transmittal Letter.....1

Technical Proposal and References 2-5

Engagement Team – Key Members..... 6-8

Appendix A – Pricing Sheet 9

Appendix B – Peer Review Report 10

April 22, 2026

Governing Board and Management,
CLV Strong Start Academy Elementary Schools Inc
310 S. 9th Street
Las Vegas, NV 89101

Dear Governing Board and Management,

We appreciate the opportunity to submit our proposal to provide professional auditing services for CLV Strong Start Academy Elementary Schools Inc for the year ending June 30, 2026.

Our approach to client service is to foster strong relationships with our clients and to provide value to the organizations we serve. We have extensive experience serving governmental and non-profit entities throughout Nevada and are confident in our ability to meet or exceed the reporting deadlines. The work conducted on your audit will be performed with significant involvement at the partner and manager level and by certified public accountants who are committed to providing the highest level of service.

We look forward to being your firm of choice. If you have questions regarding this proposal, or if we can be of assistance in any way during this process, please do not hesitate to contact me.

Sincerely,



Brian Hardy, CPA
Audit Partner

TECHNICAL PROPOSAL

FIRM OVERVIEW

Velez & Hardy, CPAs was established in September 2022. While our firm is young, our partners and staff have extensive audit and accounting experience and have served in previous firms throughout Las Vegas for over 20 years. We currently have two partners and six professional staff. Our high standards for quality and our specialized team enhance our professionalism, while our size allows us to provide more personalized and customized service to our clients. We serve our clients by offering audit, review and accounting services, as well as tax and organization consulting services. We ensure every client is served by the expertise of our whole firm. We are dedicated professionals with a local firm culture who are passionate about providing personalized service.

Our firm has the desire and capacity to accept new clients. Our staff is well-balanced with diverse backgrounds to provide a wide array of expertise. Our clientele consists of a broad range of entities including non-profit organizations, government and quasi-government organizations, franchises, construction businesses, member associations, and various other organizations and entities, as well as individuals.

We enjoy assisting our clients in reaching their respective missions by being a resource to our clients' staff. We maintain communication with our clients throughout the year and are generally available for consultation on accounting matters at any time and at no additional charge. In addition, we stay current on industry developments from standard-setting organizations and share information with our clients about such matters and training opportunities.

We understand that fewer changes in audit personnel equates to increased efficiencies and help reduce potential complications that may arise during the course of an engagement. Much of our team has worked together for approximately 10 years and, due to our culture and core values, we expect to maintain our low turnover as we hire additional team members. In addition, we strive to keep audit personnel on the same client engagements to maintain existing knowledge of our clients and their organizations from year to year.

INDEPENDENCE

We are completely independent of all of our assurance clients, including CLV Strong Start Academy Elementary Schools Inc. We continually monitor our independence with all of our clients as part of our system of quality control and ensure independence is always met with our assurance clients.

LICENSING

All of our CPA licensed partners and staff are in good standing, with no complaints against them. We are included under the peer review program of the American Institute of Certified Public Accountants and are members of the Nevada Society of Certified Public Accountants.

In addition, our firm is on the state of Nevada approved list of auditors selected by the Committee to Oversee Charter Auditor List (COSAL).

AUDIT APPROACH

Our approach to client service includes finding ways to add value through providing recommendations to you to help improve your organization, fostering strong relationships, and ensuring good communication with your personnel. Our commitment to premium service for our clients means that a partner will be significantly involved with your engagement, from on-site work to regular communications, and a specifically designated audit manager will be assigned full-time responsibility for your audit. We will gather independent evidence that validates your controls and provides assurance regarding account balances and transactions.

TECHNOLOGY

Our firm uses the best technology available, including a full range of software, systems, and tools. We use a secure file sharing platform which allows us to protect your information and simplify the communication process throughout the engagement. We also use sophisticated audit and tax software to ensure compliance with professional standards and accuracy of all information from financial statements to tax returns. We also use third party professional service providers to ensure proper back-ups are maintained, information is properly secured, and access to our information is available on a timely basis and in accordance with retention requirements.

REFERENCES

The following are some of the recent audits we have performed under generally accepted governmental auditing standards (see references below):

- Coral Academy of Science Las Vegas
- Nevada State High School
- Beacon Academy of Nevada
- Amplus Academy

Nick Sarisahn
CFO
Coral Academy of Science Las Vegas
8985 S Eastern Ave Ste 375
Las Vegas, NV 89123
(702) 776-6529

Melissa McCormick
Chief Executive Officer
Nevada State High School
8475 S Eastern Ave Ste 204
Las Vegas, NV 89123
(702) 953-2600

Mary Kay Bellinger
Executive Director of Operations
Beacon Academy of Nevada
7360 W. Flamingo Rd.
Las Vegas, NV 89147
(702) 726-8606

Rachelle Hulet
Executive Director
Amplus Academy
8377 W. Patrick Lane
Las Vegas, NV 89113
(702) 970-6800

WORK PLAN AND PROPOSED AUDIT SCHEDULE

The following is the work plan we will follow to accomplish each significant segment of the audit during the proposed audit schedule:

	Audit Step	Estimated Completion Date
1	Entrance conference to discuss scope of work and timeline	6/22/26
2	Audit planning, including internal control documentation and testing	7/20/26
4	Substantive tests of balance sheet balances as of year-end	9/12/26
5	Substantive tests of transactions recorded throughout the year	9/12/26
6	Audit completion procedures, including post-analytical review and testing of subsequent events	9/25/26
7	Determination of compliance with applicable laws, contracts and bond covenants	9/25/26
8	Preparation of financial statements and auditor's reports	9/25/26
9	Submission of draft of financial statements	10/02/26
10	Preparation of management letters, if recommendations are identified during the audit	10/9/26
11	Exit conference to review the financial statements and management letter	10/16/26
12	Issuance of financial statements	10/16/26

Our audit effort will focus on the risk assessment performed during audit planning in accordance with auditing standards. We anticipate areas of focus will include revenues, expenditures, cash and liabilities.

Our firm is based in Las Vegas, NV and our staff work both on-site at client locations and remotely at our office. While we make every effort to limit the disruptions we make to your personnel, we prefer to perform the fieldwork portion of our audit procedures on-site to be efficient in obtaining information and making inquiries. The fieldwork portion of the audit is generally between two and five days on-site at your offices and we would require appropriate space for at least three auditors during that period.

COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

In accordance with professional auditing standards, we are required to make certain communications with those charged with governance, including your organization's board of directors for an audit engagement. Accordingly, we generally make such communications at the beginning and conclusion of the audit in writing, and may communicate via phone or email throughout the audit as deemed necessary in our professional judgment and as required by our professional standards.

PEER REVIEW

Our firm is included under the peer review program, as monitored by the Nevada State Board of Accountancy, and have completed our most recent peer review during 2024. A copy of the report is included with this packet and includes a “pass” rating.

ANTICIPATED POTENTIAL AUDIT PROBLEMS

We are not currently aware of any potential audit problems that might be anticipated. We have worked with Vertex Education on a previous engagement and had a positive experience with them, including the quality of their work in accounting and reporting.

AUDIT METHODOLOGY

Our testing is based on risks assessed during the planning phase of our audit. Accordingly, sampling methods and analytical procedures performed vary based on the risk assessed, the materiality of the activities being audited, and the most efficient and effective method for the particular situation. Sampling methodology generally includes random or systematically generated samples based on the population necessary to accomplish our audit objectives.

ENGAGEMENT TEAM – Engagement Partner

Brian Hardy, CPA Partner Velez & Hardy, CPAs



BACKGROUND

Brian Hardy started his work in public accounting performing audits, reviews, and compilations for clients in a variety of industries including charter schools, non-profit organizations, construction, retail, government, healthcare, and employee benefit plans. Brian is licensed as a CPA in the state of Utah with reciprocity in Nevada. He previously worked as a manager for a consulting firm providing outsourced CFO (Chief Financial Officer) services and has significant experience both in public practice and in industry. Brian's areas of expertise include not only accounting and finance, but also information systems, performance measurement, and human resources. Brian also currently serves as the outsourced CFO for the Nevada Affordable Housing Assistance Corporation which is a non-profit organization providing housing assistance to Nevada Homeowners through federal grants.

EDUCATION

Bachelors of Science in Business Administration; Accounting.
University of Nevada, Las Vegas, 2008

CONTINUING PROFESSIONAL EDUCATION

Member in good standing: Utah State Board of Accountancy. Satisfies the professional requirement of completing at least 80 hours of continuing professional education every two years including Yellow Book requirements.

ACHIEVEMENTS

Licensed CPA, State of Utah with reciprocity in Nevada

ENGAGEMENT TEAM – Audit Partner

Jaime Velez, CPA Partner Velez & Hardy, CPAs



BACKGROUND

Jaime Velez, CPA has extensive experience in performing audits, reviews and compilations for clients in a variety of industries including non-profit organizations, charter schools, construction, manufacturing, franchising, retail, gaming, hospitality and various other industries. Jaime started his career at KPMG and has served as Chief Financial Officer of companies in the construction, manufacturing and high-tech industries. His diverse background in areas of auditing, accounting and finance are valuable in assisting clients make sound business decisions. Jaime oversees the firm's quality control and assists in the professional development of the accounting staff. He enjoys spending time with his family and supporting his children in school and sport activities. He is active in his church and community.

EDUCATION

Bachelor of Science and Master of Accountancy. Brigham Young University - Marriott School of Management - 1997.

CONTINUING PROFESSIONAL EDUCATION

Member in good standing: Nevada State Board of Accountancy.
Satisfies the professional requirement of completing at least 80 hours of continuing professional education every two years including Yellow Book requirements.

ACHIEVEMENTS

Licensed CPA, State of Nevada
Member, American Institute of Certified Public Accountants
Member, Nevada Society of Certified Public Accountants
Latin Chamber of Commerce – Member

COMMUNITY

Boys Scouts of America – Past volunteer with local troop
Nevada HAND – Previous advisor to Board of Directors and member of Audit Committee

ENGAGEMENT TEAM – Audit Lead

Ryan Garner
Audit Manager
Velez & Hardy, CPAs



BACKGROUND

Ryan Garner began his professional career in the casino industry performing gaming and regulatory compliance audits. He has since transitioned into public accounting and has experience performing audits, reviews, and compilations for clients in a variety of industries including charter schools, non-profit organizations, construction, retail, government, healthcare, and employee benefit plans. Ryan is a licensed CPA in the state of Nevada and is a member of the Nevada Society of Certified Public Accountants. Ryan enjoys playing all kinds sports and spending time with his wife, two sons and dogs.

EDUCATION

Bachelors of Science in Accounting - University of Nevada, Las Vegas, 2009
Master of Accountancy - University of Nevada, Las Vegas, 2012

CONTINUING PROFESSIONAL EDUCATION

Member in good standing: Nevada State Board of Accountancy.
Satisfies the professional requirement of completing at least 80 hours of continuing professional education every two years including Yellow Book requirements.

ACHIEVEMENTS

Licensed CPA, State of Nevada
Member, Nevada Society of Certified Public Accountants

APPENDIX A – ENGAGEMENT FEES

CLV STRONG START ACADEMY ELEMENTARY SCHOOLS INC.

Fees for One Year Audit Engagement	6/30/2026
Financial Statement Audit	\$ 20,000
Federal Single Audit (if applicable)	7,500
Preparation of Form 990 (if applicable)	<u>3,000</u>
	<u>\$ 30,500</u>

Fees for Three Year Audit Engagement*	6/30/2026	6/30/2027	6/30/2028
Financial Statement Audit	\$ 19,000	\$ 19,000	\$ 19,000
Federal Single Audit (if applicable)	7,000	7,000	7,000
Preparation of Form 990	<u>2,500</u>	<u>2,500</u>	<u>2,500</u>
	<u>\$ 28,500</u>	<u>\$ 28,500</u>	<u>\$ 28,500</u>

Our firm understands the nature of charter schools and the need to keep costs down to accomplish the organization's objectives. Our firm has a history of keeping fees both consistent and reasonable from year to year. Our firm does not impose additional fees for routine communications with the organization's personnel as it relates to discussing accounting related questions.

* Three-year quote is based on the assumption that the scope of the audits will remain unchanged during the three year period. If the scope of the audits change, we will analyze the impact to our proposed fee and will arrive at a new estimated fee before the start of audit procedures.



**ACCOUNTING
AUDIT
TAX
EMPLOYEE BENEFITS
SPECIALIZED SERVICES**

Report on the Firm's System of Quality Control

August 28, 2024

To the Shareholders of Velez & Hardy CPAs and Advisors, LLC, and the
Peer Review Committee of the Nevada Society of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of Velez & Hardy CPAs and Advisors, LLC, (the firm) in effect for the year ended March 31, 2024. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including a compliance audit under the Single Audit Act and an audit of an employee benefit plan.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Velez & Hardy CPAs and Advisors, LLC, in effect for the year ended March 31, 2024, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. Velez & Hardy CPAs and Advisors, LLC, has received a peer review rating of *pass*.

Junkermier, Clark, Campanella, Stevens, P.C.

Coversheet

Discussion and possible action to approve revisions to the previously adopted Governing Board meeting calendar for the 2026–2027 school year.

Section:	IV. Governance
Item:	C. Discussion and possible action to approve revisions to the previously adopted Governing Board meeting calendar for the 2026–2027 school year.
Purpose:	Vote
Submitted by:	
Related Material:	Strong_Start_2026-2027_Revised_Board_Meeting_Calendar.pdf

STRONG START ACADEMY

2026-2027 Board Meeting Calendar

Governance Calendar

REGULAR MEETING SCHEDULE

Meetings are scheduled for the **2nd Wednesday of each month**, beginning at **5:00 p.m.**

SEP SEPTEMBER 9, 2026	OCT OCTOBER 14, 2026
NOV NOVEMBER 18, 2026	DEC DECEMBER 9, 2026
JAN JANUARY 13, 2026 Half Day Board Retreat	FEB FEBRUARY 10, 2026
MAR MARCH 10, 2026	APR APRIL 14, 2026
MAY MAY 12, 2026	JUN JUNE 9, 2026 No Meeting