



NOTICE OF PUBLIC MEETING of the Board of Directors of SOMERSET ACADEMY OF LAS VEGAS

NOTICE IS HEREBY GIVEN THAT THE BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS, A PUBLIC CHARTER SCHOOL, WILL CONDUCT A PUBLIC MEETING ON AUGUST 21, 2023 BEGINNING AT 6:00 P.M. AT 50 N. STEPHANIE ST., HENDERSON, NV 89074. THE PUBLIC IS INVITED TO ATTEND.

ATTACHED HERETO IS AN AGENDA OF ALL ITEMS SCHEDULED TO BE CONSIDERED. UNLESS OTHERWISE STATED, THE BOARD CHAIRPERSON MAY 1) TAKE AGENDA ITEMS OUT OF ORDER; 2) COMBINE TWO OR MORE ITEMS FOR CONSIDERATION; OR 3) REMOVE AN ITEM FROM THE AGENDA OR DELAY DISCUSSION RELATING TO AN ITEM.

REASONABLE EFFORTS WILL BE MADE TO ASSIST AND ACCOMMODATE PHYSICALLY DISABLED PERSONS DESIRING TO ATTEND OR PARTICIPATE IN THE MEETING. ANY PERSONS REQUIRING ASSISTANCE MAY CONTACT DENA THOMPSON AT (702) 431-6260 OR DENA.THOMPSON@ACADEMICANV.COM TWO BUSINESS DAYS IN ADVANCE SO THAT ARRANGEMENTS MAY BE CONVENIENTLY MADE.

DENA THOMPSON IS THE CONTACT PERSON FOR THE MEETING AGENDA, SUPPORT MATERIALS, AND MINUTES. THE MATERIALS ARE AVAILABLE VIA EMAIL AT DENA.THOMPSON@ACADEMICANV.COM, BY VISITING THE SCHOOL'S WEBSITE AT [HTTPS://SOMERSETACADEMYOFLASVEGAS.COM/](https://somersetacademyoflasvegas.com/), OR AT 6630 SURREY ST., LAS VEGAS, NV 89119 FOR COPIES OF THE MEETING AUDIO, PLEASE EMAIL DENA.THOMPSON@ACADEMICANV.COM.

PUBLIC COMMENT MAY BE LIMITED TO THREE MINUTES PER PERSON AT THE DISCRETION OF THE CHAIRPERSON.



We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing Equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.

Board of Directors

TRAVIS MIZER – *Board Chair*

LENORA BREDSGUARD – *Board Vice Chair*

JOHN BENTHAM – *Board Secretary*

WILL HARTY – *Board Treasurer*

CODY NOBLE – *Board Member*

SARAH MCCLELLAN – *Board Member*

RENEE FAIRLESS – *Board Member*

MEETING OF THE BOARD OF DIRECTORS AUGUST 21, 2023

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(NO ACTION MAY BE TAKEN ON A MATTER RAISED UNDER THIS ITEM OF THE AGENDA UNTIL THE MATTER ITSELF HAS BEEN SPECIFICALLY INCLUDED ON AN AGENDA AS AN ITEM UPON WHICH ACTION WILL BE TAKEN.)



3. CONSENT AGENDA (FOR POSSIBLE ACTION) *(ALL ITEMS LISTED UNDER THE CONSENT AGENDA ARE CONSIDERED ROUTINE AND WILL BE ENACTED BY ONE MOTION. THERE WILL BE NO SEPARATE DISCUSSION OF THESE ITEMS UNLESS A BOARD MEMBER OR MEMBER OF THE PUBLIC SO REQUESTS, IN WHICH CASE THE ITEM(S) WILL BE REMOVED FROM THE CONSENT AGENDA AND CONSIDERED ALONG WITH THE REGULAR ORDER OF BUSINESS.)*

- a. APPROVAL OF MINUTES FROM THE JUNE 26, 2023 AND THE JULY 21, 2023 BOARD MEETINGS
- b. APPROVAL OF SUBMISSION OF THE RENEWAL OF THE DISTANCE EDUCATION APPLICATION TO NDE
- c. APPROVAL OF UPDATED FOSTER CARE POLICY
- d. APPROVAL OF UPDATED MCKINNEY-VENTO POLICY
- e. APPROVAL OF UPDATED EL POLICY
- f. APPROVAL OF UPDATED SOMERSET DISCIPLINE POLICY
- g. ACCEPTANCE OF GRANT FUNDS AWARDED TO SOMERSET ACADEMY OF LAS VEGAS FROM THE FOLLOWING:
 - CTE ALLOCATION
 - MCKINNEY-VENTO
 - SPED
 - SPED EXCEPTIONAL NEEDS
 - SPED ESY
 - TITLE I
 - TITLE II
 - TITLE III
 - TITLE IVA

4. ACTION & DISCUSSION ITEMS

- a. ACADEMIC PROGRESS REPORTS AND CAMPUS UPDATES BY SOMERSET PRINCIPALS (FOR DISCUSSION)
- b. REVIEW AND APPROVAL OF ORGANIZATIONAL PERFORMANCE FRAMEWORK SELF-CERTIFICATION (FOR POSSIBLE ACTION)
- c. DISCUSSION REGARDING AT-RISK FUNDING CHANGES (FOR DISCUSSION)
- d. DISCUSSION REGARDING THE ANNUAL SURPLUS SPENDING POLICY (FOR POSSIBLE ACTION)
- e. REVIEW AND APPROVAL OF THE SKY POINTE MASTER PLAN AND PHASE ONE DESIGN (FOR POSSIBLE ACTION)
- f. DISCUSSION AND POSSIBLE ACTION REGARDING IMPROVEMENTS TO THE PROPERTY ADJACENT TO LONE MOUNTAIN (FOR POSSIBLE ACTION)



5. ANNOUNCEMENTS AND NOTIFICATIONS

6. MEMBER COMMENT

7. PUBLIC COMMENT

(NO ACTION MAY BE TAKEN ON A MATTER RAISED UNDER THIS ITEM OF THE AGENDA UNTIL THE MATTER ITSELF HAS BEEN SPECIFICALLY INCLUDED ON AN AGENDA AS AN ITEM UPON WHICH ACTION WILL BE TAKEN.)

8. ADJOURN MEETING

THIS NOTICE AND AGENDA HAS BEEN POSTED ON OR BEFORE 9 A.M. ON THE THIRD WORKING DAY BEFORE THE MEETING AT THE FOLLOWING LOCATIONS:

- 1) SOMERSET ALIANTE CAMPUS – 6475 VALLEY DR., NORTH LAS VEGAS, NV 89084
- 2) SOMERSET LONE MOUNTAIN CAMPUS – 4491 N. RAINBOW BLVD., LAS VEGAS, NV 89108
- 3) SOMERSET LOSEE CAMPUS – 4650 LOSEE ROAD, NORTH LAS VEGAS, NV 89081
- 4) SOMERSET NORTH LAS VEGAS CAMPUS – 385 W. CENTENNIAL PKWY, NORTH LAS VEGAS, NV 89084
- 5) SOMERSET SKY POINTE CAMPUS – 7038 SKY POINTE DR., LAS VEGAS, NV 89131
- 6) SOMERSET SKYE CANYON CAMPUS – 8151 N. SHAUMBER ROAD, LAS VEGAS, NV 89166
- 7) SOMERSET STEPHANIE CAMPUS – 50 N. STEPHANIE ST., HENDERSON, NV 89074
- 8) [HTTPS://SOMERSETACADEMYOFLASVEGAS.COM/](https://somersetacademyoflasvegas.com/)
- 9) [HTTPS://NOTICE.NV.GOV/](https://notice.nv.gov/)

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**
AGENDA ITEM: **3 – CONSENT AGENDA**
NUMBER OF ENCLOSURES: **0**

SUBJECT: **CONSENT AGENDA**

ACTION
 CONSENT AGENDA
 INFORMATION
 PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

MOVE TO APPROVE THE ITEMS FOR ACTION ON THE CONSENT AGENDA.

FISCAL IMPACT:

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **2-3 MINUTES**

BACKGROUND: SUPPORT MATERIALS AND/OR BACKGROUND HAS BEEN PROVIDED TO THE BOARD. ALL ITEMS ON THE CONSENT AGENDA WHICH ARE FOR ACTION CAN BE APPROVED IN ONE MOTION; HOWEVER, INDIVIDUAL ITEMS MAY BE TAKEN OFF THE CONSENT AGENDA IF THE BOARD DEEMS THAT DISCUSSION IS NECESSARY.

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **3a – APPROVAL OF MINUTES FROM THE JUNE 26, 2023 AND THE JULY 21, 2023 BOARD MEETINGS**

NUMBER OF ENCLOSURES: **2**

SUBJECT: **MINUTES APPROVAL**

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **MINUTES FROM THE JUNE 26, 2023 AND JULY 21, 2023 BOARD MEETINGS SHOULD BE REVIEWED BY THE BOARD FOR POSSIBLE APPROVAL.**

**MINUTES
OF THE MEETING OF THE
BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS
JUNE 26, 2023**

The Board of Directors of Somerset Academy of Las Vegas held a public meeting on June 26, 2023, at 6:00 p.m. at 4650 Losee Road, North Las Vegas, NV 89081.

1. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:01 p.m. by Board Chair Travis Mizer. The following Board members were in attendance: Travis Mizer, LeNora Bredsguard, John Bentham, Will Harty, and Renee Fairless.

Board Members Cody Noble and Sarah McClellan were not in attendance.

Also present were the following principals and assistant principals: Lee Esplin, Jessica Scobell, Shannon Manning, Mindi Palomeque, David Fossett, Colundra Owens, and Jill Dayne. Somerset Inc. representatives Bernie Montero and Suzette Ruiz; Intellatek representatives JJ Christian and Luke Campbell; and Academica representatives Gary McClain, Ryan Reeves, Trevor Goodsell, Nathan DeHoyos, Matt Padron, and Marla Devitt attended the meeting.

2. PUBLIC COMMENT

There was no public comment.

3. CONSENT AGENDA

- a. APPROVAL OF MINUTES FROM THE MAY 8, 2023 BOARD MEETING**
- b. APPROVAL OF FEDERAL PROGRAMS UPDATE TO FINANCIAL POLICIES AND PROCEDURES**
- c. APPROVAL OF RENEWING THE VENDED MEAL AGREEMENT WITH BETTER 4 YOU MEALS/REVOLUTION FOODS**
- d. ACCEPTANCE OF ARP HOMELESS II GRANT FUNDING**

MEMBER BENTHAM MOVED TO APPROVE THE CONSENT AGENDA, AS PRESENTED. MEMBER FAIRLESS SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

4. ACTION & DISCUSSION ITEMS

- a. ACADEMIC PROGRESS REPORTS AND CAMPUS UPDATES BY SOMERSET PRINCIPALS**

The Somerset Academy of Las Vegas principals addressed the Board to provide updates and highlights from their respective campuses. Principal Jessica Scobell stated that the Losee campus had ten current open positions, with four offer letters out and interviews scheduled throughout the week. The increase in funding had allowed the school to recruit solid veteran teachers. She noted that the spring i-Ready data had recently been received and contained some definite highlights, including three grade levels, kindergarten, 5th, and 8th, with high growth and high achievement. Member Bentham asked if the i-Ready data had anything that had been surprising. Principal Scobell stated that it was disappointing that 6th and 7th grade did not have the same pace of growth as 8th

grade. She stated that the administrative team would meet to discuss how to replicate the growth for those grades.

Principal Mindi Palomeque stated that the North Las Vegas campus had one teacher opening and every person in a teaching position was either in a program or on the way to being licensed, except one seeking a degree in psychology. She noted that, through grants, she was able to run the “walk to read” model and the small group math intervention model. An intervention teacher was hired to pull the lowest of the low students up.

Principal David Fossett stated that the Stephanie campus had only three positions to fill, and he was working to fill them with qualified teachers. Member Harty asked if the i-Ready data had been received and reviewed. Principal Fossett stated that it was extremely positive, trending in the 4 stars for elementary and 5 stars for middle. Principal Lee Esplin stated that there were no open positions at the Sky Pointe campus. He stated that the teachers were very happy with the pay raises made possible by the funding increase.

Assistant Principal Colundra Owens stated that the Lone Mountain campus was completely staffed except for two instructional aides. A new Safe School Professional (SSP) had been hired. The rating projection was a 5 star middle school and a high 4 or low 5 star elementary. The campus was excited to see the EL data results from the SBAC testing. She reviewed the upcoming events scheduled for the month of July and noted that the campus would begin the year with a big push for the Leader in Me program.

Assistant Principal Jill Dayne stated that the Skye Canyon campus was predicted to be 5 stars in elementary and middle school. She reviewed the i-Ready data. On the WIDA testing, 20 students were tested, with 55% showing an increase in their scores and one student exiting. Chronic absenteeism was reduced from 10.4% to 7.07% in elementary and from 12.8% to 8.87% in middle school. The GATE program would be full-time next year. Assistant Principal Dayne reviewed upcoming team building and training.

Principal Shannon Manning stated that the Aliante campus did not have any vacancies. The i-Ready data projections were for a 4 star elementary and 5 star middle school. The campus would have a new counselor and a support animal.

b. UPDATE ON END OF COURSE EXAM RESULTS

Principal Scobell stated that the end of course (EOC) exams had been completed. The students at the Losee and Sky Pointe campuses trended well in English, while math was a struggle. All the EOC requirements had been met. Member Harty noted that it was required to give EOC exams and asked if it was require that the students pass the exams, to which Principal Scobell replied in the negative. She noted that the exams had to be given a weight on the students grade.

c. REVIEW AND APPROVAL OF THE FINAL BUDGET FOR THE 2023/2024 SCHOOL YEAR

Mr. Trevor Goodsell addressed the Board to review the 2023/2024 final budget. The change in funding approved in the recent legislative session was detailed. The base funding was increased from \$7,293 to \$8,966, ELL funding was increased from \$1,669 to \$4,000, GATE increased from \$862 to \$1,075, and at-risk funding increased from \$247 to \$3,138. He noted that the SPED discretionary

unit was still not known. It had been stated by several sources that charter schools should receive equal to the district amount; however, he had not received confirmation in writing. As a precaution, the budget was calculated using \$3,000 instead of the state average of \$3,800.

Mr. Goodsell reviewed the changes resulting from the increased funding including significant raises for teachers and staff with starting salaries aligned with the district. The budget included the absorption of the PERS and insurance increase. Additionally, the retention bonuses were increased. Due to inflation, the summer budgets for supplies and facility maintenance had also seen an increase. Member Harty asked about the difference between version one and version two of the budget. Mr. Goodsell stated that version two had the purchase of the Lone Mountain adjacent land. The contingency in version one was 3.1 and it was 2.9 in version two. The Board deferred budget approval until after discussing the monetary agenda items.

THIS ITEM WAS CONTINUED TO THE END OF THE MEETING.

d. REVIEW AND APPROVAL OF RETENTION BONUSES

Mr. Ryan Reeves addressed the Board and stated that Member Harty had expressed a desire to allocate some surplus funds to Somerset staff. The twelve years of good fiscal policy, discussed with Academics staff by Member Harty, as Board treasurer, were noted. These years of good fiscal policy had led to sufficient days cash on hand to ensure that an increase would not be needed during the 2023/2024 school year. The surplus had also been built to be at or near \$2.5 million. The proposed retention bonuses were noted to be significantly higher than typical. Mr. Reeves noted that some Board members had suggested paying the retention bonus in two portions, with 75% in September and the remaining 25% in December.

Member Mizer asked if the retention bonus increase would be sustainable going forward. Mr. Reeves replied in the negative, noting that the system currently had 170 days cash on hand, which would shrink with the pay increases and vary from year to year. Discussion ensued regarding the correct way to communicate the information that the retention amount was not sustainable. Member Bredsguard asked the principals if there was a particular time of year with a significant loss of staff. Principal Scobell stated that if a teacher stayed until January they did tend to leave before the end of the year. Member Fairless noted that the retention bonus was for the staff members who returned from the previous year. The principals stated that a letter could be crafted to state that the Board requested and was able to provide a one-time larger retention bonus. Member Fairless stated that the letter should include a mention that system principals had exercised fiscal responsibility to aid in the ability to provide a larger retention bonus.

MEMBER HARTY MOVED TO APPROVE THE RETENTION BONUSES AS PRESENTED, WITH 75% PAID IN SEPTEMBER AND THE OTHER 25% PAID IN DECEMBER. MEMBER BENTHAM SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

e. REVIEW AND APPROVAL PRINCIPAL RAISES

Mr. Reeves stated that principals typically waited until October for the star rating results before they were evaluated and received their raises. The proposal before the Board was to give the principals a 12% raise now and an additional raise after the star rating results were received and the principals received their evaluations. Principal Esplin stated that the Somerset principals were

usually evaluated during the summer. Member Harty asked how the 12% compared to the district. Mr. Reeves stated that the district amount was not known. Member Bredsguard stated that the district administrators were told that they would receive a cost of living adjustment and that the PERS that was taken away would be given back.

Several principals expressed concerns regarding the comparatively smaller raise proposed for principals in contrast to the higher raise anticipated for many assistant principals. They noted the necessity of offering more substantial raises to assistant principals to remain competitive with the school district. Member Mizer explained that the evaluation process would center on growth, demographics, and Star ratings of the various campuses. Member Harty recognized the significant impact administrators had on campuses and their deserving of competitive pay; however, he also pointed out that the proposed increase was the largest ever given. Discussion ensued regarding the difficulty of comparing growth and data among campuses with different enrollment and demographics.

MEMBER BENTHAM MOVED TO GIVE A 12% RAISE ON JULY 1, 2023, WITH AN ADDITIONAL AMOUNT, UP TO 8%, TIED TO PERFORMANCE AS DETERMINED BY THE EVALUATION COMMITTEE. MEMBER BREDSGUARD SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

f. REVIEW AND APPROVAL OF THE ACADEMICA NEVADA CONTRACT

Mr. Reeves acknowledged the 12-year partnership with Somerset Academy and the significant student growth at Somerset Academy. Academica had maintained a per-pupil fee of \$450 but now requested a 10% increase to \$495 per pupil due to rising labor and software costs. This increase was being proposed to all Academica boards. Mr. Reeves assured the board that, despite the increase, the fee would shrink as a percentage of the school's budget, allowing more funds for teacher salaries and classroom resources. He noted that Academica had grown its employee base and invested in advanced software. As part of the fee, they would provide access to Cognia software at no additional charge, offering valuable components like artificial intelligence and student mental health support. Academica was committed to ensuring Somerset Academy paid no more than other schools they served. The fee increase request was made to all schools, and the contract's execution depended on approval from all schools in Nevada.

Member Mizer asked if Academica was asking for an increase nationally, to which Mr. Reeves replied in the negative. He clarified that Academica Florida schools paid separately for Cognia, with a proposed service fee of 5% and anticipated additional fees to come. Member Bentham asked if Academica had an in-house publicist. Mr. Reeves stated that the internal public relations manager had recently left; however, Academica had hired a person for that position. Member Bentham noted that the contract did not explicitly mention lobbyists and lobbying efforts. Mr. Reeves explained that Academica remained committed to lobbying, incurring expenses in the six figures, alongside additional expenses for political activities in the same range. Member Bentham noted that it was important to continue lobbying efforts for charter schools.

MEMBER FAIRLESS MOVED TO ACCEPT THE 10% INCREASE IN THE ACADEMICA FEE FOR THE NEXT TWO YEARS. MEMBER BENTHAM SECONDED THE MOTION, AND THE BOARD VOTED TO APPROVE WITH A VOTE OF FIVE TO ONE, WITH MEMBER MIZER VOTING IN OPPOSITION.

g. REVIEW AND APPROVAL OF THE INTELLATEK CONTRACT

Mr. JJ Christian, with Intellatek, addressed the Board and expressed gratitude for the 11-year partnership and proposed raising their fees by 50 cents per student per month, increasing from \$42 to \$48 per student per year. He highlighted the significant growth in the services provided by Intellatek, from providing only a few computers to now supporting various IT-related aspects like Chromebooks, phones, cameras, and infinite campus support. Member Mizer inquired about Intellatek's current contract status, and Mr. Christian confirmed that they were under a 12-month contract that automatically renewed annually. Member Fairless inquired about additional fees in the contract. Mr. Christian referred to the rates contained in the contract. Member Harty asked whether installation fees had increased, and Mr. Christian stated they would be raised by 10%.

Member Mizer asked if it was bid out every year or automatically renewed. Mr. Goodsell explained that the service had not been bid for several years in Nevada, but Intellatek recently bid for services in Colorado and was significantly under the next lowest bidder. Member Mizer expressed the preference for requesting bids instead of automatic renewals. Member Harty agreed but suggested approving the contract this year and requesting multiple bids before the contract's expiration next year.

MEMBER BENTHAM MOVED TO APPROVE THE INTELLATEK CONTRACT AS PRESENTED WITH THE CAVEAT THAT WE INITIATE A REQUEST FOR BIDS IN THE SPRING. MEMBER HARTY SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

h. DISCUSSION AND APPROVAL OF VENDOR FOR ADDITIONAL PLAYGROUND STRUCTURE FOR THE STEPHANIE CAMPUS

Mr. Nathan DeHoyos addressed the Board and stated that the Stephanie campus wanted to add a playground structure on the south side of the property. The campus had raised a total of \$58,845, with \$32,348 from Apex funds, \$9,497 from other SGF funds, and \$17,000 from a PTO contribution. Park Pro Playgrounds, which offered the shortest lead time and the ability to install the system without digging up the asphalt, was the preferred choice for selection. Member Fairless noted that the bid expired on June 22nd and asked if Park Pro Playgrounds would honor the bid, to which Mr. DeHoyos replied in the affirmative. Member Bentham stated that the contract stipulated that payment be made through AvidPay with a 5% processing fee. Mr. Goodsell stated that the payment could be made with a check to avoid a processing fee.

MEMBER FAIRLESS VOTED TO ACCEPT THE BID AND THE PURCHASE ORDER FROM PARK PRO PLAYGROUNDS FOR THE SOMERSET STEPHANIE CAMPUS. MEMBER HARTY SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

i. DISCUSSION AND APPROVAL OF VENDOR TO REPLACE THE RESTROOM PARTITIONS FOR THE LOSEE MIDDLE AND HIGH SCHOOLS

Mr. DeHoyos stated that the metal partitions currently in the Losee restrooms had been frequently damaged resulting in many repairs. While discussing with Principal Scobell they decided to look at a different product. The bids received were for a partitions made with phenolic, which was a more durable product. Mr. DeHoyos recommended selecting Henri Specialties, for \$71,573.00, as the vendor. The Henri Specialties bid included a twenty-five year warranty on the product and a two

year warranty on craftsmanship and installation. Principal Scobell noted that the product was also graffiti proof.

MEMBER BENTHAM MOVED TO APPROVE HENRI SPECIALTIES AS THE VENDOR, AS PRESENTED. MEMBER FAIRLESS SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

j. DISCUSSION AND APPROVAL OF VENDOR FOR EXTERIOR PAINT FOR THE LOSEE CAMPUS

Mr. DeHoyos stated that he had received two quotes for painting the entire campus, one for \$249,000 and one for \$289,000. The Board was being asked to approve a vendor for painting the accents, the pop-outs, the trash enclosures, and the handrails on the building, rather than the entire campus. The recommended vendor for this task was identified as CertaPro Painters, and the cost would amount to \$39,980.00. The paint bid came with a lifetime warranty estimated to be approximately ten years. Mr. Gary McClain addressed the Board and stated that the cost to paint the entire campus had already been included in the budget. He suggested that the Board could approve the cost to paint the entire campus while including a not-to-exceed clause in the motion. Member Mizer asked if the entire campus needed to be painted. In response, Principal Scobell explained that the paint was fading, particularly in the pop-out areas. Member Fairless asked if the custodial staff could perform the painting, and Principal Scobell responded by stating that the custodians were currently occupied with painting numerous interior areas.

MEMBER HARTY MOVED TO APPROVE UP TO \$290,000 FOR PAINTING AT LOSEE, WITH ACADEMICA DELEGATED THE AUTHORITY TO SELECT THE FINAL VENDOR. MEMBER BENTHAM SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

k. DISCUSSION AND APPROVAL OF VENDOR FOR FENCE HEIGHT EXTENSION AND PRIVACY SLATS FOR THE SKYE CANYON CAMPUS

Mr. DeHoyos stated that the Skye Canyon campus had been having issues with balls going over the fence and rolling down Shaumber Road and taking a left on Grand Teton. After several consultations, three proposals were received for extending the height of the fence from six feet to ten feet. The recommended vendor was identified as All Star Fence. The bid received would involve the replacement of the existing fencing with ten-foot fencing. The project was planned to be funded using SGF funds.

MEMBER BENTHAM MOVED TO ACCEPT THE ALL STAR FENCE QUOTE AS PRESENTED FOR \$23,000. MEMBER BREDSGUARD SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

l. REVIEW AND APPROVAL OF A REVISION TO THE SOMERSET ACADEMY BOARD OF DIRECTORS BYLAWS

Mr. Reeves stated that adding an emeritus status in the bylaws had been previously approved by the Board; however, the eligibility was found to be restrictive, and the issue of registration priority for an emeritus member was not addressed. The revision presented aimed to clarify the emeritus status and indicated that an emeritus member would be considered a former Board member who had served for more than one term and had been an officer for at least one year. The revision further stated that an emeritus member could attend a Board meeting upon invitation of the Board chair or a

majority of the Board to provide support. Additionally, the revision pointed out that emeritus members were to be regarded as Board members for the purpose of the registration policy.

MEMBER BENTHAM MOVED TO APPROVE AS PRESENTED. MEMBER FAIRLESS SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

m. DISCUSSION AND POSSIBLE ACTION REGARDING THE PURCHASE OF PROPERTY ADJACENT TO THE LONE MOUNTAIN CAMPUS

Mr. Reeves stated that the Board was being asked to designate authority to a Board member to negotiate the purchase of property adjacent to the Lone Mountain campus. Mr. Goodsell stated that the purchase would not have an adverse effect on the days cash on hand. Member Fairless asked about the possible use of the land. Mr. Reeves stated that the property could be used for a stand-alone gymnasium and parking. Member Mizer asked if the purchase would hinder the development of the Sky Pointe property, to which Mr. Goodsell replied in the negative. Member Bentham stated that it was the only piece of land available adjacent to the campus.

MEMBER HARTY MOVED TO APPROVE THE DELEGATION OF THE POTENTIAL NEGOTIATION FOR THE PURCHASE OF THE LAND ADJACENT TO THE LONE MOUNTAIN CAMPUS TO JOHN BENTHAM AND ACADEMICA. MEMBER FAIRLESS SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY APPROVE.

c. REVIEW AND APPROVAL OF THE FINAL BUDGET FOR THE 2023/2024 SCHOOL YEAR (CONTINUED)

MEMBER BENTHAM MOVED TO APPROVE FINAL BUDGET VERSION 2 AS PRESENTED. MEMBER BREDSGUARD SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

5. ANNOUNCEMENTS AND NOTIFICATIONS

Mr. Reeves stated that a letter had been received from the SPCSA regarding the single audit, which had been delayed. He noted that delay was caused, in part, by the increase in federal funding and the change in auditing firms. The single audit was expected to be completed in five to seven business days. Member Bentham asked if Academica had been in communication with SPCSA regarding the delay and expected completion date, to which Mr. Reeves replied in the affirmative. Member Harty asked if the same auditing firm would be recommended for the 22/23 school year audit. Mr. Reeves replied in the affirmative and explained that the delay was not caused by Rubin Brown.

6. MEMBER COMMENT

Member Harty expressed appreciation for the conversations held during the meeting regarding difficult decisions. Appreciation for the conversations was also expressed by Member Bredsguard, who looked forward to more discussions with the principals concerning the evaluation process. Member Mizer noted that salary discussions were awkward and expressed appreciation for the principals. Member Bentham stated that he looked forward to helping to create an evaluation process and thanked the principals for the work. Member Fairless expressed appreciation for the comradery of the system principals, and she also extended thanks to Academica for the presentations provided during the meeting. Mr. Reeves announced that, with the 40th pick in the second round of the NBA draft, Maxwell Lewis, a

Losee alumni, was selected. Principal Esplin introduced the system executive office staff: Renee Kohley the office/NSLP manager and Tiffany Lewis the grant manager.

7. PUBLIC COMMENT

There was no public comment.

8. ADJOURN MEETING

THE MEETING ADJOURNED AT 7:15 P.M.

Approved on: _____

**Secretary of the Board of Directors
Somerset Academy of Las Vegas**

DRAFT

MINUTES
OF THE MEETING OF THE
BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS
JULY 21, 2023

The Board of Directors of Somerset Academy of Las Vegas held a public meeting on July 21, 2023, at 8:00 a.m. via Zoom.

1. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 8:00 a.m. by Board Chair Travis Mizer. The following Board members were in attendance: Travis Mizer, LeNora Bredsguard (joined at 8:04 a.m.), John Bentham, Will Harty, Cody Noble, and Sarah McClellan.

Board Member Renee Fairless was not in attendance.

Also present were the following principals and assistant principals: Lee Esplin, Jessica Scobell, Shannon Manning, and Cesar Tiu. Somerset Inc. representatives and Academica representatives Gary McClain, Ryan Reeves, and Trevor Goodsell attended the meeting.

2. PUBLIC COMMENT

Susana Harty provided public comment regarding the Academica contract and an increase in teacher/staff pay.

3. ACTION & DISCUSSION ITEMS

a. DISCUSSION AND POSSIBLE ACTION REGARDING THE PURCHASE OF PROPERTY ADJACENT TO THE LONE MOUNTAIN CAMPUS

Mr. Ryan Reeves addressed the Board stating that a price had been negotiated for the land adjacent to the Lone Mountain campus. He noted that Member Bentham had played a critical part during the negotiations which had helped reduce the price to \$659,715. Considering the prevailing financial circumstances, including reserves, days cash on hand, and the notable funding increase, Somerset Academy found itself well-placed to acquire the land.

Member Mizer asked what about the potential use of the property if purchased. Member Bentham stated that, with the Lone Mountain campus strapped for space, an athletic facility with additional classrooms could be built; adding that the athletic facility could be used by other campuses for various athletic competitions. Principal Cesar Tiu addressed the Board and stated that the purchase of the property could bring other opportunities for the school including specialized classrooms, enhanced afterschool facilities, and a library.

Member McClellan expressed concern regarding the purchase of properties without subsequent development, and asked about the existence of a plan to generate sufficient funds for property development. Mr. Reeves stated that, although the process of planning would take time, the recently increased funding would facilitate additional opportunities. He explained that the reduction of bond liabilities over time would concurrently bolster the credit capacity of the system. Mr. Reeves noted that the act of securing the land, even in the event of delayed development, served to prevent the land from being sold and utilized for an undesirable purpose near the campuses.

Member Bentham stated that a committee was working on the development plans for the Sky Pointe property, which would be presented to the Board in the near future. Member Noble asked if the potential development of the Lone Mountain property as an athletic facility would provide a cash flow opportunity to offset the costs. Member Bentham stated that the system could look in to the potential as a revenue source, and noted that a theater could also provide a revenue source. He noted that the potential income from either source would not be significant.

MEMBER BENTHAM MOVED TO ACCEPT THE OFFER TO PURCHASE THE LAND ADJACENT TO THE LONE MOUNTAIN CAMPUS FOR \$659,715. MEMBER HARTY SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

b. APPROVAL OF THE SINGLE AUDIT

Mr. Trevor Goodsell addressed the Board and stated that the single audit was completed on July 11, 2023, which was before the timeline from the SPCSA. The single audit was a carryover from the financial audit. The audit noted that some approvals had not been done in writing, noting that approvals needed to be documented with an email or wet signature.

MEMBER HARTY MOVED TO ACCEPT THE AUDIT, AS PRESENTED. MEMBER BENTHAM SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

4. ANNOUNCEMENTS AND NOTIFICATIONS

There were no announcements.

5. MEMBER COMMENT

Member Bentham wished the schools good luck on the opening of school.

6. PUBLIC COMMENT

There was no public comment.

7. ADJOURN MEETING

THE MEETING ADJOURNED AT 8:23 A.M.

Approved on: _____

**Secretary of the Board of Directors
Somerset Academy of Las Vegas**

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **3b – APPROVAL OF SUBMISSION OF THE RENEWAL OF THE DISTANCE EDUCATION APPLICATION TO NDE**

NUMBER OF ENCLOSURES:

SUBJECT: RENEWAL OF DISTANCE EDUCATION APPLICATION TO NDE

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **BOARD APPROVAL IS REQUIRED FOR SUBMISSION OF THE RENEWAL OF THE DISTANCE EDUCATION APPLICATION TO THE NDE.**

DISTANCE EDUCATION PROGRAM APPLICATION
July 1, 2023 through June 30, 2026

Application Renewal Amended Application _____
(New, Renewal or Amended) (Amendment Number)

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is accurate and that the distance education program will be operated as described in the application. As the authorized representative of the school district or charter school submitting the application, assurance is provided to the Nevada Department of Education (NDE) that all persons responsible for program operation will comply with all applicable Nevada Revised Statutes, Nevada Administrative Code, NDE policy and regulations, and all rules and policies of the school district or charter school.

Name and Signature of the school district superintendent, charter school principal or appropriate designee of the applicant authorized to submit this application must be provided below:

Lee Esplin, Lead Principal Lee Esplin Aug 4, 2023
Name and Title (Please type) Signature Date

Indicate the date the applicant's board of trustees, governing body, or committee to form a charter school met to approve the submission of this application: _____

APPLICANT INFORMATION

Applicant (Name of School District or Charter School) Somerset Academy of Las Vegas	Mailing Address 7038 Sky Pointe Dr, Las Vegas, NV 89131
Name and Title of Authorized Contact Person Lee Esplin, Lead Principal	Telephone Number <u>702) 478-8888</u>
	Fax Number <u>(702) 431-6250</u>
	Email Address <u>lee.esplin@somersetnv.org</u>

For Department use only:	
Date Received:	_____
Recommend for Approval by the Distance Education Program Review Committee:	_____
Verification by the Distance Education Program Professional	Date: _____
Approval by the Superintendent of Public Instruction	Date: _____

DISTANCE EDUCATION PROGRAM APPLICATION
July 1, 2023 through June 30, 2026

APPLICATION GUIDELINES AND REQUIREMENTS

Program Requirements

Nevada school districts and charter schools that wish to provide a distance education (DE) program to students in Nevada must apply and receive approval before implementing the program. An approved Distance Education Program will be in effect for three (3) fiscal years beginning on July 1 of the year the application is approved.

The application must be amended if significant changes are made within the program. Significant changes may include the addition of new programs, a change in method of instruction, change in program providers, etc. Please utilize this application form to amend your program application.

Eligibility

Only public-school districts and charter schools in Nevada may operate a distance education program.

Application Timeline

The Nevada Department of Education must receive an application from the school district's board of trustees or the charter school's governing body for existing programs by **May 1st** or sixty (60) days prior to the intended start date of a program for new applicants.

The DE committee will review applications in the order they are received. If the committee recommends approval, the applicant will receive a written approval within forty-five (45) calendar days from the date the application is received. If the committee requests revisions, the applicant will have thirty (30) calendar days from the request to correct any deficiencies and resubmit the application.

Application Submittal and Technical Assistance

An electronic copy of the complete application (scanned with original signatures) must be provided to the NDE. If you have any questions regarding the information requested in the application, please contact us at the number listed on the [Distance Learning](#) page of the Nevada Department of Education website.

DISTANCE EDUCATION PROGRAM APPLICATION
July 1, 2023 through June 30, 2026

Application Requirements

Cover Page

All information requested on the cover page must be completed. An original or electronic signature of the school district superintendent, charter school principal, or appropriate designee is required. The designated contact will be contacted regarding any questions pertaining to the application.

Please Note: By signing the cover page, the school district or charter school representative assures the Nevada Department of Education that all persons responsible for distance education program operation will comply with all applicable Nevada Revised Statutes, Nevada Administrative Code, NDE policy and regulations, and all rules and policies of the school district or charter school.

Approved distance education program applications do not exempt a school district or charter school from adhering to [NRS 388.090](#) requiring schools to provide a minimum of 180 days of school and does not allow districts to hold "digital days" in lieu of a traditional day of school as approved under a traditional district calendar. Refer to the "[Distance Education Program Handbook](#)" for additional program requirements not specifically addressed in this application.

On separate pages, address each of the following areas in sequence. Use additional pages if needed.

DISTANCE EDUCATION PROGRAM APPLICATION
July 1, 2023 through June 30, 2026

Section 1: Identify all distance education courses that will be offered as part of the distance education program.

If a course that is currently included on the list of approved distance education courses will be offered, please identify each course, including the title of the course and the name of the provider.

For new courses that will be developed and offered by the applicant, the Distance Education Course Approval Application must be submitted ([NRS 388.838](#)).

With the support of Academia Virtual Education (AVE), the applicant will offer distance learning courses sponsored by three (3) distance education providers currently approved by the Nevada Department of Education (NDE): Accelerate Education, eDynamic, and Flex Point Education Cloud. The applicant will not be developing any of its own courses. Any new courses to be offered by the applicant will be submitted by Accelerate Education, eDynamic, and Flex Point Education Cloud and will only be used if they are approved by the NDE. All courses to be used are currently included on the list of approved distance education courses prepared by the NDE. Course lists for each NDE-approved provider are included below:

Accelerate Education's Approved Course List

Course Title	Grade Level	Subject	Expiration Date
AP English Language and Composition A&B	11-12	ELA credit	1/25/2025
AP English Literature	11-12	ELA credit	1/25/2025
Honors Language Arts 10 A&B	10	ELA credit	1/25/2025
Honors Language Arts 11 A&B	11	ELA credit	1/25/2025
Honors Language Arts 12 A&B	12	ELA credit	1/25/2025
Honors Language Arts 9 A&B	9	ELA credit	1/25/2025
Language Arts K	K	ELA credit	1/25/2025
Language Arts 1	1	ELA credit	1/25/2025
Language Arts 2	2	ELA credit	1/25/2025
Language Arts 3	3	ELA credit	1/25/2025
Language Arts 4	4	ELA credit	1/25/2025
Language Arts 5	5	ELA credit	1/25/2025
Language Arts 6	6	ELA credit	1/25/2025
Language Arts 7	7	ELA credit	1/25/2025
Language Arts 8	8	ELA credit	1/25/2025
Language Arts 9	9	ELA credit	1/25/2025
Language Arts 10	10	ELA credit	1/25/2025
Language Arts 11	11	ELA credit	1/25/2025
Language Arts 12	12	ELA credit	1/25/2025
Accounting	9-12	Elective credit	1/25/2025
Adobe Illustrator	9-12	Elective credit	1/25/2025
Adobe In-Design	9-12	Elective credit	1/25/2025
Adobe Photoshop	9-12	Elective credit	1/25/2025
Adobe Premiere Pro	9-12	Elective credit	1/25/2025

DISTANCE EDUCATION PROGRAM APPLICATION
July 1, 2023 through June 30, 2026

Course Title	Grade Level	Subject	Expiration Date
Advanced Drawing	9-12	Elective credit	1/25/2025
Aeronautics and Space Travel	9-12	Elective credit	1/25/2025
Anatomy and Physiology	9-12	Elective credit	1/25/2025
AP Computer Science A&B	9-12	Elective credit	1/25/2025
Architectural Design I	9-12	Elective credit	1/25/2025
Architectural Design II	9-12	Elective credit	1/25/2025
Art Appreciation	9-12	Elective credit	1/25/2025
Arts Explorations	9-12	Elective credit	1/25/2025
Augmented & Virtual Applications	9-12	Elective credit	1/25/2025
Basic Drawing	9-12	Elective credit	1/25/2025
Basic Web Design	9-12	Elective credit	1/25/2025
Beginning Painting	9-12	Elective credit	1/25/2025
Building Maintenance Technologies I	9-12	Elective credit	1/25/2025
Building Maintenance Technologies II	9-12	Elective credit	1/25/2025
Business Law	9-12	Elective credit	1/25/2025
Career Exploration in Finance	9-12	Elective credit	1/25/2025
Career Exploration in Healthcare	9-12	Elective credit	1/25/2025
Career Planning	9-12	Elective credit	1/25/2025
Character Education	9-12	Elective credit	1/25/2025
Child Development	9-12	Elective credit	1/25/2025
Cloud Technologies and the Internet of Things	9-12	Elective credit	1/25/2025
Computer Basics	9-12	Elective credit	1/25/2025
Consumer Math	9-12	Elective credit	1/25/2025
Contemporary Novels	9-12	Elective credit	1/25/2025
Construction: Fundamentals and Careers	9-12	Elective credit	1/25/2025
Construction Technology I	9-12	Elective credit	1/25/2025
Creative Writing	9-12	Elective credit	1/25/2025
Cyber Security I	9-12	Elective credit	1/25/2025
Digital Media	9-12	Elective credit	1/25/2025
Digital Photography	9-12	Elective credit	1/25/2025
Digital Savvy A&B	9-12	Elective credit	1/25/2025
Drones: Remote Pilot Certification	9-12	Elective credit	1/25/2025
Early Childhood Education I	9-12	Elective credit	1/25/2025
Early Childhood Education II	9-12	Elective credit	1/25/2025
Entrepreneurship & Small Business Certification	9-12	Elective credit	1/25/2025
Graphic Design I	9-12	Elective credit	1/25/2025
Graphic Design II	9-12	Elective credit	1/25/2025
Graphic Design III	9-12	Elective credit	1/25/2025
Film & Television	6-12	Elective credit	1/25/2025
Financial Literacy	9-12	Elective credit	1/25/2025

DISTANCE EDUCATION PROGRAM APPLICATION
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Course Title	Grade Level	Subject	Expiration Date
Fundamentals of Bitcoin Currency	9-12	Elective credit	1/25/2025
Fundamentals of Blockchain & Cryptography	9-12	Elective credit	1/25/2025
Health Careers	9-12	Elective credit	1/25/2025
History of Gaming & E-Sports	9-12	Elective credit	1/25/2025
Integrated Math 1 A&B	9-12	Elective credit	1/25/2025
Integrated Math 2 A&B	9-12	Elective credit	1/25/2025
Integrated Math 3 A&B	9-12	Elective credit	1/25/2025
Intro to Artificial Intelligence	9-12	Elective credit	1/25/2025
Intro to Business	9-12	Elective credit	1/25/2025
Introduction to Education & Teaching	9-12	Elective credit	1/25/2025
Intro to Java Programming	9-12	Elective credit	1/25/2025
Intro to Nursing A&B	9-12	Elective credit	1/25/2025
Java	6-12	Elective credit	1/25/2025
Java Script Game Design	9-12	Elective credit	1/25/2025
Journalism	9-12	Elective credit	1/25/2025
Keyboarding	9-12	Elective credit	1/25/2025
LEED Green Associate Certification	9-12	Elective credit	1/25/2025
Marine Science	9-12	Elective credit	1/25/2025
Media and Communication	9-12	Elective credit	1/25/2025
Medicine	9-12	Elective credit	1/25/2025
Microsoft Excel	9-12	Elective credit	1/25/2025
Microsoft PowerPoint	9-12	Elective credit	1/25/2025
Microsoft Word	9-12	Elective credit	1/25/2025
Networking	9-12	Elective credit	1/25/2025
Music Appreciation	9-12	Elective credit	1/25/2025
Paleontology	9-12	Elective credit	1/25/2025
Personal Finance	9-12	Elective credit	1/25/2025
Personal Fitness	9-12	Elective credit	1/25/2025
Photojournalism	9-12	Elective credit	1/25/2025
Principles of Architecture	9-12	Elective credit	1/25/2025
Project Management	9-12	Elective credit	1/25/2025
Psychology A&B	9-12	Elective credit	1/25/2025
Python Multiplayer Adventure	6-12	Elective credit	1/25/2025
Recorders Level I	9-12	Elective credit	1/25/2025
Renewable Energy	9-12	Elective credit	1/25/2025
Robotics Applications & Careers	9-12	Elective credit	1/25/2025
Scratch Coding	K-8	Elective credit	1/25/2025
Smart Cities Technology & Applications	9-12	Elective credit	1/25/2025
Sociology	9-12	Elective credit	1/25/2025
Start-Ups & Innovation	9-12	Elective credit	1/25/2025
Study Skills	9-12	Elective credit	1/25/2025

DISTANCE EDUCATION PROGRAM APPLICATION
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DISTANCE EDUCATION PROGRAM APPLICATION
July 1, 2023 through June 30, 2026

Course Title	Grade Level	Subject	Expiration Date
Study Skills and Strategies	9-12	Elective credit	1/25/2025
Social Media Business Marketing	9-12	Elective credit	1/25/2025
Transportation Technologies	9-12	Elective credit	1/25/2025
Wearable Technology Innovations	9-12	Elective credit	1/25/2025
Networking 9-12	9-12	Elective credit	1/25/2025
Computer Basics	9-12	Elective credit	1/25/2025
Digital Savvy A&B	9-12	Elective credit	1/25/2025
Microsoft Excel	9-12	Elective credit	1/25/2025
Microsoft Power Point	9-12	Elective credit	1/25/2025
Microsoft Word	9-12	Elective credit	1/25/2025
AP French Language and Culture	9-12	World Language credit	1/25/2025
AP Spanish Language and Culture	9-12	World Language credit	1/25/2025
German I	6-12	World Language credit	1/25/2025
German II	6-12	World Language credit	1/25/2025
French I A&B	9-12	World Language credit	1/25/2025
French 2 A&B	9-12	World Language credit	1/25/2025
Spanish 1 A&B	9-12	World Language credit	1/25/2025
Spanish 2 A&B	9-12	World Language credit	1/25/2025
Spanish 3 A&B	9-12	World Language credit	1/25/2025
Art History	9-12	Fine Arts credit	1/25/2025
Theater Studies	9-12	Fine Arts credit	1/25/2025
AP Calculus AB A&B	10-12	Math credit	1/25/2025
AP Calculus BC A&B	10-12	Math credit	1/25/2025
Algebra 1	9-12	Math credit	1/25/2025
Algebra 2	9-12	Math credit	1/25/2025
Geometry	9-12	Math credit	1/25/2025
Mathematics 6	6	Math credit	1/25/2025
Mathematics 7	7	Math credit	1/25/2025
Math 8 A & B	8	Math credit	1/25/2025
Pre-Calculus A&B	9-12	Math credit	1/25/2025
Health K	K	Health credit	1/25/2025
Health 1	1	Health credit	1/25/2025
Health 2	2	Health credit	1/25/2025
Health 3	3	Health credit	1/25/2025
Health 4	4	Health credit	1/25/2025
Health 5	5	Health credit	1/25/2025
MS Health	6-8	Health credit	1/25/2025
Health 22-23	9-12	Health credit	1/25/2025
Physical Education K	K	PE credit	1/25/2025
Physical Education 1	1	PE credit	1/25/2025
Physical Education 2	2	PE credit	1/25/2025

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Distance Education Program Application
Revised March 2022 NLO

Course Title	Grade Level	Subject	Expiration Date
Physical Education 3	3	PE credit	1/25/2025
Physical Education 4	4	PE credit	1/25/2025
Physical Education 5	5	PE credit	1/25/2025
MS Physical Education	6-8	PE credit	1/25/2025
Physical Education AE Master	9-12	PE credit	1/25/2025
AP Biology A&B	10-12	Science credit	1/25/2025
AP Chemistry A&B	10-12	Science credit	1/25/2025
Biology	9-12	Science credit	1/25/2025
Earth Science	9-12	Science credit	1/25/2025
Honors Biology A&B	9-12	Science credit	1/25/2025
Honors Physics	11	Science credit	1/25/2025
Physics	9-12	Science credit	1/25/2025
Physical Science A&B	9-12	Science credit	1/25/2025
AP Physics I A&B	9-12	Science credit	1/25/2025
Science 1	1	Science credit	1/25/2025
Science 2	2	Science credit	1/25/2025
Science 3	3	Science credit	1/25/2025
Science 4	4	Science credit	1/25/2025
Science 5	5	Science credit	1/25/2025
Science 6	6	Science credit	1/25/2025
Science 7	7	Science credit	1/25/2025
Science 8	8	Science credit	1/25/2025
Science K	K	Science credit	1/25/2025
Space Exploration	9	Science credit	1/25/2025
American Government	10-12	Social Studies credit	1/25/2025
American History	9-12	Social Studies credit	1/25/2025
American History A&B	9-12	Social Studies credit	1/25/2025
AP U.S. Government and Politics A&B	10-12	Social Studies credit	1/25/2025
AP United States History A&B	10-12	Social Studies credit	1/25/2025
AP European History A&B	10-12	Social Studies credit	1/25/2025
Civics	9-12	Social Studies credit	1/25/2025
Economics	10-12	Social Studies credit	1/25/2025
Honors American Government	9-12	Social Studies credit	1/25/2025
Honors American Government	10-12	Social Studies credit	1/25/2025
Honors American History A&B	9-12	Social Studies credit	1/25/2025
Honors Economics	9-12	Social Studies credit	1/25/2025
Honors World History A	9	Social Studies credit	1/25/2025
Honors World History B	9	Social Studies credit	1/25/2025
Social Studies 1	1	Social Studies credit	1/25/2025
Social Studies 2	2	Social Studies credit	1/25/2025
Social Studies 3	3	Social Studies credit	1/25/2025

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Distance Education Program Application
Revised March 2022 NLO

DISTANCE EDUCATION PROGRAM APPLICATION
July 1, 2023 through June 30, 2026

Course Title	Grade Level	Subject	Expiration Date
Social Studies 4	4	Social Studies credit	1/25/2025
Social Studies 5	5	Social Studies credit	1/25/2025
Social Studies 6	6	Social Studies credit	1/25/2025
Social Studies 7	7	Social Studies credit	1/25/2025
Social Studies 8	8	Social Studies credit	1/25/2025
Social Studies K	K	Social Studies credit	1/25/2025
6th Grade Social Studies A	6	Social Studies credit	1/25/2025
6th Grade Social Studies B	6	Social Studies credit	1/25/2025
8th Grade Social Studies A	8	Social Studies credit	1/25/2025
8th Grade Social Studies B	8	Social Studies credit	1/25/2025
HS World History	9-12	Social Studies credit	1/25/2025
HS Economics	9-12	Social Studies credit	1/25/2025
HS Us Government and Civics	9-12	Social Studies credit	1/25/2025
Sociology A&B	9-12	Social Studies credit	1/25/2025
World Geography and Cultures A&B	9-12	Social Studies credit	1/25/2025
AP World History: Modern A&B	9-12	Social Studies credit	1/25/2025
World History	9-12	Social Studies credit	1/25/2025
World History A	9-12	Social Studies credit	1/25/2025
World History B	9-12	Social Studies credit	1/25/2025
Honors World History	9-12	Social Studies credit	1/25/2025
Psychology A&B	9-12	Social Studies credit	1/25/2025
Credit Recovery World History A	9-12	Social Studies credit	1/25/2025
Credit Recovery World History B	9-12	Social Studies credit	1/25/2025

eDynamic's Approved Course List

Course Title	Grade Level	Subject	Expiration Date
Allied Health Assistant 1a/1b	9-12	Elective credit	1/25/2025
American Sign Language 1a/1b	9-12	Elective credit	1/25/2025
American Sign Language 2a/2b	9-12	Elective credit	1/25/2025
American Sign Language 3a/3b	9-12	Elective credit	1/25/2025
Animation 1a/1b	9-12	Elective credit	1/25/2025
Applied Engineering 1a/1b	9-12	Elective credit	1/25/2025
Culinary Arts 1a/1b	9-12	Elective credit	1/25/2025
Digital Photography 1a/1b	9-12	Elective credit	1/25/2025
Early Childhood Education 1a/1b	9-12	Elective credit	1/25/2025
Fashion Design	9-12	Elective credit	1/25/2025
Forensic Science 1: Secrets of the Dead	9-12	Elective credit	1/25/2025
Forensic Science 2: More Secrets of the Dead	9-12	Elective credit	1/25/2025
Forensics: Science of Crime	9-12	Elective credit	1/25/2025
Foundations of Game Design 1a/1b	9-12	Elective credit	1/25/2025

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Course Title	Grade Level	Subject	Expiration Date
Health Science: Public Health	9-12	Elective credit	1/25/2025
Health Science 2	9-12	Elective credit	1/25/2025
Patient Care and Medical Services	9-12	Elective credit	1/25/2025
Health Science Foundations 1a/1b	9-12	Elective credit	1/25/2025
Hospitality & Tourism I	9-12	Elective credit	1/25/2025
Hotel & Restaurant Management 2a/2b	9-12	Elective credit	1/25/2025
Interior Design	9-12	Elective credit	1/25/2025
Learning in a Digital World	6-12	Elective credit	1/25/2025
Manufacturing	9-12	Elective credit	1/25/2025
Marketing 1a/1b	9-12	Elective credit	1/25/2025
Marketing 2a/2b	9-12	Elective credit	1/25/2025
Medical Terminology 1a/1b	9-12	Elective credit	1/25/2025
Middle School Exploring Music	6-8	Elective credit	1/25/2025
MS 2D Studio Art	6-8	Elective credit	1/25/2025
MS Digital Art and Design	6-8	Elective credit	1/25/2025
MS Exploring Business	6-8	Elective credit	1/25/2025
MS Exploring Health Science	6-8	Elective credit	1/25/2025
MS Game Design 1a/1b	6-8	Elective credit	1/25/2025
Principles of Business, Marketing, Finance 1a/1b	9-12	Elective credit	1/25/2025
Web Development 1a/1b	9-12	Elective credit	1/25/2025

Flex Point Education Cloud's Approved Course List

Course Title	Grade Level	Subject	Expiration Date
AP Computer Science	9-12	Elective credit	12/15/2024
Elementary Technology Grade 1	1	Elective credit	12/15/2024
Elementary Technology Grade 2	2	Elective credit	12/15/2024
Elementary Technology Grade 3	3	Elective credit	12/15/2024
Elementary Technology Grade 4	4	Elective credit	12/15/2024
Elementary Technology Grade 5	5	Elective credit	12/15/2024
Elementary Technology Grade K	K	Elective credit	12/15/2024
Procedural Programming	9-12	Elective credit	12/15/2024
AP English Language & Composition	9-12	ELA credit	12/15/2024
AP English Literature & Composition	9-12	ELA credit	12/15/2024
Elementary Language Arts Grade 1	1	ELA credit	12/15/2024
Elementary Language Arts Grade 2	2	ELA credit	12/15/2024
Elementary Language Arts Grade 3	3	ELA credit	12/15/2024
Elementary Language Arts Grade 4	4	ELA credit	12/15/2024
Elementary Language Arts Grade 5	5	ELA credit	12/15/2024
Elementary Language Arts Grade K	K	ELA credit	12/15/2024

DISTANCE EDUCATION PROGRAM APPLICATION
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Course Title	Grade Level	Subject	Expiration Date
English 1 for Credit Recovery	9-12	ELA credit	12/15/2024
English 2 for Credit Recovery	9-12	ELA credit	12/15/2024
English 3 for Credit Recovery	9-12	ELA credit	12/15/2024
English 4 for Credit Recovery	9-12	ELA credit	12/15/2024
English I Honors	9-12	ELA credit	12/15/2024
English II Honors	9-12	ELA credit	12/15/2024
English III Honors	9-12	ELA credit	12/15/2024
English IV Honors	9-12	ELA credit	12/15/2024
English IV with College Prep	9-12	ELA credit	12/15/2024
Agriscience Foundations I	9-12	Elective credit	12/15/2024
Digital Information Technology	9-12	Elective credit	12/15/2024
Intensive Reading: A Universe of Reading	9-12	Elective credit	12/15/2024
Intensive Reading: Fields of Reading	9-12	Elective credit	12/15/2024
Journalism	9-12	Elective credit	12/15/2024
Life Management Skills	9-12	Elective credit	12/15/2024
MS Business Keyboarding	6-8	Elective credit	12/15/2024
MS Critical Thinking Problem Solving and Learning Strategies	6-8	Elective credit	12/15/2024
MS Reading	6-8	Elective credit	12/15/2024
Psychology I	9-12	Elective credit	12/15/2024
Reading for College Success	9-12	Elective credit	12/15/2024
Social Media	9-12	Elective credit	12/15/2024
Thinking and Learning Strategies	9-12	Elective credit	12/15/2024
AP Art History	9-12	Fine Arts credit	12/15/2024
Elementary Art Grade 1	1	Fine Arts credit	12/15/2024
Elementary Art Grade 2	2	Fine Arts credit	12/15/2024
Elementary Art Grade 3	3	Fine Arts credit	12/15/2024
Elementary Art Grade 4	4	Fine Arts credit	12/15/2024
Elementary Art Grade 5	5	Fine Arts credit	12/15/2024
Elementary Art Grade K	K	Fine Arts credit	12/15/2024
Algebra I Honors	9-12	Math credit	12/15/2024
Algebra I for Credit Recovery	9-12	Math credit	12/15/2024
Algebra II Honors	9-12	Math credit	12/15/2024
Algebra II for Credit Recovery	9-12	Math credit	12/15/2024
AP Calculus AB	9-12	Math credit	12/15/2024
AP Calculus BC	9-12	Math credit	12/15/2024
AP Statistics	9-12	Math credit	12/15/2024
Calculus	9-12	Math credit	12/15/2024
Elementary Math Grade 1	1	Math credit	12/15/2024
Elementary Math Grade 2	2	Math credit	12/15/2024
Elementary Math Grade 3	3	Math credit	12/15/2024

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Course Title	Grade Level	Subject	Expiration Date
Elementary Math Grade 4	4	Math credit	12/15/2024
Elementary Math Grade 5	5	Math credit	12/15/2024
Elementary Math Grade K	K	Math credit	12/15/2024
Geometry for Credit Recovery	9-12	Math credit	12/15/2024
Geometry Honors	9-12	Math credit	12/15/2024
Integrated Mathematics I Honors	9-12	Math credit	12/15/2024
Integrated Mathematics II Honors	9-12	Math credit	12/15/2024
Integrated Mathematics III Honors	9-12	Math credit	12/15/2024
Liberal Arts Math	9-12	Math credit	12/15/2024
Liberal Arts Math 2	9-12	Math credit	12/15/2024
Pre-Algebra	9-12	Math credit	12/15/2024
Pre-Calculus Honors	9-12	Math credit	12/15/2024
Probability and Statistics Honors	9-12	Math credit	12/15/2024
Elementary Physical Education Grade 1	1	PE credit	12/15/2024
Elementary Physical Education Grade 2	2	PE credit	12/15/2024
Elementary Physical Education Grade 3	3	PE credit	12/15/2024
Elementary Physical Education Grade 4	4	PE credit	12/15/2024
Elementary Physical Education Grade 5	5	PE credit	12/15/2024
Elementary Physical Education Grade K	K	PE credit	12/15/2024
Fitness Lifestyle Design	9-12	PE credit	12/15/2024
HOPE	9-12	PE credit	12/15/2024
MS Comprehensive PE 6/7	6-8	PE credit	12/15/2024
MS Comprehensive PE 7/8	6-8	PE credit	12/15/2024
Personal Fitness	9-12	PE credit	12/15/2024
Anatomy and Physiology	9-12	Science credit	12/15/2024
AP Biology	9-12	Science credit	12/15/2024
AP Environmental Science	9-12	Science credit	12/15/2024
Biology Honors	9-12	Science credit	12/15/2024
Biology I for Credit Recovery	9-12	Science credit	12/15/2024
Chemistry Honors	9-12	Science credit	12/15/2024
Chemistry for Credit Recovery	9-12	Science credit	12/15/2024
Earth Space Science Honors	9-12	Science credit	12/15/2024
Elementary Science Grade 1	1	Science credit	12/15/2024
Elementary Science Grade 2	2	Science credit	12/15/2024
Elementary Science Grade 3	3	Science credit	12/15/2024
Elementary Science Grade 4	4	Science credit	12/15/2024
Elementary Science Grade 5	5	Science credit	12/15/2024
Elementary Science Grade K	K	Science credit	12/15/2024
Marine Science	9-12	Science credit	12/15/2024
Physical Science Honors	9-12	Science credit	12/15/2024
Physics I	9-12	Science credit	12/15/2024

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Course Title	Grade Level	Subject	Expiration Date
American History I	9-12	Social Studies credit	12/15/2024
American History II	9-12	Social Studies credit	12/15/2024
AP Human Geography	9-12	Social Studies credit	12/15/2024
AP Macroeconomics	9-12	Social Studies credit	12/15/2024
AP Microeconomics	9-12	Social Studies credit	12/15/2024
AP Psychology	9-12	Social Studies credit	12/15/2024
AP U.S. Government and Politics	9-12	Social Studies credit	12/15/2024
AP U.S. History	9-12	Social Studies credit	12/15/2024
Comprehensive American History	9-12	Social Studies credit	12/15/2024
Economics	9-12	Social Studies credit	12/15/2024
Economics with Financial Literacy Honors	9-12	Social Studies credit	12/15/2024
Economics with Financial Literacy for Credit Recovery	9-12	Social Studies credit	12/15/2024
Elementary Social Studies Grade 1	1	Social Studies credit	12/15/2024
Elementary Social Studies Grade 2	2	Social Studies credit	12/15/2024
Elementary Social Studies Grade 3	3	Social Studies credit	12/15/2024
Elementary Social Studies Grade 4	4	Social Studies credit	12/15/2024
Elementary Social Studies Grade 5	5	Social Studies credit	12/15/2024
Elementary Social Studies Grade K	K	Social Studies credit	12/15/2024
MS Civics	6-8	Social Studies credit	12/15/2024
MS US History Honors	6-8	Social Studies credit	12/15/2024
MS World History Honors	6-8	Social Studies credit	12/15/2024
Personal Financial Literacy	9-12	Social Studies credit	12/15/2024
United States History for Credit Recovery	9-12	Social Studies credit	12/15/2024
US Government Honors	9-12	Social Studies credit	12/15/2024
US Government for Credit Recovery	9-12	Social Studies credit	12/15/2024
US History Honors	9-12	Social Studies credit	12/15/2024
World History Honors	9-12	Social Studies credit	12/15/2024
World History for Credit Recovery	9-12	Social Studies credit	12/15/2024
American Sign Language I	9-12	World Language credit	12/15/2024
Chinese I	9-12	World Language credit	12/15/2024
Chinese II	9-12	World Language credit	12/15/2024
Chinese III Honors	9-12	World Language credit	12/15/2024
Elementary Spanish Introductory Level	K-5	World Language credit	12/15/2024
Elementary Spanish Level 1	K-5	World Language credit	12/15/2024
Elementary Spanish Level 2	K-5	World Language credit	12/15/2024
Elementary Spanish Level 3	K-5	World Language credit	12/15/2024
Elementary Spanish Level 4	K-5	World Language credit	12/15/2024
Elementary Spanish Level 5	K-5	World Language credit	12/15/2024
French I	9-12	World Language credit	12/15/2024
French II	9-12	World Language credit	12/15/2024

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Course Title	Grade Level	Subject	Expiration Date
Latin I	9-12	World Language credit	12/15/2024
Latin II	9-12	World Language credit	12/15/2024
Latin III Honors	9-12	World Language credit	12/15/2024
MS Spanish Beginning	6-8	World Language credit	12/15/2024
MS Spanish Intermediate	6-8	World Language credit	12/15/2024
Spanish I	9-12	World Language credit	12/15/2024
Spanish II	9-12	World Language credit	12/15/2024
Spanish III	9-12	World Language credit	12/15/2024
Spanish IV	9-12	World Language credit	12/15/2024

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Section 2: Describe the process that will be used to enroll students in the distance education program.

The process for enrolling students in the applicant's distance education program (whether the students are taking courses for acceleration, credit recovery, or because the desired course is not offered at their school site) is as follows:

1. Students in need of an acceleration course, a credit recovery course, or a course not available at their home school will be advised of the availability of the course through the distance education program at the school.
2. Students will be directed to the counselor who will evaluate the student's academic record and make course recommendations to the student and parents and will verify that the course is appropriate before proceeding.
3. No home-schooled students will be accepted into the program.
4. Enter into a written agreement with the student and the student's parent or guardian outlining the objectives of the course, the timeline for completion of the course, and the method by which the progress of the student will be assessed.
5. The consent form needs to be signed and received at the home school. The student will create an account in the Student Information System (SIS) and request the desired course.
6. The school counselor will review the student's academic information, verify that the student selected the appropriate course, and then electronically approve (confirm) the student for enrollment.
7. The distance education program staff will then enroll the student in the virtual course.
8. Upon enrollment, the student will be directed to the Student Orientation course if it is the first time the student takes a virtual course with the program. The Orientation is available to all students upon logging into the software program.
9. Upon completion of the course, the school will generate a transcript reflecting the student name, course taken, and final grade.
10. The distance education course grade will be entered for each student on Infinite Campus and the school registrar will designate the courses as a distance education course on the transcript by adding a unique code (the course may be DE or 01 at the end of the course code or name).

Describe the process the school district or charter school will follow regarding the selection and enrollment of students in the distance education program. Describe who is involved in the process, what counseling is provided to the student, and who ultimately approves the enrollment. ([NRS 388.850](#)) If you have an enrollment form/packet, please attach to the application.

Students will be selected for applicant's distance education program based on their academic needs. Students in need of a credit recovery course, acceleration courses, or a course not regularly offered at their home school will be able to take the course through the distance learning program on a part-time basis. The students will remain full-time students at their home school.

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If the program will accept the enrollment of students from adjacent school districts or charter schools and/or part-time from outside of the district boundaries, describe how the required written agreement from the other school district or charter school will be obtained for each student. Please provide a copy of any agreements between the school districts or charter schools including any remuneration between each school district and charter school ([NRS 388.854](#)).

The applicant's distance education program will accept the enrollment of students from adjacent school districts on a part-time basis. As a result, in accordance with [NRS 388.854\(2\)](#), applicant's governing body as the provider of the distance education program will enter into a written agreement with the board of trustees of the school district in which the student resides. The parties' agreement will include the amount of the apportionment provided to the school district where the student resides that will be allocated pursuant to paragraph (a) of subsection 2 of [NRS 387.124](#) to the applicant that provides the program of distance education.

The applicant's distance education program will also accept the enrollment of students from other charter schools on a part-time basis. Likewise, in accordance with [NRS 388.858\(3\)](#), applicant's governing body as the provider of the distance education program will enter into a written agreement with the governing body of the charter school in which the student is otherwise enrolled. The parties' agreement will include the amount of the apportionment provided to the charter school in which the student is otherwise enrolled that will be allocated pursuant to paragraph (a) of subsection 2 of [NRS 387.124](#) to the applicant that provides the program of distance education.

However, in the event that applicant as the provider of the distance education program is unable to reach an agreement with either (a) the board of trustees of the school district in which the part-time student resides or (b) the governing body of the charter school in which the part-time student is otherwise enrolled, pursuant to [NRS 388.854\(4\)](#) or [NRS 388.858\(5\)](#), respectively, then the Superintendent of Public Instruction will determine the amount of the apportionment to be allocated pursuant to paragraph (b) of subsection 2 of [NRS 387.124](#) to applicant as the provider of the distance education program.

Please note: Homeschooled students are not eligible to enroll in or otherwise attend a program of distance education offered by a Nevada school district or charter school ([NRS 388.850](#)).

As noted above, no home-schooled students will be accepted into the applicant's distance education program.

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Section 3: Provide an explanation of how the school district or charter school will document each pupil's attendance and participation in courses offered through the distance education program.

In accordance with [NRS 388.866\(1\)\(a\)](#), applicant's governing body will ensure that, for each course offered through the applicant's distance education program, a teacher

- (1) provides the work assignments to each student enrolled in the course that are necessary for the student to complete the course;
- (2) meets or otherwise communicates with the student at least once each week during the course to discuss the student's progress; and
- (3) provides the student and the student's parent or legal guardian with the objectives of the course, the timeline for completion of the course, and the method by which the progress of the pupil will be assessed.

Similarly, in accordance with [NAC 387.193](#), applicant will use an electronic learning management system or a master register of enrollment and attendance to track the enrollment, attendance, progression, and participation of a student enrolled in a course of distance education offered through a program of distance education provided by the applicant charter school.

Students enrolled in distance learning courses are required to interact with their teacher one time per week. All weekly communications between teachers and students are logged into the student information system (MAESTRO) or collected on a data sheet and stored for seven (7) years. The data will be available 24 hours a day and 365 days per year. The attendance reports reflect real-time data that complies with the weekly communication requirement for attendance and are generated by designated school staff every week. Students that participate in the distance education courses on a part-time basis will be regularly attending a brick-and-mortar school, therefore attendance will also be taken the students' homeroom class. Student attendance and participation in courses are also tracked in the learning management system (Agilix / Buzz) each time a student logs into their course. Time is tracked by minutes and seconds. See [Figure 1](#) below for a screenshot of a sample time tracking system.



Figure 1. Sample Time Tracker

The details of each communication can be viewed by clicking on the subject on the communication. See [Figure 2](#) below for a screenshot of a sample teachers' communication log.

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Date	Via	Staff Member	Topic (s)
4/12/2023 1:50:32 PM	Email	Fernandez, Johana	Mandatory Study Hall Attendance
4/11/2023 11:04:52 PM	Email	Chayeb, Belinda	Meet Mrs. Chayeb online for a Live Session, Thursday.
4/6/2023 11:02:40 AM	Email	Iglesias, Noelle	Mandatory Study Hall
4/4/2023 8:46:33 AM	Email	Goble, Florangel	Virtual Class Progress Report
3/29/2023 7:51:36 PM	Text	Cordoba, Jebel	Sent follow text to parent regarding risk of failure.

Figure 2. Sample Teachers' Communication Log

Both the attendance log and the communications log are available 24 hours per day and 365 days per year for all students along with progress reports, which include updated academic information on student progress. Reports can be accessed at any time by designated school personnel. The attendance record for the distance learning course is in addition to the record of attendance maintained by the school in which the student attends classes full-time (in instances where the student is enrolled in the distance learning program on a part-time basis).

Provide a brief description of the process the school district or charter school will follow to ensure an accurate accounting of the student's attendance and participation in the distance education program.

Please note that regulations require that the teacher assigned to each course must meet or otherwise communicate with each student at least once each week for the pupil to be considered enrolled in the program of distance education. The student shall be considered in full attendance for each week the teacher meets or communicates with the student. The attendance of the student must be recorded weekly as part of the master register of enrollment and attendance ([NAC 387.193](#), [NRS 388.866](#)).

The teacher and the student will have a two-way conversation one time per week. All correspondence will be logged into the student information system in order to track the required interaction. In addition to documenting weekly two-way interactions between teachers and students, staff can also generate a time-logging report in order to ensure that the students are logging into their virtual courses and submitting coursework in accordance to deadlines in the course pacing guide. The attendance record will be printed out on a monthly basis and will be signed by the teacher of record.

See [Figure 1](#) above for a screenshot of a sample time tracking system, see [Figure 2](#) above for a screenshot of a sample teachers' communication log, and see [Figure 3](#) below for a screenshot of a sample teachers' communication log with student conversation details via telephone and web chat.

Sent: 4/14/2023 1:42:58 PM
From: Admin, Academica
To: [Demo], Student
Cc:
Bcc:
Files:
Subject: Weekly Two Way Communication via Phone
 Pre-Algebra - Assisted Student in the process of solving linear functions.

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Sent: 4/21/2023 1:41:52 PM
From: Admin, Academics
To: ,(Demo), Student]
Cc:
Bcc:
Files:
Subject: Weekly Two Way Communication via Web Chat
 Language Arts - Student needed assistance with writing introductory paragraph and conclusion on narrative essay

Figure 3. Sample of Teacher Communications Log with Conversation Details

Both the attendance log and the communications log are available 24 hours per day, 365 days per year.

In addition to the attendance log and communication log, an attendance report will also be generated monthly and placed in each student's school file. See Figure 4 below for a screenshot of a sample attendance report.

Attendance Report

Period: 01/01/23 To: 01/31/23

Last, First		School: ##### - Name, Campus	
Teacher: Last, First	Attendance Date	Course	LMS Time
Last, First	1/3/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	0:03:25
Last, First	1/4/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	3:19:16
Last, First	1/9/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	0:08:31
Last, First	1/11/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	0:40:03
Last, First	1/12/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	0:14:33
Last, First	1/17/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	0:12:57
Last, First	1/19/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	0:22:43
Last, First	1/20/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	0:08:46
Last, First	1/23/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	0:25:25
Last, First	1/24/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	1:18:04
Last, First	1/25/2023	M/J Geography - Semester II - Pinecrest Virtual (Spring 2	3:20:10
Total Time for the Period (H:m:s)			10:13:53

Figure 4. Sample Attendance Report

For each student who is enrolled full-time in a program of distance education, the school district that provides the program must designate one public school within that school district with which the student will be affiliated. The student must be reported weekly as enrolled and in attendance in the school designated by the school district (NRS 388.862).

Applicant's proposed distance education program will be a part-time program. Therefore, the student will be affiliated to the school they attend on a full-time basis. Attendance at the full-time school is recorded on the SIS (Infinite Campus). The reporting of attendance for the part-time school will be done separately. (NRS 388.862)

Each student who is enrolled in a program of distance education for which a plan of study has been constructed between school district or charter school and the student must be reported weekly as enrolled and in attendance in the class (NAC 387.193).

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Section 4: Describe how the district or charter school will assess student mastery of course content.

Provide a description of the process the school district or charter school will follow regarding the assessment of students in the required state achievement examinations, End of Course Assessments (EOCs), and final summative assessments for a course.

- Provide a description of how required midterm/final course assessments will be administered to include proctoring.

Applicant's distance education program will use various formative assessments to provide to teachers and students, modify curriculum, and monitor student progress. Assessments will be varied and valid. Assessments will be in the form of self-checks, practice lessons, auto-graded (including multiple choice and short answer), writing assignments (from the paragraph to creative writing to the research paper), peer review, project, or problem-based, oral assessments with the instructor, and synchronous and asynchronous collaboration amongst students. Sixty percent (60%) of program assessments reach higher level blooms questioning. These include, but are not limited to, the following:

Affiliation and Collaboration: Courses are designed to engage students with one another, with their instructors, with their families, and with their community. These assessments may be completed in a variety of ways including the use of a discussion area, over the phone, or in live web conferencing sessions. The following are standard in the courses:

- One graded collaboration assessment per segment or semester
- Discussion-based assessments with the instructor (oral assessments) that fall roughly every four (4) weeks.
- One student-to-student, student-to-parent, or student-to-community activity per segment or semester
- One non-computer related activity per segment or semester. These are designed to get students away from their computers and engage their learning in a different fashion. They address real world learning and provide students opportunities for success within their individual strengths.

Discussion-Based Assessments: All courses include an oral assessment with the instructor, which fall about every four (4) weeks. We include these types of assessments for two main reasons: (1) as a measure of academic integrity, and (2) they provide yet another opportunity for teachers to speak verbally with students to ascertain understanding of the content as well as build rapport. Oral assessments are particularly valuable for students whose strengths lie in verbal, rather than written, communication.

Test Banks: Auto-graded assessments pull questions from test banks so that no two students receive identical questions on assessments. This is yet another academic integrity measure that has been proven successful. This feature also allows teachers to give students additional chances on assessments without worrying students will get exactly the same test.

Rubrics: Rubrics are provided for both teachers and students in the course – it is important that students know exactly what is expected of them.

The Learning Management System (LMS) collects student data and sends it to the SIS in protocol that is updated daily. The two systems work together to track the progress and pace of each student. If a student is falling behind,

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the system will trigger auto-generated alerts to the teacher. Thus, teachers have the performance data needed to know when appropriate interventions and assistance are necessary. Administrators also receive auto-generated summary reports and parents may access daily progress reports.

Pre- and post-module tests, quizzes, essays, and diagnostic and discussion-based assessments are used to gauge understanding. Diagnostic assessments in mathematics and reading provide baseline data and feedback for students of particular skills and/or level. Additional assessments are also used as screening and progress tools to differentiate instruction. Real-time reports are provided on all assessments to help teachers modify pacing and delivery of instruction and interventions to ensure student mastery.

In addition, teachers will contact students one time per week as mandated by NDE program requirements to support students, gauge academic progress, and ensure successful course completion.

Required course assessments will be set to provide a specific testing window as well as an allotted amount of time within which the students can take the assessments. In addition, in order to ensure academic integrity, the students are to submit all short, long responses and essays through TurnItIn (plagiarism scan software).

Students will be required to schedule a date and time to take the final assessment in each course at their respective brick and mortar school (home school). The students will bring their own device and take the test in a space designated for proctored final exams. Students will be allowed paper, pen/pencil, and calculator, if required. The proctor will ensure that the only browser open is the one accessing the final exam.

Students will take any required course and state assessments at their home school site. Proctor qualifications will be as set forth by the Nevada Department of Education.

- Provide any requirements for a student to pass a final and at what level, to receive credit.

In all courses, the student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. In order to pass an annual course in grades 6-12, a student must earn a minimum of ten (10) grade points, of which a minimum of five (5) must be earned in the second semester. Teacher override (either up or down) can be used. In addition, all students must pass the final exam in their course with at least a 70%.

For **senior high school students**, the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F, with a grade of C or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation.

For **middle school students** who take any high school course, the forgiveness policy can be applied to courses with a final grade of C, D, or F. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:

Grade	Numerical Value (%)	Verbal Interpretation	Grade Point Value
A	90 - 100	Outstanding progress	4

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B	80 - 89	Good progress	3
C	70 - 79	Average progress	2
D	60 - 69	Lowest acceptable progress	1
F	0 - 59	Failure	0
I	0	Incomplete	0

Once the student is 100% complete with the digital course and has a passing grade, the distance learning program registrar will issue a transcript to the student's home school indicating the course and final grade. In addition, the designee at the student's school will be able to generate transcripts by logging into the SIS once the grade in the course is finalized. All student records in the LMS and SIS are stored in secure servers for a period of seven (7) years. School staff will enter the student grade into the student information system, keep an electronic copy of the transcript, and/or print the transcript with the final grade and place it in the student's school folder. The distance education course grade will be entered for each student on Infinite Campus. See *Figure 5* below for a screenshot of a sample transcript.

Last, First

Grade: 10

School: ##### - Name, Campus

Student State ID: #####

District Code: 6989

Course Code	Course	Final Grade	Credit	Teacher	Term
0800300	Health 1 - Life Management Skills	B	.05	Last, First	Fall 2022

Figure 5. Sample transcript

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Section 5: Describe how the school district or charter school will monitor the progress of students enrolled in the program.

Provide a description of the process to be followed by the school district or charter school regarding the monitoring of progress being made by students enrolled in distance education courses (NAC 387.193).

Include any criteria that will be used to trigger additional supports for pupils who are having difficulty with course assignments or are otherwise having difficulty in being successful in the course. In addition, describe the technical assistance/support that will be provided to students who are not making adequate progress in their distance education courses.

Applicant's distance education environment allows students to track and monitor their own daily progress with real-time scoring reports that can be depicted in a variety of ways, including graphs and charts. Using the data-collection capabilities of the program, along with baseline data, teachers can receive reports and identify students not meeting expected levels of achievement to provide appropriate interventions. For example, ongoing assessments to inform pacing and differentiate instruction, remediation through supplementary technology, increasing teacher/student/parent communication, ongoing progress monitoring, and academic counseling. After each assessment (either weekly, monthly, interim, or quarterly) the system generates a report. Teachers can then disaggregate test data and identify benchmarks with unsatisfactory and satisfactory performance. Teachers will identify students' performance within those categories and address the different needs through remediation and enrichment activities.

In addition, reports will be generated weekly in order to identify any students having difficulties with the distance education course. Any students who are not progressing adequately or who fall behind pace will be identified and contacted by the academic coach in order to determine what can be done to assist and if the implementation of an academic improvement plan is needed.

Criteria used to trigger identification of pupils who are having difficulty with course assignments or otherwise having difficulty of being successful in the course including the following:

- Behind pace failing;
- Not logging into course; and
- Teacher unable to make contact.

Reporting is versatile with teacher and administrator reports available by single or multiple students. An item analysis is available for all work and assessments by student or by class. The program's platform is able to provide performance graphs, enrollment lists, and other custom reports as required. Further, administrator reports can provide a diverse array of important data including demographics, teaching and learning effectiveness, ability to roll-up or drill down from a school-wide report to individual students. Administrator reports can track and target groups for learning gains and progress on course recovery. Further, reports can be viewed on-line by students or their parents or guardians and automatically sent to their email to update them of their progress in real time. Each level of user has a secure logon to access available information and data. See Figure 6 below for a sample report used to monitor student progress.

DISTANCE EDUCATION PROGRAM APPLICATION
July 1, 2023 through June 30, 2026

Section	Course Code	Teacher	Current Grade	% Complete	Time Logged In(H:M:S)	Last Time logged
AP Environmental Science - Semester II - VC-RLI	201180 S223F	Fiori-Valenzano, Patricia	65.56	55.26%	14:5:39	04/03/2023
AP Psychology - Semester II - VC-RLI (Spring 2023)	2107390 S223F	Bliek, Natalie	77.25	44.00%	1:12:57	04/04/2023
AP Spanish Language and Culture - Semester II -	0708490 S223AV	Bliek, Maria	77.25	51.45%	6:30:36	03/29/2023
English II Honors - Semester II - VC-RLI (Spring 2)	1001350 S223F (F)	Gomez, Daniel	95.18	50.00%	2:3:8	04/05/2023
Process Lifestyle/Design - VC (Spring 2023)	150110 S123F	Valenzano, Bruce	88.38	42.30%	0:32:12	03/28/2023
Foundational Skills in Mathematics 3-12 (Grade 1)	120040010 S223F	Lopez, Candace	88.87	45.65%	2:28:46	03/28/2023
Geometry Honors - Semester II - VC-RLI (Spring 2)	1205325 S223F	Lopez, Candace	60.91	46.66%	0:58:8	03/27/2023
World History Honors - Semester II - VC-RLI (Spring 2)	2109320 S223F	McCormick, William	76.39	50.87%	7:1:45	03/28/2023
Total time					34:54:13	

Figure 6. Sample Report to Monitor Student Progress

An academic coach is assigned to each student to track progress in their courses in addition to the virtual instructor. Progress is tracked on a weekly basis. Students who are struggling are assigned to one-on-one tutorial sessions with a tutor that specializes in the subject area. The tutor works closely with the student and teacher and provides feedback on progress during the tutorial sessions.

Struggling Student Reports are generated to ascertain which students may be in critical need of academic intervention. They are color coded and the students reflected in red are contacted first. See Figure 7 below for a sample of a Struggling Student Report.

Student	Grade	Course	Credit	Current Grade	Teacher Name	Start Date	End Date	Term
Last First	11	Algebra 2 - Semester I - VC-RLI (Spring 2)	0.5	60.00%	Bliek, Natalie	04/13/2023	08/11/2023	Spring Enrollment
Last First	10	Algebra 2 - Semester I - VC-RLI (Spring 2)	0.5	60.00%	Bliek, Natalie	04/13/2023	08/11/2023	Spring Enrollment
Last First	12	AP Environmental Science - Semester II (Rolling)	0.5	60.00%	Fiori-Valenzano, Patricia	04/26/2023	08/11/2023	Rolling Enrollment
Last First	6	Principles of Entrepreneurship - Semester I (Rolling)	0.5	60.00%	Nata Valenzano	04/12/2023	08/11/2023	Rolling Enrollment

Figure 7. Sample of Struggling Student Report

The program staff monitors student attendance, participation, and performance to ensure that students meet compulsory attendance requirements and are making progress toward successful completion of the course or program as specified in the program's attendance policies. Progress reports are generated and sent via email to students and parents/guardians by the 15th of every month. If the 15th of the month falls on a weekend, reports will be sent on the previous Friday.

Users can contact support staff by emailing support@aveteaching.com or they can login to the support portal. A ticket is opened and tracked to ensure resolution. AVE staff is available 24/7 to provide assistance to users with technical issues. AVE currently has two (2) help desk specialists available at all times, one manager, and ten (10) online tutors. Live sessions can be accessed by clicking the links located on [AVE's website](#).

Special Note

A school district or charter school may not operate a program of distance education until the school district, or the charter school has received official notification of approval to operate within the State of Nevada by the Department of Education.

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **3c – APPROVAL OF UPDATED FOSTER CARE POLICY**

NUMBER OF ENCLOSURES: **1**

SUBJECT: UPDATED FOSTER CARE POLICY

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **THE FOSTER CARE POLICY HAS BEEN UPDATED.**

Foster Care Policy and Plan



Nevada State Public
Charter School
Authority

SOMERSET ACADEMY OF LAS VEGAS

2023 - 2024



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We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.	
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2 ABOUT SOMERSET ACADEMY OF LAS VEGAS

Somerset Academy of Las Vegas is a state public charter school that is sponsored by the State Public Charter School Authority and the Nevada Department of Education. Sky Pointe Academy serves students from K to 12th Grade. Skye Canyon Academy serves students from K to 8th Grade. ALiante Academy serves students from K to 8th Grade. Lone Mountain Academy serves students from K to 8th Grade. Stephanie Academy serves students from K to 8th Grade. North Las Vegas Academy is a title 1 school that serves students from K to 5th Grade. Losee Academy is a title 1 school that serves students from K to 12th Grade. Somerset Academy is a nationally ranked academic institution. Somerset Academy of Las Vegas is an elite educational institution that prepares its students for college and career readiness.

2.1 SCHOOL MISSION STATEMENT

WE PREPARE STUDENTS TO EXCEL IN ACADEMICS AND ATTAIN KNOWLEDGE THROUGH LIFE-LONG LEARNING BY DEDICATING OURSELVES TO PROVIDING EQUITABLE, HIGH-QUALITY EDUCATION FOR ALL STUDENTS. WE PROMOTE A CULTURE THAT MAXIMIZES STUDENT ACHIEVEMENT AND FOSTERS THE DEVELOPMENT OF ACCOUNTABLE 21ST CENTURY LEARNERS IN A SAFE AND ENRICHING ENVIRONMENT.

2.2 SCHOOL VISION STATEMENT

A College Prep School. Cultivating Effective Leaders, Good Character and a desire to Render Service.

2.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about the Somerset Academy, please refer to the website at

<https://mshs.somersetskypointe.org/> <https://www.somersetskyecanyon.org/> <https://www.somersetaliante.org/>
<https://www.somersetlonemountain.org/> <https://www.somersetstephanie.org/> <https://www.somersetnlv.org/>
<https://www.somersetlosee.org/>

You may also wish to review the School Performance Plan:

https://mshs.somersetskypointe.org/apps/pages/index.jsp?uREC_ID=252621&type=d

https://www.somersetskyecanyon.org/apps/pages/index.jsp?uREC_ID=517498&type=d

https://www.somersetaliante.org/apps/pages/index.jsp?uREC_ID=517318&type=d

https://www.somersetlonemountain.org/apps/pages/index.jsp?uREC_ID=517499&type=d

https://www.somersetstephanie.org/apps/pages/index.jsp?uREC_ID=517563&type=d

https://www.somersetnlv.org/apps/pages/index.jsp?uREC_ID=255924&type=d

https://www.somersetlosee.org/apps/pages/index.jsp?uREC_ID=276391&type=d&termREC_ID=&pREC_ID=999616

3 INTRODUCTION

This manual serves as a reference for Somerset Academy of Las Vegas regarding the topic of Foster Care.

3.1 PURPOSE

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

3.2 LEGAL REQUIREMENTS

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

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

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

3.3 BOARD APPROVAL

3.3.1 Board Approval

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

This manual was approved on: August 21, 2023

3.3.2 Stakeholders

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

- Travis Mizer: Chairperson
- LeNora Bredsguard: Vice Chairperson
- John Bentham: Secretary
- Will Harty: Treasurer
- Lee Esplin: Lead Principal Somerset Academy of Las Vegas, Sky Pointe
- Kate Lackey: Principal of Somerset Academy of Las Vegas, Skye Canyon
- Shannon Manning: Principal of Somerset Academy of Las Vegas, Aliante
- Cesar Tue: Principal of Somerset Academy of Las Vegas, Lone Mountain
- David Fossett: Principal of Somerset Academy of Las Vegas, Stephanie
- Mindi Palomeque: Principal of Somerset Academy of Las Vegas, North Las Vegas
- Jessica Scobel: Principal of Somerset Academy of Las Vegas, Losee

3.4 DESCRIPTION

This manual contains information regarding:

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

3.5 DEFINITIONS AND ACRONYMS

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

- Best Interests Determination:
 - When a child enters foster care or changes placement while in foster care, the agency which provides child welfare services to the child shall determine whether it is in the best interests of the child for the child to remain in his or her school of origin. In making this determination, there is a rebuttable presumption that it is in the best interests of the child to remain in his or her school of origin ([NRS 388E.105](#))
- Every Student Succeeds Act (ESSA):
 - is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Family Educational Rights and Privacy Act (FERPA):
 - The Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Additional information about FERPA may be reviewed at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
- Foster Care:
 - Based on [NAC 432B.017](#), the term “foster care” means any out-of-home placement of a child. The term includes:
 1. The placement of a child into:
 - (a) A family foster home, as that term is defined in NRS 424.013;
 - (b) A group foster home, as that term is defined in NRS 424.015; or
 - (c) Any other similar institution having the appropriate qualifications and facilities to provide the necessary and desirable degree and type of care to the child.
 2. The placement of a child with a relative other than the relative who had a legal responsibility for providing a home for the child before the child was placed into the custody of the agency which provides child welfare services.
 3. An independent living arrangement approved by the agency which provides child welfare services in accordance with NAC 432B.410, made by the agency which provides child welfare services for a child in the custody of the agency which provides child welfare services pursuant to NRS 127.050 or 432B.550, or for whom the agency which provides child welfare services is responsible pursuant to

NRS 432B.360. (Added to NAC by Div. of Child & Fam. Services by R221 97, eff. 6 5 98; A by R045 02, 7 23 2002)

- Infinite Campus (IC):
 - Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Nevada Department of Education (NDE):
 - The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS):
 - The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Participating school:
 - A charter school that is sponsored by the State Public Charter School Authority.
- School of Origin:
 - The public school in which a child was enrolled at the time that the child was placed in foster care or the school in which a child who is in foster care is enrolled at the time of the most recent change in the placement of the child.
- State Public Charter School Authority (SPCSA):
 - The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- US Department of Education (USED):
 - The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

4 SCHOOL OF ORIGIN AND BEST INTERESTS DETERMINATION

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

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

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

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

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

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

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

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

5 ENROLLMENT

5.1 IMMEDIATE ENROLLMENT

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

5.2 RECORDING FOSTER CARE STATUS IN INFINITE CAMPUS

Foster Care status will be recorded in Infinite Campus by the Registrar at each campus.

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

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

6 IDENTIFICATION AND TRACKING OF FOSTER CARE STUDENTS

6.1 IDENTIFICATION

Somerset Academy includes a housing questionnaire with every registration packet that is completed by all incoming students and families. Somerset staff follows up with students who indicated that they may be homeless, unaccompanied youth, or in foster care. Somerset will maintain a record of these students in Infinite Campus and by the school liaison usually a member of the school counseling team.

6.2 TRACKING OF FOSTER CARE STUDENTS

Somerset will assess students' current progress toward graduation including total credits earned and completion of graduation requirements. Somerset staff will engage in a conversation with students and any guardians, family members, and advocates to understand students' interests, strengths, and goals, as well as any current or previous challenges that have impacted learning. Somerset will collaborate with students and any guardians, family members, and advocates to develop a plan to maximize the accrual of credits and progress towards graduation.

6.3 DATA VALIDATION

Somerset will make clear that partial credit may be awarded without satisfying any attendance requirement for the course or requirement for hours of classroom instruction. As outlined in NRS 389.320(2), in determining whether coursework has been satisfactorily completed and the amount of credit to award and accept for the coursework, consider as evidence:

- Demonstration of competency by a pupil
- Performance by a pupil on an examination
- Successful completion of a program of independent study, or any part of such a program, by the pupil
- Full or partial credit for coursework completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred
- Full or partial credit for coursework completed by a pupil at a summer school conducted by an accredited public or private school or institution or higher learning located within or outside of this State that is sought to be transferred
- Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to NRS 388.834
- Completion of an apprenticeship program by a pupil
- Completion of a program by a pupil at a trade or vocational school which is accredited
- Work experience of a pupil
- Community service performed by a pupil

In determining whether coursework has been satisfactorily completed and the amount of credit to award and accept for the coursework, the school will not consider as evidence the time, place or pace at which pupils progress or the number of hours of classroom instruction the pupils receives.

Students who are homeless, unaccompanied or live in foster care may appropriately combine partial credit (ex. two quarter credits of English equates to a half credit of English) for the purpose of accumulating the necessary credits for graduation.

7 TRANSPORTATION

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

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

8 FOSTER CARE LIAISON

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

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

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

The foster care liaison at our school is:

Somerset Academy of Las Vegas, Sky Pointe

Heidi Daniels

Heidi.daniels@somersetnv.org

702-478-8888

Somerset Academy of Las Vegas, Lone Mountain

David Vandermeer

david.vandermeer@somersetnv.org

702-292-3477

Somerset Academy of Las Vegas, Aliante

Duong Chun

duong.chun@somersetnv.org

702-916-2327

Somerset Academy of Las Vegas, Skye Canyon

Jacoy Garfield

jacoy.garfield@somersetnv.org

Somerset Academy of Las Vegas

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702-489-2473

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702-378-2334

Somerset Academy of Las Vegas, Losee

Jill Sinnott

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702-335-9309

9 EDUCATIONAL RECORDS AND CONFIDENTIALITY

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

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

9.1 LOCAL FAMILY SERVICE AGENCY REQUEST OF EDUCATION RECORDS:

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

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

9.2 LOCAL FAMILY SERVICE AGENCY USE OF EDUCATIONAL RECORDS:

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

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

9.3 STUDENT CONFIDENTIALITY

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

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

9.4 DESIGNATION OF THE LOCAL FAMILY SERVICE AGENCY AS SCHOOL OFFICIAL

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

10 FULL OR PARTIAL CREDIT REQUIREMENTS

Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [Nevada Revised Statute \(NRS\) 388.205](#), [NRS388A.489](#), and [NRS389.320](#).

Per this legislation, schools may not deny homeless students or unaccompanied youth credit for a course due to attendance. Regardless of the number of hours of classroom instruction, students should still receive credit for the coursework that has been satisfactorily completed. Evidence that may be considered in determining how much credit should be awarded for the coursework may include:

- (a) Demonstration of competency by a pupil;
- (b) Performance by a pupil on an examination;
- (c) Successful completion of a program of independent study, or any part of such a program, by the pupil;
- (d) Full or partial credit for coursework completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred;
- (e) Full or partial credit for coursework completed by a pupil at a summer school conducted by an accredited public or private school or institution of higher learning located within or outside of this State that is sought to be transferred;
- (f) Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to NRS 388.834;
- (g) Completion of an apprenticeship program by a pupil;
- (h) Completion of a program by a pupil at a trade or vocational school which is accredited;
- (i) Work experience of a pupil;
- (j) Community service performed by a pupil; and
- (k) Any other evidence or method which is determined to be appropriate by the board of trustees of a school district or sponsor of a charter school, as applicable, and approved by the Department.

Additionally, A pupil who receives partial credit for coursework or a course of study pursuant to subsection 1 or 2 must be allowed to appropriately combine the partial credit, including, without limitation, for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

11 REFERENCES

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

12 APPENDIX A: LINKS

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

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

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **3d – APPROVAL OF UPDATED MCKINNEY-VENTO POLICY**

NUMBER OF ENCLOSURES: **1**

SUBJECT: UPDATED MCKINNEY-VENTO POLICY

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **THE MCKINNEY-VENTO POLICY HAS BEEN UPDATED.**

McKinney-Vento/Homeless Policy and Plan



Nevada State Public
Charter School
Authority

SOMERSET ACADEMY OF LAS VEGAS

2023 - 2024



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2 ABOUT SOMERSET ACADEMY OF LAS VEGAS

Somerset Academy of Las Vegas is a state public charter school that is sponsored by the State Public Charter School Authority and the Nevada Department of Education. Sky Pointe Academy serves students from K to 12th Grade. Skye Canyon Academy serves students from K to 8th Grade. ALiante Academy serves students from K to 8th Grade. Lone Mountain Academy serves students from K to 8th Grade. Stephanie Academy serves students from K to 8th Grade. North Las Vegas Academy is a title 1 school that serves students from K to 5th Grade. Losee Academy is a title 1 school that serves students from K to 12th Grade. Somerset Academy is a nationally ranked academic institution. Somerset Academy of Las Vegas is an elite educational institution that prepares its students for college and career readiness.

2.1 SCHOOL MISSION STATEMENT

WE PREPARE STUDENTS TO EXCEL IN ACADEMICS AND ATTAIN KNOWLEDGE THROUGH LIFE-LONG LEARNING BY DEDICATING OURSELVES TO PROVIDING EQUITABLE, HIGH-QUALITY EDUCATION FOR ALL STUDENTS. WE PROMOTE A CULTURE THAT MAXIMIZES STUDENT ACHIEVEMENT AND FOSTERS THE DEVELOPMENT OF ACCOUNTABLE 21ST CENTURY LEARNERS IN A SAFE AND ENRICHING ENVIRONMENT.

2.2 SCHOOL VISION STATEMENT

A College Prep School. Cultivating Effective Leaders, Good Character and a desire to Render Service.

2.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about the Somerset Academy, please refer to the website at <https://mshs.somersetskypointe.org/> <https://www.somersetskyecanyon.org/> <https://www.somersetaliante.org/> <https://www.somersetlonemountain.org/> <https://www.somersetstephanie.org/> <https://www.somersetnlv.org/> <https://www.somersetlosee.org/>

You may also wish to review the School Performance Plan:

https://mshs.somersetskypointe.org/apps/pages/index.jsp?uREC_ID=252621&type=d

https://www.somersetskyecanyon.org/apps/pages/index.jsp?uREC_ID=517498&type=d

https://www.somersetaliante.org/apps/pages/index.jsp?uREC_ID=517318&type=d

https://www.somersetlonemountain.org/apps/pages/index.jsp?uREC_ID=517499&type=d

https://www.somersetstephanie.org/apps/pages/index.jsp?uREC_ID=517563&type=d

https://www.somersetnlv.org/apps/pages/index.jsp?uREC_ID=255924&type=d

https://www.somersetlosee.org/apps/pages/index.jsp?uREC_ID=276391&type=d&termREC_ID=&pREC_ID=999616

3 INTRODUCTION

This manual serves as a reference for Somerset Academy of Las Vegas regarding the topic of McKinney-Vento.

3.1 PURPOSE

The purpose of the McKinney-Vento Policy and Plan is to define procedures and specify program elements ensure equal participation in all education programs for homeless youth. An effective policy, plan, and program, ensures that all

students have been provided with the necessary support and have been given the opportunity meet all requirements for high school graduation.

3.2 LEGAL REQUIREMENTS

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

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

3.3 BOARD APPROVAL

3.3.1 Board Approval

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

This manual was approved on: August 21, 2023.

3.3.2 Stakeholders

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

- Travis Mizer: Chairperson
- LeNora Bredsguard: Vice Chairperson
- John Bentham: Secretary
- Will Harty: Treasurer
- Lee Esplin: Lead Principal Somerset Academy of Las Vegas, Sky Pointe
- Kate Lackey: Principal of Somerset Academy of Las Vegas, Skye Canyon
- Shannon Manning: Principal of Somerset Academy of Las Vegas, Aliante
- Cesar Tue: Principal of Somerset Academy of Las Vegas, Lone Mountain
- David Fossett: Principal of Somerset Academy of Las Vegas, Stephanie
- Mindi Palomeque: Principal of Somerset Academy of Las Vegas, North Las Vegas
- Jessica Scobel: Principal of Somerset Academy of Las Vegas, Losee

3.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to McKinney-Vento and homeless youth
- The rights of children and homeless youth.
- Dissemination of information regarding educational rights for homeless youth.
- Identification of homeless youth.
- School selection.
- Transportation.
- Disputes.
- Services provided.
- Free meals.

- Training.
- Coordination.
- Preschool.
- Full or partial credit requirements.

3.5 DEFINITIONS AND ACRONYMS

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

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

Ronald Reagan on July 22, 1987. The act has been reauthorized several times over the years, and now includes educational components. To read more about the McKinney-Vento Homeless Assistance Act, please view the materials from the National Center for Homeless Education (NCHE) at <https://nche.ed.gov/legislation/mckinney-vento/>.

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

4 RIGHTS OF HOMELESS CHILDREN AND YOUTH

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

- immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available [42 U.S.C. § 11432(g)(3)(C)];
- the right of children and youths experiencing homelessness, including young homeless children attending public preschools, to remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled), when in the child’s or youth’s best interest to do so [42 U.S.C. § 11432(g)(3)(A), 42 U.S.C. § 11432(g)(3)(B) and 42 U.S.C. § 11432(g)(3)(I) (i)];
- transportation to and from the school of origin at the request of the parent or guardian (or in the case of an unaccompanied youth, the local liaison)[42 U.S.C. § 11432(g)(1)(J)(iii)];

- provision of services comparable to services offered to other students in the school, including Title I services or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners; career and technical education; programs for gifted and talented students; and school nutrition programs [42 U.S.C. § 11432(g) (4)];
- that homeless students have access to and receive educational services for which they are eligible, including services through Head Start programs, early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the local educational agency [42 U.S.C. § 11432(g) (6)(iii)];
- removal of barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs for homeless students who meet relevant eligibility criteria [42 U.S.C. § 11432(g)(1)(F)(iii)];
- rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian) who are experiencing homelessness, including allowing them to be immediately enrolled without proof of guardianship [42 U.S.C. § 11432(g)(1)(H) (iv)];
- the right of parents, guardians, or unaccompanied youth to dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute [42 U.S.C. § 11432(g) (3)(E)]; and
- the appointment of a local homeless liaison in every school district or local education agency (LEA) to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school [42 U.S.C. § 11432(g)(1)(J)(ii) and 2 U.S.C. § 11432(g)(6) (A)].

5 DISSEMINATION OF EDUCATIONAL RIGHTS INFORMATION

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

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

- Booklets
 - Parent booklet from NCHE:
 - [English](#)
 - [Spanish](#)
- Email communication to the school community
- Information posted on the school website

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

6 IDENTIFICATION

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

6.1 SELF-IDENTIFICATION

6.1.1 Online Registration

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

6.1.2 Other Identification Methods

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

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

6.2 STAFF IDENTIFICATION

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

6.3 RECORDING HOMELESS STATUS IN INFINITE CAMPUS

Homeless status will be recorded in Infinite Campus by the registrar on each campus

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

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

7 SCHOOL SELECTION

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

7.1 IMMEDIATE ENROLLMENT

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

7.2 THE RIGHT TO CHOOSE WHAT SCHOOL TO ATTEND

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

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

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

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

8 TRANSPORTATION

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

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

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

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

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

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

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

9 DISPUTES

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

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

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

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

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

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

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

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

10 SERVICES

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

10.1 HOMELESS EDUCATION LIAISON

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

The homeless liaison at our school is:

Somerset Academy of Las Vegas, Sky Pointe

Heidi Daniels

Heidi.daniels@somersetnv.org

702-478-8888

Somerset Academy of Las Vegas, Lone Mountain

David Vandermeer

david.vandermeer@somersetnv.org

702-292-3477

Somerset Academy of Las Vegas, Aliante

Duong Chun

duong.chun@somersetnv.org

702-916-2327

Somerset Academy of Las Vegas, Skye Canyon

Jacoy Garfield

jacoy.garfield@somersetnv.org

702-489-2473

Somerset Academy of Las Vegas, Stephanie

Sandy Miller

sandy.miller@somersetnv.org

702-429-4434

Somerset Academy of Las Vegas, North Las Vegas

Lisa Williams

lisa.williams@somersetnv.org

702-378-2334

Somerset Academy of Las Vegas

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Somerset Academy of Las Vegas, Losee

Jill Sinnott

jill.sinnott@somersetnv.org

702-335-9309

10.2 SPECIAL EDUCATION

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

10.3 AFTER SCHOOL PROGRAMS

[Insert detailed description of how your school will provide access to after school programs for homeless students]

10.4 SPECIALS AND ELECTIVES

If your school has other programs offered, use these sections to describe how your school will provide access to these programs for homeless students. You should create a section for each program that your school has available and headings have been provided below. You may add additional headings as needed. Additional programs may include but are not limited to:

- ● PE
- ● Music (Band, Choir, Guitar, Mariachi, Piano)
- ● Art
- ● STEM
- ● Design & Modeling/Automation & Robotics
- ● Energy & Environment
- ● Financial Literature
- ● Immersive Media Virtual Reality/Augmented Reality
- ● Media Productions
- ● Student Council
- ● Spanish
- ● Dance
- ● Life Skills
- Psychology
- Teaching and Training
- Dance and Mime
- Robotics and Rocketry
- History of Sports
- Mechanical Engineering
- Video Production

11 FREE MEALS

Homeless students have the same rights as all other students to participate in school nutrition programs. The process for identifying eligibility for free or reduced price meals in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit](#)

[for School Staff](#). Charter schools are public schools which must follow the same processes. The following processes for determining free meal eligibility should be followed by all charter schools:

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

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

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

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

12 TRAINING

12.1 MCKINNEY-VENTO LIAISON

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

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

12.2 OTHER SCHOOL STAFF

[Provide a description of the training your other school staff will attend regarding McKinney-Vento. Your McKinney-Vento Liaison at your school or other school staff may present this training. You may also choose to have staff attend webinars, conferences, training offered by SPCSA, or training offered by NDE. Please provide specific examples and update this section annually.]

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

13 COORDINATION

13.1 COORDINATION WITH LOCAL SOCIAL SERVICE AGENCIES

[Describe how your school coordinates with local social services agencies to meet the needs of homeless students.]

13.2 RECORDS SHARING AND TRANSFER

Records and transfer are currently not shared with other inter-district activities and local educational agencies. If coordination seems relevant and appropriate, the McKinney Vento liaison will have the parent or guardian of the homeless sign a release of information and share necessary information.

14 PRESCHOOL

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

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

15 FULL OR PARTIAL CREDIT REQUIREMENTS

Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [Nevada Revised Statute \(NRS\) 388.205](#), [NRS388A.489](#), and [NRS389.320](#).

Per this legislation, schools may not deny homeless students or unaccompanied youth credit for a course due to attendance. Regardless of the number of hours of classroom instruction, students should still receive credit for the coursework that has been satisfactorily completed. Evidence that may be considered in determining how much credit should be awarded for the coursework may include:

- (a) Demonstration of competency by a pupil;
- (b) Performance by a pupil on an examination;
- (c) Successful completion of a program of independent study, or any part of such a program, by the pupil;
- (d) Full or partial credit for coursework completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred;
- (e) Full or partial credit for coursework completed by a pupil at a summer school conducted by an accredited public or private school or institution of higher learning located within or outside of this State that is sought to be transferred;
- (f) Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to NRS 388.834;
- (g) Completion of an apprenticeship program by a pupil;
- (h) Completion of a program by a pupil at a trade or vocational school which is accredited;
- (i) Work experience of a pupil;
- (j) Community service performed by a pupil; and
- (k) Any other evidence or method which is determined to be appropriate by the board of trustees of a school district or sponsor of a charter school, as applicable, and approved by the Department.

Additionally, A pupil who receives partial credit for coursework or a course of study pursuant to subsection 1 or 2 must be allowed to appropriately combine the partial credit, including, without limitation, for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

16 REFERENCES

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

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

17 APPENDIX A: LINKS

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

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

- NCHE Brochure:
 - English: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-ENG.pdf>
 - Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-SPA.pdf>
- Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch_esp.pdf
- Parent booklet from NCHE
 - English: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Eng.pdf>
 - Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Span.pdf>
- Student Housing Questionnaire
 - https://spsca.instructure.com/courses/42/files/2312?module_item_id=2142
- NDE Homeless Tool Kit for School Staff
 - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Homeless/Homeless%20Tool%20Kit%20for%20School%20Staff%202022%20-2023_April-Draft.pdf
- NCHE Whitepaper – Access to Food for Students Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2022/08/Access-to-Food.pdf>
- NCHE Whitepaper – Early Care and Education for Young Children Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2019/09/Early-Care-and-Education-for-Young-Children-Experiencing-Homelessness.pdf>
- NCHE
 - <https://nche.ed.gov/>

18 APPENDIX B: FORMS

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

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**
AGENDA ITEM: **3e – APPROVAL OF UPDATED EL POLICY**
NUMBER OF ENCLOSURES: **2**

SUBJECT: UPDATED EL POLICY

ACTION
 CONSENT AGENDA
 INFORMATION
 PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **THE EL POLICY HAS BEEN UPDATED.**

English Learner Policy and Plan Somerset Academy of Las Vegas 2023 - 2024



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1 ABOUT SOMERSET ACADEMY

Somerset Academy was founded in 1997 and opened its first school in Miramar, Florida with a population of 50 students in grades Kindergarten through Fifth.

Opening as an affiliate of the Somerset System, a SACS-CASI accredited institution, Somerset Academy of Las Vegas implements the same best practices and commits to meet the same standards and quality indicators, which make them eligible to pursue and receive accreditation from the Western Association of Schools and Colleges (WASC). Such commitment to implement best practices and quality standards have proven effective in raising student achievement annually for all student populations.

Somerset Academy has developed a multi-tier system (management, assessment and instruction and professional development) that integrates technology within the core curriculum and achieves increased performance across all student populations and subgroups. Somerset Academy has been able to implement unique and innovative strategies aimed at student achievement and has proven these strategies to be successful with all student populations.

School Mission Statement

We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.

1.1 SCHOOL VISION STATEMENT

A College Preparatory School: Cultivating Effective Leaders, Good Character, and a Desire to Render Service.

1.2 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

Somerset Skye Canyon K-8	Somerset Academy Skye Canyon	Somerset Skye Canyon School Performance Plan
Somerset Sky Pointe K-12	Somerset Academy Sky Pointe	Home - School Performance Plan - Somerset Academy Sky Pointe K-12 Campus (someretskypointe.org)
Somerset Aliante K-8	Somerset Academy Aliante	Somerset Academy Aliante Continuous Improvement Plan
Somerset Losee K-12	Somerset Academy Losee	Somerset Academy Losee Performance Plan
Somerset Lone Mountain K-8	Somerset Academy Lone Mountain	Somerset Academy Lone Mountain Performance Plan
Somerset Stephanie K-8	Somerset Academy Stephanie	Somerset Academy Stephanie Performance Plan
Somerset North Las Vegas	Somerset Academy North Las Vegas	Somerset Academy North Las Vegas Performance Plan

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

Process

The ELL plan at Somerset Academy is developed with a team across all campuses and is based on current research. The team is composed of a K-12 EL Coordinator, administrators, teachers, and families. The plan is drafted by the school administrators, EL coordinator, and teachers, and is then presented to the school communities and the Somerset Academy Board for approval and input.

1.3 PURPOSE

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

1.4 PHILOSOPHY

Somerset Academy schools are dedicated to preparing students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a

culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment. This includes the diverse population of students across all of our campuses, and our multilingual learners. Somerset Academy schools value the cultures and languages of our school community.

The ESSA of 2015 requires that students identified as Limited English Proficient (LEP) or as English Language Learners (ELL) are annually assessed for English proficiency in the four domains of speaking, listening, reading, and writing on English Language Proficiency Assessment. The WIDA Consortium provides Nevada’s English Proficiency Examination. This language assessment does not replace the State English Language Arts Tests (SBAC or EOC) required by state law.

The Nevada English Language Development (ELD) Standards were adopted by the State Board of Education on March 26, 2015. These standards are identical to the WIDA ELD Standards on which Nevada’s annual English Language Proficiency Assessment (ACCESS 2.0) is based.

Approximately 17% of Nevada’s K-12 students are designated “ELL” (English Language Learner). This means that at the time they first enrolled in a Nevada school they spoke a language other than English either at home, as their first language, and/or with friends, AND that they achieved a score of less than 5.0 (4.5 after 2017) out of 6.0 on the English language screener assessment.

Charter schools can align their English Learner (EL) programs within the framework of their schools to ensure academic achievement of EL students at the highest levels. Through data analysis, best practices, and a variety of programs, each charter school is responsible for ensuring the success of its EL students.

1.5 LEGAL REQUIREMENTS

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

1.6 BOARD APPROVAL

1.6.1 Board Approval

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

This manual was approved on: **August 21, 2023 (pending approval)**

1.6.2 Stakeholders

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

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

- Emeri Rodriguez: Somerset Skye Canyon Assistant Principal
- Ashley McClinton: Somerset Skye Canyon Literacy Specialist
- Jennifer Burgess: Somerset Academy Losee EL Instructional Strategist
- Manuel Herrera: Somerset Lone Mountain Assistant Principal

- Tonya Larsen: Somerset Lone Mountain EL Specialist
- Jennifer Ellis: Somerset Sky Pointe Assistant Principal
- Melanie Smith: Somerset Sky Pointe Instructional Coach
- Cathleen Reese: Somerset Sky Pointe Literacy Specialist
- Geri Wagner: Somerset Sky Pointe Assistant Principal
- Morgan Carrona: Somerset Academy Aliante Vice Principal
- Jill Wilson: Somerset Academy Aliante EL Instructional Strategist
- Heather Fernandez: Somerset Academy North Las Vegas Assistant Principal

1.7 DESCRIPTION

This manual contains:

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

1.8 DESIRED OUTCOMES

English Learners are vastly diverse in their ages, home languages and cultures, length of time in the United States, academic achievement, and myriad other factors. According to state criteria, what they all have in common is that they still need to develop the academic English that is expected and necessary for success at their current grade level. Some ELs may only be a year from reaching this goal, while others may require support (including explicit language instruction) for another 2-5 years depending on when they began learning English; many studies indicate that some language learners can even take 7 years or more to acquire academic language.

Once a student's EL status has been determined, their development in academic English is measured annually (Jan-Mar) by the ACCESS 2.0 test produced by the WIDA organization and administered at school sites. As noted above, this assessment is aligned to the ELD Standards. The data produced by the WIDA ACCESS assessments are used to drive instruction in classrooms and in small group instruction. Nevada's ELD standards are provided below. Teacher professional development includes but is not limited to best practices for EL students. The goal is to provide instructional strategies to support language and content learning simultaneously. Students should not only continue to increase their language acquisition, but their content knowledge as well. The goal at all campuses is that all students identified as EL should attain English proficiency and academic achievement the same as their English speaking peers.

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

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

1.9 DEFINITIONS AND ACRONYMS

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

- English Language Acquisition and Development (ELAD) Endorsement: Teachers with the ELAD endorsement on their teacher license have extended knowledge of the theories of second language acquisition, contemporary issues related to the education of English language learners and emergent bilinguals, assessment of language learning, and methods for supporting the academic language development of linguistically diverse students. This endorsement is formerly known as the Teach English as a Second Language (TESL) endorsement.
- English Learner (EL) student: Refers to a student who has been determined to be an English Language Learner or Limited English Proficient (LEP) and is therefore entitled to receive services to overcome language barriers that impede his/her equal and meaningful participation in the school's instructional programs. English learner student-Speakers of other languages who are learning English; refers to learners who are identified as still in the process of acquiring English as an additional language. English Learner students may also be referred to as English Language Learners (ELLs) as this is the acronym used by WIDA for their assessment suite.
- English Language Proficiency: The level of competence at which an individual can use language for both basic communicative tasks and academic purposes.
- English Language Proficiency Assessment (ELPA): English Language Proficiency Assessment- umbrella term used by the Nevada Title III Office to identify the annual English language proficiency assessment given to English language learners. Currently the ELPA assessment in Nevada is the WIDA ACCESS.
- Every Student Succeeds Act (ESSA): is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called "No Child Left Behind." It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.

- Evidence Based Interventions (EBI): Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented.
- Exited ELL: Refers to a student who was formerly an ELL but subsequently met the criteria for exiting the ELL Program based on a valid and reliable assessment of the student's English proficiency in each of the four (4) domains of speaking, listening, reading, and writing. An exited ELL is entitled to receive monitoring of his/her academic progress to determine whether the student has and maintains a sufficient level of English proficiency to succeed in mainstream classes without language acquisition services.
- Home Language: Language spoken in the home by caregivers and siblings who reside in the child's home; sometimes used as a synonym for primary language or native language.
- Home Language Survey (HLS): A screening tool used by schools upon student registration that determines languages that are spoken by the students.
- Individualized Education Program (IEP): A legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- Infinite Campus (IC): Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Limited English Proficient (LEP): A federal term for English language learners who receive services and are tested from Title III funds. This term is being replaced with the term English Learner (EL).
- Language Instruction Educational Program (LIEP): a legal requirement for districts with students who are in the process of learning English as an additional language. A LIEP must be identified for each student.
- Model of Instruction (MOI): The LIEP is based on choosing an appropriate Model of Instruction (MOI) for each student. A list of models that may be used in the state of Nevada from the NDE is found on the document titled [Language Instruction Educational Program \(LIEP\) Models in Nevada](#). One model of instruction should be selected for each student and when entered in Infinite Campus, the appropriate code should be entered from the list.
- Multi-Tiered System of Support (MTSS): MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.
- Native language: Primary or first language spoken by an individual.
- Nevada Department of Education (NDE): The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS): The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Section 504 of the Rehabilitation Act of 1973: Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.
- Section 504 Plan: 504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.
- Smarter Balanced Assessment Consortium (SBAC) Assessment: Adopted by the Nevada Department of Education, to measure K-8 students' achievement of the Nevada Academic Core Standards (NVACS). The assessment system includes a rigorous computer adaptive summative test for grades 3-8 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the NVACS give teachers and principals the tools to help students meet today's college- and career-ready standards.

- State Public Charter School Authority (SPCSA): The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Statewide Plan for the Improvement of Pupils (STIP): Nevada law requires the State Board of Education to develop a 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada, officially referred to as a “Statewide Plan for the Improvement of Pupils”. We often abbreviate this to “STIP”. The Board must submit this plan, or a revised plan, on or before March 31 of each year. The STIP is prepared for the State Board’s consideration by the Nevada Department of Education (NDE) and reflects feedback and input gathered from school districts, education partners, and stakeholders across the State. (These requirements are outlined in Nevada Revised Statutes (NRS) 385.111-113).
- Title III: Language Instruction of Limited English Proficient Students and Immigrants (2002). Title III under ESSA consolidates 13 bilingual, immigrant, and Native American education programs formerly known as Title VII (1994). The focus of the title is on assisting school districts in teaching English to EL students and helping EL students meet state academic standards.
- US Department of Education (USED): The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.
- WIDA: Consortium joined by Nevada Department of Education that provides the state ELPA test, known as ACCESS, and provides extensive professional development on the comprehensive ELP standards that address the need for students to become fully proficient in both social and academic English.
- **WIDA MODEL** – The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.
- **WIDA Screener**: an English language proficiency assessment given to new students in grades K–12 to help educators identify whether they are English learners (ELs). It is a flexible, on-demand assessment that can be administered at any time during the school year. WIDA Screener is available in two formats – online (U.S. only) and paper (U.S. and International).
- **Alternate ACCESS for ELLs™** – The assessment instrument administered to students who require special education services under the Individuals with Disabilities Education Act (IDEA) is the Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELLs™). Alternate ACCESS is an individually administered paper and pencil test. It is intended only for English Language Learners with significant cognitive disabilities that are deemed severe enough to prevent meaningful participation in the ACCESS for ELLs® assessment. Spring of 2012 was the first year for the assessment, proficiency levels are still to be determined.

2 THE EL BILL OF RIGHTS

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

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

languages provided by NDE. These documents may be downloaded from <https://spsca.instructure.com/courses/42/modules/items/537> in multiple languages.

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

3 IDENTIFICATION OF ENGLISH LEARNER (EL) STUDENTS

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

3.1 HOME LANGUAGE SURVEY

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

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

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

The HLS must include three basic questions to determine:

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

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

At Somerset Academy of Las Vegas, the HLS is issued online at the time of enrollment. A HLS paper form is issued if the information online about the home language is inaccurate. The Registrar, Assistant Principal, and/or the EL Facilitator is responsible for entering the results of the HLS into the student records in Infinite Campus. All three languages should be entered for any student who has listed at least one language that is not English in any of the three fields. A student who requires screening should have "Pending" placed in Infinite Campus for their EL status by the Assistant Principal or the EL Facilitator until they have taken the screener.

3.2 PRIOR SCHOOL RECORDS

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

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

3.3 SCREENING ASSESSMENT

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

The screener will be administered at our school by the WIDA Certified staff including the Assistant Principal, EL Facilitator, or Instructional Coach.

3.4 PLACEMENT AND OPT OUT

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

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

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

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

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

Somerset Academy, if a parent chooses to opt out, the Assistant Principal will update the EL status in Infinite Campus to reflect that the parent has chosen to opt the student out from services.

3.5 SCREENING, PLACEMENT, AND EXIT, RECORDS

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

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

EL student records in Infinite Campus will be reviewed and updated on an ongoing basis. The Assistant Principal or the EL Facilitator is responsible for checking and entering/updating the following records for EL students in Infinite Campus:

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

4 ASSESSMENT

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

4.1 STATE ASSESSMENTS

4.1.1 Placement/Screener Assessment

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

4.1.2 English Language Proficiency Assessment (ELPA)

4.1.2.1 About the ELPA

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

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

- Students in grades K-12 who have been identified as ELs take the WIDA ACCESS.
- Students with IEPs who take the WIDA ACCESS should be provided appropriate testing accommodations consistent with the accommodations listed in the IEP that have been determined by the IEP team. Refer to Tool #5 from the [English Learner Toolkit](#) when selecting accommodations for students.

Information from WIDA regarding accommodations can be found in the following documents:

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

4.1.2.2 Administration and Scoring of the ELPA

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

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

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

Upon receipt of the scores the school must:

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

At our school, WIDA scores are entered into Infinite Campus by the Assistant Principal or EL Facilitator. Notifications regarding test results are sent annually to parents/guardians electronically and /or in an envelope by the Assistant Principal or EL Facilitator. The date of the notification is recorded in Infinite Campus by the Assistant Principal or EL Facilitator.

4.2 LOCAL ASSESSMENTS

In addition to state assessments, SPCSA schools conduct:

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

Our school uses the following assessments:

- **Formal Interim Assessments:**
 - **i-Ready** (Grades K-8) – Administered 3 times per year. A unique assessment that tests more than grade-level mastery. It meets students where they are, assesses a range of skills, and lets you know exactly what students know and what they need to learn by providing a detailed, customized evaluation of every student that tracks growth and performance. The program also analyzes errors to create personalized lessons for groups and individual instruction.
 - **DIBELS 8th Ed. Literacy Assessment** (Grades K-5) - Administered 3 times per year. Fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring.
 - **NWEA MAP Growth Reading Assessment** (Grades K-5) Administered 3 times per year. The MAP assessment is an adaptive assessment that provides reading data. Teachers utilize the instructional areas and learning continuum to plan instruction for students.
 - **FastBridge aReading** (Grades 6-8)- a simple and efficient procedure for screening K-12 students' broad reading abilities. The assessment is based on research and each question is aligned with the National Common Core State Standards (2010).
 - **Reading Plus** (6-8) Administered 3 times per year. A benchmark assessment utilized to provide reading data such as fluency, comprehension, vocabulary etc.
 - **CERT** (Grades 9-12) Administered 3 times per year. A benchmark assessment utilized to assess students’ knowledge and is aligned to the ACT.
- **Informal Assessments**
 - **PAST** (Grades K-5) - Phonological Awareness Screening Test
 - **LETRS Phonics and Word Reading Survey (Grades K - 5)** - A tool used for identifying which correspondences and patterns the student has learned, and which ones the student needs to be taught.
 - **LETRS Spelling Inventory** (Grades 1-5): A tool utilized to identify spelling development to determine students’ instructional needs.
LETRS Phonics and Word Reading Survey (Grades 1-5): A tool for identifying which correspondences and patterns students have learned and which ones need to be taught.
 - **LETRS Spelling Screener** (Grades K - 5) - A list of words with a variety of orthographic patterns, specifically designed to assess students’ spelling levels and knowledge of those patterns.
 - **CTOPP** (Grades K - 8) - Comprehensive Test of Phonological Processing

- **Achieve Literacy (Grades 3-12)**- Achieve3000® is a supplemental online literacy program that provides nonfiction reading content to students in grades preK–12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Reading comprehension and understanding is assessed twice a year.
- Assessments from school-wide adopted curriculum.

5 EQUITABLE ACCESS

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

5.1 USE OF DATA

5.1.1 Placement

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

5.1.2 Exit

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

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

5.1.3 Monitoring of Exited ELs

Exited ELs must be monitored per ESSA requirements and should be designated as Exited ELs in Infinite Campus. After 4 years monitoring is no longer required in Nevada. During the monitoring years, if the student is not making satisfactory academic progress on school level assessments including low scores on interim/benchmark assessments, D/F

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

- What tools will you use to collect data - spreadsheets, Infinite Campus, etc?
 - Students exited are monitored through data recorded on a spreadsheet accessible to the entire staff
 - Infinite Campus is used to track ELs for 4 years after exit
 - My Education Data Plan pulls in all current interim assessments, benchmark assessments, and current academic progress to track students' academic progress
- Who is responsible for tracking and monitoring Exited ELs?
 - Assistant Principal or EL Facilitator
- What will you use as a needs assessment if a student is not making satisfactory progress?
 - Formal and Informal Assessments
 - MTSS Progress Monitoring Data
- Who will send the parent notification if a student should continue to receive services and how will it be sent?
 - Assistant Principal or EL Facilitator
 - A scheduled meeting in person or via telephone will be conducted by the Assistant Principal or EL Facilitator when necessary.

5.1.4 Additional School Level Data

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

- MTSS data
- Response to Intervention (RTI) data
- Behavior data
- Attendance data
- Interim/Benchmark Assessment data
- State Assessment data
- Classroom Assessment data

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

- Identify Instructional Needs and Goal Setting: Annual goal setting using data from WIDA
- Evaluate and Monitor Individual Student Progress: Quarterly MTSS meetings with data chats about benchmark and interim assessments
- Evaluate and Monitor the Effectiveness of Tier I and II Instruction for EL Students: Semester data chats with data analyst, administrator, instructional coaches, instructional assistants, and teachers.

5.2 LEADERSHIP AND STAFFING

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

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

- School Administrators: Oversees EL Program by ensuring the appropriate staff is WIDA certified to administer the WIDA Screener and ACCESS. Ensures that all policies and procedures are followed.
- EL Coordinator: Provide leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of EL Program protocols and procedures.
- EL Facilitator: Evaluate and identify EL students, as well as coordinating instruction and intervention to be implemented by EL Instructor and/or General Education Teacher.
- Regular Classroom Teacher: Monitor progress and implement effective instructional strategies to support EL students.
- Literacy Specialist/EL Teacher (MSHS): Creates and monitors individualized small group instruction based on student need.

5.3 CURRICULUM

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

Curriculum used at Somerset Academy includes the following:

- CKLA: Tier 1 Reading Instruction
- Step Up to Writing: Tier 1 Writing Instruction
- BrainPop EL: Only for EL Students
- Amplify Burst
- FastBridge
- Achieve Literacy and Smarty Ants: Tier II
- SpringBoard ELA Tier 1 Curriculum MSHS
- Write Reflections: Tier 1 Writing Instruction
- Simplified Writing: Tier 1 Writing Instruction

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

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

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

- Voyager Sopris Learning - LETRS 3rd Edition
 - ESSA EBI Level: Level 3
 - Citation: <https://www.lexialearning.com/letrs>
- Curriculum Associates
 - ESSA EBI Level: Level 2
 - Citation: <https://www.curriculumassociates.com/>
- Achieve Literacy Programs
 - ESSA EBI Level: Tier/Level 1: Strong Evidence
 - Citation: <https://www.evidenceforessa.org/program/achieve3000-secondary/>

5.4 PROFESSIONAL DEVELOPMENT

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

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

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

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

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

- **EL Program Introduction Training:** Introduce how the EL program works, how to read score reports, WIDA Can Do Descriptors, and EL strategies to integrate and differentiate for students. Nevada State Standard: Equity, Cultural Competency, Data, and Resources
- **Professional Learning Communities:** Meet weekly as a PLC alongside an administrator or instructional coach. Part of reflection and planning will be about how to meet the needs of ELs in all content areas and classrooms during Tier I and Tier II instruction. Focus on conversations that drive equitable access to all instruction and curricula for all students. Nevada PD standard of Learning communities, leadership, and equity.
- **iReady Math Curriculum Training:** Training on the curriculum to differentiate for all learners. Increases educator effectiveness and provides professional learning. Nevada Standard: Resources, Equity, and Learning Designs.
- **Explicit Instructional strategies:** Best practices for strong Tier 1 instruction.
- **Small group instruction:** Students are provided intervention based on skill level and academic need.
- **EL small group instruction:** EL Students are provided intervention utilizing ELL strategies based on skill level and academic need.
- **EL Language Support handbook Envisions:** Lesson specific EL supports for teachers to be utilized during Tier 1 Instruction.

5.5 OTHER EDUCATIONAL PROGRAMS FOR ELs

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

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

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

At our school, students have access to strong tier one instruction with grade level appropriate curriculum within each classroom. Additionally, students are placed into skill specific small group intervention based on skill levels and student needs.

To ensure that all students have an equal opportunity to participate in programs such as those listed above, all students are provided with equal opportunities and access to strong Tier 1 instruction, as well as equitable supports based on student needs.

6 ENGLISH LEARNERS WITH DISABILITIES

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

- EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.

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

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

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

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

Somerset Academy is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the Nevada Academic Content Standards.

Somerset Academy utilizes an integrated Multi-Tiered Systems of Support (MTSS) to identify students in need of support in academics and behavior. The MTSS team is composed of administrators, teachers, and specialists trained to use the MTSS Framework to effectively meet the academic and behavioral needs of all students. The MTSS model integrates assessment and intervention within a multi-tiered system of supports to maximize student achievement and to reduce behavior problems. Somerset Academy will identify students who are academically/behaviorally at risk; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of identified interventions depending on a student’s responsiveness; and subsequently, begin the process to identify students with exceptional needs.

The Response to Intervention (RTI) implementation at Somerset Academy will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to educationally succeed, and assist with the identification of exceptional needs. As part of the RTI process,

the MTSS Team reviews the student's WIDA scores along with the amount of time the student has been identified as an EL student to get a clearer understanding of English Proficiency levels.

The RTI model at Somerset Academy will have four essential components: 1) A school-wide, multi-tiered instructional and behavioral system for preventing school failure, 2) screening, 3) progress monitoring, 4) data-based decision making for instruction and movement within the multi-tiered system.

Response to Intervention (RTI)- The RTI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. Embodied in each tiers are four steps:

Step 1-Identify the problem.

Step 2-Analyze the problem and determine why there is a discrepancy.

Step 3-Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.

Step 4-Use research-based data, collected during the progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, the MTSS team determines if additional intervention is needed and/or adjusts the intervention to support student progress.

RTI Three Tier Model:

Within the RTI structure, resources are aligned in direct proportion to student needs and are depicted in a three-tiered model.

Tiers include increasing levels of intensity of interventions.

Tier 1

Tier 1 will include research based instruction in the general education classroom with core instructional interventions. Tier 1 includes differentiated curriculum and instruction for all students. Primary instruction includes at-risk children who have been identified through the universal screening process receive research-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than six or eight weeks) is allotted to see if the child responds to the intervention (RTI).

Each student's progress is monitored closely. If the child does, indeed, respond to the research-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction.

Somerset Academy's Tier 1's process includes the following components:

- Expectations = 80% or more of students successful with general education curriculum and instruction
- Assessments = Universal screenings for academics and social/emotional growth (behaviors)
- Interventions = Through differentiated instructional practices
- Roles and responsibilities = primarily the general education teacher

Tier 2

Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations at Tier 1. Tier 2 includes targeted interventions for students at-risk. Tier 2 standard treatment protocol interventions include interventions that are:

- From scientific-based education research
- Evidence-based Interventions
- From education research

- Experiential-based Interventions
- From best practice with like students

The length of time in Tier 2 is instructional time in addition to Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. Again, the child's progress is closely monitored. The time allotted to see if the child responds to interventions in this more intensive level may be longer than in the first level—a marking period, for instance, rather than seven weeks—but the overall process is much the same.

Somerset Academy's Tier 2 process include the following components:

- Expectation = 40% of students may be at risk and in need of targeted interventions
- Assessment = progress monitoring of student response to specific intervention
- Intervention = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature
- Roles and responsibilities = variety of personnel as determined at the local site

Tier 3

Tier 3 becomes an option for continued and yet more intensive intervention. Five percent of students may be at significant risk and in need of intense interventions. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RTI level. Tier 3 involves the use of a combination of different types of curriculum material including but not limited to: standard protocol treatment intervention as available from the research, evidence-based intervention as available in the literature, and unique intervention based on teacher expertise. Tier 3 is more individualized as well as more intensive. Weekly progress monitoring specific to the intervention should continue; analysis of every four data points takes place to determine whether or not the student is showing progress. If the progress monitoring graph line is flat lining (student showing no progress) then intensity of instruction needs to be increased. Intensity can be increased by providing intensive intervention to the student in a smaller group or individually by increasing the minutes per session, increasing the number of sessions per day or week, and/or by changing the method of instruction. If the child does not respond to instruction at this level, then he or she needs to be referred for a full and individual evaluation under IDEA.

Regardless of the number interventions Somerset Academy implements, each will be classified under one of the three levels of prevention. This will allow for a common understanding across the entire process. At Tier 1, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

School Support Team (SST) will consist of Somerset Academy administrator, school psychologist, counselor, general education teacher, and the parent. The SST will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The SST process is initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. After the consideration of all the data by the SST, a data-driven decision is made as to whether a referral for a Multidisciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the SST a reliable and efficient system incorporating the tiers of intervention delivery. In addition to the SST being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and

making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address a student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the SST process.

The SST will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units. Barriers to learning are identified and strategies to overcome such barriers are developed. Progress monitoring schedule is determined and responsible persons are determined for the implementation of interventions and progress monitoring. Interventions are implemented and monitored as Tier 3 interventions as designed. Progress monitoring data is collected a minimum of every two weeks and parents are notified of intervention implementation and student progress over time.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RTI data and an analysis of any existing barriers to learning, interventions are modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet. Parents are kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

The SST team will refer to Tool #2 in Chapter 6 in the [English Learner Toolkit](#) to differentiate language and literacy acquisition when referring EL students to RTI. The table illustrates learning behaviors that a student might exhibit in class, followed by corresponding indicators of whether that behavior could represent a language difficulty or a potential learning disability. By determining the root of each student's difficulties, educators can select the most appropriate and effective teaching and learning strategies to use.

The tool is from Meeting the Needs of English Learners with Disabilities: Resource Book by Jarice Butterfield, Ph. D., Santa Barbara County SELPA, on behalf of the SELPA Administrators of California Association.

If the student is found eligible for Special Education services, the referral process will begin.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel must make one of the following determinations and include appropriate documentation in the student's educational record:

1. For students who present speech disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.
2. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student
3. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that Somerset Academy conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan should be developed as the child awaits the MDT Team evaluation.

Somerset Academy will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education (“FAPE”). For special education, this includes related services. Somerset Academy will also ensure that no student otherwise eligible to enroll in their Somerset Academy will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. In order to identify students in the early grades for appropriate services, Somerset Academy will analyze the results of the most recent Nevada Comprehensive Assessment Test, teacher-made tests, universal screeners, and screenings through the reading program to determine the level of mastery in reading, writing, mathematics and science. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

In addition, Somerset Academy follows the guidelines referenced below. The following information is referenced from the Special Education Handbook.

5.7 BILINGUAL EVALUATIONS

5.7.1. Language and Cultural Information

If there is reason to believe that the student may have limited English proficiency (LEP) and is being considered for referral for evaluation or has been referred for evaluation (as well as when an evaluation has been ordered by a hearing officer), the Site Administrator (or designee) should ensure that the following have occurred:

a. The charter school personnel must have assessed and documented the student’s proficiency in English and the student’s native language.

This language assessment must include:

- an interview with the student’s parent;
- a determination of the language spoken in the student’s home;
- the language the student uses most comfortably and frequently;
- the language the student uses to conceptualize and communicate; and
- the student’s levels of language proficiency in English and the native language if feasible to do so.

b. Information must be gathered about the student’s cultural background, including:

- the language spoken at home;
- ethnicity;
- socioeconomic status;
- the extent to which school expectations may conflict with cultural expectations;
- family mobility; and
- other information which may be relevant to how the student functions at school.

c. Information must be gathered about the student’s mode of communication through observation of the extent to which the student uses expressive and written language and other modes of communication as a substitute for expressive language (e.g., gestures, signing, or unstructured sounds).

5.7.2. Evaluations If there are indications that a student may use a language other than English, the MDT must determine whether a bilingual evaluation is necessary, on a case-by-case basis. For the purpose of making such a determination, the MDT must include qualified personnel with knowledge of second language acquisition theory or document consultation with such a professional. When a bilingual evaluation is required, the MDT must consult with a Speech Language Pathologist or a bilingual School Psychologist, as needed, in determining which evaluation components must be conducted by qualified bilingual personnel, and which components may be conducted by site-based staff.

During the evaluation process, the student’s proficiency in their native language must be determined, if feasible, and must be documented in the evaluation report.

7 PARENT COMMUNICATION AND PARTICIPATION

7.1 ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

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

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

The Somerset Academy school website includes a tool that translates information for parents so they are informed of programs, services and activities into over thirty languages, and that all documents are provided to LEP parents in a language that they understand. MyEducation Data website includes information in Spanish. The curriculum adopted by Somerset Academy includes resources and documents translated in various languages.

7.2 PARENT NOTIFICATIONS

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

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

7.3 PARENT PARTICIPATION

- **Parent Teacher Conferences-** Bilingual instructional staff available to translate parent teacher conferences upon request. Translator hired from outside of school as necessary for various languages.
- **Disciplinary Proceedings** - Bilingual instructional staff available to translate disciplinary proceedings. Translator hired from outside of school as necessary for various languages upon parent request.
- **IEP meetings** - Bilingual instructional staff available to translate IEP meetings. Translator hired from outside of school as necessary for various languages upon parent request.
- **Cultural and Holiday Family Events** – Bilingual staff attend and may be available to guide families who need translation. Families are welcome to support, attend, volunteer, or share at events.
- **Musical Concerts, Sporting Events, and Other Performances**– Bilingual staff attend and may be available to guide families who need translation.
- **Academic Family Nights** – Bilingual staff attend and may be available to guide families who need translation.
- **Parent University** – Bilingual staff may be available to support family language needs. Work with families to support bilingual students at home with tools and resources as well.
- **Connection to local library-** Facilitate a connection to the local library to provide free resources to all families including bilingual families.

8 REFERENCES

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

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

9 APPENDIX A: LINKS

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

- SPCSA Strategic Plan
 - [https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA\(1\).pdf](https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf)
- Nevada Revised Statute (NRS) 388.407
 - <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407>

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

- https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/NVStandardsforPD.pdf
- English Learner Toolkit
 - https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities
 - <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

10 APPENDIX B: FORMS AND DOCUMENTS

- EL Bill of Rights Documents
 - <https://spsca.instructure.com/courses/42/modules/items/537>
- Home Language Survey (HLS)
 - <https://spsca.instructure.com/courses/42/modules/items/969>
 - <https://docs.google.com/document/d/1rMkS--VVCNSlyhXWjGUaw-NPOZn5PSkJREm9RcLyg-M/edit?usp=sharing>
- Initial Notification of Placement
 - <https://spsca.instructure.com/courses/42/modules/items/990>
- Annual Notification of Continued Placement
 - <https://spsca.instructure.com/courses/42/modules/items/988>
- Exit Letter
 - <https://spsca.instructure.com/courses/42/modules/items/989>
- Opt Out Form (for parents who choose to opt out of services)
 - <https://spsca.instructure.com/courses/42/modules/items/991>
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)
 - <https://spsca.instructure.com/courses/42/modules/items/992>

Somerset Academy of Las Vegas



English Language Learners Program Procedures and Protocols Handbook

Updated August 2023

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Process

The ELL plan at Somerset Academy is developed with a team across all campuses and is based on current research. The team is composed of a K-12 ELL Coordinator, administrators, teachers, and families. The plan is drafted by the school administrators, ELL coordinator, and teachers, and is then presented to the school communities and the Somerset Academy Board for approval and input.

Purpose, Vision, and Philosophy Statement

Somerset Academy schools are dedicated to preparing students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment. This includes the diverse population of students across all of our campuses, and our multilingual learners. Somerset Academy schools value the cultures and languages of our school community.

The ESSA of 2015 requires that students identified as Limited English Proficient (LEP) or as English Language Learners (ELL) are annually assessed for English proficiency in the four domains of speaking, listening, reading, and writing on English Language Proficiency Assessment. The WIDA Consortium provides Nevada's English Proficiency Examination. This language assessment does not replace the State English Language Arts Tests (SBAC or EOC) required by state law.

The Nevada English Language Development (ELD) Standards were adopted by the State Board of Education on March 26, 2015. These standards are identical to the WIDA ELD Standards on which Nevada's annual English Language Proficiency Assessment (ACCESS 2.0) is based.

Approximately 17% of Nevada's K-12 students are designated "ELL" (English Language Learner). This means that at the time they first enrolled in a Nevada school they spoke a language other than English either at home, as their first language, and/or with friends, AND that they achieved a score of less than 5.0 (4.5 after 2017) out of 6.0 on the English language screener assessment.

Statement of Desired Outcomes and Expectations

English Learners are vastly diverse in their ages, home languages and cultures, length of time in the United States, academic achievement, and myriad other factors. According to state criteria, what they all have in common is that they still need to develop the academic English that is expected and necessary for success at their current grade level. Some ELs may only be a year from reaching this goal, while others may require support (including explicit language instruction) for another 2-5 years depending on when they began learning English; many studies indicate that some language learners can even take 7 years or more to acquire academic language.

Once a student's EL status has been determined, their development in academic English is measured annually (Jan-Mar) by the ACCESS 2.0 test produced by the WIDA organization and administered at school sites. As noted above, this assessment is aligned to the ELD Standards. The data produced by the WIDA ACCESS assessments are used to drive instruction in classrooms and in small group instruction. Nevada's ELD standards are provided below. Teacher professional development includes but is not limited to best practices for EL students. The goal is to provide instructional strategies to support language and content learning simultaneously. Students should not only continue to increase their language acquisition, but their content knowledge as well. The goal at all campuses is that all students identified as EL should attain English proficiency and academic achievement the same as their English speaking peers.

The Nevada English Language Development Standards

- 1. *Social and Instructional language:*** English language learners communicate for Social and Instructional purposes within the school setting
- 2. *The language of Language Arts:*** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
- 3. *The language of Mathematics:*** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
- 4. *The language of Science:*** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
- 5. *The language of Social Studies:*** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Definition of Terms and Acronyms

ACCESS for ELLs™ – Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. The ACCESS for ELLs® test is the annual assessment required by NCLB.

Alternate ACCESS for ELLs™ – The assessment instrument administered to students who require special education services under the Individuals with Disabilities Education Act (IDEA) is the Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELLs™). Alternate ACCESS is an individually administered paper and pencil test. It is intended only for English Language Learners with significant cognitive disabilities that are deemed severe enough to prevent meaningful participation in the ACCESS for ELLs® assessment. Spring of 2012 was the first year for the assessment, proficiency levels are still to be determined.

EL – English Learner. An EL is a student who uses another language in addition to or other than English.

ELL – English Language Learner. An ELL is a student who uses another language in addition to or other than English.

ELP – English Language Proficiency. ELP is the degree to which a student is able to use standard American English as the language of instruction.

ESL- English as a Second Language

FES – Fluent English Speaker.

FP – Fully Proficient. Student's first test is proficient.

HLS - Home Language Survey. The Parent/Guardian **MUST** complete a HLS for ALL students enrolling into DCPS. The HLS is used to determine if language screening and ELL services may be necessary.

NEP - Non-English Proficient.

WIDA – World-Class Instructional Design and Assessment. www.wida.us

WIDA MODEL – The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.

W-APT – WIDA-ACCESS Placement Test *was administered prior to 2022*. W-APT is the language screening test given to students in grades 1 and higher. The Kinder Wida Screener replaced the W-APT in 2022.

Associated Documents

Each Somerset Academy campus has their own English Language Learner plan that is implemented by the school administrators, leadership, and teachers at each campus. The individual campus plan may vary based on the population and needs of their students. Additional operational documents such as ELL Walkthrough Checklist, Home Language Survey, etc are available at the end of this handbook.

Identification of EL Students

The U.S. Department of Education (ED) defines an ELL as “[an individual] who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency [...and] whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

- the ability to meet the state’s proficient level of achievement on state assessments,
- the ability to successfully achieve in classrooms where the language of instruction is English, or
- the opportunity to participate fully in society.”

Students classified as ELLs are entitled to services specifically designed to improve their English proficiency, which is needed for ELLs to access the Nevada Academic Standards. In Nevada, an alternative language program for ELLs, is defined as, “English instruction especially designed for speakers of other languages.” Districts are federally mandated to identify all ELLs, determine their English proficiency level, and provide effective ELL programs. Effective ELL programs must be provided to all students identified as ELLs in order to increase their English language proficiency. Under ESSA, all ELs are expected to meet the same academic standards as their non-ELL peers. Therefore, should a parent waive the EL child’s right to ESL services, the district must provide such services in the general education classroom.

Somerset Academy determines eligibility for the WIDA screener placement test by administering the home language survey to all incoming students during the registration process. If a parent/guardian answers yes to any of the four questions, the ELL coordinator at each campus communicates with the family. The student is also eligible to take the WIDA screener placement test, to determine eligibility for the ELL programs. The following are guidelines for welcoming a new student all the way through the end of the WIDA Screener.

Welcoming New Students and Parents

A new student’s first impressions of a school set the tone for the rest of that child’s experience at the school and in the district. They, and their parents, may be scared and uncertain of what lies ahead. All school staff and faculty who will be meeting new students and their families should be

prepared to put them at ease with welcoming smiles and appropriate communication skills.

In addition to introducing the student and his/her family to school personnel, it may be helpful to provide them with the following information:

- pertinent transportation/dismissal information;
- meals available at the school, their cost, and how to register for free and reduced price lunch;
- school calendar and bell schedules, including daily start and end times; and
- school attendance policies, including tardiness
- school dress code policies and information on where to find uniform wear

Steps in the Registration Process

A consistent registration process for ELLs facilitates their entry and orientation into the new school environment. It is vital to this orientation process to have school personnel who are trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency. School personnel should take the following steps to ensure a smooth transition:

1. Greet the parents and student warmly;
2. Complete a student profile form with the student's personal data, language background, and educational history. This should include the Home Language Survey (HLS)
3. Make copies of student records (e.g., transcripts, birth certificate, legal documents, etc.); and
4. In conversation, screen the student for ELL services if the HLS determines they are NELB and there is no indication in their records that they have been exited from such services.

If the district has access to documents from the referring state/school regarding the student's previous ELL status and/or proficiency level (e.g., W-APT, HLS, etc.), these may be used to expedite the enrollment process. [NOTE: The school cannot turn a student away if the student doesn't have school records from their home country. The student must be enrolled in the grade closest to his/her age, and the school can try to obtain the school records after the student is enrolled. A district must meaningfully communicate all material information to parents who have limited English proficiency. For example, when communicating with these parents about enrollment, the district should formally translate or interpret documents and have some method of responding to those parents' questions.

Take the student and their family on a tour of the school and introduce them to the people who will be important in the student's academic journey. This should include their classroom teacher, ELL strategist, and or guidance counselor.

Assign a "peer buddy" to help the student adjust during his/her first few days at the new school. The buddy can come from the ELL program or student organizations and should be prepared to guide the newcomer to classrooms, the lunchroom, locker facilities, the restrooms, and other locations in the school. The buddy may also help make introductions to other students.

Home Language Survey

The Home Language Survey (HLS) is the first step districts take to meet the federal requirement to identify language minority students. The department requires a student to be administered a HLS one time in their educational career upon their initial enrollment.

Somerset Academy of Las Vegas' home language survey information include the following questions:

1. First Language learned by a student?
2. Primary Language used in home?
3. Language spoken with friends
4. Is the student currently receiving ELL Service?
5. Has your child exited an ELL Program at their previous school?

Districts may ask for additional information, as needed. This is the appropriate time for the district to discuss education with parents (e.g., milestones in early childhood, former education, interruptions to education, learning difficulties, traumatic events, etc.).

The HLS should not only be included in the district/school's registration packet that a parent fills out to enroll their child. The HLS should be given to the parent as a separate document that is thoroughly explained to them so they understand its purpose. All completed surveys must be filed in the student's cumulative folder and transferred with the folder if the student transfers.

If the student is transferring from another school, the original HLS should be obtained. If a language other than English was indicated, there should be documentation of the student's prior English language proficiency assessment(s) in his/her cumulative folder. The student's instructional program should follow accordingly.

Identification/Placement Test- WIDA Screener

Once a student has been identified as Non-English Learner Background (NELB) by the HLS, he/she is considered a potential ELL. These students should be screened by a licensed teacher with the WIDA Screener for grades K–12 to determine if the student is an ELL and corresponding ELL services identified. It is the expectation of the state is that students will be assessed as soon as logistically possible within the appropriate time frames.

Nevada utilizes the WIDA Screener to assess eligibility for ELL services. These screeners are used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or to a particular district, and to determine whether or not a child is eligible for English language acquisition services.

Test administrators **must** complete training and pass all WIDA certifications required to administer the WIDA Screener.

WIDA Screener Assessment to Identify ELs

Federal and state policies require all K–12 students identified as NELB through the HLS process to be assessed for limited English language proficiency. This assessment determines whether an NELB student requires ELL services. The department’s instrument for screening and identification of ELL students is the WIDA Screener for students in grades K–12. The WIDA Screener serves as an indicator of a student’s language proficiency level (1-6) on the WIDA continuum, which aids in determining the appropriate level and amount of ELL services they require. It may also serve as a guide for tier placement on the ACCESS for ELLs annual assessment.

Language Domains and Grade Clusters

The WIDA Screener assess the four language domains—listening, speaking, reading, and writing. **The grade clusters for the WIDA Screener are:**

- Grade 1
- Grades 2-3
- Grades 4–5
- Grades 6–8
- Grades 9–12

WIDA Screener Preparation

The WIDA Screener should be administered to students, and score reports should be filed in the student’s cumulative folder. The WIDA Screener administrator must take the WIDA Screener certification online courses to become certified to screen students.

Educator Training for the WIDA Screener

Training for the WIDA Screener is available through the WIDA website.

1. Read and study the materials—including the Test Administration Manual—for the WIDA Screener.
2. Complete the speaking portion of the ACCESS training to correctly score that portion of the test.
3. For the WIDA Screener follow the training plan for the online version.

Accessing WIDA Screener Materials

Each educator working with ELL students is assigned a secure username and password for accessing WIDA Screener forms and training materials online at no additional cost. A master copy may be ordered, for a nominal fee, by the district ELL director/ELL coordinator from Data Recognition Corporation (DRC).

WIDA Screener Administration

Kindergarten WIDA Screener

The kindergarten WIDA Screener is administered to students in kindergarten, or those entering kindergarten. The kindergarten screener consists of four parts, each containing three tasks. Testing time may vary significantly. Depending on the student's age, schooling, and proficiency level, the test may take anywhere from five minutes (for students at a lower proficiency level) to 30 minutes (for students at a higher proficiency level).

Scoring guidelines are outlined in the kindergarten WIDA Screener Test Administrator's Manual (login required). Test administrators should follow the directions that are provided in the manual to record student score information.

First semester kindergarten students complete only the listening and speaking tests. These two components are combined in one test that uses pictures to alternate between speaking and listening tasks.

A student entering in the second semester of the kindergarten year completes all four components: listening, speaking, reading, and writing. Additionally, a student repeating kindergarten completes all four components of the Kindergarten WIDA Screener.

Grades 1–12 WIDA Screener

The grades 1–12 WIDA Screener is individually administered at all grade levels and is fully adaptive (i.e., answers provided by students early on in the test will determine how many and which tasks are administered later in the test). Consequently, the administration time varies, increasing as the student's English proficiency increases. Students performing at a lower proficiency level will complete the test in as little as 20 minutes, while students performing at a higher proficiency level may take up to 90 minutes.

As an adaptive test, the student is presented only with questions the test administrator has a reasonable expectation that the student will be able to understand and respond to, based on the student's responses to the items in the previous part of that test section. Therefore, scoring occurs as the test is being administered.

Administrator Notes

The WIDA Screener should be administered in the following order: listening, reading, speaking, and then writing.

For all grade clusters, the listening test consists of five theme folders (parts), or collections of related items, that focus on the language of an academic topic related to the WIDA ELD standard being assessed. The five theme folders increase in difficulty from part A to part E. A student will have the opportunity to answer every task in a given folder before the test administrator makes a determination of whether or not to advance to the next folder.

If the student answers the majority of items within a theme folder correctly, he/she will advance to the next listening theme folder. If the student does not answer the majority of the items within a folder correctly, the test administrator will skip part A of the reading test. The scoring sheets provide specific rules for this advancement.

The administration of the reading test follows the same rules as the listening test. If in the reading test a student cannot answer the majority of the items in any theme folder correctly, the reading test will be brought to a close, and the writing test will begin.

WIDA Screener Scores and Next Steps

The following information serves as a guide to determine whether or not the student will receive ELL services.

GRADE	W-APT OR Kinder WIDA SCREENER SCORE	ELL SERVICE DETERMINATION
Kindergarten, first semester	Composite: 27 or below	Qualifies for Service
	Composite: 29-30	Does not qualify for service
Kindergarten, second semester	<u>Any of the following:</u> <ul style="list-style-type: none"> • Listening & Speaking: 28 or below • Reading: 13 or below 	Qualifies for Service

GRADE	W-APT OR Kinder WIDA SCREENER SCORE	ESL SERVICE DETERMINATION
Continued	• Writing: 16 or below	Does not qualify for service
Kindergarten, second semester	<u>ALL of the following:</u> <ul style="list-style-type: none"> • Listening & Speaking: 29-30 • Reading: 14 or above • Writing: 17 or above 	
WIDA Screener First grade through 12 th Grade	Composite score: Less than 4.5 OR Any domain score	Qualifies for Service
	Composite score: 4.5 or more OR Any domain score	Does not qualify for service

WIDA Screener:

The WIDA Screener is required to be administered within 30 days school days of arrival of new enrollees (Grades K-12) or for out-of-state students who listed a language other than English on the Home Language Survey. If the student enrolls later in the year, then the WIDA Screener will be administered within 2 weeks (10 school days) of enrollment.

For students transferring from another school and have previous EL scores, the turnaround time to receive records depends on how quickly the registrar requests for records and how quickly parents process withdrawal forms from previous schools.

How quickly records arrive from the previous school varies. If records do not come in within 7 days, test the student anyway. If records come in and they have previous ELL scores, then use the higher of the two scores for that student.

Additional Applicable Student Information

Assessing a student's literacy skills in English as well as collecting additional student information provides valuable insight into the student's language and literacy development. This knowledge can inform instructional and programming decisions.

The following questions are neither mandatory nor exhaustive. They are meant as a helpful guide to determine an ELL's educational history and content knowledge.

Educational History

- How many years were you in school in your native country? In the United States? •
What is the name of the most recent school you attended?
- What grade were you in at the last school you attended?
- How well do you read in your first language?
- How well do you write in your first language?

Content Knowledge

- What subjects did you study in your previous school? In what language did you study?
- Which books did you use in your previous schools? In what language were the books written?
- Did you study in a bilingual program?
 - o If yes, which subjects did you study in English and which did you study in the other language?

Formal and Informal Assessment of English Proficiency and Language Development

English Language Proficiency Assessment (ELPA) as defined by the state of Nevada is the WIDA ACCESS test and WIDA Screener placement test. The interim proficiency assessment evaluations are the MAPS and iReady assessments provided three times a year at each campus. Students' academic language acquisition progress is assessed by classroom assessments and teacher observations. Students who require specific EL practices and or accommodations are provided those within their classrooms. ELL best practices and considerations are taking into account when assessing students within the classroom. For example, if the student has access to a word bank for the assignment, they may also be allowed to use a word bank on the assessment. Accommodations and support provided should assist ELL students to access the language necessary to demonstrate their knowledge of the content being assessed. Reflective practices are used on all campuses to ensure teachers think about whether they are assessing the language or the content, and what supports or accommodations an ELL student may need to make assessments equitable to all. ELL programs differ based on campus, but the main essential components remain the same for consistency across campuses.

ELL Program Components

Every Somerset Academy campus has ELL systems and support in place to eliminate achievement gaps and ensure equitable access to educational programs. Data is used to inform classroom instruction and to determine which language support each student needs to access the same content curriculum as their peers. Student data is collected and students are provided access to any and all programs that best fit their needs. When making decisions regarding student placement, it is important to consider the services and support in place to ensure that ELs are developing both social and academic English language proficiency and are able to effectively participate in all academic and special programs within the district. As part of this process, it is imperative that district personnel familiarize themselves with the WIDA Performance Definitions, which serve as the basis for the W-APT, WIDA Screener, ACCESS for ELs 2.0, and MODEL Composite Proficiency Levels.

ELLs are eligible for any program that will help them reach the same standards of performance asked of non-ELLs. Once a child enters a general education classroom, he/she may need language development and other types of support that must be included in everyday classroom instruction. These may include accommodations to the instructional activities, tasks, and/or assessments. As an ELL attains proficiency in English, however, fewer accommodations will be necessary.

Students at lower levels of proficiency, and/or with an educational background of limited or interrupted instruction, may require additional support and/or multiple classes of support when first receiving ELL services. Students at lower levels of proficiency may need push-in and or pull-out interventions to help support them in the mainstream classroom. While the provision of services to ELLs may have the effect of separating them from their English proficient peers for at least part of the school day, the district's program should not unnecessarily separate ELLs. ELLs should be given the opportunity to participate in all extracurricular and special programs. Additionally, ELLs must be provided services in comparable facilities to those in which non ELLs receive instruction. As ELL students exit out of the ELL programs and necessary supports, they will continue to be monitored utilizing data gathered from MAPS, iReady, and classroom assessments. This will happen for a minimum of three years from their exit date, but continue on to ensure student success.

Student Data

Once a student has been identified as an ELL, districts should maintain the following information for any student identified as an ELL for their individual student profiles.

- Assessment information (e.g., standardized tests taken, scores, and dates)
- Academic information (e.g., courses taken, grades, attendance, and promotion/retention)
- Entry date into U.S. schools and entry date into the district/school
- Years of schooling in the student's home language
- Educational history or Interrupted education?
- Testing for vision and hearing
- Physical or psychological conditions that may affect learning
- Classroom observations by teachers
- Enrollment history and criteria used for placement in special services (e.g., ELL, speech therapy, special education, intellectual giftedness, advanced placement classes, etc)

Assessing ELLs for Additional Services

Homeless Students

As with any student, an ELL could be a homeless student, so it is important to ascertain if the student is also determined to be homeless. As part of the registration process, it should be determined if a student is eligible for ELL and homeless student services. A district may not deny a homeless child enrollment because he/she is unable to provide the required documents to establish residency.

The McKinney-Vento Act defines homeless children and youth as children who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in emergency or transitional shelters or abandoned in hospitals;
- awaiting foster care placement; or
- children of migratory agricultural workers.

Unaccompanied Students

Additionally, an ELL could be classified as an unaccompanied student. As part of the registration process, it should be determined if a student is an ELL and an unaccompanied student so that the appropriate services are provided. The McKinney-Vento Act defines unaccompanied youth as "a homeless child or youth not in the physical custody of a parent or guardian" and the federal government defines an unaccompanied minor as "a child [...] who has not attained 18 years of age, and who has no parent or legal guardian in the United States available to provide care and physical custody." Unaccompanied children³⁵ in Department of Health and Human Services (DHHS) shelters are provided a basic education by those entities and, therefore, are not enrolled in local schools. Children in the shelters are not eligible for McKinney-Vento services. When these children are

released from shelters to live with a sponsor, they will enroll in the district where that sponsor resides. Children living with a sponsor may be eligible, on a case-by-case basis, for McKinney-Vento services under its broad definition, which includes youth who are living with family members in “doubled-up” housing (i.e., sharing the housing of other persons due to economic hardship or a similar reason). Districts should refer children they believe may qualify to the district’s local liaison for further consideration and a determination of McKinney-Vento eligibility. A small number of unaccompanied children are placed in long-term foster care instead of being released to a sponsor. The Department of Children’s Services (DCS) and the school system in which the foster care is located should collaborate with the foster family to determine where the child will attend school.

Gifted and Talented or Advanced Placement Classes

Students who are identified as ELL are still encouraged to participate in gifted and talented programs or advanced placement classes when available. Students who wish to take advanced placement classes must complete each campus requirement just like their peers. The ELL coordinator collaborates with school administrators and school counselors to ensure access to these classes and programs.

Special Education

Students who are identified as Special Education are still eligible to be identified as ELL. The ELL Coordinator or administrator at each campus collaborates with the Special Education department to ensure equitable and fair access and identification, so that students are not over- or under-identified. WIDA assessments and tools from the [English Learner Toolkit](#) are used to determine any challenges that may be caused by the development of language proficiency versus an identified or unidentified disability.

State Guidelines for ELL Programs and Services

ELL Services or Program Requirements After English learners have been identified using the English language proficiency screener (W-APT or WIDA Screener), LEAs must offer to English learners EL program services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. See list of EL instructional Program Types for more information. Additionally, LEAs must provide appropriate special education services to English Learners with disabilities that are found to be eligible for special education and related services. Districts may use WIDA MODEL to reevaluate program placement or for progress monitoring. Declining Services All identified English learners must have access to EL program services.

Parents or guardians of English learners may decline program services by formally submitting a written letter that indicates their wish to decline EL program services. However, the parent or guardian must acknowledge that the student must be assessed annually to measure English language proficiency using WIDA’s ACCESS for ELLs or Alternate ACCESS. Students can be reclassified when they meet the exit criteria of 4.5 or higher on a composite score or meet the alternative pathway criteria. See Reclassification Protocol (8c): Content Proficient Protocol for criteria.

Somerset Academy ELL Programs

Data and Staffing

Student data such as MAPS, iReady, WIDA scores, grades, informal, and formal assessments are used to drive instruction. Teachers, school leaders, and students are consistently discussing data and goal setting. Instruction, interventions, enrichment, and support are based on data that is changing at minimum three times per year. Instructional coaches help facilitate these conversations with teachers, and include school administrators. This applies to ELL students with their WIDA scores and other assessments, as well as all of the students in every classroom.

Content Curriculums

Curriculums for ELA, Math, Science, Social Studies, and Writing may differ between the Somerset Academy campuses. All of the curriculums are examined for ELL built in supports and consider the language development of our ELL students. Curriculums that connect to the English Language Development Standards are also utilized. The curriculums are also examined for providing multicultural stories and background knowledge in order to build on students' core knowledge and further develop the background and vocabulary of all students. Some of the curriculums used at Somerset Academy are CKLA, iReady math, Write Reflections, Step Up to Writing, Wonders, Investigations, Mystery Science, Envisions math, Foss, StudySync, Teach TCI, Amplify Science, and more. All the curriculums align to the Nevada Academic Content Standards, and stress the importance of cultural relevance, building background knowledge, and the acquisition of academic language into all content areas.

ELD Curriculums

Somerset Academy campuses utilize various curriculum to support English language development. Achieve Literacy is used in Kindergarten - 8th Grade. Smarty Ants and BrainPOP EL is used in school and after-school to support students in grades K-8. Achieve Literacy is used in school and after school support for 3rd-8th grade. Achieve Literacy is aligned to Nevada Content Standards, ELD standards, and WIDA standards. Achieve Literacy also stresses the importance of cultural relevance, building background knowledge, and the acquisition of academic language into all content areas and language. The CKLA reading curriculum supports English Learners with a heavy emphasis on listening and speaking and also builds knowledge on background and vocabulary.

Professional Development/Learning

Staff members are provided training throughout the year that provide them the best practices to support their ELL students and provide the language skills necessary to access grade level content and curriculum. Professional development is focused on closing the achievement gap between students who have a variety of needs. Curriculums do not teach students though, teachers do. Providing teachers with best practices for ELLs, differentiation strategies, and small group instruction tools will support all students' needs at the school. These best practices and strategies can be used with any curriculum to support student needs and to prepare students to excel in academics and attain knowledge through life-long learning. Teachers are provided with a variety of resources to support all student learning, and to support ELL students access to content and academic language proficiency. This is integrated into the culture of each campus to provide a learning environment that is safe, enriching, and prepares 21st century learners.

Parents/Guardians Participation and Communication

Somerset Academy believes strongly that the participation of families in a child's learning is instrumental to their success. Families are encouraged to volunteer, attend conferences, and participate in all school events and functions. Communication with families is of the utmost importance and the campuses use a variety of communication methods such as email, phone, school websites, Facebook, Class Dojo, Remind, and more. All federal and state law policies and regulations are available on the school website, and by request at any time. Many of those communication methods have translation services built in which is helpful for bilingual families. All state and federal policies are posted on the school websites. Programs such as Read By Grade 3, Response to Intervention (RTI), accelerated programs, special education services, and AP courses are communicated to all families and translation is available. Translators are also provided for teacher-parent conferences, when necessary and possibly.

Families are notified of all WIDA scores and ELL support available to them in as many languages as plausible and necessary. All program information and school activities and opportunities are communicated to all families and translated as plausible. The school principals send out monthly parent newsletter. Family engagement on each campus is essential to the students' academic development. Somerset Academy's vision statement is, "A College Prep School. Cultivating Effective Leaders, Good Character and a Desire to Render Service" This vision includes the families of all of our students and their participation in their students' education.

Additional Materials

ELL Checklist for ELL Personnel

1. BEFORE SCHOOL STARTS

- Complete the WIDA Test Administrator Trainings and quizzes for certification
- Review WIDA test scores from previous school year.
- Summative Student Reports: Can be found in the WIDA AMS portal or they are mailed out every summer.
 - Summative Student Report: 1 copy for teacher, 1 copy for student file, 1 copy to send home to parents attached to the parent letter (make copies of both and place in student file) and 1 copy for your personal file.
- Send home scores with family notification letter that contains all required components from the state
- Enter scores in Infinite Campus and make sure students have been flagged:
 - Flag as WIDA ACCESS with scores
 - Place scores under Program Participation "ELL Program"
 - Place scores under assessments tab

2. BEGINNING OF YEAR

- Request a list of student names who are identified as speaking another language at home from the REGISTRAR. Identify students who have/ haven't been screened or tested.
- Make sure your WIDA screener documents are up- to- date and copied (If you are administering the paper-pencil). Make sure students are in WIDA- AMS if you are administering the WIDA Screener Only.
- Ask teachers to contact parents of their students who speak another language at home if they feel they could be eligible for services, and copy ELL Strategist on the email. In that email, teachers will include the home language survey on page 23. The ELL Strategist will verify the names with the names on the list from the registrar, and follow up on test scores that may be on file. The teacher and or the ELL Strategist may meet with the parents about the Home Language Survey to further explain and discuss as necessary.
- Administer the WIDA Screener to new ELL Kinder-12 students who've been identified to take the screener within the first 30 school days.
- Score WIDA Screeners and notify teachers.
- Send parent notification letters home to parents stating whether the student was exited or if the students will remain in the program. Students who score 4.5 or higher in OVERALL SCORE are exited. Students who score below 4.5 overall will continue in the ELL program.
- Place test scores and mark students as ELL in Infinite Campus doing the following:
 - Flag as WIDA Screener
 - Place scores under Program Participation "ELL Program"
 - Place scores under assessments tab

3. AUGUST- BEGINNING JANUARY

Support classroom teachers with implementing ELL strategies and progress monitor ELL students
 Request your WIDA AMS login information from your test coordinator. (You will need this for ordering materials, generating student tickets and getting students onto the computer based test.

- Create a test calendar based on the recommendations made on the WIDA site before the test window opens.
- Provide students with interventions and support throughout the year within the general education classrooms and in pull out or push in support services.

4.WIDA ACCESS TEST WINDOW

- o Kindergarten Test Dates: _____
- o Grades 1-12 Test Dates: _____
- ALWAYS keep materials secure.
- Administer the WIDA ACCESS to students who are ELL and have not scored a 4.5 in the overall score on the Screener and on the WIDA ACCESS from the previous year.
- After testing is complete: Gather all of the materials by grade level. Keep materials secure and ship all materials by the shipment date.

5. MARCH-MAY

- Provide students with support and interventions in either push in and or pull out small groups
- Provide teachers with support and trainings
- May- receive test scores and distribute to parents and teachers
- ● Update infinite campus
 - End of year data chat with students to discuss their growth and goals for next school year

ELL Classroom Expectations

Teacher Name: _____ Position: _____ Room #: _____

ELL Classroom Walk Through Expectations

ELL Modifications

- ___ 1. Clear language and content objectives
- ___ 2. Visual cues, charts, and diagrams, e.g., word walls, object labels in English, appropriate Google images
- ___ 3. Use the primary language for support e.g., use cognates for vocabulary instruction--accident, accidente, coffee, café, family, familia, use Google Docs tool to translate English to Spanish, use the buddy system with a student who speaks the same language, but has a higher English proficiency level
- ___ 4. Practice and repetition
- ___ 5. Speak clearly and slowly
- ___ 6. Cooperative learning with kinesthetic learning
- ___ 7. Word Wall - used by students

Classroom Accommodations

- ___ 1. Small group
- ___ 2. Frequent checks for understanding
- ___ 3. Extra time on assignments, quizzes, tests, and projects
- ___ 4. Shortened assignments
- ___ 5. Preferential seating
- ___ 6. Directions and or questions read aloud and clarified

Recommendations by EL Observer:

ELL Modifications

- Target both language and content objectives in all lessons
- Make instruction and expectations extremely clear, focused, and systematic
- Employ visuals, charts, and diagrams to aid comprehension
- Use the primary language for support (e.g., preview what students will read and use cognates [words in two languages that share similar meanings, spelling, and pronunciation, e.g., family, familia] for vocabulary instruction
- Choose reading matter with familiar content
- Provide additional practice and repetition

Adapted from the article *The Common Core Challenge for ELLs* by Rhoda Coleman and Claude Goldenberg (2012)

ELL Classroom Accommodations

1. Small group
2. Use of manipulatives and/or calculator (Math)
3. Frequent checks for understanding
4. Extra time on assignments, quizzes, tests, and projects
5. Shortened assignments
6. Preferential seating
7. Directions read aloud and clarified
8. Questions read aloud
9. Books on tape

Strategies for English Language Learners:

- Speak clearly.
 - Repeat important words and information several times.
 - Extend time periods for responding to prompts as necessary.
 - Point to what you are referring to.
 - Label things in the classroom and hallways. Use visual cues.
 - Provide specific models and hands-on experiences.
 - Use visuals during instruction, such as pictures, illustrations, graphs, and real objects.
 - Make students feel that they belong and have a role to play in classroom learning. Find something in a student's background that connects to the topic you are studying and incorporate it into the lesson. Have students take on leadership positions, and ask them to demonstrate their talents.
 - Use cooperative learning groups, with more seasoned students partnering with less seasoned ones.
 - Spend time building background knowledge.
 - Stay focused on how students are moving toward their own language goals-not on how they are doing in relation to other students. We do students a disservice when we compare them with their peers or try to motivate them by parading others' success in front of them. English language learners and middle-level students desperately want to be successful.
 - Recognize the difference between conversational and academic language and understand that students need help with both. Go out of your way to explain terms like *similar*, *math exercise*, *vocabulary*, *compare*, *instead of*, *not only*, and so on.
- Remember that students are individuals worth our time and energy.
 - Take the time to learn about students' interests and cultures.
 - Teach new content through topics that students already know. In the case of English language learners, this means teaching content in or making connections to their native language whenever possible.

Teacher Recommendation Process for ELL Students

Step 1: Teacher will check Infinite campus and or check with their ELL Strategist or supervisor before contacting the parent to see if a child is already receiving services.

Step 2: Teacher will make contact with parents or guardians to establish whether or not any of the questions on the home language survey apply to the student the teacher thinks might benefit from ELL services. Templates are listed below in English and Spanish, but teachers will try to translate online to include the child's home language, if it is known. Teachers will also include the home language survey on pages 24-25.

English Template of Initial Contact: " I would like to reach out with some concerns I have about _____ (student name) and her English literacy skills. I would like to ask if there is another language spoken in the home? We love for our students to be bilingual, although sometimes being bilingual can slow down a student's development and proficiency of the English language. This is not a bad thing, but we want to help support their language development any way we can. We have a program on our campus available to help support our bilingual students to be successful in both of their languages. If you think it would help _____, I would like to recommend him/her for an English language screener with our English Language Learners (ELL) Strategist. Our ELL Strategist will screen him/her using the WIDA screener, and that test will determine if he/she is eligible for the English Language Learners program. Our ELL Strategist will be providing teacher training to support our ELL population in their classrooms, and they will be doing some small group work with those students as well. If your child is eligible there is an annual assessment every February to check their proficiency and progress. Please complete the attached home language survey, and please contact me to let me know if we have permission to screen _____ for the English Language Learners program and assessments. After your child is screened the ELL Strategist will be in contact with both you and myself to let us know how they did on the screener and what services, if any, they are eligible for this school year."

Spanish Template of Initial Contact: "Me gustaría comunicarme sobre algunas preocupaciones que tengo sobre _____ (nombre del estudiante) y sus habilidades de alfabetización en inglés. Me gustaría preguntar si se habla otro idioma en el hogar? Nos encanta que nuestros estudiantes sean bilingües, aunque a veces ser bilingüe puede retrasar el desarrollo y dominio del idioma inglés de un estudiante. Esto no es algo malo, pero queremos ayudar a apoyar su desarrollo del lenguaje de cualquier manera que podamos. Tenemos un programa en nuestro campus disponible para ayudar a nuestros estudiantes bilingües a tener éxito en sus dos idiomas. Si cree que ayudaría a _____, me gustaría recomendarlo para un evaluación del idioma inglés con nuestro maestra de Estudiantes del idioma inglés (ELL). Nuestro maestra de ELL lo evaluará utilizando el exámen de WIDA, y esa prueba determinará si es elegible para el programa y servicios de ELL. . Nuestro maestra de ELL va a enseñar los maestros como apoyar a nuestra población de ELL en sus aulas, y también trabajará en grupos pequeños con esos estudiantes. Si su hijo es elegible, hay una evaluación anual cada febrero para verificar su competencia y progreso. Complete la encuesta adjunta del idioma del hogar y comuníquese conmigo para informarme si tenemos permiso para evaluar _____ para el programa y las evaluaciones. Después de que su hijo sea evaluado, la maestra de ELL va a hacer contacto con usted y conmigo para informarnos cómo le fue en la evaluación y qué servicios son elegibles para este año escolar ".

Step 3: Teacher will copy the ELL Strategist on all emails and or reach out to the ELL strategist to keep that person informed. If there is no ELL strategist, then they will include their supervisor. When the home language survey is returned, the ELL strategist/supervisor will contact parents or guardians.

Step 4: If the parents or guardians answered yes on any of the questions, the student will be screened using the WIDA screener within 10 school business days of when the ELL strategist receives the home language survey. Teachers will give the home language survey to the ELL Strategist.

Step 5: After the student is screened, the ELL strategist will contact parents/guardians and the teacher to deliver the test results and explain eligibility for ELL testing and services.

Important Notes Before Making a Recommendation:

- Please check to make sure the student is not already flagged in Infinite Campus as “W-APT”, “WIDA Screener”, or “WIDA ACCESS”. This means the student has already been marked as ELL or exited from ELL services depending on their score. When in doubt, contact your ELL Strategist or supervisor first before contacting parents.
- Copy ELL Strategist and or supervisor in all parent communication regarding recommended students.
- Please recommend the student within the first 30 days of school or within 2 days of enrollment.

Somerset Academy of Las Vegas

Home Language Survey

(Please return to your homeroom teacher or to the front office to be delivered to the ELL Strategist)

Name of Student: _____

Parent(s)/Guardian(s) Name(s): _____

Homeroom Teacher's Name: _____

Email: _____

Phone Number: _____

Grade Level of Student: _____

Home Language Survey: (Please answer all questions)

1. First Language learned by student? _____
2. Primary Language used in home? _____
3. Language spoken with friends? _____
4. Is student currently receiving ELL Service? YES / NO
5. Has your child exited an ELL Program at their previous school? YES / NO

Parent/ Guardian Signature: _____ Date: _____

Questions: contact your child's teacher or EL strategist.

Somerset Academy of Las Vegas

Encuesta de idioma del hogar

(Por favor regrese a su maestro de aula o en la oficina para que se lo entreguen a la maestra de estrategia de ELL)

Nombre de estudiante: _____

Nombre de los padres: _____

Nombre del maestro de aula: _____

Email: _____

Número de teléfono: _____

Grado del estudiante: _____

Encuesta del idioma del hogar: (Responda todas las preguntas 1. ¿Primer idioma aprendido por el estudiante? _____ 2. ¿Idioma principal utilizado en el hogar? _____ 3. ¿Idioma hablado con amigos? _____ 4. ¿Ahora el estudiante recibe el servicio ELL? SÍ / NO

5. ¿Ha salido su hijo de un programa ELL en su escuela anterior? SÍ / NO Firma del

padre: _____ Fecha: _____

Preguntas: comuníquese con el maestro de su hijo.

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**
AGENDA ITEM: **3f – APPROVAL OF SOMERSET DISCIPLINE POLICY**
NUMBER OF ENCLOSURES: **1**

SUBJECT: UPDATED SOMERSET DISCIPLINE POLICY

ACTION
 CONSENT AGENDA
 INFORMATION
 PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **THE SOMERSET DISCIPLINE POLICY HAS BEEN UPDATED.**

Somerset Academy Disciplinary Policy 2023-2024

At Somerset Academy we believe in providing educational and leadership opportunities for personal growth for all students in a safe and accepting environment. To do this, we utilize the 7 habits outlined in the Leader in Me program, restorative practice, and progressive discipline to enhance our school-wide behavior program. Through studying the 7 habits, students will learn important qualities such as responsibility, vision integrity, teamwork, and collaboration.

The goal of Somerset's Leadership Program is to create a culture of empowerment based on the idea that every person is a leader. The process teaches students the skills needed for academic success such as critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups in any setting.

<p>The Habits</p> <ul style="list-style-type: none"> ● Be proactive. ● Begin with the end in mind. ● Put first things first. ● Think Win-Win ● Seek first to understand and then to be understood. ● Synergize ● Sharpen the Saw 	<p>We LIVE by striving to be the best we can be.</p> <p>We LEARN by working hard and always doin our best. We LOVE by caring for others.</p> <p>We LEAVE A LEGACY by sharing our school with others and trying to make a difference in the world.</p> <p style="text-align: right;">~Stephen R. Covey</p>
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Defining and Communicating Expectations

Drop-Off	Hallways	Lunch	Recess
<ul style="list-style-type: none"> ● Put first things first and arrive on time. 	<ul style="list-style-type: none"> ● Be Proactive by; ● Having a quiet voice ● Walking in a single file line. ● Facing forward ● Keep hands/feet to self. ● Respect the space of others and the school. 	<ul style="list-style-type: none"> ● Hands on only your food. ● Indoor voices (Level2) ● Raise hand to leave seat. ● Clean up your table area. ● Throw all the garbage away in the trash can. ● Always walk. 	<ul style="list-style-type: none"> ● Line up Promptly ● Include others. ● Share equipment ● Hands & feet to self ● Appropriate language ● Help put equipment away after recess. ● Think Win - Win
Dismissal	Bathrooms	Working in Groups	Computers
<ul style="list-style-type: none"> ● Pack all items quickly. ● Be watching for your car. ● Listen for class to be dismissed or your name to be called. ● Begin with the end in mind. 	<ul style="list-style-type: none"> ● Go in a timely manner. ● Flush. ● Wash & Dry. ● No loitering/lingering in the restrooms. ● Be proactive. 	<ul style="list-style-type: none"> ● Do your share of work. ● Seek first to understand and then to be understood. ● Resolve conflicts effectively. ● Synergize ● Sharpen the Saw 	<ul style="list-style-type: none"> ● Never share your passwords. ● Respect all technology. ● Use media literacy skills in online decision-making. ● Treat all members of the online community as if you were standing next to them in person.

Positive Recognition and Reinforcement

- Students will receive positive feedback throughout everyday from all staff members in all areas of the school.
- Students will earn rewards based on good character that aligns with our vision and mission. Some examples of good character are;
 1. Follows School & Classroom Rules.
 2. Works Collaboratively in Groups.
 3. Shows Courtesy & Respect for Others.
 4. Produces Quality Work.
 5. Participates & Actively Listens.
 6. Takes Responsibility for Self.

Progressive Restorative Practice Plan

The goal of restorative practice at Somerset Academy is to teach responsibility and develop ownership of one's actions through restorative practices. We value the importance of teaching students to consider others when making decisions and to act in ways that are respectful and considerate of the school environment.

For all offenses, common sense and good judgment will prevail. Somerset 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. Misbehavior on the part of students can be generally corrected when parents and teachers work together. Administration will make the final decision on disciplinary actions.

Summary of Progressive Restorative Practice Structure

Student consequences are handled in a restorative progressive manner.

Continued disregard for school rules is a key factor for all disciplinary consequences. Disciplinary action is also commensurate with the severity of the offense.

LEVELS OF DISCIPLINE

Level 1

Each teacher will implement a positive behavior management plan that includes restorative practices in their classroom and will notify students, parents, and administration of their plan. Teachers will first use principles of the 7 Habits, SEL, and restorative practices in assisting students in demonstrating proper behaviors.

- Teachers are expected to manage their classrooms' proactive interventions by using effective procedures, love, patience, redirection and consistent classroom management.
- Teachers may use a short time out (break) in a safe place with adult supervision at all times.
- Students who do not respond to initial interventions could be asked to write a self-reflective plan (Stop and Think form).
- Parents will be notified within 24 hours via email or phone by the teacher.

Level 2

If Level 1 interventions and restorative practices do not lead to changed student behavior, Level 2 interventions will be enacted by the teacher and administration shall be notified.

- Temporary alternative placement can be used by a teacher who calls on a colleague to supervise a student in another classroom. The classroom teacher will provide schoolwork for students while they are in the alternative placement. Parents will be contacted within 24 hours via email or phone by the teacher.
- The teacher may implement level 2 interventions to include without limitation: school beautification, lunchroom detention, loss of recess, behavior charts with goals and rewards, restitution and repair, face-to-face conversation, restorative justice, apology letter or other consequences that can help develop character and growth. The teacher will notify parents within 24 hours.

Level 3

Level 3 interventions require support from Somerset Academy student support/MTSS and follow, where applicable, prior level 1 and 2 interventions. Teachers may refer a student for repeated minor (Level 1 and 2) violations that occur. The teacher or member of the student support/MTSS team will contact parents within 24 hours and follow-up with the teacher if a Level 3 intervention is implemented.

- When necessary, a designated staff member will be assigned to the teacher to come to the classroom to provide behavioral support. The teacher will have the option of having the staff member supervise the class so that the teacher can further dialog with the student about the behavior, or the designated staff member may require a student to leave the class and spend time in the office and receive support consistent with restorative practices. Some restorative practices may include harm circles, circles of support, re-entry circles and restorative conferences.
- The student support team will create a Restorative Plan of Action with the student. This plan will contain 3 elements: **Supports to change behavior, Accountability, and Restoration/Remedy and Relief to Repair Harm***
*See example Restorative Plan of Action template at the end of this document.
- A student who continues undesired behavior after level 1 or 2 interventions have been implemented or is continuous in disrupting the learning of self and/or others or is a safety concern to others may be removed from the classroom (NRS 392.4645).
- If a student is removed from the classroom (i.e., suspension, RPC or refocus time in the office) and the restorative justice plan has failed to provide results that allow for the student to be reintegrated into the classroom setting, the leadership team shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. (NRS 392.4645)

Level 4

If the student continues to exhibit disruptive, dangerous, defiant or otherwise undesired behavior, parents must come to campus and attend a Required Parent Conference. The RPC may include a member of the leadership team, teacher, parents and the student. A referral to the Student Support Team may be necessary to determine interventions and a student action plan. The most severe form of Level 4 consequence is expulsion.

If a student is removed from the classroom (i.e. suspension, RPC or refocus time in the office) and the restorative justice plan has failed to provide results that allow for the student to be reintegrated into the classroom setting, the leadership team shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. (NRS 392.4645)

DISCIPLINE REFERRALS TO THE OFFICE LEVEL 3 AND 4		
BEHAVIOR	LEVEL 3 CONSEQUENCE(S)	LEVEL 4 PROGRESSIVE CONSEQUENCES(S)
Continuously Disrupting Learning Environment	<ul style="list-style-type: none"> ● Lunch detention ● School beautification ● Behavior intervention plan ● Required parent conference. ● Restorative practices ● Loss of School Privileges ● Suspension 1-3 days 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● 3-10 day suspension ● Possible expulsion hearing with Board ● Mental health referral
Destruction of School / Classroom/Personal Property	<ul style="list-style-type: none"> ● Lunch detention ● Mandatory Restitution ● School beautification ● Behavior intervention plan ● Required parent conference ● Loss of School Privileges ● Suspension 1-3 days 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● 3-10 day suspension ● Possible expulsion hearing with Board ● Mental health referral
Physical Harm to Another Student	<ul style="list-style-type: none"> ● Restorative meeting ● Behavior intervention plan ● Required parent conference. ● Loss of school privileges ● Restorative practices ● Suspension ● Lunch bunch 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● Progressive suspension ● Possible expulsion hearing with Board ● Mental health referral
Insubordination / Defiance / Lying / Cheating / Academic Dishonesty	<ul style="list-style-type: none"> ● Lunch detention ● School beautification ● Behavior intervention plan ● Required parent conference. ● Restorative practices ● Loss of School Privileges ● Suspension 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● Progressive suspension ● Possible expulsion hearing with Board ● Mental health referral
Cell Phones	<ul style="list-style-type: none"> ● Phone Confiscated by staff. ● Parent phone pick-up required. 	<ul style="list-style-type: none"> ● Phone confiscated by staff. ● Progressive suspension ● School-based consequence ● Parent phone pick-up and form signing required.
Inappropriate Use of Technology	<ul style="list-style-type: none"> ● Loss of technology privileges ● School-based consequence ● Loss of school privileges 	<ul style="list-style-type: none"> ● Required Parent Conference(RPC) ● Loss of technology privileges ● Possible expulsion hearing
Dress Code Violation	<ul style="list-style-type: none"> ● Detention ● Parent brings uniform to school ● School Beautification 	<ul style="list-style-type: none"> ● Required Parent Conference (RPC) ● Progressive suspension

Peer-to-peer Conflict	<ul style="list-style-type: none"> ● Restorative meeting ● Parent conference ● School based consequence ● Loss of school privileges ● Lunch bunch ● Restorative practices 	<ul style="list-style-type: none"> ● Required Parent Conference (RPC) ● Suspension ● Behavior intervention plan ● Loss of school privileges ● Mental health referral ● Required Parent Conference
Bullying (see NRS 388.122)	<ul style="list-style-type: none"> ● Investigation, and ● Parent contact, and ● Report to State DOE, and ● School based consequence ● Suspension ● Restorative meeting 	<ul style="list-style-type: none"> ● Investigation, and ● Required Parent Conference, and ● Report to State DOE, and ● School based consequence ● Progressive suspension ● Restorative meeting ● Possible expulsion hearing ● Mental health referral
Illegal Actions (see glossary)	<ul style="list-style-type: none"> ● Parent conference, and ● Suspension, and ● Contact of law enforcement, and ● Restitution & repair ● Restorative practices 	<ul style="list-style-type: none"> ● Required Parent Conference ● Progressive suspension ● Restitution and repair ● Contact of law enforcement ● Possible expulsion hearing with Board

MANDATORY DISCIPLINE IN NRS:

Distribution of Controlled Substances

Pursuant to NRS 392.466(1), any student who sells or distributes any controlled substance while on the premises of Somerset, at a Somerset activity or activity sponsored by Somerset, shall receive a plan of action based on restorative justice and may be disciplined as follows:

1. If the student is 5 and under, they may be suspended with approval from the lead Somerset Administrator,
2. If the student is between the ages of 6 and 10, they may be suspended; and,
3. If the student is between the ages of 11 and 18, they may be suspended , expelled, or permanently expelled.

Battery of a School Employee

Pursuant to NRS 392.466(2) and (3), any student who commits a battery which results in bodily injury of a Somerset employee while at Somerset, at an activity of Somerset or sponsored by Somerset, shall receive a plan of action based on restorative justice and may be disciplined as follows:

1. If the student is 5 and under, they may be suspended with approval from the lead Somerset Administrator.
2. If the student is 6 or 7, they may be suspended.
3. If the student is between the ages of 8 and 18, they may be suspended, expelled, or permanently expelled.

Poses Continuing Danger

Pursuant to NRS 392.466(5) any student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process or who is found in possession of a dangerous weapon other than a firearm while on the premises of Somerset, at a Somerset activity or an activity sponsored by Somerset may be removed from Somerset immediately upon being given an explanation of the reasons for the removal of the student and pending proceedings, which will be conducted as soon as practicable after removal and will be disciplined in as follows:

1. If the student is 5 and under, they may be suspended with approval from the lead Somerset Administrator;
2. If the student is between the ages of 6 and 10, may be suspended;
3. If the student is between the ages of 11 and 18, the student may be suspended, expelled, or permanently expelled.

Firearm

Pursuant to NRS 392.466(6), any student who is found in possession of a firearm, while on the premises of Somerset, an activity of Somerset or an activity sponsored by Somerset, will be immediately removed from school and disciplined as follows:

1. If the student is 5 or under, the student may be suspended with approval from the lead Somerset Administrator.
2. If the student is 6 or 7, the student may be suspended.
3. If the student is between the ages of 8 and 10, the student shall be suspended or expelled.
4. If the student is between the ages of 11 and 18, the student shall be suspended, expelled, or permanently expelled.

Arrest or Citation

Pursuant to NRS 392.467(3) a student may be immediately removed and suspended or expelled if they have been charged with a crime, regardless of the outcome of any criminal or delinquency proceedings brought against the student, only if Somerset:

1. Conducts its own investigation; and,
2. Gives notice to the parents.

LEVEL OF BOARD INVOLVEMENT:

- Suspension and permanent expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- *Statute does not provide authority for non- permanent expulsion.*
- Board action required to approve if the school requests exception to permanently expel a Special Education student under age 11.

SPECIAL EDUCATION SERVICES:

In accordance with an Individualized Education Program (IEP)

Suspension or Expulsion

Students may be suspended or expelled if they have violated one of the offenses outlined in Nevada law or have failed a plan of action based on restorative justice.

- 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 district Board of Trustees (NRS 392.466.9, NRS 392.467.1).

Appeals

Parents may appeal against the suspension or expulsion of their student. In order to appeal the suspension or expulsion, parents must file a written appeal to school administration within five (5) school days of receiving notice of the suspension or expulsion. If the parent fails to submit a written appeal within five (5) school days, the discipline will stand. If Somerset receives a written appeal, Somerset will set up a hearing.

For Suspensions, the hearing will be done with the Principal. All decisions of the Principal are final.

For expulsions and long term suspension hearings: The initial hearing will be done with a panel of at least three (3) Somerset administrators, none of which will be from the campus where the infraction occurred. If after the principal committee's decision, the parent would like to appeal to the board, the parents must submit a written appeal as outlined in the decision letter within five (5) school days. If they fail to submit a written appeal within five (5) school days, the decision of the committee will stand. If they do submit a written appeal within five (5) school days, then the Board of Directors of Somerset Academy of Las Vegas will conduct a hearing. The decision of the Board of Directors is final.

Any of the hearings described above will be closed to the public. A tape recording of the hearing will be made. Upon request, the student may obtain a copy of the hearing recording.

The student may be represented by an advocate of his/her choosing.

Both the student and the administrator may call witnesses and present evidence. The hearing officer shall not be required to observe the same rules of evidence observed by the courts. Hearsay testimony of students shall be admissible.

The standard of proof shall be that of a civil action: a preponderance of the evidence. The hearing officer's determination of the appropriate consequences shall be based on the seriousness of the conduct as well as the student's prior disciplinary record insofar as it affects the effectiveness, or ineffectiveness, of forms of discipline previously imposed.

Prohibited Interventions

The use of aversive interventions, physical and mechanical restraints, and seclusions are strictly prohibited as outlined in NRS 388.471 to 388.525.

The disciplinary chart on pages 6-8 shall only be followed in the event:

1) that a student has not followed their Restorative Justice Plan of Action; 2) if the school has determined that a Restorative Justice Plan of Action is not practicable; or 3) the law allows for an exception to Restorative Justice.

Pursuant to NRS 392.467 a student may be expelled or removed from school without a Restorative Justice Plan of Action if the student has been charged with a crime, regardless of the outcome of the criminal proceedings. Before the expulsion or removal, the school shall give the student notice and conduct an independent investigation.

Minor Classroom Disruption Sample minor infractions often handled within the classroom may include but are not limited to:	Major Classroom Disruption Sample major infractions may include but are not limited to:
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Annoying fellow students Being rude Cell phone (Inappropriate use/not following school expectations) Chewing gum Disrespectful behavior Dress code Eating or drinking in class Forgery Horse playing Inappropriate Language Insubordination Making derogatory comments Not following teacher directions Not paying attention Not prepared for class Off task OPT out of Assessments. Out of seat Possession of a nuisance item Public display of affection Refusing to participate in State assessment. Running/playing around Talking back Talking loudly Talking out of turn	Alcohol use or possession Arson Assault or battery Computer misconduct Controlled substance Defiance of school personnel Disorderly conduct Electronic threats to others Explosive devices Fighting Forgery Gambling Gang activity Gross Insubordination Harassment Incitement Profanity Public Display of Affection Robbery or extortion Sexual Acts Threats to Somerset personnel or student(s) Theft Tobacco Vandalism/Destruction of property Verbal abuse Weapons
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LIST OF DISCIPLINE OFFENSES: Somerset Academy Progressive Discipline Plan

ATTENDANCE RELATED BEHAVIORS				
Infraction	First Offense	Second Offense	Third Offense	Fourth Offense
Excessive Tardies (minor)	Tardy Lock-Out/Parent Sign-in	Tardy Lock-Out/Parent Sign-in	Tardy Lock-Out/Parent Sign-in/RPC	Tardy Lock-Out/Parent Sign-In/RPC/1-3 days SUS
Truancy (minor)	Parent Contact/Truancy Letter/RPC/May involve law enforcement	Parent Contact/Truancy Letter/RPC/May involve law enforcement	Parent Contact/Truancy Letter/RPC//May Involve law enforcement	Report of Educational Neglect (DFS)
Habitual Truancy (major)	Parent Contact/Truancy Letter/RPC/ May involve law enforcement	Parent Contact/Truancy Letter/RPC/ May involve law enforcement	Parent Contact/Truancy Letter/RPC/ May involve law enforcement	Report of Educational Neglect (DFS)
VIOLATIONS OF SCHOOL RULES				
Infraction	First Offense	Second Offense	Third Offense	Fourth Offense
Disregard of School Rules (Minor)	Parent contact/ RPC /1-3 days SUS/ Behavior Contract	RPC/4-10 days SUS/ Possible EXP	RPC/7-10 days SUS/ Possible EXP	RPC/7-10 days SUS/ Possible EXP
Insubordination (major)	Student conference/RPC	RPC	RPC/1-3 days SUS/ Possible EXP	RPC/4-6 days SUS/ Possible EXP
DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES				
Infraction	First Offense	Second Offense	Third Offense	Fourth Offense
Interference with Instruction (minor)	Classroom Progressive Discipline/ Parent contact/ RPC	RPC	RPC/ SUS	RPC/ SUS/ Possible EXP
Disruption of School Activities (major)	RPC/SUS/ Possible EXP	RPC/SUS 1-3 days/ Possible EXP	RPC/SUS 4-7 days/ Possible EXP	RPC/SUS/Possible EXP
PROHIBITED BEHAVIORS- GENERAL				
Infraction	First Offense	Second Offense	Third Offense	Fourth Offense
Arson (minor or major)	RPC/SUS/ Possible EXP/Involve law enforcement			
Bus Transportation (minor)				
Cheating/Plagiarism (minor or major)	Student conference/Parent notification. Re-Do	RPC/SUS 1-3 days	RPC/SUS 4-6 days	RPC/SUS 7-10 days

Damage to or destruction of property on school grounds (minor or major)	RPC/Possible 1-3 days SUS/Possible EXP/ Compensation/Behavior Contract/ School Beautification/May involve law enforcement	RPC/4-7 days SUS/ Possible EXP/ May involve law enforcement	RPC/8-10 days SUS/ Possible EXP/ May involve law enforcement	
Dress Code Violation	Warning/Parent Notification	RPC	RPC/SUS 1-3 days	RPC/SUS 4-6 days
Gang Related Activity	RPC/SUS/Possible EXP/ May involve law enforcement	RPC/SUS/Possible EXP/ May involve law enforcement		
Habitual Disciplinary Problem (major)	RPC/SUS/Possible EXP	EXP		
Impairing Health, Safety, or Welfare of Others (minor or major)	Warning/Parent Notification	RPC	RPC/SUS 1- 3 days	RPC/SUS 4-6 days
Inappropriate Language (minor)	RPC/1-3 days SUS/ Behavior contract	RPC/4-6 days SUS/ Possible EXP	RPC/7-10 days SUS/ Possible EXP	Possible EXP
Sexual Assault (major)	SUS/EXP/Involve law enforcement			
Sexual Misconduct/ Harassment (major)	RPC/SUS/EXP/Involve law enforcement			
Technology Violation (minor)	Minor - RPC/Major-RPC/SUS/ Possible EXP	RPC/SUS/Possible EXP/ Loss of privileges for a period.	RPC/SUS/Possible EXP	
Theft/Possession of Stolen Property	RPC/1-3 days SUS/ Compensation/Behavior Contract	RPC/4-7 days SUS/ Possible EXP/ Compensation	RPC/8-10 days SUS/Possible EXP/ Compensation	

BULLYING BEHAVIORS

<u>Infraction</u>	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Fourth Offense</u>
Bullying (minor or major)	Follow SB504 Protocols/RPC/Possible SUS/Possible EXP	Follow SB504 Protocols/RPC/Possible SUS/Possible EXP	Follow SB504 Protocols/RPC/ Possible SUS/Possible EXP	Follow SB504 Protocols/RPC /Possible SUS/Possible EXP
Cyberbullying (minor or major)	Follow SB504 Protocols/RPC/Possible SUS/Possible EXP	Follow SB504 Protocols/RPC/Possible SUS/Possible EXP	Follow SB504 Protocols/RPC/ Possible SUS/ Possible EXP	Follow SB504 Protocols/RPC/ Possible SUS/ Possible EXP
Discrimination Based on Race (minor or major)	Follow SB504 Protocols/RPC/Possible SUS/Possible EXP	Follow SB504 Protocols/RPC/Possible SUS/Possible EXP	Follow SB504 Protocols/RPC/ Possible SUS/ Possible EXP	Follow SB504 Protocols/RPC/ Possible SUS/ Possible EXP

SUBSTANCE USE BEHAVIORS

<u>Infraction</u>	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Fourth Offense</u>
Alcohol – possession/Use of (minor)	RPC/SUS - Student encouraged to enroll in drug program/Involve law enforcement	RPC-T/SUS/Possible EXP/Involve law enforcement		
Drug Paraphernalia – Possession Of (minor)	RPC/1-3 days SUS/Involve law enforcement	RPC/1-10 days SUS/Possible EXP/Involve law enforcement		
Possession/Use of a Controlled Substance (major)	RPC/SUS/Possible EXP/Involve law enforcement	SUS/Possible EXP/Involve law enforcement		
Tobacco Violation (minor)	RPC/1-3 days/SUS/Confiscate	RPC/4-6 days/SUS Confiscate	RPC/7-10 days/SUS Confiscate	RPC/7-10 days/SUS Confiscate

THREAT BEHAVIORS

<u>Infraction</u>	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Fourth Offense</u>
Threat to School (major)	RPC/SUS/EXP/ Include law enforcement			
Threat to Staff	RPC/5 days SUS/ Possible EXP	RPC/10 days SUS/Possible EXP		
Threat to Student	RPC/1-3 days SUS/Possible EXP	RPC/4-6 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP	RPC/7-10 days SUS/EXP

VIOLENT BEHAVIORS				
Infraction	First Offense	Second Offense	Third Offense	Fourth Offense
Violence/Harm to Staff (major)	SUS/EXP/ Include law enforcement			
Violence/Harm to Student (major)	SUS/Possible EXP/Involve law enforcement			
WEAPONS INVOLVED BEHAVIORS				
Infraction	First Offense	Second Offense	Third Offense	Fourth Offense
Possession/Use of a Weapon (major)	RPC/SUS/PossibleEXP/ Involve law enforcement			

NRS 388.122 “Bullying” defined.

1. “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;
 - b. Interfere within 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 pupil 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 paragraph (a) or (b) and are based upon the:
 1. Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, 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 race, color national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic 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 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 persons 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; and
 - h. Physically harmful contact with or injury to another person or his or her property.

Our School is committed to a bullying, discrimination and harassment free, working, and learning environment. Bullying, discrimination and harassment adversely affect morale and productivity and interfere with students’ ability to learn. Bullying, discrimination, and harassment of any person on the basis of that person’s actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited.

Harassing behavior including sexually harassing behavior between members of the same or opposite sex is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected based on actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action. Our School will act promptly on reports, (including informal reports), complaints, and grievances of bullying, discrimination, harassment/sexual harassment, or retaliation that comes to our attention. Charter staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Staff will also report such apparent violations to School administration.

Our School will prohibit retaliation against any person who has made a report of alleged bullying, discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of the law and will lead to disciplinary or other appropriate action against the offender.

Our School will provide education about bullying, harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Our School will also provide regular training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students. Such staff training shall be regularly scheduled at least every other year in the school in a manner calculated to reach all staff, with periodic updates as needed.

This policy applies to bullying, discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business or at any school- sponsored even regardless of location.

GLOSSARY

Offenses Warranting Law Enforcement Notification

ALCOHOL	The possession of, sales, and furnishing alcoholic beverages.
ARSON	The intentional setting of fire.
ASSAULT	Physical or verbal threats with the intent and the ability to carry through with the same.
BATTERY	An unconsented-to touching or application of force to another person.
BOMB THREAT/FALSE	Willfully conveying by mail, written notes, telephone, telegraph, radio or any other means of communication of any threat knowing it to be false
BURGLARY	Illegal entry with the intent to commit a crime.
DESTRUCTION OF PROPERTY	Willfully and maliciously destroying or injuring real or personal property of another.
DISTURBING THE PEACE	Maliciously and wilfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the School.
EXPLOSIVE DEVICES	The possession of explosive or incendiary devices.
FALSE FIRE ALARMS	False reporting of, transmission of, signal knowing the same to be false.
FIREWORKS	The possession of, sales, furnishing, use or discharge of fireworks.
INDECENT EXPOSURE	An open indecent or obscene exposure of his person or the person of another.

LARCENY	Stealing, taking, carrying away property of another.
LIBEL	A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.
MARIJUANA	The possession of, sales, or furnishing marijuana.
NARCOTICS	The possession of, sales, or furnishing a controlled substance.
NARCOTICS PARAPHERNALIA	The possession of, sales, or furnishing of.
RESISTING OFFICER	Willfully resisting, delaying or obstructing an officer in the performance of duty.
ROBBERY	The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force or violence or fear of injury.
ROUT/RIOT	Two or more persons meeting to do an unlawful act/two or more persons actually d
STOLEN PROPERTY	Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.
TAMPERING WITH MOTOR VEHICLES	Willfully break, injure, tamper, remove parts, deface a vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.
THROWING SUBSTANCE AT VEHICLE	To throw any stone, rock, missile or any substance at any motorbus, truck or other motor vehicle.
TRESPASS	To be upon the property of another without permission of the owner and to stay upon same after warning. To be on school property or at a school function while under suspension from school.
WEAPONS	"Dangerous weapon" includes, without limitation, a blackjack, slingshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchuck, switchblade knife or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person. "Firearm" includes, without limitation, any pistol revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C 921, as that section existed on July 1, 19950 Brandishing any dangerous weapon or firearm in a rude, angry or threatening manner or to use the same in any fight or quarrel. Concealed- it is unlawful for any person to carry any dangerous weapon or firearm. Possession - it is unlawful for any person to possess any dangerous weapon or firearm.
DANGEROUS WEAPON	(NRS 392.466.11(B)): includes, without limitation, a blackjack, slingshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of or cause bodily injury to a person.

Violation of other federal or state criminal laws or local ordinances at school, at school sponsored activities or on school sponsored transportation is prohibited.

DISCRIMINATION BASED ON RACE

According to AB 371, "Discrimination based on race" means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1:

1. Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and
2. That occurs in person, online or in any other setting including, without limitation, in a course of distance education.

In addition to any employee on campus, a pupil or parent or legal guardian of a pupil who witnesses an incident of discrimination based on race may report the incident to an administrator or his or her designee.

Somerset will provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential. All administrators, teachers and other personnel of Somerset will demonstrate appropriate and professional behavior on the premises of any school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate discrimination based on race, bullying and cyberbullying, and by taking immediate action to protect a victim or target of discrimination based on race, bullying or cyberbullying when witnessing, overhearing or being notified that discrimination based on race, bullying or cyber-bullying is occurring or has occurred.

Any teacher, administrator, coach or other staff member or pupil who tolerates or engages in an act of discrimination based on race, bullying or cyberbullying or violates a provision of NRS 388.121 to 388.1395, inclusive, and sections 4, 5 and 6 of this act regarding a response to discrimination based on race, bullying or cyberbullying against a pupil will be held accountable.

SEXUAL HARASSMENT

SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services, or treatment protected under Title IX.

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

1. Submission is made either explicitly or implicitly a term or condition of a student's educational progress.
2. Submission to, or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

RETALIATION

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Please use the bullying, discrimination and harassment form attached to anonymously report such instances. The administration will respond in a timely manner to all concerned parties.

SUSPENSIONS

Temporary removal of a student from school or from school no more than 3 days and requires RPC.

Significant Suspension is the temporary removal of a student from school or from school-sponsored activities. For the purpose of declaring a student a Habitual Disciplinary Problem or for the purpose of escalating to possible expulsion, the suspension must be no less than three (3) days and require a conference or other communications with the parent/guardian. (NRS.392.4655) Students may be suspended for the following reasons:

1. Violation of any state law or local ordinance in a school building, on school grounds, or at a school sponsored activity.
2. Violation of rules, policies, and procedures established for charter schools as outlined in this manual.
3. Student actions or inactions at school or a school-sponsored activity that disrupt, interfere with, or pose a threat to the educational program, other students, staff, visitors, or the student personally.

The primary purpose of suspension is to give the student, his/her parent(s) or guardian(s), and the school the time needed to resolve a problem. The duration of suspension is related to a course of action designed to resolve the problem.

SPECIAL CONDITIONS OF SUSPENSION:

- A. A student may not participate in extracurricular activities during the term of his/her suspension.
- B. Suspension may be reflected in the student's class citizenship or school citizenship grade.
- C. Notations of suspensions from school will be made in the student's cumulative folder.
- D. Schoolwork missed as a result of suspensions may be made up through the completion of make-up work as stated in the Student Handbook. Any work that cannot be made up, or is not made up, may result in the lowering of the academic grade for the grading period, and it may result in loss of credit.

When a student is removed, the student shall be given an explanation of the reasons for his or her removal. The student shall also be given an explanation of pending proceedings, to be conducted as soon as practicable after removal, for his or her suspension. In all other cases involving suspension, the administrator shall:

1. Tell the student you are meeting with him, her to investigate allegations that the student has violated laws, rule(s), state charter school policies, or the School's policies.
2. Tell the student specific laws, rule(s), or policies that are alleged to have been violated and that, if the evidence supports the allegations, there will be consequences up to and including suspension from school. Ask if he/she understands the allegation(s).
3. Explain to the student the evidence you have regarding the alleged violation(s).
4. Ask the student if he/she admits or denies the allegation(s). If the student admits to violation(s), assign appropriate consequences. If the student denies the allegation(s), give him/ her the chance to explain and present his/her side of the story. The administrator will consider the student's explanation and, if the administrator will consider the student's explanation and, if the administrator deems it appropriate, may investigate the matter further. (This does not mean that the student)
5. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.
6. If the student has a Restorative Justice or behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.
7. If a suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) and when it will be commencing (starting date).
8. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file. The administrator can secure counsel, confront, and cross-examine witnesses, or call witnesses on his/her behalf to present his/her case.)

RE-ADMITTANCE TO SCHOOL:

Students may apply for re-admittance, within 45 school days from the one-year anniversary day of their expulsion by the charter school's governing body. Such a request should be made to the administrator.

During this period of time, the administrator will direct appropriate staff personnel to conduct a review of the request to ensure that any special conditions for re-admittance, such as a psychological evaluation, are completed as well as determining that the student has been a good citizen during the period of expulsion. When this review has been completed the governing body will decide near the end of the expulsion period whether or not the student may be re-admitted. The charter school's governing body will provide written notification of its decision to the student, parent(s) or guardian(s), and the administrator of the charter.

Restorative Action Plan (Example Template)

Student Name:

Date:

Grade:

Staff Name:

Reason for plan:

Behavior continued despite levels 1-2 intervention _____

Goal(s):

-
-

Action Plan: *(created with the student)*

Supports to Change Behavior: **(Delete ones that do not apply)**

_____ will check-in with _____ regularly. The goal of these check-ins is to build, strengthen, and restore student relationships on campus.

AND/OR

_____ will participate in mentorship, small groups, and/or lessons tailored to their needs. The goal is to teach self-awareness, self-management, relationship skills, and responsible decision-making.

AND/OR

Teacher will implement a behavior chart for _____ aligned with the goal(s) and action plan identified above.

Accountability

_____ will participate in Restorative Conversations to discuss feelings and events leading to incident(s), who was impacted by their choices, and expectations for appropriate behavior.

Restoration/Remedy and Relief to Repair Harm

Apology Letter Mediation with Victim _____

The following have been completed:

- Expectations of behavior have been clearly explained.
- Student has had the opportunity to reflect on their actions.
- Discussed alternative ways of handling similar situations in the future.
- Provided access to multiple staff members for support.

Student Signature

Date

Staff Signature

Date

**SOMERSET ACADEMY OF LAS VEGAS
SUPPORT SUMMARY**

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **3g – ACCEPTANCE OF GRANT FUNDS AWARDED TO SOMERSET ACADEMY OF LAS VEGAS FROM THE FOLLOWING:**

- **CTE ALLOCATION**
- **SPED**
- **SPED ESY**
- **TITLE II**
- **TITLE IVA**
- **McKINNEY-VENTO**
- **SPED EXCEPTIONAL NEEDS**
- **TITLE**
- **TITLE III**

NUMBER OF ENCLOSURES: **9**

SUBJECT: ACCEPTANCE OF GRANT FUNDING

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **SOMERSET ACADEMY HAS BEEN AWARDED FOLLOWING GRANT FUNDS:**

CTE ALLOCATION - \$59,514.00

McKINNEY-VENTO - \$6,360.80

SPED - \$1,211,804.85

SPED EXCEPTIONAL NEEDS - \$19,018.00

SPED ESY - \$26,242.77

TITLE I - \$509,463.83

TITLE II - \$477,505.81

TITLE III - \$6,696.00

TITLE IVA - \$49,228.87

Subaward Agreement Summary View

Somerset Academy of Nevada (95) Charter School - State - FY 2024

[Return to Subaward Agreement Summary](#)

Subaward Agreement Information

Organization Name	Somerset Academy of Nevada
Organization Number	95
DUNS Number	056614323
Fiscal Year	2024
Federal Awarding Agency	NA
Funding Application	CTE State Allocation Grant
Project Description	CTE State Allocation Grant
Award Type	Entitlement
Project Number	24-300-59000
Initial ePAGE Approval Date	7/1/2023
Most Recent ePAGE Approval Date	7/1/2023
Approved Indirect Cost Rate	
Revision Number	0
CFDA Number	
Subgrant Award Begin Date	7/1/2023
Subgrant Award End Date	6/30/2024
Pass through Entity - Nv Dept. of Education Contact	Nancy Sanchez
Allow Carryover	False
Is This Grant Research and Development	No

Function Code	1000 - Instruction	Total
Object Code		
100 - Salaries	59,514.00	59,514.00
Total	59,514.00	59,514.00
Adjusted Allocation		59,514.00
Remaining		0.00

Funding Sources				
Grant - Award Year	CTE State - 2024 (S)	CTE State - 2023 (S)	CTE State - 2022 (S)	
Federal Award Identification Number				
Federal Award Date				
Common Accounting Number	STATE	STATE	STATE	
Budget Period	07/01/2023 - 09/30/2025	07/01/2022 - 09/30/2024	07/01/2021 - 09/30/2023	Total
Original	\$59,514.00	\$0.00	\$0.00	\$59,514.00
Reallocation	\$0.00	\$0.00	\$0.00	\$0.00
Additional Funds	\$0.00	\$0.00	\$0.00	\$0.00
Release Funds	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited Funds	\$0.00	\$0.00	\$0.00	\$0.00
FFR Release Funds	\$0.00	\$0.00	\$0.00	\$0.00
Total Allocation	\$59,514.00	\$0.00	\$0.00	\$59,514.00

Fiscal Transactions			
Type	Date	Voucher Number	Total
No Records Found			



1749 North Stewart Street, Suite 40
Carson City, NV 89706
(Hereinafter referred to as "SPCSA")

Contact: Kieara Doren - kdoren@spsca.nv.gov - N/A

NOTICE OF SUBGRANT AWARD

Program Name: FY24 McKinney-Vento		Subrecipient Name: Somerset Academy of Las Vegas
Federal Award Date: 7/1/2021		Address: 1378 Paseo Verde Parkway, Suite 200 Henderson, NV 89012
Subgrant Period of Performance: 7/1/2023 - 9/30/2024		
School Year: 23-24	Subgrant Award: <input checked="" type="checkbox"/> New <input type="checkbox"/> Amendment Amendment #:	Subrecipient Information: EIN: 27-5393412 Vendor #: T29028358 UEI: K2NEHJKXX7A3

Project Description:

The McKinney-Vento Education for Homeless Children and Youth Program provides subgrant funds to offer such activities as coordination and collaboration with other agencies to provide comprehensive services to homeless children and youths and their families. Services also include expedited evaluations of the needs of homeless children to help them enroll in school, attend regularly, and achieve success.

Source of Funds:

Program	Source of Funds	ALN	FAIN
Formula		84.196A	S196A230029

R&D: Yes No

Indirect Cost Rate to State: Yes No

Indirect Cost Rate to Subrecipient: Yes No

Disbursement of funds will be as follows:

Payment will be made after completion of subrecipient's obligations and upon receipt and acceptance of a reimbursement request. Documentation is required to support reimbursement requests for actual expenditures specific to this subgrant. Total reimbursements will not exceed the TOTAL AWARD (as stated in Exhibit A) during the subgrant period of performance.


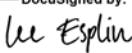
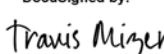
Terms and Conditions:

In accepting these grant funds, it is understood that:

- Expenditures must comply with appropriate state and/or federal regulations;
- This award is subject to the availability of appropriate funds; and
- The recipient of these funds agrees to stipulations listed in the incorporated documents.

Incorporated Documents:

Please refer to the incorporated documents list found on page 2.

	Signature	Date
State Public Charter School Authority	DocuSigned by:  27EEF279BEBB431...	7/12/2023
Charter School Administrator	DocuSigned by:  AD8CA2DC686349D...	7/13/2023
Charter School Board President	DocuSigned by:  E3014C7757D0440...	7/17/2023

Incorporated Documents:

Exhibit A - McKinney-Vento Approved Budget

Exhibit B - McKinney-Vento Certifications and Assurances

Exhibit C - McKinney-Vento Reimbursement Requests and Reporting Requirements

Exhibit A - FY24 McKinney-Vento
Approved Budget

Object Code	Object Code Description	Organization	Total	Narrative Description
100	Salaries	Somerset Academy of Las Vegas	\$1,008.00	Somerset- Stipend pay for extra-duty hours for staff to provide supplemental before/after/during/summer school tutoring for up to a maximum of 32 hours, total. Extra-duty stipends to be based on max \$31.50/hr x 32 hours = \$1008.
100	Salaries	Somerset Academy of Las Vegas	\$5,000.00	Somerset - Stipend for 1 Regional Charter School Community Support Coalitions Leader (Southwest region). 1 stipend x \$5000 = \$5000.
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$352.80	Somerset - Retirement and fringe benefits for extra-duty stipend for staff to provide supplemental before/after/during/summer school tutoring. Extra-duty stipends to be based on max \$31.50/hr x 32 hours = \$1008 total, standard fringe calculated at ~35% of total to include PERS, group health, Workers Comp, Group Insurance, and Medicare=\$352.80.
		Totals	\$6,360.80	

**Nevada State Public
Charter School
Authority**

1749 North Stewart Street, Suite 40
Carson City, NV 89706
(Hereinafter referred to as "SPCSA")

Contact: Alissa Troxell - AlissaTroxell@spsca.nv.gov - 702-486-8895

NOTICE OF SUBGRANT AWARD

Program Name: FY24 Special Education (IDEA, Part B)		Subrecipient Name: Somerset Academy of Las Vegas
Federal Award Date: Subgrant Period of Performance: 7/1/2023 - 9/30/2024		Address: 1378 Paseo Verde Parkway, Suite 200 Henderson, NV 89012
School Year: 23-24	Subgrant Award: <input checked="" type="checkbox"/> New <input type="checkbox"/> Amendment Amendment #:	Subrecipient Information: EIN: 27-5393412 Vendor #: T29028358 UEI: K2NEHJKXX7A3

Project Description:

Individuals with Disabilities Education Act (IDEA), Part B - Assist in providing special education and related services to all children with disabilities.

Source of Funds:

Program	Source of Funds	ALN	FAIN
Formula	Federal	84.027	H027A230043

R&D: Yes No

Indirect Cost Rate to State: Yes No

Indirect Cost Rate to Subrecipient: Yes No

Disbursement of funds will be as follows:

Payment will be made after completion of subrecipient's obligations and upon receipt and acceptance of a reimbursement request. Documentation is required to support reimbursement requests for actual expenditures specific to this subgrant. Total reimbursements will not exceed the TOTAL AWARD (as stated in Exhibit A) during the subgrant period of performance.

Terms and Conditions:

In accepting these grant funds, it is understood that:

- Expenditures must comply with appropriate state and/or federal regulations;
- This award is subject to the availability of appropriate funds; and
- The recipient of these funds agrees to stipulations listed in the incorporated documents.

Incorporated Documents:

Please refer to the incorporated documents list found on page 2.

	Signature	Date
State Public Charter School Authority	<small>DocuSigned by:</small> <i>Jennifer Bauer</i> <small>27EEF279BEBB431...</small>	7/7/2023
Charter School Administrator	<small>DocuSigned by:</small> <i>Lee Esplin</i> <small>AD8CA2DC686349D...</small>	7/7/2023
Charter School Board President	<small>DocuSigned by:</small> <i>Travis Mizer</i> <small>E3014C7757D0440...</small>	7/10/2023

Incorporated Documents:

Exhibit A - IDEA, Part B Approved Budget

Exhibit B - IDEA, Part B Certifications and Assurances

Exhibit C - IDEA, Part B Reimbursement Requests and Reporting Requirements

Exhibit D - IDEA, Part B Submission Statement with Mandated Assurances

Exhibit A - FY24 Special Education (IDEA, Part B)
Approved Budget

Object Code	Object Code Description	Organization	Total	Narrative Description
100	Salaries	Somerset Academy of Las Vegas	\$1,211,804.85	Somerset Academy of Las Vegas- Salaries for 1.0 FTE special education teachers to increase student achievement for K-12 students with disabilities. 23 FTE x \$52660.00 annual base salary (\$1,211,180.00) + funds to cover portion of an additional 1.0 FTE special education teacher salary at \$624.85 of an annual base salary paid at \$52,711.68 /year (remaining amount paid from other sources) = a total of \$1,211,804.85 in salaries
		Totals	\$1,211,804.85	

**Nevada State Public
Charter School
Authority**

1749 North Stewart Street, Suite 40
Carson City, NV 89706
(Hereinafter referred to as "SPCSA")

Contact: Alissa Troxell - AlissaTroxell@spsca.nv.gov - 702-486-8895

NOTICE OF SUBGRANT AWARD

Program Name: FY24 EXN Special Education (IDEA, Part B)		Subrecipient Name: Somerset Academy of Las Vegas
Federal Award Date: 7/1/2023		Address: 1378 Paseo Verde Parkway, Suite 200 Henderson, NV 89012
Subgrant Period of Performance: 7/1/2023 - 9/30/2024		
School Year: 23-24	Subgrant Award: <input checked="" type="checkbox"/> New <input type="checkbox"/> Amendment Amendment #:	Subrecipient Information: EIN: 27-5393412 Vendor #: T29028358 UEI: K2NEHJKXX7A3

Project Description:

Supplemental allocation for Exceptional Needs under the Individuals with Disabilities Education Act (IDEA), Part B - Assist in providing special education and related services to all children with disabilities.

Source of Funds:

Program	Source of Funds	ALN	FAIN
Formula		84.027	H027A230043

R&D: Yes No

Indirect Cost Rate to State: Yes No

Indirect Cost Rate to Subrecipient: Yes No

Disbursement of funds will be as follows:

Payment will be made after completion of subrecipient's obligations and upon receipt and acceptance of a reimbursement request. Documentation is required to support reimbursement requests for actual expenditures specific to this subgrant. Total reimbursements will not exceed the TOTAL AWARD (as stated in Exhibit A) during the subgrant period of performance.

Terms and Conditions:

In accepting these grant funds, it is understood that:

1. Expenditures must comply with appropriate state and/or federal regulations;
2. This award is subject to the availability of appropriate funds; and
3. The recipient of these funds agrees to stipulations listed in the incorporated documents.

Incorporated Documents:

Please refer to the incorporated documents list found on page 2.

	Signature	Date
State Public Charter School Authority	<small>DocuSigned by:</small> <i>Jennifer Bauer</i> <small>27EEF279BEBB431...</small>	7/12/2023
Charter School Administrator	<small>DocuSigned by:</small> <i>Lee Esplin</i> <small>AD8CA2DC686349D...</small>	7/12/2023
Charter School Board President	<small>DocuSigned by:</small> <i>Travis Mizer</i> <small>E3014C7757D0440...</small>	7/12/2023

Incorporated Documents:

Exhibit A - IDEA, Part B Approved Budget

Exhibit B - IDEA, Part B Certifications and Assurances

Exhibit C - IDEA, Part B Reimbursement Requests and Reporting Requirements

Exhibit D - IDEA, Part B Submission Statement with Mandated Assurances

Exhibit A - FY24 EXN Special Education (IDEA, Part B)**Approved Budget**

Object Code	Object Code Description	Organization	Total	Narrative Description
100	Salaries	Somerset Academy of Las Vegas	\$4,050.00	Somerset Academy- NLV Academy - (EXN) Salary for 1.0 FTE Instructional Aide to provide support as written in the student's IEPs. Salary @ \$16,200.00/year. Portion of salary at \$4,050 of \$16,200.00 base salary = \$4,050. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.
100	Salaries	Somerset Academy of Las Vegas	\$5,320.00	Somerset Academy (EXN) - Aliante Salary for 1.0 FTE Instructional Aide to provide support as written in the student's IEPs. Salary @ \$21,280.00/year. Portion of salary at \$5,320 of \$21,280.00 base salary. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.
100	Salaries	Somerset Academy of Las Vegas	\$1,350.00	Somerset Academy- Stephanie - (EXN) Salary for 1.0 FTE Instructional Aide to provide support as written in the student's IEPs. Salary @ \$18,900.00/year. Portion of salary at \$1,350 of \$18,900.00 base salary = \$1,350. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$851.00	Somerset Academy- Aliante - (EXN) Retirement Fringe Benefits for 1.0 FTE Instructional Aide to provide support as written in the IEP. Salary @ 21,280.00 Benefits include PERS, Workers Comp, Group Insurance, and Medicare at 16% of salary (\$3,404.80). Portion of benefits at \$851 = \$851. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$1,215.00	Somerset Academy- NLV Academy - (EXN) Retirement Fringe Benefits for 1.0 FTE Instructional Aide to provide support as written in the IEP. Salary @ 16,200.00 Benefits include PERS, Workers Comp, Group Insurance, and Medicare at 30% of salary (\$4860). Portion of benefits at \$1,215 = \$1,215. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$216.00	Somerset Academy- Stephanie - (EXN) Retirement Fringe Benefits for 1.0 FTE Instructional Aide to provide support as written in the IEP. Salary @ 18,900.00 Benefits include PERS, Workers Comp, Group Insurance, and Medicare at 16% of salary (\$3024). Portion of benefits at \$216 = \$216. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$337.50	Somerset Sky Pointe: (EXN) Funds to support contracted rate of pay for one Teacher of the Deaf and Hard of Hearing to provide services to a student with a hearing impairment. Teacher of the Deaf and Hard of Hearing at 1.0 FTE x \$75.00 an hour x 4.5 hours = \$337.50. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$337.50	Sky Pointe: (EXN) Funds to support contracted rate of pay for one Teacher of the Deaf and Hard of Hearing to provide services to a student with a hearing impairment. Teacher of the Deaf and Hard of Hearing at 1.0 FTE x \$75.00 an hour x 4.5 hours = \$337.50. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$133.00	Somerset Sky Pointe: (EXN) Funds to support contracted rate of pay for one Orientation and Mobility Specialist to provide Orientation and Mobility services to a student as outlined on their IEP. Orientation and Mobility Specialist at 1.0 FTE x \$100.00 an hour x 1.33 hours for a full school year = \$133.33. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$133.00	Somerset Sky Pointe: (EXN) Funds to support contracted rate of pay for one Assistive Technology Specialist to provide Assistive Technology services to a student as outlined on their IEP. Assistive Technology Specialist at 1.0 FTE x \$100.00 an hour x 1.33 hours for a full school year = \$133.33. Remaining cost to be paid from general fund. All Costs are estimated and will not exceed budgeted amount per line item.

300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$83.00	Sky Pointe: (EXN) Funds to support contracted rate of pay for one Audiologist to provide audiology services to a student with a hearing impairment. Audiologist at 1.0 FTE x \$83.00 an hour x 1 hour for a full school year = \$83.00. Remaining cost to be paid form general fund. All Costs are estimated and will not exceed budgeted amount per line item.
650	Supplies - Information Technology Related	Somerset Academy of Las Vegas	\$3,795.00	Somerset NLV Academy- (EXN) Funds to purchase one Connect 12 magnification device for student with a severe vision impairment. One Connect 12 device for the regular education setting at \$3,795.00 = \$3,795
650	Supplies - Information Technology Related	Somerset Academy of Las Vegas	\$42.00	Somerset NLV Academy- (EXN) Funds to purchase a USB to HDMI adapter for direct instruction to students with IEPs. \$21 per adapter x 2 adapters = \$42.
652	Technology Items of Higher Value	Somerset Academy of Las Vegas	\$659.00	Somerset NLV Academy- (EXN) Funds to purchase 27 inch HP enlarged computer monitor for student per IEP to enlarge work done on a Chromebook. Two monitors needed: one for general education setting, one for special education setting at \$329.50 x 2 = \$659.
652	Technology Items of Higher Value	Somerset Academy of Las Vegas	\$330.00	Somerset NLV Academy- (EXN) funds to purchase 27 inch HP enlarged computer monitor for student per IEP to enlarge work done on a Chromebook. One monitor needed for general education setting at \$330 x 1 monitor = \$330.
652	Technology Items of Higher Value	Somerset Academy of Las Vegas	\$166.00	Somerset Sky Pointe: (EXN) Funds to support contracted rate of pay for one Audiologist to provide audiology services to a student with a hearing impairment. Audiologist at 1.0 FTE x \$83.00 an hour x 120 minutes for a full school year, not to exceed \$166.00. Remaining cost to be paid form general fund. All Costs are estimated and will not exceed budgeted amount per line item.
		Totals	\$19,018.00	

**Nevada State Public
Charter School
Authority**

1749 North Stewart Street, Suite 40
Carson City, NV 89706
(Hereinafter referred to as "SPCSA")

Contact: Alissa Troxell - AlissaTroxell@spsca.nv.gov - 702-486-8895

NOTICE OF SUBGRANT AWARD

Program Name: FY23 ESY Special Education (IDEA, Part B)		Subrecipient Name: Somerset Academy of Las Vegas
Federal Award Date: 7/1/2022		Address: 1378 Paseo Verde Parkway, Suite 200 Henderson, NV 89012
Subgrant Period of Performance: 7/1/2022 - 9/30/2023		
School Year: 2022-2023	Subgrant Award: <input checked="" type="checkbox"/> New <input type="checkbox"/> Amendment Amendment #:	Subrecipient Information: EIN: 27-5393412 Vendor #: T29028358 UEI: K2NEHJKXX7A3

Project Description:

Supplemental allocation to provide extended school year services under the Individuals with Disabilities Education Act (IDEA), Part B - Assist in providing special education and related services to all children with disabilities.

Source of Funds:

Program	Source of Funds	ALN	FAIN
Formula	Federal	84.027	H027A220043

R&D: Yes No

Indirect Cost Rate to State: Yes No

Indirect Cost Rate to Subrecipient: Yes No

Disbursement of funds will be as follows:

Payment will be made after completion of subrecipient's obligations and upon receipt and acceptance of a reimbursement request. Documentation is required to support reimbursement requests for actual expenditures specific to this subgrant. Total reimbursements will not exceed the TOTAL AWARD (as stated in Exhibit A) during the subgrant period of performance.

Terms and Conditions:

In accepting these grant funds, it is understood that:

1. Expenditures must comply with appropriate state and/or federal regulations;
2. This award is subject to the availability of appropriate funds; and
3. The recipient of these funds agrees to stipulations listed in the incorporated documents.

Incorporated Documents:

Please refer to the incorporated documents list found on page 2.

	Signature	Date
State Public Charter School Authority	<small>DocuSigned by:</small> <i>Jennifer Bauer</i> <small>27EEF279BEBB431...</small>	6/26/2023
Charter School Administrator	<small>DocuSigned by:</small> <i>Lee Esplin</i> <small>AD8CA2DC686349D...</small>	6/26/2023
Charter School Board President	<small>DocuSigned by:</small> <i>Travis Mizer</i> <small>E3014C7757D0440...</small>	6/27/2023

Incorporated Documents:

Exhibit A - IDEA, Part B Approved Budget

Exhibit B - IDEA, Part B Certifications and Assurances

Exhibit C - IDEA, Part B Reimbursement Requests and Reporting Requirements

Exhibit D - IDEA, Part B Submission Statement with Mandated Assurances

Exhibit A - FY23 ESY Special Education (IDEA, Part B)**Approved Budget**

Object Code	Object Code Description	Organization	Total	Narrative Description
100	Salaries	Somerset Academy of Las Vegas	\$3,000.00	Somerset Aliante: Funds to support salary for two special education teacher to provide services to students with disabilities during Extended School Year program. Special Education Teacher at 1.0 FTE x 2 teacher x \$30/hour x 50 hours = \$3,000
100	Salaries	Somerset Academy of Las Vegas	\$2,520.00	Somerset Stephanie - Funds to support salary for two special education teacher to provide services to students with disabilities during ESY program. Special education teachers at 1.0 FTE x 2 teacher x \$1260 = \$2,520
100	Salaries	Somerset Academy of Las Vegas	\$2,160.00	Somerset Lone Mountain: Funds to support salary for two special education teacher to provide services to students with disabilities during Extended School Year program. Special Education Teacher at 1.0 FTE x 2 teacher x (\$30/hour x 36 hours = \$1,080.00) = \$2,160 in total for salaries
100	Salaries	Somerset Academy of Las Vegas	\$2,800.00	Somerset Losee: Funds to support salary for one special education teacher to provide services to students with disabilities during Extended School Year program. Special Education Teacher at 1.0 FTE x 1 teacher x \$50/hour x 56 hours - \$2,800
100	Salaries	Somerset Academy of Las Vegas	\$2,160.00	Somerset Losee - Funds to support salary for three special education Instructional assistants to provide services to students with disabilities during ESY Program. Special education instructional assistant at 1.0 FTE x \$(15/hour x 48 hours = \$720.00 each) x 3 instructional assistant = \$2,160.00.
100	Salaries	Somerset Academy of Las Vegas	\$2,160.00	Somerset Lone Mountain - Funds to support salary for four special education Instructional assistant to provide services to students with disabilities during ESY Program. Special education instructional assistant at 1.0 FTE x (\$20/hour x 27 hours = \$540.00) x 4 instructional assistant = \$2,160
100	Salaries	Somerset Academy of Las Vegas	\$1,800.00	Somerset Sky Pointe - Funds to support salary for 2.0 special education teachers to provide services to students with disabilities during ESY program. Special education teachers at 1.0 FTE x 2.0 teachers x \$900 each = \$1800.
100	Salaries	Somerset Academy of Las Vegas	\$990.00	Somerset Sky Canyon - Funds to support salary for one special education teacher to provide services to students with disabilities during ESY program. Special education teachers at 1.0 FTE x 1 teacher x \$990 = \$990.
100	Salaries	Somerset Academy of Las Vegas	\$1,080.00	Somerset North Las Vegas - Funds to support salary for one special education teacher to provide services to students with disabilities during ESY Program. Special education teachers at 1.0 FTE x 1 teacher x \$30/hour x 36 total hours = \$1080
100	Salaries	Somerset Academy of Las Vegas	\$1,248.00	Somerset Alliante: Funds to support salary for two special education Instructional assistant to provide services to students with disabilities during ESY Program. Special education instructional assistant at 1.0 FTE x 2 instructional assistant x \$13/hour x 48 hours = \$1,248
100	Salaries	Somerset Academy of Las Vegas	\$936.00	Somerset North Las Vegas - Funds to support salary for two special education instructional assistant to provide services to students with disabilities during ESY Program. Special education instructional assistant at 1.0 FTE x 2 teacher x \$13/hour x 36 total hours = \$936
100	Salaries	Somerset Academy of Las Vegas	\$420.00	Somerset Sky Canyon - Funds to support salary for one special education instructional aide to provide services to students with disabilities during ESY program. Special education instructional aide at 1.0 FTE x 1.0 instructional aide x \$420 = \$420.
100	Salaries	Somerset Academy of Las Vegas	\$416.00	Somerset Sky Pointe - Funds to support salary for 1.0 special education instructional aide to provide services to students with disabilities during ESY program. Special education instructional aide at 1.0 FTE x 1.0 aide = \$416.
100	Salaries	Somerset Academy of Las Vegas	\$377.00	Somerset Sky Pointe - Funds to support salary for 1.0 special education instructional aide to provide services to students with disabilities during ESY program. Special education instructional aide at 1.0 FTE x 1.0 aide = \$377 = \$377.00
100	Salaries	Somerset Academy of Las Vegas	\$60.00	Somerset Sky Pointe - Funds to support salary for one speech language pathologist (SLP) to provide speech services to a student with a speech/language disability during ESY program. Speech language pathologist at 1.0 FTE x 1 SLP = \$60
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$480.00	Somerset Alliante: Funds to support standard fringe benefits for two special education teacher to provide services to students with disabilities during ESY program at 16% of \$1,500 for ESY hours. Special education teacher fringe benefits at 1.0 FTE x 2 special education teacher x \$240 each = \$480

200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$448.00	Somerset Losee: Funds to support standard fringe benefits for one special education teacher to provide services to students with disabilities during ESY program at 16% of \$2,800 for ESY hours. Special education teacher fringe benefits at 1.0 FTE x 1 special education teacher x \$448 = \$448.
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$346.00	Somerset Lone Mountain: Funds to support standard fringe benefits for two special education teacher to provide services to students with disabilities during ESY program at 16% of \$1,080 for ESY hours. Special education teacher fringe benefits at 1.0 FTE x 2 special education teacher x \$173 (rounded to the nearest dollar) = \$346
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$345.60	Somerset Lone Mountain- Funds to support standard fringe benefits for four special education instructional assistant to provide services to students with disabilities during ESY program at 16% of \$540 for ESY hours. Special education instructional assistants fringe benefits at 1.0 FTE x 4 special education instructional assistants x \$86.40 = \$345.60
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$345.60	Somerset Losee - Funds to support standard fringe benefits for three special education instructional assistants to provide services to students with disabilities during ESY program at 16% of \$720 for ESY hours. Special education instructional assistants fringe benefits at 1.0 FTE x 3 special education instructional assistants x \$115.20 each = \$345.60
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$288.00	Somerset Sky Pointe - Funds to support standard fringe benefits for two special education teachers to provide services to students with disabilities during ESY program at 16% of \$900 for ESY hours. Special education teacher fringe benefits at 1.0 FTE x 2 teacher x \$144.00 = \$288.00.
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$201.16	Somerset Stephanie - Funds to support standard fringe benefits for two special education teacher to provide services to students with disabilities during ESY program at 16% of \$1260 for ESY hours. Special education teacher fringe benefits at 1.0 FTE x 1 teacher x \$201.60. A portion of funding of benefits total \$201.16. Remaining amount paid from other sources
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$173.00	Somerset North Las Vegas - Funds to support retirement fringe benefits for one special education teacher to provide services to students with disabilities during ESY Program. 1 special education teacher retirement fringe benefits x 16% of \$1,080 for ESY hours = \$173 (rounded up to the nearest dollar)
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$158.40	Somerset Sky Canyon - Funds to support salary for one special education teacher to provide services to students with disabilities during ESY program at 16% of \$990 for ESY hours. Special education teachers at 1.0 FTE x 1 teacher x \$158.40 = \$158.40.
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$150.00	Somerset North Las Vegas - Funds to support retirement fringe benefits for two special education instructional assistant to provide services to students with disabilities during ESY Program. 1 special education instructional assistant retirement fringe benefits x 16% of \$468 for ESY hours = \$74.88 x 2 assistants = \$150 (rounded up to the nearest dollar)
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$100.00	Somerset Alliante: Funds to support standard fringe benefits for one special education instructional assistant to provide services to students with disabilities during ESY program at 16%. Special education instructional assistants fringe benefits at 1.0 FTE x 1 special education instructional assistants = \$100 (rounded to the nearest dollar)
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$67.00	Somerset Sky Canyon - Funds to support standard fringe benefits for one special education instructional aide to provide services to students with disabilities during ESY program at 16% of 420 for ESY hours. Special education instructional aide fringe benefits at 1.0 FTE x 1 instructional aide x \$67 (rounded to the nearest dollar) = \$67
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$67.00	Somerset Sky Pointe - Funds to support standard fringe benefits for one special education teacher instructional assistant to provide services to students with disabilities during ESY program at 16% of \$416 for ESY hours. Special education teacher instructional assistant fringe benefits at 1.0 FTE x 1 assistant = \$67 (rounded to the nearest dollar)
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$60.00	Somerset Sky Pointe - Funds to support standard fringe benefits for one special education teacher instructional assistant to provide services to students with disabilities during ESY program at 16% at \$377 for ESY hours. Special education teacher instructional assistant fringe benefits at 1.0 FTE x 1 assistant = \$60 (rounded to the nearest dollar)

200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$10.00	Somerset Sky Pointe - Funds to support salary for one speech language pathologist (SLP) to provide speech services to a student with a speech/language disability during ESY program at 16% of \$60 for ESY hours. Speech language pathologist at 1.0 FTE x 1 SLP = \$10 (rounded to the nearest dollar)
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$368.50	Somerset North Las Vegas - Funds to support contracted services for one special education speech/language pathologist to provide speech services to students with disabilities during ESY Program. Special education speech/language pathologist at 1.0 FTE x 1 speech/language pathologist x \$67/hr x 5.5 total hours = \$368.50
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$201.00	Somerset Lone Mountain- Funds to support contracted services for one special education speech/language pathologist to provide speech services to students with disabilities during ESY Program. Special education speech/language pathologist at 1.0 FTE x 1 speech/language pathologist x \$67/hr x 3 total hours for a total of \$201.00.
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$90.57	Somerset Sky Canyon - Funds to support contracted services for one Certified Occupational Therapy Assistant (COTA) to provide services to student with fine-motor disabilities during Extended School Year program. COTA at 1.0 FTE x 1 COTA x 1.5 hours x \$60.38 an hour = \$90.57
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$143.96	Somerset Sky Pointe - Funds to support for contracted services for one Occupational Therapist (OT) to provide OT services to a student with a fine motor delay during ESY program. Occupational Therapist at 1.0 FTE x 1 OT x 2 hours x \$71.98 an hour = \$143.96.
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$71.98	Somerset Sky Canyon - Funds to support contracted services for one Occupational Therapist (OT) to provide supervision of a COTA who will provide OT services to a student with a fine motor delay during ESY program. Occupational Therapist at 1.0 FTE x 1 OT x 1 hour at \$71.98 per hour = \$71.98
		Totals	\$26,242.77	

**Nevada State Public
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Authority**

1749 North Stewart Street, Suite 40
Carson City, NV 89706
(Hereinafter referred to as "SPCSA")

Contact: Kieara Doren - kdoren@spsca.nv.gov - N/A

NOTICE OF SUBGRANT AWARD

Program Name: FY24 Title I, Part A		Subrecipient Name: Somerset Academy of Las Vegas
Federal Award Date: 7/1/2023		Address: 1378 Paseo Verde Parkway, Suite 200 Henderson, NV 89012
Subgrant Period of Performance: 7/1/2023 - 9/30/2024		
School Year: 23-24	Subgrant Award: <input checked="" type="checkbox"/> New <input type="checkbox"/> Amendment Amendment #:	Subrecipient Information: EIN: 27-5393412 Vendor #: T29028358 UEI: K2NEHJKXX7A3

Project Description:

Improving the Academic Achievement of the Disadvantaged - Provides financial assistance to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Source of Funds:

Program	Source of Funds	ALN	FAIN
Formula	Federal	84.010	S010A23002

R&D: Yes No

Indirect Cost Rate to State: Yes No

Indirect Cost Rate to Subrecipient: Yes No

Disbursement of funds will be as follows:

Payment will be made after completion of subrecipient's obligations and upon receipt and acceptance of a reimbursement request. Documentation is required to support reimbursement requests for actual expenditures specific to this subgrant. Total reimbursements will not exceed the TOTAL AWARD (as stated in Exhibit A) during the subgrant period of performance.

Terms and Conditions:

In accepting these grant funds, it is understood that:

1. Expenditures must comply with appropriate state and/or federal regulations;
2. This award is subject to the availability of appropriate funds; and
3. The recipient of these funds agrees to stipulations listed in the incorporated documents.

Incorporated Documents:

Please refer to the incorporated documents list found on page 2.

	Signature	Date
State Public Charter School Authority	<small>DocuSigned by:</small> <i>Jennifer Bauer</i> <small>27EEF279BEBB431...</small>	7/7/2023
Charter School Administrator	<small>DocuSigned by:</small> <i>Lee Esplin</i> <small>AD8CA2DC686349D...</small>	7/7/2023
Charter School Board President	<small>DocuSigned by:</small> <i>Travis Mizer</i> <small>E3014C7757D0440...</small>	7/10/2023

Incorporated Documents:

Exhibit A - Title IA Approved Budget

Exhibit B - Title IA Certifications and Assurances

Exhibit C - Title IA Reimbursement Requests and Reporting Requirement

Exhibit A - FY24 Title I, Part A**Approved Budget**

Object Code	Object Code Description	Organization	Total	Narrative Description
100	Salaries	Somerset Academy of Las Vegas	\$190,000.00	<p>Somerset Losee- Salary for 3 1.0 FTE Supplemental Academic Instructional Coaches/Interventionists to increase student achievement for K-12 students to provide intensive professional development with teachers in high quality math, ELA, and science instruction and intervention/engagement strategies and student supports to increase academic achievement. Supplemental instructional coaches/interventionists to support 2,195 students, 91 teachers, and 3 administrators.</p> <p>1.0 FTE Supplemental Academic Instructional Coach \$70,000/year base annual salary + 1.0 FTE Supplemental Academic Instructional Coach \$60,000/year base annual salary + 1.0 FTE Supplemental Academic Instructional Coach \$60,000/year base annual salary=\$190,000</p>
100	Salaries	Somerset Academy of Las Vegas	\$85,000.00	<p>Somerset Losee- Salary for 1.0 FTE Supplemental Title I Coordinator to coordinate, develop, and implement supplemental innovative and strategic supports to assist in meeting the needs of under-achieving student populations and increase student achievement for K-12 students and to support 2,195 students, 91 teachers, and 3 administrators. 1.0 FTE Salary @ \$85,000/year base annual salary.</p>
100	Salaries	Somerset Academy of Las Vegas	\$120,000.00	<p>Somerset North Las Vegas- Salary for 2.0 FTE Supplemental Grades K-2 and Grades 3-5 Academic Instructional Coach/Interventionist to increase student achievement for K-12 students to provide intensive professional development with teachers in high quality math, ELA, and science instruction and intervention/engagement strategies and student supports to increase academic achievement. Supplemental instructional coaches/interventionists to support 780 students, 56 teachers, and 3 administrators. 2.0 FTE Supplemental Grades K-2 and Grades 3-5 Academic Instructional Coach/Interventionist x \$60,000/year base annual salary= \$120,000.00</p>
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$2,271.32	<p>Somerset North Las Vegas-Costs for a portion of annual standard fringe benefits for 2.0 FTE Supplemental Grades K-2 and Grades 3-5 Academic Instructional Coach/Interventionist for Title I activities to increase student achievement. Position duties include: provide intensive professional development with teachers in high quality math, ELA, and science instruction and intervention/engagement strategies and student supports to increase academic achievement. Standard fringe benefits include PERS, Workers Comp, FICA, Group Insurance, Medicare. Annual standard Fringe Benefits for Supplemental Grades K-2 and Grades 3-5 Academic Instructional Coach/Interventionist are estimated at \$3,600 (calculated from annual base salary of \$60,000 x 3% x 2.0 FTE positions). The total for this budget detail only includes a portion, paid at \$2,271.32 of the total annual standard fringe benefits (\$3,600) for the 2.0 FTE Supplemental Grades K-2 and Grades 3-5 Academic Instructional Coach/Interventionist (the remaining amount will be paid from other funding sources). All costs are estimated and will not exceed budgeted amount per line item. Total = \$2,271.32.</p>

200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$35,000.00	Somerset Losee--Costs for a portion of annual standard fringe benefits for 1.0 FTE Supplemental Title I Coordinator to increase student achievement for K-12 students. Position duties include: cultivating a school-wide culture of using data to inform all decisions, providing extensive professional development opportunities to increase student engagement, SEL, MTSS, reduce opportunity gaps in both Math and ELA, and Title I data reporting to increase student achievement, and Title I Program oversight and monitoring. Standard fringe benefits include PERS, Workers Comp, Group Insurance, FICA Medicare. Annual standard Fringe Benefits for 1.0 FTE Supplemental Title I Coordinator are estimated at \$35,700 (calculated from annual base salary of \$85,000 x 42%). The total for this budget detail only includes a portion, paid at \$35,000, of the total annual standard fringe benefits (\$35,700) for the 1.0 FTE Supplemental Title I Administrator (the remaining \$700 will be paid from other funding sources). All costs are estimated and will not exceed budgeted amount per line item. Total = \$35,000.
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$77,192.51	Somerset Losee--Costs for a portion of annual standard fringe benefits for 3 1.0 FTE Supplemental Academic Instructional Coaches/Interventionists to increase student achievement for K-12 students to increase student achievement. Position duties include: to provide intensive professional development with teachers in high quality math, ELA, and science instruction and intervention/engagement strategies and student supports to increase academic achievement. Standard fringe benefits include PERS, Workers Comp, Group Insurance, FICA, Medicare. Annual standard Fringe Benefits for 3 1.0 FTE Supplemental Academic Instructional Coaches/Interventionists are estimated at \$77,900 (calculated from annual base salary of \$190,000 for 3.0 FTE x 41%). The total for this budget detail only includes a portion, paid at \$77,192.51, of the total annual standard fringe benefits (\$77,900) for the 3 1.0 FTE Supplemental Academic Instructional Coaches/Interventionists (the remaining amount will be paid from other funding sources). All costs are estimated and will not exceed budgeted amount per line item. Total = \$77,192.51
		Totals	\$509,463.83	



**Nevada State Public
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Authority**

1749 North Stewart Street, Suite 40
Carson City, NV 89706
(Hereinafter referred to as "SPCSA")

Contact: Kristine Myers - kmyers@spsca.nv.gov - 775-687-9105

NOTICE OF SUBGRANT AWARD

Program Name: FY24 Title II, Part A		Subrecipient Name: Somerset Academy of Las Vegas
Federal Award Date: 7/1/2023		Address: 1378 Paseo Verde Parkway, Suite 200 Henderson, NV 89012
Subgrant Period of Performance: 7/1/2023 - 9/30/2024		
School Year: 23-24	Subgrant Award: <input checked="" type="checkbox"/> New <input type="checkbox"/> Amendment Amendment #:	Subrecipient Information: EIN: 27-5393412 Vendor #: T29028358 UEI: K2NEHJKXX7A3

Project Description:

Supporting Effective Instruction - increase student academic achievement by improving the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Source of Funds:

Program	Source of Funds	ALN	FAIN
Formula	Federal	84.367	S367A230027

R&D: Yes No

Indirect Cost Rate to State: Yes No

Indirect Cost Rate to Subrecipient: Yes No

Disbursement of funds will be as follows:

Payment will be made after completion of subrecipient's obligations and upon receipt and acceptance of a reimbursement request. Documentation is required to support reimbursement requests for actual expenditures specific to this subgrant. Total reimbursements will not exceed the TOTAL AWARD (as stated in Exhibit A) during the subgrant period of performance.

Terms and Conditions:

In accepting these grant funds, it is understood that:

1. Expenditures must comply with appropriate state and/or federal regulations;
2. This award is subject to the availability of appropriate funds; and
3. The recipient of these funds agrees to stipulations listed in the incorporated documents.

Incorporated Documents:

Please refer to the incorporated documents list found on page 2.

	Signature	Date
State Public Charter School Authority	DocuSigned by: <i>Jennifer Bauer</i> 27EEF279BEBB431...	7/7/2023
Charter School Administrator	DocuSigned by: <i>Lee Esplin</i> AD8CA2DC686349D...	7/7/2023
Charter School Board President	DocuSigned by: <i>Travis Mizer</i> E3014C7757D0440...	7/10/2023

Incorporated Documents:

Exhibit A - Title IIA Approved Budget

Exhibit B - Title IIA Certifications and Assurances

Exhibit C - Title IIA Reimbursement Requests and Reporting Requirements

Exhibit A - FY24 Title II, Part A**Approved Budget**

Object Code	Object Code Description	Organization	Total	Narrative Description
100	Salaries	Somerset Academy of Las Vegas	\$22,000.00	Somerset Academy of Las Vegas - Funds for mentoring LETRS professional development. Somerset to pay stipends for certified Somerset LETRS Facilitators to provide training and mentoring to participants to support LETRS professional development for all Somerset K-5 teachers and administrators to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. Up to \$550 per training day per facilitator (\$550 x 8 Trainings x 5 facilitators per training) = \$22,000 total for both Cohorts 4 & 5
100	Salaries	Somerset Academy of Las Vegas	\$3,000.00	Somerset Academy of Las Vegas - Funds for mentoring LETRS professional development. Somerset to pay stipends for certified Somerset LETRS Facilitators to provide virtual make-up training and mentoring to participants to support LETRS professional development for all Somerset K-5 teachers and administrators to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. Up to \$500 per facilitator per virtual make-up training session (\$500 x 6 Virtual Training Sessions) = \$3,000
100	Salaries	Somerset Academy of Las Vegas	\$132,000.00	Somerset Academy of Las Vegas- Funds to pay LETRS Teacher participant stipends to support LETRS professional development for all Somerset K-5 teachers and administrators. LETRS professional development participation to support Somerset's Title II professional development plans for early literacy skills development for teachers and administrators to increase student achievement. \$1,500 stipend per participant x 88 participants = \$132,000
100	Salaries	Somerset Academy of Las Vegas	\$3,600.00	Somerset Academy of Las Vegas- Funds for stipends for LETRS Professional Development for all Somerset Teachers and Administrators to learn how to support the academic achievement of all K-5 students. Stipends \$30/hour x 120 (42 for Cohort 4, 46 for Cohort 5, and 32 for facilitators to attend both launches) = \$3,600
100	Salaries	Somerset Academy of Las Vegas	\$2,880.00	Somerset Academy of Las Vegas- Funds for stipends for LETRS Professional Development for all Somerset Teachers and Administrators to learn how to support the academic achievement of all K-5 students. Stipends \$30/hour x 24/hours x 4 participants = \$2,880
100	Salaries	Somerset Academy of Las Vegas	\$3,640.00	Somerset Academy of Las Vegas aims to provide LETRS Professional Development to all K-5 teachers and administrators to enhance the academic achievement of their students. Somerset Academy will allocated funds to offer stipends to facilitators who will mentor LETRS for Cohort 4 and/or Cohort 5. Somerset Academy will provide up to \$520 to facilitators for mentoring assigned school cadres throughout the year. The total cost for 12 trainers will be \$6,240, with \$3,640 allocated to Title II funds, and the remaining \$2,600 to be covered by other funds.
100	Salaries	Somerset Academy of Las Vegas	\$12,000.00	Somerset Academy of Las Vegas - Lone Mountain Campus funds to pay extra duty stipends for teachers who participate in Title II professional development mentoring activities. Mentoring professional development will provide support for new and novice teachers to increase academic and social-emotional learning (SEL) achievement for all students in grades K-8. 400 mentoring hours (approximately 40 teachers x 10 hours per teacher) x \$30 per hour = \$12,000
100	Salaries	Somerset Academy of Las Vegas	\$14,332.83	Somerset Academy of Las Vegas- Lone Mountain campus funds for 1.0 FTE Instructional Coach to increase student achievement for K-8 students to provide intensive professional development with teachers in high quality math, ELA, and science instruction and intervention/engagement strategies and student supports to increase academic achievement. Supplemental instructional coaches/interventionists to support approximately 780 students, 56 teachers, and 3 administrators. 1.0 FTE Instructional Coach x \$14,332.83/year base annual salary= \$14,332.83

100	Salaries	Somerset Academy of Las Vegas	\$30,912.45	Somerset Academy of Las Vegas- Aliante campus funds for 1.0 FTE Instructional Coach to increase student achievement for K-8 students to provide intensive professional development with teachers in high quality math, ELA, and science instruction and intervention/engagement strategies and student supports to increase academic achievement. Supplemental instructional coaches/interventionists to support approximately 780 students, 56 teachers, and 3 administrators. 1.0 FTE Instructional Coach x \$30,912.45/year base annual salary= \$30,912.45
100	Salaries	Somerset Academy of Las Vegas	\$24,927.72	Somerset Academy of Las Vegas-Stephanie campus funds for 1.0 FTE Instructional Coach to increase student achievement for K-8 students to provide intensive professional development with teachers in high quality math, ELA, and science instruction and intervention/engagement strategies and student supports to increase academic achievement. Supplemental instructional coaches/interventionists to support approximately 780 students, 56 teachers, and 3 administrators. 1.0 FTE Instructional Coach x \$24,927.72/year base annual salary= \$24,927.72
100	Salaries	Somerset Academy of Las Vegas	\$63,776.44	Somerset Academy of Las Vegas- Losee campus funds for 1.0 FTE Instructional Coach to increase student achievement for K-8 students to provide intensive professional development with teachers in high quality math, ELA, and science instruction and intervention/engagement strategies and student supports to increase academic achievement. Supplemental instructional coaches/interventionists to support approximately 1200 students, 70 teachers, and 3 administrators. 1.0 FTE Instructional Coach x \$63,776.44/year base annual salary= \$63,776.44
100	Salaries	Somerset Academy of Las Vegas	\$40,007.51	Somerset Academy of Las Vegas- Sky Pointe campus funds for 1.0 FTE Instructional Coach to increase student achievement for K-8 students to provide intensive professional development with teachers in high quality math, ELA, and science instruction and intervention/engagement strategies and student supports to increase academic achievement. Supplemental instructional coaches/interventionists to support approximately 1200 students, 70 teachers, and 3 administrators. 1.0 FTE Instructional Coach x \$40,007.51/year base annual salary= \$40,007.51
100	Salaries	Somerset Academy of Las Vegas	\$12,000.00	Somerset Academy of Las Vegas - Sky Pointe campus funds for extra duty pay for master teachers/mentees to provide mentoring professional development for new/novice teachers. Somerset to pay stipends for mentees to provide training and mentoring to participants to support professional development for all Somerset K-12 teachers and administrators to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. 12 mentors \$500/each extra duty stipends x 2/per year each for a total of \$12,000.
100	Salaries	Somerset Academy of Las Vegas	\$3,000.00	Somerset Academy of Las Vegas - Sky Pointe campus funds for extra duty pay for Mentoring Coordinators to provide mentoring professional development for new/novice teachers. Somerset to pay stipends for mentees to provide training and mentoring to participants to support professional development for all Somerset K-12 teachers and administrators to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. Sky Pointe 3 Mentoring Coordinators x \$1,000/each extra duty stipends= \$3,000
100	Salaries	Somerset Academy of Las Vegas	\$26,228.73	Somerset Academy of Las Vegas- Sky Canyon campus funds for 1.0 FTE Instructional Coach to increase student achievement for K-8 students to provide intensive professional development with teachers in high-quality math, ELA, and science instruction and intervention/engagement strategies and student support to increase academic achievement. Supplemental instructional coaches/interventionists to support approximately 1200 students, 70 teachers, and 3 administrators. 1.0 FTE Instructional Coach x \$26,228.73/year base annual salary= \$26,228.73

200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$109.20	Somerset Academy of Las Vegas aims to provide LETRS Professional Development to all K-5 teachers and administrators to enhance the academic achievement of their students. Somerset Academy will allocate funds for standard fringe benefits for stipends to certified Somerset LETRS Facilitators who will mentor LETRS for Cohort 4 and/or Cohort 5. Benefits include Workers Comp, Medicare, etc. Estimated at $3\% \times \$3,640 = \109.20
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$86.40	Somerset Academy of Las Vegas - Standard fringe benefits for stipends for certified Somerset LETRS Facilitators to provide virtual make-up training and mentoring to participants to support LETRS professional development for all Somerset K-5 teachers and administrators to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. Benefits include Workers Comp, Medicare, etc. Estimated at 3% of \$2,880. Stipends $\$30/\text{hours} \times 24/\text{hours} \times 4 \text{ participants} \times 3\% = \86.40
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$108.00	Somerset Academy of Las Vegas - Funds for stipends for LETRS Professional Development for all Somerset Teachers and Administrators to learn how to support the academic achievement of all K-5 students. Stipends 120 (42 for Cohort 4, 46 for Cohort 5, and 32 for facilitators to attend both launches) = $\$30/\text{hours} \times 120 = \$3600 \times 3\% = \$108$
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$3,960.00	Somerset Academy of Las Vegas - Funds to pay standard fringe benefits for participants stipends to support LETRS professional development for all Somerset students, teachers, and administrators. Benefits include Workers Comp, Medicare, etc. estimated at 3% of \$1,500 stipend. All costs are estimated and will not exceed budgeted amount per line item. Stipends @ $\$1,500/\text{each} \times 88 \text{ participants} = \$132,000.00 \times 3\%$ standard fringe benefits = \$3,960
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$180.00	Somerset Academy of Las Vegas - Standard fringe benefits for stipends for certified Somerset LETRS Facilitators to provide virtual make-up training and mentoring to participants to support LETRS professional development for all Somerset K-5 teachers and administrators to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. Benefits include Workers Comp, Medicare, etc. Estimated at 6% of \$500 stipend. All costs are estimated and will not exceed budgeted amount per line item. $(\$500 \times 6 \text{ Virtual Training Sessions} = \$3000 \times 6\%$ standard fringe benefits = \$180)
200	Retirement Fringe Benefits	Somerset Academy of Las Vegas	\$660.00	Somerset Academy of Las Vegas - Standard fringe benefits for stipends for certified Somerset LETRS Facilitators to provide training and mentoring to participants to support LETRS professional development for all Somerset K-5 teachers and administrators to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. Benefits include Workers Comp, Medicare, etc. Estimated at 3% of \$550 stipend. All costs are estimated and will not exceed budgeted amount per line item. $(\$550 \times 8 \text{ trainings} \times 5 \text{ facilitators} = \$22000.00 \times 3\%$ standard fringe benefits = \$660) = \$660
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$12,800.00	Somerset Academy of Las Vegas - Funds for LETRS Professional Development for all Somerset teachers and administrators to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. LETRS (Language Essentials for Teacher of Reading and Spelling) professional development for identified K-5 Somerset teachers. Purchased Professional Services for LETRS In-Person Training Days @ $\$3,200 \times 4 \text{ days} = \$12,800$
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$445.00	Somerset Academy of Las Vegas - North Las Vegas Campus funds for 1 staff to attend the National Conference on Science Education in Kansas City from October 25-28, 2023. 1 staff x \$445/each registration fee= \$445.
300	Purchased Professional/Technical Services	Somerset Academy of Las Vegas	\$2,994.00	Somerset Academy of Las Vegas - North Las Vegas Campus funds for six administrators/coaches to attend the 7th Annual Conference of The Reading League, which will take place in Syracuse, NY from October 2-4, 2023. $\$499 \text{ conference registration fee} \times 6 \text{ participants} = \$2,994.00$

580	Staff Travel	Somerset Academy of Las Vegas	\$14,315.10	Somerset Academy of Las Vegas - North Las Vegas Campus funds for six administrators/coaches to attend the 7th Annual Conference of The Reading League, which will take place in Syracuse, NY from October 2-4, 2023. Somerset will follow GSA travel rates to include airfare, per diem, ground transportation, hotel, and airport parking at an estimated \$2385.85/person. 6 administrators/instructional coaches x \$2,385.85/each GSA travel rates= \$14,315.10.
580	Staff Travel	Somerset Academy of Las Vegas	\$2,385.83	Somerset Academy of Las Vegas - North Las Vegas Campus funds for 1 staff to attend the National Conference on Science Education in Kansas City from October 25-28, 2023. Somerset will follow GSA travel rates to include airfare, per diem, ground transportation, hotel, and airport parking at an estimated \$2385.83/person. 1 staff x \$2,385.83/each GSA travel rates= \$2385.83
640	Books and Periodicals	Somerset Academy of Las Vegas	\$18,433.80	Somerset Academy of Las Vegas-Funds to purchase LETRS participant bundles necessary for teachers to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. Somerset to pay for participant Bundles to support LETRS® (Language Essentials for Teachers of Reading and Spelling) professional development for identified K-5 Somerset teachers. Cohort 4 Participant Bundles (\$399.00 X 42 = \$16,758 + Shipping and Handling @ \$1,675.80= \$18,433.80)
640	Books and Periodicals	Somerset Academy of Las Vegas	\$16,678.20	Somerset Academy of Las Vegas-Funds to purchase LETRS participant bundles necessary for teachers to participate in Somerset's Title II professional development activities to increase overall academic achievement for all students. Somerset to pay for participant Bundles to support LETRS® (Language Essentials for Teachers of Reading and Spelling) professional development for identified K-5 Somerset teachers. Cohort 5 Participant Bundles (\$399.00 X 38 = \$15,162 + Shipping and Handling @ \$1,516.20= \$16,678.20)
640	Books and Periodicals	Somerset Academy of Las Vegas	\$935.00	Somerset Academy of Las Vegas - Funds to purchase 6 LETRS administrator participant manuals (\$100/Print Manual x 6 = \$600 + \$85 shipping and handling) and funds to purchase 1 administrator course and principal's' primer (Print + License = \$250)= \$935
640	Books and Periodicals	Somerset Academy of Las Vegas	\$2,195.60	Somerset Academy of Las Vegas - Funds to purchase LETRS participant bundles necessary for administrators/facilitators to participate in Somerset's Title II professional development activity to increase overall academic achievement for all students. Somerset to pay for participant bundles to support LETRS (Language Essentials for Teachers of Reading and Spilling) professional development for identified K-5 Somerset administrators/facilitators. LETRS Facilitator Training Bundle (2) Units 1-4 (2) Units 5-8 (Print + 1-Year License) (\$499 x 4 = \$1,996 + 199.60 Shipping/Handling= \$2,195.60)
653	Web-Based and Similar Programs	Somerset Academy of Las Vegas	\$414.00	Somerset Academy of Las Vegas - Funds to purchase LETRS participant bundles necessary for administrators/facilitators to participate in Somerset's Title II professional development activity to increase overall academic achievement for all students. Somerset to pay for participant bundles to support LETRS (Language Essentials for Teachers of Reading and Spelling) professional development for identified K-5 Somerset administrators/facilitators. LETRS Facilitator license renewals for Volume 1 and Volume 2 (\$207 x 2 = \$414) = \$414
653	Web-Based and Similar Programs	Somerset Academy of Las Vegas	\$6,500.00	Somerset Academy of Las Vegas aims to provide LETRS Professional Development to all K-5 teachers and administrators to enhance the academic achievement of their students. Somerset Academy will allocate funds for digital access to LETRS Success Partnership Bronze package. Digital access for one year including: Assigned Success Manager and Proactive Usage Monitoring, Success Planning Meeting, National Live Online Professional Learning (provides virtual make-up sessions for each unit for up to 10 participants), Custom Pacing Guide and LETRS Launch Toolkit. \$6,500
		Totals	\$477,505.81	

**Nevada State Public
Charter School
Authority**

1749 North Stewart Street, Suite 40
Carson City, NV 89706
(Hereinafter referred to as "SPCSA")

Contact: Kristine Myers - kmyers@spsca.nv.gov - 775-687-9105

NOTICE OF SUBGRANT AWARD

Program Name: FY24 Title III Immigrant		Subrecipient Name: Somerset Academy of Las Vegas
Federal Award Date: 7/1/2023		Address: 1378 Paseo Verde Parkway, Suite 200 Henderson, NV 89012
Subgrant Period of Performance: 7/1/2023 - 9/30/2024		
School Year: 23-24	Subgrant Award: <input checked="" type="checkbox"/> New <input type="checkbox"/> Amendment Amendment #:	Subrecipient Information: EIN: 27-5393412 Vendor #: T29028358 UEI: K2NEHJKXX7A3

Project Description:

English Language Acquisition, Language Enhancement, and Academic Achievement - ensure that immigrant children and youth attain English proficiency, achieve at high levels in academic subjects, assist educators in establishing, implementing, and sustaining effective language acquisition programs, enhance the capacity of educators to provide effective instructional programs for English learners, and to promote parent, family, and community engagement.

Source of Funds:

Program	Source of Funds	ALN	FAIN
Formula	Federal	84.365A	S365A230028

R&D: Yes No

Indirect Cost Rate to State: Yes No

Indirect Cost Rate to Subrecipient: Yes No

Disbursement of funds will be as follows:

Payment will be made after completion of subrecipient's obligations and upon receipt and acceptance of a reimbursement request. Documentation is required to support reimbursement requests for actual expenditures specific to this subgrant. Total reimbursements will not exceed the TOTAL AWARD (as stated in Exhibit A) during the subgrant period of performance.

Terms and Conditions:

In accepting these grant funds, it is understood that:

- Expenditures must comply with appropriate state and/or federal regulations;
- This award is subject to the availability of appropriate funds; and
- The recipient of these funds agrees to stipulations listed in the incorporated documents.

Incorporated Documents:

Please refer to the incorporated documents list found on page 2.

	Signature	Date
State Public Charter School Authority	DocuSigned by: <i>Jennifer Bauer</i> 27EEF279BEBB431...	6/26/2023
Charter School Administrator	DocuSigned by: <i>Lee Esplin</i> AD8CA2DC686349D...	6/26/2023
Charter School Board President	DocuSigned by: <i>Travis Mizer</i> E3014C7757D0440...	6/27/2023

Incorporated Documents:

Exhibit A - Title III Immigrant Approved Budget

Exhibit B - Title III, EL Certifications and Assurances

Exhibit C - Title III, EL Reimbursement Requests and Reporting Requirements

Exhibit A - FY24 Title III Immigrant
Approved Budget

Object Code	Object Code Description	Organization	Total	Narrative Description
653	Web-Based and Similar Programs	Somerset Academy of Las Vegas	\$6,696.00	<p>Somerset- funds to pay for Achieve 3000 (or similar) web-based intervention program (or similar vendor) for Title III IMM activities and to increase student achievement, reduce opportunity gaps in ELA and Math, Title III IMM data reporting and progress monitoring, and increase student achievement. All costs are estimated.</p> <p>Achieve 3000 @ \$96/student x 70 students= \$6,720</p> <p>Somerset to pay a portion (\$6,696.00) from grant funding and the remaining (\$24) from other funding sources.</p>
		Totals	\$6,696.00	



**Nevada State Public
Charter School
Authority**

1749 North Stewart Street, Suite 40
Carson City, NV 89706
(Hereinafter referred to as "SPCSA")

Contact: Kieara Doren - kdoren@spsca.nv.gov - N/A

NOTICE OF SUBGRANT AWARD

Program Name: FY24 Title IV, Part A		Subrecipient Name: Somerset Academy of Las Vegas
Federal Award Date: 7/1/2023		Address: 1378 Paseo Verde Parkway, Suite 200 Henderson, NV 89012
Subgrant Period of Performance: 7/1/2023 - 9/30/2024		
School Year: 23-24	Subgrant Award: <input checked="" type="checkbox"/> New <input type="checkbox"/> Amendment Amendment #:	Subrecipient Information: EIN: 27-5393412 Vendor #: T29028358 UEI: K2NEHJKXX7A3

Project Description:

Student Support and Academic Enrichment - intended to improve students' academic achievement by providing all students with access to a well-rounded education; improving school conditions for student learning; and improving the use of technology to improve the academic achievement and digital literacy of all students.

Source of Funds:

Program	Source of Funds	ALN	FAIN
Formula	Federal	84.424A	S424A230029

R&D: Yes No

Indirect Cost Rate to State: Yes No

Indirect Cost Rate to Subrecipient: Yes No

Disbursement of funds will be as follows:

Payment will be made after completion of subrecipient's obligations and upon receipt and acceptance of a reimbursement request. Documentation is required to support reimbursement requests for actual expenditures specific to this subgrant. Total reimbursements will not exceed the TOTAL AWARD (as stated in Exhibit A) during the subgrant period of performance.

Terms and Conditions:

In accepting these grant funds, it is understood that:

1. Expenditures must comply with appropriate state and/or federal regulations;
2. This award is subject to the availability of appropriate funds; and
3. The recipient of these funds agrees to stipulations listed in the incorporated documents.

Incorporated Documents:

Please refer to the incorporated documents list found on page 2.

	Signature	Date
State Public Charter School Authority	DocuSigned by: <i>Jennifer Bauer</i> 27EEF279BEBB431...	6/26/2023
Charter School Administrator	DocuSigned by: <i>Lee Esplin</i> AD8CA2DC686349D...	6/26/2023
Charter School Board President	DocuSigned by: <i>Travis Mizer</i> E3014C7757D0440...	6/27/2023

Incorporated Documents:

Exhibit A - Title IVA Approved Budget

Exhibit B - Title IVA Certifications and Assurances

Exhibit C - Title IVA Reimbursement Requests and Reporting Requirements

Exhibit A - FY24 Title IV, Part A
Approved Budget

Object Code	Object Code Description	Organization	Total	Narrative Description
100	Salaries	Somerset Academy of Las Vegas	\$49,228.87	Somerset Losee - to pay salary @ \$49,228.87 for 1.0 STEM and Family Engagement Coordinator for grades K-12 to support cross cutting authorized activities Safe and Healthy Students (family engagement), Well Rounded Educational Opportunities (STEM), and Effective Use of Technology (innovative blended learning projects). 1.0 FTE @ \$49,228.87/year base salary
		Totals	\$49,228.87	

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **4a – ACADEMIC PROGRESS REPORTS AND CAMPUS UPDATES BY SOMERSET PRINCIPALS**

NUMBER OF ENCLOSURES: **0**

SUBJECT: ACADEMIC PROGRESS REPORTS AND CAMPUS UPDATES

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **SOMERSET PRINCIPALS**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **10-15 MINUTES**

BACKGROUND: **THE SOMERSET PRINCIPALS WILL PROVIDE ACADEMIC PROGRESS REPORTS AND CAMPUS UPDATES.**

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**
AGENDA ITEM: **4b – REVIEW AND APPROVAL OF ORGANIZATIONAL PERFORMANCE
FRAMEWORK SELF-CERTIFICATION**
NUMBER OF ENCLOSURES: **1**

**SUBJECT: ORGANIZATIONAL PERFORMANCE FRAMEWORK SELF-
CERTIFICATION**

ACTION
 CONSENT AGENDA
 INFORMATION
 PUBLIC HEARING

PRESENTER(S): SOMERSET PRINCIPALS/BOARD

PROPOSED WORDING FOR MOTION/ACTION:

**MOVE TO APPROVE THE ORGANIZATIONAL PERFORMANCE FRAMEWORK SELF-
CERTIFICATION, AS PRESENTED.**

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **5-7 MINUTES**

**BACKGROUND: PRIOR TO SUBMISSION TO THE SPCSA THE BOARD WILL NEED TO
REVIEW AND APPROVE THE ORGANIZATIONAL PERFORMANCE FRAMEWORK SELF-
CERTIFICATION.**

Joe Lombardo
Governor

STATE OF NEVADA

Rebecca Feiden
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

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

STATE PUBLIC CHARTER SCHOOL AUTHORITY
ORGANIZATIONAL PERFORMANCE FRAMEWORK
Self-Certification Form

Updated July 2023 for School Year Ending Jun 30, 2022

Dear Charter School Leaders and Board members:

In addition to the desk audit and regular Site Evaluations pursuant to NRS 388A.223(1)(i), the SPCSA staff also conducts these self-certifications to confirm certain areas of school performance. The self-certification is focused on confirming that schools are consistently in compliance with all applicable federal, state, local and agency requirements. In addition to this certification, SPCSA staff reviews documentation and gathers information from other relevant agencies, such as the Nevada Department of Education (NDE), to confirm compliance with these areas.

Please review and certify the compliance of your school with the following Organizational Performance Framework (OPF) areas.

The period of review being certified is for the School Year ending June 30, 2023. This updated version reflects the removal of three self-certification requirements. SPCSA staff will confirm compliance regarding those three areas with NDE, document review, and/or other third-party sources.

Deadline:

These self-certification forms must be returned to the SPCSA by being posted in Epicenter no later than **August 1, 2023. Prior to the submission of the form, the school’s board shall review and approve the form at a regularly scheduled board meeting.**

References, e.g. “1b”, refer to sections in the [OPF Technical Guide](#). The below items are select—and not all—areas from the OPF requiring self-certification by the school board. See the OPF Technical Guide for all other areas being reviewed by the SCPSA.

Self-Certification List (Select¹ OPF items)	
Indicator 1: Education Program	
1. The school conducted initial evaluations within the 45-day timeline to determine if students had a disability and were eligible for special education services. 1c	Yes <input type="checkbox"/> X No <input type="checkbox"/>
2. The school only uses Staff (internal or contracted) who hold Nevada licensure in special education to provide special education services, pursuant to NRS 388A.518. 1c	Yes <input type="checkbox"/> X No <input type="checkbox"/>
3. Evaluations and current, signed IEPs are on file for all special education students when available. 34 CFR 300.341-350 and 300.531-536 and NAC 388 https://www.leg.state.nv.us/nac/nac-388.html . 1c	Yes <input type="checkbox"/> X No <input type="checkbox"/>
4. The school ensured that all students with disabilities and all students receiving instruction in a class funded with Gifted and Talented Funds were served at the required student-teacher ratios (NAC 388.150). 1c	Yes <input type="checkbox"/> X No <input type="checkbox"/>
5. The school took proper steps to identify all students in need of ELL services as required by law, evidenced by: a. The presence of completed Home Language Surveys (HLS) of pupil records reviewed; b. Screening Tests for pupils identified as having a primary home language other than English and for students who have received ELL services at the charter school; and evidence of Parent Notification for identified pupils. 1d	Yes <input type="checkbox"/> X No <input type="checkbox"/>
6. Staff the school uses (internal or contracted) to provide services to English Language Learners hold, as required by law, Nevada licenses with English Language Acquisition and Development (ELAD) endorsements (with or without practicum). 1d	Yes <input type="checkbox"/> X No <input type="checkbox"/>
Indicator 2. Financial Management and Oversight	

¹ While SPCSA staff will rely on verified data from NDE and PERS for some data, school boards are encouraged to confirm for themselves compliance with the following items which appeared on prior versions of this form: The 95% student testing participation requirement for all mandated statewide assessments; material compliance with student attendance requirements, achieving attendance of 90% or greater; the school is current with all PERS obligations.

7. The governing board certifies that it is submitting all required reports in the NDE chart of accounts (COA) formats required by the Department. 2c	Yes <input type="checkbox"/> X No <input type="checkbox"/>
Indicator 3: Governance and Reporting	
8. The Attorney General did not issue findings of fact and conclusions of law that the governing body or any other public body created by the charter school has taken action in violation of any provision of NRS 241.010 et seq. (Open Meeting Law) during the fiscal year. 3a	Yes X No <input type="checkbox"/>
9. The school received no material governance compliance complaints which were substantiated or if they were substantiated the school board promptly implemented acceptable corrective actions. 3a	Yes X No <input type="checkbox"/>
10. The school's governing body certifies that all current board members have completed training in Nevada's Opening Meeting Law and the State Public Charter School's Governance Standards. See NRS 388A.224. 3a	Yes X No <input type="checkbox"/>
Indicator 4: Students and Employees	
11. The school properly collects and protects student private information pursuant to FERPA and any other applicable requirements. 4a	Yes <input type="checkbox"/> X No <input type="checkbox"/>
12. The school's governing board certifies the school was in compliance with all due process protections, privacy, civil rights, and student liberties requirements, including the First Amendment. 4a	Yes <input type="checkbox"/> X No <input type="checkbox"/>
13. The school complies with requirements regarding maintenance of personnel records. 4d	Yes <input type="checkbox"/> X No <input type="checkbox"/>
14. The school has no known outstanding obligations with regard to payroll, unemployment, ADA, FLMA, IRS, or other federal, state and local entities. 4e	Yes <input type="checkbox"/> X No <input type="checkbox"/>
15. The school timely obtained valid fingerprint clearance for all school employees which have or may have regular contact with children or with student data, all employees and volunteers of the charter school and all vendor employees situated or regularly on campus NRS 388A.515. 4f	Yes <input type="checkbox"/> X No <input type="checkbox"/>
16. All Governing Body members, after being appointed, have met the 10 day law regarding fingerprint submissions, and maintain compliance with fingerprint requirements pursuant to NRS 388A.323. 4f	Yes <input type="checkbox"/> X No <input type="checkbox"/>
Indicator 5: School Environment	
17. The school complies with all other requirements including providing appropriate nursing services and dispensing of pharmaceuticals, food service requirements, and other health and safety services. 5b	Yes <input type="checkbox"/> X No <input type="checkbox"/>

Notes	
Please provide an explanation for each item above that you selected "No." (Provide the item number and explanation in the table below. Insert rows if necessary.)	
<i>Item Number(s)</i>	<i>Explanation(s)</i>

School Board Certification of Compliance
with the Organizational Performance requirements of the SPCSA
For the School Year Ending June 30, 2023

The Board of the Somerset Academy of Las Vegas__(school) certifies to the State Public Charter School Authority (SPCSA) that, based on its reviews, verifications and certifications of the compliance of its charter school, that the school, including all of its campuses and support offices, where applicable, to the best of our knowledge, and except as described below, has, from the start of the school fiscal year and throughout the school fiscal and educational year, operated in compliance with all applicable federal, state and local laws, regulations and ordinances as well as with its charter contract obligations with the SPCSA, as indicated above.

Signature

Date

Travis Mizer

Printed Name

Travis Mizer

Board Chair

August 21, 2023

Board Meeting Approval Date

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **4c – DISCUSSION REGARDING AT-RISK FUNDING CHANGES**

NUMBER OF ENCLOSURES: **1**

SUBJECT: AT-RISK FUNDING CHANGES DISCUSSION

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **TREVOR GOODSSELL/RYAN REEVES**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **5-7 MINUTES**

BACKGROUND: **TREVOR GOODSSELL WILL REVIEW THE CHANGES TO THE AT-RISK FUNDING CRITERIA.**

At-Risk Factors (75)

Academic (14)

Average grade percent
Cumulative GPA
Grades proportion over 90%
Grades proportion 80-90%
Grades proportion 70-80%
Grades proportion 60-70%
Grades proportion under 60%
Missing assignments
Assessments percentile 80-100th
Assessments percentile 60-79th
Assessments percentile 40-59th
Assessments percentile 20-40th
Assessments percentile below 20th
Standards proficiencies

Attendance (6)

Absent periods as proportion of instructional periods
Absent exempt periods as proportion of instructional periods
Tardy periods as proportion of instructional periods
Absent unexcused periods as proportion of instructional periods
Absent unexcused unknown periods as proportion of instructional periods
Percent in attendance

Behavior (7)

All negative behavior resolution count
Count of behavior event with Drug classification
Count of behavior event with Harassment classification
Count of behavior event with None classification
Count of behavior event with Null classification
Count of behavior event with Weapon classification
All negative behavior resolution duration

Home and Enrollment Stability (24)

Address consecutive years
Address count
Changes in address in the middle of a school year
Age
Prior enrollment end status
Number of districts in which this student was enrolled
Changes in district in the middle of a school year
Number of schools in which this student was enrolled
Changes in school in the middle of a school year
Grade level
Guardian count
Guardian logins to Campus Parent application
Homeless status
Number of changes in household membership
Count of household members
Immigrant status
Free/reduced meal eligibility
Enrollment end status in the previous 1 year was a bad outcome
Enrollment end status in the previous 2 years was a bad outcome
Enrollment end status in the previous 5 years was a bad outcome
Count of previous no-shows
Refugee status
Enrollment start status
Student logins to Campus Student application

Other (24)

Birth country
District identity
Previous dropout reason
Extra year in primary school or not
Foreign exchange student
Gender
Gifted/talented status
Number of health office visits
Hispanic identity
Home primary language
LEP status
No-show last year
Primary disability
Race/ethnicity
School identity
School state classification
School type
School wide Title I
Section 504 status
Service type
Special education setting
Special education exit reason
State (e.g. Nevada)
Zip code

	Funding		New At-Risk Funding	Estimated Enrollment	% At-Risk	FRL Count
	FY23	FY24				
CIVICA	63,163	153,765	49	913	5.37%	467
Doral	311,719	116,109	37	6,421	0.58%	1,243
DANN	10,367	-	-	996	0.00%	45
MANN	62,199	12,552	4	498	0.80%	261
Mater	470,351	141,213	45	4,199	1.07%	2,281
PANN	21,697	-	-	1,003	0.00%	100
Pinecrest	329,318	637,028	203	8,050	2.52%	1,535
SLAM	183,463	389,120	124	1,880	6.60%	1,451
Somerset	568,471	947,696	302	9,698	3.11%	2,513

Senate Bill No. 503—Committee on Finance

CHAPTER.....

AN ACT relating to education; ensuring sufficient funding for K-12 public education for the 2023-2025 biennium; apportioning the State Education Fund for the 2023-2025 biennium; authorizing certain expenditures; making appropriations relating to base per pupil funding, weighted funding and other educational purposes; revising provisions relating to at-risk pupils; and providing other matters properly relating thereto.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets [omitted material] is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. 1. The total public support for school districts, charter schools and university schools for profoundly gifted pupils for Fiscal Year 2023-2024 is an estimated average of \$12,863 per pupil.

2. As used in this section, “total public support” includes all money appropriated directly for the support of the public schools in this State, including, without limitation, the statewide base per pupil funding amount, adjusted base per pupil funding, additional weighted funding and all money appropriated for a specific program or purpose in support of the public schools, and all other money projected to be received for the support of the public schools from taxes, fees and other revenues authorized by state law, excluding any money provided by the Federal Government directly to a public school or school district or otherwise provided on a one-time basis in response to an emergency.

Sec. 2. 1. The total public support for school districts, charter schools and university schools for profoundly gifted pupils for Fiscal Year 2024-2025 is an estimated average of \$13,368 per pupil.

2. As used in this section, “total public support” includes all money appropriated directly for the support of the public schools in this State, including, without limitation, the statewide base per pupil funding amount, adjusted base per pupil funding, additional weighted funding and all money appropriated for a specific program or purpose in support of the public schools, and all other money projected to be received for the support of the public schools from taxes, fees and other revenues authorized by state law, excluding any money provided by the Federal Government directly to a public



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school or school district or otherwise provided on a one-time basis in response to an emergency.

Sec. 3. 1. There is hereby appropriated from the State General Fund to the Pupil-Centered Funding Plan Account in the State Education Fund:

For the Fiscal Year 2023-2024 \$1,137,995,964
 For the Fiscal Year 2024-2025 \$1,487,995,964

2. The Legislature declares that the money appropriated by this section is sufficient, when combined with other money reasonably available for this purpose, to fund the operation of the public schools in this State for kindergarten through grade 12 for the next ensuing biennium for the population reasonably estimated for that biennium.

3. Except as otherwise provided in subsection 4, the money appropriated by subsection 1 must be:

(a) Expended in accordance with the allotment, transfer, work program and budget provisions of NRS 353.150 to 353.246, inclusive; and

(b) Work-programmed for the 2 separate fiscal years of the 2023-2025 biennium, as required by NRS 353.215.

4. Except as otherwise provided in this subsection, transfers to and from allotments must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request. Notwithstanding the provisions of subsection 4 of NRS 353.220, the approval of the Interim Finance Committee is not required for any request for the revision of a work program for such money.

Sec. 4. 1. Expenditure from or transfer to the Pupil-Centered Funding Plan Account in the State Education Fund of \$4,358,527,845 from money in the State Education Fund that was not appropriated from the State General Fund is hereby authorized during Fiscal Year 2023-2024.

2. Expenditure from or transfer to the Pupil-Centered Funding Plan Account in the State Education Fund of \$4,251,457,900 from money in the State Education Fund that was not appropriated from the State General Fund is hereby authorized during Fiscal Year 2024-2025.

3. The money authorized to be expended or transferred by subsections 1 and 2 must be expended or transferred in accordance with the allotment, transfer, work program and budget provisions of NRS 353.150 to 353.246, inclusive. Transfers to and from allotments must be allowed and made in accordance with



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NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

Sec. 5. 1. For each respective school district, the Department of Education shall transfer from the Pupil-Centered Funding Plan Account in the State Education Fund the following sums for food services and transportation for pupils and any other similar service for Fiscal Year 2023-2024:

	Food Services	Transportation
Carson City	\$416,102	\$2,582,131
Churchill	\$12,479	\$1,651,859
Clark	\$0	\$140,675,061
Douglas	\$0	\$3,883,247
Elko	\$383,534	\$4,699,832
Esmeralda	\$49,201	\$327,997
Eureka	\$398,552	\$433,529
Humboldt	\$19,058	\$2,014,575
Lander	\$24,958	\$413,257
Lincoln	\$60,218	\$621,973
Lyon	\$0	\$5,007,439
Mineral	\$158,758	\$315,517
Nye	\$0	\$4,261,136
Pershing	\$25,182	\$799,076
Storey	\$22,963	\$546,455
Washoe	\$0	\$23,700,907
White Pine	\$48,713	\$1,216,700

2. For each respective school district, charter school and university school for profoundly gifted pupils, the Department of Education shall transfer from the Pupil-Centered Funding Plan Account in the State Education Fund the following sums which may be used for local funding for pupils with disabilities for Fiscal Year 2023-2024:

Carson City	\$6,412,805
Churchill	\$1,636,353
Clark	\$383,891,970
Douglas	\$4,007,059
Elko	\$5,045,055
Esmeralda	\$44,545
Eureka	\$199,664
Humboldt	\$2,354,507
Lander	\$1,051,226
Lincoln	\$327,164



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Lyon	\$9,566,849
Mineral	\$215,303
Nye	\$8,300,972
Pershing	\$456,047
Storey	\$54,956
Washoe	\$44,859,802
White Pine	\$598,608
Charter Schools, combined	\$14,758,608
University Schools, combined	\$0

3. The statewide base per pupil funding amount for Fiscal Year 2023-2024 is \$8,966 per pupil.

4. For each respective school district, the adjusted base per pupil funding amount for Fiscal Year 2023-2024 is:

Carson City	\$9,632
Churchill	\$10,157
Clark	\$9,045
Douglas	\$10,094
Elko	\$11,017
Esmeralda	\$31,203
Eureka	\$36,047
Humboldt	\$10,979
Lander	\$13,331
Lincoln	\$16,319
Lyon	\$10,943
Mineral	\$15,443
Nye	\$10,957
Pershing	\$14,444
Storey	\$24,378
Washoe	\$9,243
White Pine	\$14,156

5. For each charter school or university school for profoundly gifted pupils, the statewide base per pupil funding amount for each pupil enrolled full-time in a program of distance education provided by such a school in Fiscal Year 2023-2024 is \$8,966. For each charter school or university school for profoundly gifted pupils which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2023-2024, before application of the appropriate attendance area adjustment, is:



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Carson City	\$8,966
Churchill	\$8,966
Clark	\$8,966
Douglas	\$8,966
Elko	\$8,966
Esmeralda	\$8,966
Eureka	\$8,966
Humboldt	\$8,966
Lander	\$8,966
Lincoln	\$8,966
Lyon	\$8,966
Mineral	\$8,966
Nye	\$8,966
Pershing	\$8,966
Storey	\$8,966
Washoe	\$8,966
White Pine	\$8,966

6. The Department of Education shall determine the final adjusted base per pupil funding amount for Fiscal Year 2023-2024 for a charter school or university school for profoundly gifted pupils by applying the appropriate attendance area adjustment for the location of the charter school or university school within a county to the amount established by subsection 5 for the county in which the charter school or university school is located. For a charter school or university school in each of the following counties, the final adjusted base per pupil funding amount for Fiscal Year 2023-2024 must not exceed:

Carson City	\$9,632
Churchill	\$10,157
Clark	\$8,966
Elko	\$9,670
Washoe (Reno Attendance Area)	\$8,966
Washoe (Stead Attendance Area)	\$9,674
White Pine	\$12,982

7. The additional weighted funding for each pupil estimated to be enrolled in a public school in each respective category for Fiscal Year 2023-2024, expressed as a multiplier to the statewide base per pupil funding amount, is:

For English learners	0.45
For at-risk pupils	0.35
For gifted and talented pupils	0.12



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8. For each respective school district, charter school and university school for profoundly gifted pupils, the Department of Education shall transfer from the Pupil-Centered Funding Plan Account in the State Education Fund the following sums for additional weighted funding at the levels established by subsection 7 for Fiscal Year 2023-2024:

	English Learners	At-Risk Pupils	Gifted and Talented Pupils
Carson City	\$2,900,920	\$906,902	\$414,225
Churchill	\$447,847	\$555,438	\$0
Clark	\$151,832,282	\$165,294,594	\$4,890,007
Douglas	\$681,857	\$536,610	\$49,492
Elko	\$2,731,464	\$1,980,121	\$104,363
Esmeralda	\$17,401	\$8,386	\$0
Eureka	\$10,213	\$1,198	\$0
Humboldt	\$819,036	\$254,184	\$0
Lander	\$133,144	\$307,531	\$0
Lincoln	\$24,208	\$134,937	\$0
Lyon	\$1,956,810	\$1,650,624	\$0
Mineral	\$137,178	\$163,180	\$0
Nye	\$1,307,229	\$1,408,993	\$0
Pershing	\$92,797	\$122,385	\$0
Storey	\$13,777	\$13,777	\$0
Washoe	\$27,137,115	\$15,414,190	\$1,354,569
White Pine	\$60,520	\$342,049	\$0
Charter Schools, combined	\$22,230,970	\$9,571,107	\$1,180,272
University Schools, combined	\$0	\$0	\$0

9. Pursuant to the expression of legislative intent in subsection 3 of NRS 387.121, the Esmeralda, Eureka and Storey County school districts may each reapportion money received pursuant to subsections 4 and 8 in a manner similar to the apportionment of such money in the fiscal year ending on June 30, 2020, to ensure that each pupil in the district receives a reasonably equal educational opportunity.

10. As used in this section:

(a) "Reno Attendance Area" means the portion of the Washoe County School District not located in the Stead Attendance Area.



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(b) "Stead Attendance Area" means the portion of the Washoe County School District located on the grounds of the Sierra Nevada Academy Charter School.

Sec. 6. 1. For each respective school district, the Department of Education shall transfer from the Pupil-Centered Funding Plan Account in the State Education Fund the following sums for food services and transportation for pupils and any other similar service for Fiscal Year 2024-2025:

	Food Services	Transportation
Carson City	\$416,182	\$2,582,627
Churchill	\$12,482	\$1,652,176
Clark	\$0	\$140,702,048
Douglas	\$0	\$3,883,992
Elko	\$383,608	\$4,700,733
Esmeralda	\$49,211	\$328,060
Eureka	\$398,629	\$433,612
Humboldt	\$19,062	\$2,014,961
Lander	\$24,963	\$413,337
Lincoln	\$60,230	\$622,092
Lyon	\$0	\$5,008,400
Mineral	\$158,788	\$315,578
Nye	\$0	\$4,261,953
Pershing	\$25,187	\$799,229
Storey	\$22,968	\$546,560
Washoe	\$0	\$23,705,454
White Pine	\$48,723	\$1,216,933

2. For each respective school district, charter school and university school for profoundly gifted pupils, the Department of Education shall transfer from the Pupil-Centered Funding Plan Account in the State Education Fund the following sums which may be used for local funding for pupils with disabilities for Fiscal Year 2024-2025:

Carson City	\$6,414,035
Churchill	\$1,636,667
Clark	\$383,965,616
Douglas	\$4,007,828
Elko	\$5,046,023
Esmeralda	\$44,554
Eureka	\$199,702
Humboldt	\$2,354,959
Lander	\$1,051,427



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Lincoln	\$327,227
Lyon	\$9,568,684
Mineral	\$215,344
Nye	\$8,302,564
Pershing	\$456,135
Storey	\$54,966
Washoe	\$44,868,408
White Pine	\$598,723
Charter Schools, combined	\$14,761,440
University Schools, combined	\$0

3. The statewide base per pupil funding amount for Fiscal Year 2024-2025 is \$9,414 per pupil.

4. For each respective school district, the adjusted base per pupil funding amount for Fiscal Year 2024-2025 is:

Carson City	\$10,114
Churchill	\$10,662
Clark	\$9,497
Douglas	\$10,598
Elko	\$11,567
Esmeralda	\$31,214
Eureka	\$36,057
Humboldt	\$11,525
Lander	\$13,995
Lincoln	\$17,132
Lyon	\$11,488
Mineral	\$16,212
Nye	\$11,505
Pershing	\$15,163
Storey	\$24,384
Washoe	\$9,705
White Pine	\$14,861

5. For each charter school or university school for profoundly gifted pupils, the statewide base per pupil funding amount for each pupil enrolled full-time in a program of distance education provided by such a school in Fiscal Year 2024-2025 is \$9,414. For each charter school or university school for profoundly gifted pupils which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2024-2025 is:



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Carson City	\$9,414
Churchill	\$9,414
Clark	\$9,414
Douglas	\$9,414
Elko	\$9,414
Esmeralda	\$9,414
Eureka	\$9,414
Humboldt	\$9,414
Lander	\$9,414
Lincoln	\$9,414
Lyon	\$9,414
Mineral	\$9,414
Nye	\$9,414
Pershing	\$9,414
Storey	\$9,414
Washoe	\$9,414
White Pine	\$9,414

6. The Department of Education shall determine the final adjusted base per pupil funding amount for Fiscal Year 2024-2025 for a charter school or university school for profoundly gifted pupils by applying the appropriate attendance area adjustment for the location of the charter school or university school within a county to the amount established by subsection 5 for the county in which the charter school or university school is located. For a charter school or university school in each of the following counties, the final adjusted base per pupil funding amount for Fiscal Year 2024-2025 must not exceed:

Carson City	\$10,114
Churchill	\$10,662
Clark	\$9,414
Elko	\$10,153
Washoe (Reno Attendance Area)	\$9,414
Washoe (Stead Attendance Area)	\$10,158
White Pine	\$13,629

7. The additional weighted funding for each pupil estimated to be enrolled in a public school in each respective category for Fiscal Year 2024-2025, expressed as a multiplier to the statewide base per pupil funding amount, is:

For English learners	0.45
For at-risk pupils	0.35
For gifted and talented pupils	0.12



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8. For each respective school district, charter school and university school for profoundly gifted pupils, the Department of Education shall transfer from the Pupil-Centered Funding Plan Account in the State Education Fund the following projected sums for additional weighted funding at the levels established by subsection 7 for Fiscal Year 2024-2025, subject to adjustment based on updated weighted pupil counts with approval of the Interim Finance Committee:

	English Learners	At-Risk Pupils	Gifted and Talented Pupils
Carson City	\$3,045,888	\$952,222	\$434,925
Churchill	\$470,227	\$583,195	\$0
Clark	\$159,419,816	\$173,554,882	\$5,134,375
Douglas	\$715,932	\$563,426	\$51,965
Elko	\$2,867,964	\$2,079,074	\$109,579
Esmeralda	\$17,404	\$8,387	\$0
Eureka	\$10,215	\$1,198	\$0
Humboldt	\$859,966	\$266,886	\$0
Lander	\$139,797	\$322,899	\$0
Lincoln	\$25,418	\$141,680	\$0
Lyon	\$2,054,597	\$1,733,111	\$0
Mineral	\$144,034	\$171,334	\$0
Nye	\$1,372,556	\$1,479,404	\$0
Pershing	\$97,435	\$128,501	\$0
Storey	\$13,779	\$13,779	\$0
Washoe	\$28,493,242	\$16,184,485	\$1,422,262
White Pine	\$63,544	\$359,143	\$0
Charter Schools, combined	\$23,341,921	\$10,049,406	\$1,239,255
University Schools, combined	\$0	\$0	\$0

9. Pursuant to the expression of legislative intent in subsection 3 of NRS 387.121, the Esmeralda, Eureka and Storey County school districts may each reapportion money received pursuant to subsections 4 and 8 in a manner similar to the apportionment of such money in the fiscal year ending on June 30, 2020, to ensure that each pupil in the district receives a reasonably equal educational opportunity.

10. As used in this section:

(a) "Reno Attendance Area" means the portion of the Washoe County School District not located in the Stead Attendance Area.



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(b) "Stead Attendance Area" means the portion of the Washoe County School District located on the grounds of the Sierra Nevada Academy Charter School.

Sec. 7. 1. There is hereby appropriated from the State General Fund to the Account for State Special Education Services created by NRS 388.5243 for the support of pupils with disabilities the following amounts:

For the Fiscal Year 2023-2024 \$245,688,753

For the Fiscal Year 2024-2025 \$252,791,713

2. Expenditure of \$2,000,000 in both Fiscal Year 2023-2024 and Fiscal Year 2024-2025 from money in the Account for State Special Education Services created by NRS 388.5243 that was not appropriated from the State General Fund is hereby authorized for expenditure for the support of pupils with disabilities.

3. The Department of Education shall transfer from the Account for State Special Education Services created by NRS 388.5243 the following sums for pupils with disabilities:

For the Fiscal Year 2023-2024 \$244,188,753

For the Fiscal Year 2024-2025 \$251,291,713

4. The money transferred pursuant to subsection 3 must be used only to fund the school districts, charter schools and university schools for profoundly gifted pupils for the enrollment of pupils with disabilities in accordance with the statewide multiplier calculated by the Department of Education pursuant to subsection 1 of NRS 387.122.

5. The Department of Education shall transfer from the Account for State Special Education Services created by NRS 388.5243 the following sums for pupils with disabilities:

For the Fiscal Year 2023-2024 \$1,500,000

For the Fiscal Year 2024-2025 \$1,500,000

6. The money transferred pursuant to subsection 5 must be used only to fund the school districts, charter schools and university schools for profoundly gifted pupils for the enrollment of pupils with disabilities in accordance with the funding multiplier calculated by the Department of Education pursuant to subsection 2 of NRS 387.122.

7. The Department of Education may transfer from the Account for State Special Education Services created by NRS 388.5243 the following sums for pupils with disabilities:

For the Fiscal Year 2023-2024 \$2,000,000

For the Fiscal Year 2024-2025 \$2,000,000



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8. The money transferred pursuant to subsection 7 must be used only to carry out the purposes of subsection 4 of NRS 388.5243.

9. Any remaining balance of the sums transferred pursuant to subsections 3 and 5 for Fiscal Year 2023-2024 and Fiscal Year 2024-2025 must not be committed for expenditure after June 30 of each fiscal year and must be reverted to the State General Fund on or before September 20, 2024, and September 19, 2025, for each fiscal year respectively.

Sec. 8. 1. There is hereby appropriated from the State General Fund to the Other State Education Programs Account in the State General Fund the following sums:

For the Fiscal Year 2023-2024 \$44,286,630

For the Fiscal Year 2024-2025 \$44,286,630

2. The money appropriated by subsection 1 must be expended in accordance with the allotment, transfer, work program and budget provisions of NRS 353.150 to 353.246, inclusive. Transfers to and from allotments must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

3. The Department of Education shall transfer from the Other State Education Programs Account the sum of \$19,260,398 for both Fiscal Year 2023-2024 and Fiscal Year 2024-2025 for distribution by the Superintendent of Public Instruction to school districts for the support of courses which are approved by the Department of Education as meeting the course of study for an adult standard high school diploma as approved by the State Board of Education. In each fiscal year of the 2023-2025 biennium, the sum transferred must be allocated among the various school districts in accordance with a plan or formula developed by the Department of Education to ensure that the money is distributed equitably and in a manner that permits accounting for the expenditures of school districts.

4. The Department of Education shall, not later than November 1, 2023, and November 1, 2024, provide a written report to the Governor, the Joint Interim Standing Committee on Education and the Director of the Legislative Counsel Bureau that describes, for the immediately preceding fiscal year, each expenditure made from the amount transferred pursuant to subsection 3 or pursuant to subsection 4 of section 8 of chapter 473, Statutes of Nevada 2021, at page 2909, as applicable, and the performance results of the participants of the Adult High School Diploma program.

5. Any remaining balance of the allocations made pursuant to subsection 3 for Fiscal Year 2023-2024 must be added to the money



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received by the school districts for Fiscal Year 2024-2025 and may be expended as that money is expended. Any remaining balance of the allocations made pursuant to subsection 3 for Fiscal Year 2024-2025, including any such money added from the previous fiscal year, must not be committed for expenditure after June 30, 2025, and must be reverted to the State General Fund on or before September 19, 2025.

6. The money appropriated by subsection 1 to finance specific programs as outlined in this subsection is available for both Fiscal Year 2023-2024 and Fiscal Year 2024-2025 and may be transferred from one fiscal year to the other with the approval of the Interim Finance Committee upon the recommendation of the Governor as follows:

(a) A total of \$3,927,708 in Fiscal Year 2023-2024 and \$3,927,708 in Fiscal Year 2024-2025 for the Jobs for Nevada's Graduates Program.

(b) A total of \$300,000 in both Fiscal Year 2023-2024 and Fiscal Year 2024-2025 to the Department of Education for transfer to the Leadership Institute of Nevada for the implementation and operation of educational leadership training programs. Expenditure of this money is contingent upon matching money being provided from sources other than the appropriation made by subsection 1. The Department of Education shall not distribute any money for the implementation and operation of educational leadership training programs until an equivalent amount of matching money has been committed.

7. Of the total transferred in each fiscal year pursuant to paragraph (a) of subsection 6, expenditure of an amount up to \$314,293 in each fiscal year is contingent upon matching money being provided from sources other than the appropriation in subsection 1. The Department of Education shall not distribute the money identified in this subsection to the Jobs for Nevada's Graduates Program until an equivalent amount of matching money has been committed.

8. Upon acceptance of the money transferred pursuant to paragraph (b) of subsection 6, the Leadership Institute of Nevada agrees to:

(a) Prepare and transmit a report to the Interim Finance Committee on or before September 20, 2024, that describes each expenditure made from the money transferred pursuant to paragraph (b) of subsection 6 from the date on which the money was received by the Leadership Institute of Nevada through June 30, 2024;



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(b) Prepare and transmit a final report to the Interim Finance Committee on or before September 19, 2025, that describes each expenditure made from the money transferred pursuant to paragraph (b) of subsection 6 from the date on which the money was received by the Leadership Institute of Nevada through June 30, 2025; and

(c) Upon request of the Legislative Commission, make available to the Legislative Auditor any of the books, accounts, claims, reports, vouchers or other records of information, confidential or otherwise, of the Leadership Institute of Nevada, regardless of their form or location, that the Legislative Auditor deems necessary to conduct an audit of the use of the money transferred pursuant to paragraph (b) of subsection 6.

9. Any remaining balance of the sums transferred pursuant to subsection 6 must not be committed for expenditure after June 30, 2025, by the entity to which the money is transferred or any entity to which such money is granted or otherwise transferred in any manner, and any portion of the transferred money remaining must not be spent for any purpose after September 19, 2025, and must be reverted to the State General Fund on or before September 19, 2025.

10. The Department of Education shall transfer from the Other State Education Programs Account the sum of \$13,543,822 in Fiscal Year 2023-2024 and \$13,543,822 in Fiscal Year 2024-2025 for the award of grants for programs of career and technical education pursuant to NRS 388.393 and, notwithstanding the provisions of subsections 1, 2 and 3 of NRS 388.392, not for the use of leadership and training activities and pupil organizations.

11. Any remaining balance of the sums transferred pursuant to subsection 10 must not be committed for expenditure after June 30 of each fiscal year and must be reverted to the State General Fund on or before September 20, 2024, and September 19, 2025, for each fiscal year respectively.

12. The Department of Education shall transfer from the Other State Education Programs Account the sum of \$462,725 in both Fiscal Year 2023-2024 and Fiscal Year 2024-2025 for the award of grants to support public broadcasting in this State.

13. Any remaining balance of the sums transferred pursuant to subsection 12 must not be committed for expenditure after June 30 of each fiscal year by the entity to which the money is transferred or any entity to which such money is granted or otherwise transferred in any manner, and any portion of the transferred money remaining must not be spent for any purpose after September 20, 2024, and September 19, 2025, for each fiscal year respectively and must be



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reverted to the State General Fund on or before September 20, 2024, and September 19, 2025, for each fiscal year respectively.

14. Of the money appropriated by subsection 1, the Department of Education may use not more than \$6,791,977 in both Fiscal Year 2023-2024 and Fiscal Year 2024-2025 to implement and operate a grant program that provides incentives to persons to obtain a license issued pursuant to chapter 391 of NRS and be employed at a public school in this State for a certain period of time.

15. Any remaining balance of the sums provided pursuant to subsection 14 must not be committed for expenditure after June 30, 2025, by the entity to which the money is transferred or any entity to which such money is granted or otherwise transferred in any manner, and any portion of the transferred money remaining must not be spent for any purpose after September 19, 2025, and must be reverted to the State General Fund on or before September 19, 2025.

Sec. 9. 1. There is hereby appropriated from the State General Fund to the Professional Development Programs Account:

For the Fiscal Year 2023-2024	\$7,667,393
For the Fiscal Year 2024-2025	\$7,667,393

2. The money appropriated by subsection 1 must be expended in accordance with the allotment, transfer, work program and budget provisions of NRS 353.150 to 353.246, inclusive. Transfers to and from allotments must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

Sec. 10. 1. Of the sums appropriated by subsection 1 of section 9 of this act, the Department of Education shall transfer to the school districts specified in this subsection the following sums for Fiscal Year 2023-2024 and Fiscal Year 2024-2025:

School District	2023-2024	2024-2025
Clark County School District	\$4,030,407	\$4,030,407
Elko County School District	\$1,265,644	\$1,265,644
Washoe County School District	\$2,271,342	\$2,271,342
TOTAL:	\$7,567,393	\$7,567,393

2. A school district that receives a transfer of money pursuant to subsection 1 shall serve as fiscal agent for the respective regional training program for the professional development of teachers and administrators. As fiscal agent, each school district is responsible for the payment, collection and holding of all money received from this State for the maintenance and support of the regional training program for the professional development of teachers and administrators and the Nevada Early Literacy Intervention Program established and operated by the applicable governing body.



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3. Any remaining balance of the transfers made pursuant to subsection 1 for Fiscal Year 2023-2024 must be added to the money received by the school districts for Fiscal Year 2024-2025 and may be expended as that money is expended. Any remaining balance of the transfers made pursuant to subsection 1 for Fiscal Year 2024-2025, including any money added from the transfer for the previous fiscal year, must not be committed for expenditure after June 30, 2025, and must be reverted to the State General Fund on or before September 19, 2025.

Sec. 11. 1. Of the sums appropriated by subsection 1 of section 9 of this act, the Department of Education shall transfer to the Statewide Council for the Coordination of the Regional Training Programs created by NRS 391A.130 the sum of \$100,000 in both Fiscal Year 2023-2024 and Fiscal Year 2024-2025 for additional training opportunities for educational administrators in Nevada.

2. The Statewide Council shall use the money transferred pursuant to subsection 1:

(a) To disseminate research-based knowledge related to effective educational leadership behaviors and skills.

(b) To develop, support and maintain ongoing activities, programs, training and networking opportunities.

(c) For the purpose of providing additional training for educational administrators, including, without limitation, to pay:

(1) Travel expenses of administrators who attend the training program;

(2) Travel and per diem expenses for any consultants contracted to provide additional training; and

(3) Any charges to obtain a conference room for the provision of the additional training.

(d) To supplement and not replace the money that the school district or the regional training program would otherwise expend for the training of educational administrators as described in this subsection.

3. Any remaining balance of the transfer made pursuant to subsection 1 for Fiscal Year 2023-2024 must be added to the money received by the Statewide Council for Fiscal Year 2024-2025 and may be expended as that money is expended. Any remaining balance of the transfer made pursuant to subsection 1 for Fiscal Year 2024-2025, including any money added from the transfer for the previous fiscal year, must not be committed for expenditure after June 30, 2025, and must be reverted to the State General Fund on or before September 19, 2025.



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Sec. 12. 1. There is hereby appropriated from the State General Fund to the 1/5 Retirement Credit Purchase Program Account in the State General Fund to purchase one-fifth of a year of retirement service credit pursuant to section 5 of chapter 8, Statutes of Nevada 2007, 23rd Special Session, at page 18:

For the Fiscal Year 2023-2024..... \$560,886

For the Fiscal Year 2024-2025..... \$560,886

2. The money appropriated by subsection 1 is available for either fiscal year with the approval of the Interim Finance Committee upon the recommendation of the Governor. Any remaining balance of those sums must not be committed for expenditure after June 30, 2025, and must be reverted to the State General Fund on or before September 19, 2025.

Sec. 13. 1. There is hereby appropriated from the State General Fund to the Teach Nevada Scholarship Program Account created by NRS 391A.575 to award grants to universities, colleges and other providers of an alternative licensure program that are approved to award Teach Nevada Scholarships pursuant to NRS 391A.585:

For the Fiscal Year 2023-2024..... \$2,407,861

For the Fiscal Year 2024-2025..... \$2,407,861

2. The money appropriated by subsection 1 must be expended in accordance with the allotment, transfer, work program and budget provisions of NRS 353.150 to 353.246, inclusive. Transfers to and from allotments must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

3. Expenditure of \$3,761,329 in Fiscal Year 2023-2024 and \$3,998,203 in Fiscal Year 2024-2025 from money in the Teach Nevada Scholarship Program Account that was not appropriated from the State General Fund is hereby authorized to award grants to universities, colleges and other providers of an alternative licensure program that are approved to award Teach Nevada Scholarships pursuant to NRS 391A.585.

4. For the purposes of accounting and reporting, the sum authorized for expenditure by subsection 3 is considered to be expended before any appropriation is made to the Teach Nevada Scholarship Program Account from the State General Fund.

Sec. 14. 1. There is hereby appropriated from the State General Fund to the Interim Finance Committee for allocation to the Department of Education for the Teach Nevada Scholarship program the following amounts:



For the Fiscal Year 2023-2024 S3,208,023
 For the Fiscal Year 2024-2025 S3,208,023

2. Money appropriated to the Interim Finance Committee by subsection 1 may be allocated to the Department of Education upon presentation to the Interim Finance Committee of a status report on the Teach Nevada Scholarship program that includes, without limitation, an update on the program, information regarding existing and new participants, a reconciliation of program funding including existing funding available for redistribution, changes to the program approved during the 82nd Legislative Session and any other information available to detail the results of the program.

3. Any remaining balance of the appropriations made by subsection 1 for Fiscal Year 2023-2024 and Fiscal Year 2024-2025 must not be committed for expenditure after June 30 of each fiscal year and must be reverted to the State General Fund on or before September 20, 2024, and September 19, 2025, for each fiscal year respectively.

Sec. 15. 1. Expenditure from or transfer to the Education Stabilization Account in the State Education Fund of \$851,741,399 from money in the State Education Fund that was not appropriated from the State General Fund is hereby authorized during Fiscal Year 2023-2024.

2. Expenditure from or transfer to the Education Stabilization Account in the State Education Fund of \$878,922,338 from money in the State Education Fund that was not appropriated from the State General Fund is hereby authorized during Fiscal Year 2024-2025.

3. The money authorized to be expended or transferred by subsections 1 and 2 must be expended or transferred in accordance with the allotment, transfer, work program and budget provisions of NRS 353.150 to 353.246, inclusive. Transfers to and from allotments must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

Sec. 16. NRS 387.1211 is hereby amended to read as follows:

387.1211 As used in NRS 387.121 to 387.12468, inclusive:

1. "At-risk pupil" means a pupil who is ~~eligible for free or reduced-price lunches pursuant to 42 U.S.C. §§ 1751 et seq., or an alternative measure~~ within the quintile of pupils determined to be most in need of additional services and assistance to graduate based on one or more measures prescribed by the State Board ~~H~~, which may include, without limitation, consideration of whether a pupil:

(a) Is economically disadvantaged;



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(b) Is at risk of dropping out of high school; or

(c) Fails to meet minimum standards of academic proficiency.

2. "Average daily attendance" means the total number of pupils attending a particular school each day during a period of reporting divided by the number of days school is in session during that period.

3. "Average daily enrollment" means the total number of pupils enrolled in and scheduled to attend a public school in a specific school district during a period of reporting divided by the number of days school is in session during that period.

4. "Commission" means the Commission on School Funding created by NRS 387.1246.

5. "Enrollment" means the count of pupils enrolled in and scheduled to attend programs of instruction of a school district, charter school or university school for profoundly gifted pupils at a specified time during the school year.

Sec. 17. This act becomes effective on July 1, 2023.

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SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **4d – DISCUSSION REGARDING THE ANNUAL SURPLUS SPENDING POLICY**

NUMBER OF ENCLOSURES: **0**

SUBJECT: **ANNUAL SURPLUS SPENDING POLICY**

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **GARY McCLAIN/RYAN REEVES/TREVOR GOODSSELL**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **7-10 MINUTES**

BACKGROUND:

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **4e – REVIEW AND APPROVAL OF THE SKY POINTE MASTER PLAN AND PHASE ONE DESIGN**

NUMBER OF ENCLOSURES: **1**

SUBJECT: SKY POINTE MASTER PLAN & PHASE ONE DESIGN

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **GARY McCLAIN**

PROPOSED WORDING FOR MOTION/ACTION:

MOVE TO APPROVE THE SKY POINTE MASTER PLAN AND PHASE ONE DESIGN, AS PRESENTED.

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **7-10 MINUTES**

BACKGROUND:



June 15, 2023
August 8, 2023

TO: Somerset Academy Sky Pointe Campus
c/o Gary.MCCLain@academicnv.com

RE: **Proposal (R2) for Professional Services**

PROJECT: Somerset Sky Pointe Expansion :

- **Skye Pointe Drive Design & Construction Services**
- **Elementary School Classroom Addition Conceptual Design**
- **Master Planning and Land Use Entitlement Services**

Dear Gary,

ethos|three ARCHITECTURE is pleased to present our fee proposal for the following scope of services at Somerset Sky Pointe Campus, 7038 Sky Pointe Drive, Las Vegas, NV 89191. Our original proposal of May 11, 2023, is void.

Phase 1: Design and Construction Services of the offsite roadway improvements on Sky Pointe Drive.

Phase 2: Conceptual Design for the Elementary School expansion. NOTE: Land use services for the elementary school will be included in Phase 3 scope of work.

Phase 3: Master Planning for the future expansion of the playground on the undeveloped parcel and Theater Building, along with Land Use Services for the entire site, including the elementary school addition as conceptually designed in Phase 2.

PHASE 1 - SCOPE OF SERVICES:

- Off-site improvement design and Permitting for Sky Pointe Drive.
- Right of Way improvements with Nevada Department of Transportation.
- Boundary and Topography survey.
- Drainage Study and associated grading plans.
- Landscape design for Sky Pointe offsite improvements.
- Permitting services with NDOT.
- Permitting services with City of Las Vegas (Time & Material basis).
- Public Bidding with General Contractors (Time & Material basis).
- Construction Administration service (Time & Material basis).



August 8, 2023
Proposal: Somerset Sky Pointe
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We propose to furnish the **BASIC SERVICES for PHASE 1 - SKY POINTE IMPROVEMENTS** as follows:

- ethos|three ARCHITECTURE – Management Services \$12,910.00
- Civil Engineering Design & Surveying: \$24,500.00
- Landscape Design: \$ 6,900.00
- Permitting - NDOT: \$ 8,000.00
- Permitting – CLV (e3): \$ Time & Material Basis
- Public Bidding: \$ Time & Material Basis
- Construction Administration: \$ Time & Material Basis
- TOTAL BASIC SERVICES PHASE 1: \$52,310.00**

PHASE 2 SCOPE OF SERVICES:

- Conceptual design only for the classroom expansion.
- Estimating Services to assist the Client in determining probable construction costs.

We propose to furnish the **BASIC SERVICES for PHASE 2** as follows:

- ethos|three ARCHITECTURE \$ 6,000.00
- Estimating Services: \$ 3,500.00
- TOTAL BASIC SERVICES PHASE 2: \$ 9,500.00**

PHASE 3 SCOPE OF SERVICES:

- Master Planning and Land Use Application with City of Las Vegas Planning Department for onsite improvements, new driveway, new theater building, and elementary school addition.
- Preliminary Architectural Design for onsite work and theater building. (Elementary School Classroom Building conceptual design is included in Phase 2 scope).
- Traffic Study.
- Boundary & Topographic Survey.
- Preliminary Landscape design.
- Preliminary Electrical and plumbing design.



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Proposal: Somerset Sky Pointe
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We propose to furnish the **BASIC SERVICES for PHASE 3** as follows:

• ethos three ARCHITECTURE:	\$37,310.00
• Traffic Study:	\$12,500.00
• B&T Survey:	\$12,000.00
• Landscape Land Use preliminary design:	\$ 3,000.00
• Electrical land use preliminary design:	<u>\$ 4,500.00</u>
TOTAL BASIC SERVICES PHASE 3:	\$69,310.00

The following are excluded from the above fee:

- A. Reimbursable Expenses will be billed at 1.15 x the cost of these services per the attached Standard Office Rates and Expenses.
- B. Submittal and Permit fees.
- C. ALTA Survey
- D. Geotechnical Investigation and Report.
- E. New driveway design.
- F. Quality Assurance Testing & Inspections during construction (phase 1 scope).
- G. Offsite Bonds and Agreement fees (phase 1 scope).
- H. Design or relocation of existing Dry Utilities on Sky Pointe Drive. It does not appear utilities are located on Sky Pointe. The school flasher that will be relocated is solar powered and will not require NV Energy assistance (phase 1 scope).
- I. Parcel mapping to combine properties (phase 3 scope)
- J. Design Work beyond preliminary designs required for land use application for future phases (phase 2 and 3 scope).
- K. Any items not specifically indicated as included within this proposal.

Client agrees to pay all costs of collection, including attorney's fees if legal action is required to enforce the payment provisions of this Agreement. Inquiries and questions regarding any invoice shall be made within ten (10) working days of receipt of the invoice. Failure to notify Architect within the specified period will constitute a waiver to any claim with respect to the content or accuracy of the invoice, as well as acceptance of the services provided.



August 8, 2023
Proposal: Somerset Sky Pointe
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ethos|three ARCHITECTURE will bill monthly on a percentage of the project complete basis. These invoices are due upon receipt and if payments are not received within thirty (30) days, ethos|three will suspend further services until payments are made. Amounts that remain unpaid for ninety (90) days shall be subject to a one percent (1%) monthly finance charge.

Sincerely,

John Lopeman, AIA

8/8/23

date

Approved:
Somerset Academy

BY:

date



August 8, 2023
Proposal: Somerset Sky Pointe
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ethos|three ARCHITECTURE
2023 Standard Office Rates and Expenses

Office Staff – Employee Rates

Principal	\$275
Interior Design Director	\$175
Project Manager	\$175
Project Architect	\$150
Construction Administration	\$125
Project Professional III	\$150
Project Professional II	\$125
Project Professional I	\$100
Draftsperson	\$85
Administration III	\$125
Administration II	\$100
Administration I	\$75

Internal Reimbursable Costs

Standard Printing

8.5 x 11 Black & White	\$0.10
8.5 x 11 Color	\$0.60
11 x 17 Black & White	\$0.20
11 x 17 Color	\$1.20
18 x 24 Black & White	\$2.50
18 x 24 Color	\$7.5
24 x 36 Black & White	\$3.50
24 x 36 Color	\$20.00
30 x 42 Black & White	\$5.00
30 x 42 Color	\$35.00
Foam Core Mounting 30 x 42	\$25.00

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **AUGUST 21, 2023**

AGENDA ITEM: **4f – DISCUSSION AND POSSIBLE ACTION REGARDING IMPROVEMENTS TO THE PROPERTY ADJACENT TO LONE MOUNTAIN**

NUMBER OF ENCLOSURES: **0**

SUBJECT: IMPROVEMENTS TO LONE MOUNTAIN ADJACENT PROPERTY

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **GARY McCLAIN/JOHN BENTHAM**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **7-10 MINUTES**

BACKGROUND: