



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 OCTOBER 2, 2025 BEGINNING AT 4:30 P.M. VIA ZOOM. THE PUBLIC IS INVITED TO ATTEND.

JOIN ZOOM WEBINAR:

[HTTPS://US02WEB.ZOOM.US/j/85928804607](https://us02web.zoom.us/j/85928804607) OR VIA PHONE +16694449171 +16699009128
WEBINAR ID: 859 2880 4607

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 A MAXIMUM OF THREE MINUTES 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

JOHN BENTHAM – Board Chair

LENORA BREDSGUARD – Board Vice Chair

TRAVIS MIZER – Board Secretary

MATT HURLEY – Board Treasurer

SARAH MCCLELLAN – Board Member

RENEE FAIRLESS – Board Member

MATT MORRIS – Board Member

MEETING OF THE BOARD OF DIRECTORS OCTOBER 2, 2025

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(NO ACTION MAY BE TAKEN ON A MATTER RAISED DURING THIS AGENDA ITEM UNLESS IT IS INCLUDED AS AN ACTION ITEM ON THE CURRENT AGENDA, IN WHICH CASE ACTION MAY BE TAKEN DURING THE APPROPRIATE AGENDA ITEM, OR UNTIL IT HAS BEEN SPECIFICALLY ADDED TO A FUTURE AGENDA AS AN ITEM FOR POSSIBLE ACTION.)



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 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 SEPTEMBER 9, 2025 BOARD MEETING
 - b. APPROVAL OF THE SOMERSET ACADEMY OF LAS VEGAS ENGLISH LEARNER (EL) PLAN
 - c. APPROVAL OF THE SOMERSET ACADEMY OF LAS VEGAS LOCAL LITERACY PLAN
 - d. APPROVAL OF THE RENEWAL OF THE MOU WITH SAFENEST TO PROVIDE SERVICES FOR VICTIMS OF POWER-BASED VIOLENCE
4. **ACTION & DISCUSSION ITEMS**
 - a. DISCUSSION AND POSSIBLE ACTION TO APPROVE THE REVISED RESTORATIVE JUSTICE PLAN, INCLUDING DISPROPORTIONATE DISCIPLINE DATA (FOR POSSIBLE ACTION)
5. **BOARD MEMBER CLOSING COMMENTS AND FEEDBACK (FOR DISCUSSION ONLY)** *(AN OPPORTUNITY FOR BOARD MEMBERS TO SHARE CLOSING REMARKS, EXPRESS APPRECIATION TO SCHOOL LEADERS, SUGGEST FUTURE DISCUSSION TOPICS, OR REQUEST FOLLOW-UP ON SCHOOL-RELATED MATTERS AND EVENTS.)*
6. **ANNOUNCEMENTS (FOR DISCUSSION ONLY)** *(A TIME FOR ACADEMICA AND OTHER DESIGNATED INDIVIDUALS TO SHARE GENERAL UPDATES, REMINDERS, OR INFORMATIONAL ITEMS WITH THE BOARD AND SCHOOL LEADERSHIP.)*
7. **PUBLIC COMMENT** *(NO ACTION MAY BE TAKEN ON ANY MATTER RAISED DURING THIS AGENDA ITEM UNTIL IT HAS BEEN SPECIFICALLY INCLUDED ON A FUTURE AGENDA AS AN ITEM FOR POSSIBLE ACTION)*
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: **OCTOBER 2, 2025**
AGENDA ITEM: **PUBLIC COMMENT STATEMENT**

SUBJECT: PUBLIC COMMENT STATEMENT

☒ **ACTION**
☐ **CONSENT AGENDA**
☐ **INFORMATION**

CONTRIBUTOR(S): **JOHN BENTHAM/DENA THOMPSON**

PROPOSED WORDING FOR MOTION/ACTION:

TO MAKE A PUBLIC COMMENT, JOIN THE ZOOM WEBINAR, ID NUMBER 859 2880 4607, OR CALL 1-669-444-9171 OR 1-669-900-9128 AND USE THE "RAISE HAND" FUNCTION.

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **3-5 MINUTES**

BACKGROUND:

IN ACCORDANCE WITH THE NEVADA OPEN MEETING LAW THIS INFORMATION MUST BE READY BEFORE THE FIRST PUBLIC COMMENT PERIOD IN FULLY VIRTUAL MEETINGS.

ATTACHMENTS:
NONE

**SOMERSET ACADEMY OF LAS VEGAS
SUPPORT SUMMARY**

MEETING DATE: **OCTOBER 2, 2025**
AGENDA ITEM: **3 – CONSENT AGENDA**

SUBJECT: CONSENT AGENDA

☐ ACTION
☒ **CONSENT AGENDA**
☐ INFORMATION

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

MOVE TO APPROVE THE ACTION ITEMS ON THE CONSENT AGENDA.

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

BACKGROUND:

SUPPORT MATERIALS AND/OR BACKGROUND HAVE BEEN PROVIDED TO THE BOARD. ALL ACTION ITEMS ON THE CONSENT AGENDA WHICH ARE FOR ACTION MAY BE APPROVED WITH A SINGLE MOTION; HOWEVER, ANY INDIVIDUAL ITEM MAY BE REMOVED FOR SEPARATE DISCUSSION AT THE BOARD' DISCRETION.

ATTACHMENTS:

NONE

**SOMERSET ACADEMY OF LAS VEGAS
SUPPORT SUMMARY**

MEETING DATE: OCTOBER 2, 2025

AGENDA ITEM: 3a – APPROVAL OF MINUTES FROM THE SEPTEMBER 9, 2025 BOARD MEETING

SUBJECT: CONSENT/APPROVAL OF BOARD MEETING MINUTES

☐ ACTION

☒ CONSENT AGENDA

☐ INFORMATION

CONTRIBUTOR(S): DENA THOMPSON

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

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

BACKGROUND:

MINUTES FROM THE SEPTEMBER 9, 2025 BOARD MEETING SHOULD BE REVIEWED BY THE BOARD FOR POSSIBLE APPROVAL AS PART OF THE CONSENT AGENDA.

ATTACHMENTS:

1. SEPTEMBER 9, 2025 BOARD MEETING MINUTES

MINUTES
OF THE MEETING OF THE
BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS
SEPTEMBER 9, 2025

The Board of Directors of Somerset Academy of Las Vegas held a public meeting on September 9, 2025, at 4:30 p.m. via Zoom.

1. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 4:30 p.m. by Board Chair John Bentham. The following Board members were in attendance: John Bentham, LeNora Bredsguard (at 4:32 p.m.), Travis Mizer, Matt Hurley, Sarah McClellan, and Matt Morris.

Board Member Renee Fairless was not in attendance.

Also present were the following principals: Jessica Scobell, Lee Esplin, Cesar Tiu, Kate Lackey, Mindi Palomeque, Shannon Manning, and David Fossett. Other attendees included Academica representatives Gary McClain and Dena Thompson.

2. PUBLIC COMMENT

Ms. Dena Thompson read the public comment access instructions, as required under Open Meeting Law for virtual meetings.

There was no public comment.

3. ACTION & DISCUSSION ITEMS

a. APPROVAL OF MINUTES FROM THE AUGUST 13, 2025 BOARD MEETING

MEMBER MCCLELLAN MOVED TO APPROVE THE MINUTES FROM THE AUGUST 13, 2025 BOARD MEETING, AS PRESENTED. MEMBER HURLEY SECONDED THE MOTION AND THE MOTION PASSED UNANIMOUSLY.

b. APPROVAL OF THE REVISED SOMERSET ACADEMY OF LAS VEGAS ACADEMIC CALENDAR FOR THE 2025/2026 SCHOOL YEAR

Mr. Gary McClain reported that administrators recommended moving the professional development day from November 10, 2025, to November 3, 2025, due to high staff leave requests for November 10, which would make November 10 a no school day for staff and students; Principal Lee Esplin added that Veterans Day fell on Tuesday, November 11, creating scheduling challenges following the original date.

MEMBER HURLEY MOVED TO APPROVE THE REVISED SOMERSET CALENDAR. MEMBER MORRIS SECONDED THE MOTION AND THE MOTION PASSED BY A VOTE OF FOUR TO ONE, WITH MEMBER MCCLELLAN OPPOSED.

Member McClellan expressed concern about changing the published calendar and stated a preference to retain the original PD Day. Member Bentham asked whether parents would receive sufficient notice, and Mr. Esplin stated that the revised calendar would be submitted to

the State immediately upon board approval and that parents would be notified upon receipt of State approval.

c. APPROVAL OF THE AMENDED SOMERSET ACADEMY OF LAS VEGAS BOARD OF DIRECTORS HANDBOOK

Mr. McClain stated that the current handbook required revision to include specific NRS and NAC citations for the code of ethics, and that the revised handbook included those citations on page 15 of the support materials. Member Morris asked how the change came about; Mr. McClain stated that an SPCSA guidance document clarified that submitting only a signed ethics form was no longer sufficient, and the legal team updated the handbook citations accordingly.

MEMBER MCCLELLAN MOVED TO APPROVE THE AMENDED BOARD OF DIRECTORS HANDBOOK AS PRESENTED. MEMBER HURLEY SECONDED THE MOTION AND THE MOTION PASSED UNANIMOUSLY.

4. BOARD MEMBER CLOSING COMMENTS AND FEEDBACK

Member Bentham stated he looked forward to seeing everyone at the October board meeting.

5. ANNOUNCEMENTS

Mr. McClain reported that the October meeting would be moved later in the month, tentatively Monday, October 20, at Lone Mountain, to allow completion of the principal evaluation committee's work and consideration of a retention-bonus line item. He added that he would email the evaluation team to begin the principal evaluation process.

6. PUBLIC COMMENT

There was no public comment.

7. ADJOURN MEETING

THE MEETING ADJOURNED AT 4:39 P.M.

Approved on:

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

**SOMERSET ACADEMY OF LAS VEGAS
SUPPORT SUMMARY**

MEETING DATE: **OCTOBER 2, 2025**

AGENDA ITEM: **3b – APPROVAL OF THE SOMERSET ACADEMY OF LAS VEGAS ENGLISH LEARNER (EL) PLAN**

SUBJECT: CONSENT/APPROVAL OF ENGLISH LEARNER

☐ ACTION

☒ **CONSENT AGENDA**

☐ INFORMATION

CONTRIBUTOR(S): **LEE ESPLIN/TIFFANY LEWIS**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

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

BACKGROUND:

THE EL PLAN HAS BEEN UPDATED TO ALIGN WITH STATE AND FEDERAL REQUIREMENTS AND REQUIRES BOARD APPROVAL FOR SUBMISSION.

ATTACHMENTS:

1. SOMERSET 25/26 ENGLISH LEARNER PLAN

English Learner Policy and Plan Somerset Academy of Las Vegas 2025 - 2026



Nevada State Public
Charter School
Authority

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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**

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://spcsa.instructure.com/courses/42/modules/items/537> in multiple languages.

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

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://spcsa.instructure.com/courses/42/modules/items/969>

The HLS must include three basic questions to determine:

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

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

At 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 The [ACCESS for ELLs Checklist](#) that is located on the [Nevada WIDA site](#) provides the guidelines that should be followed including:

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

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

Upon receipt of the scores the school must:

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

At our school, WIDA scores are entered into Infinite Campus by the 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://spcsa.instructure.com/courses/42/files/525?module_item_id=537
- Nevada WIDA site
 - <https://wida.wisc.edu/memberships/consortium/nv>
- Nevada English Language Learner Identification and Placement
 - <https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf>
- Template HLS
 - https://spcsa.instructure.com/courses/42/files/1077?module_item_id=969
- EL DCL Fact Sheet
 - <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- NDE EL Data Workshop Recordings
 - https://spcsa.instructure.com/courses/42/pages/recordings?module_item_id=552
- NDE EL Data Workshop Zip File
 - https://spcsa.instructure.com/courses/42/files/533?module_item_id=553
- WIDA Accessibility and Accommodations Manual
 - <https://wida.wisc.edu/resources/accessibility-and-accommodations-manual>
- ACCESS Online Accommodations Checklist
 - <https://wida.wisc.edu/resources/access-online-accommodations-checklist>
- Kindergarten ACCESS Accommodations Checklist
 - <https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist>
- Alternate ACCESS Accommodations Checklist
 - <https://wida.wisc.edu/resources/alternate-access-accommodations-checklist>
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
 - <https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf>
- ACCESS for ELLs Checklist
 - <https://wida.wisc.edu/sites/default/files/checklists/NV-online-checklist.pdf>
- Nevada Statewide Plan for the Improvement of Pupils (STIP)
 - <https://doe.nv.gov/STIP/Nevada/>
- Standards for Professional Development

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

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-NP0Zn5PSkJREm9RcLyg-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
SUPPORT SUMMARY**

MEETING DATE: OCTOBER 2, 2025

AGENDA ITEM: 3c – APPROVAL OF THE SOMERSET ACADEMY OF LAS VEGAS LOCAL LITERACY PLAN

SUBJECT: CONSENT/APPROVAL OF LOCAL LITERACY PLAN

☐ ACTION

☒ CONSENT AGENDA

☐ INFORMATION

CONTRIBUTOR(S): LEE ESPLIN/TIFFANY LEWIS

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

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

BACKGROUND:

THE LOCAL LITERACY PLAN ESTABLISHES THE FRAMEWORK FOR LITERACY INSTRUCTION, INTERVENTION, AND ASSESSMENT AS MANDATED BY STATE REQUIREMENTS. BOARD APPROVAL IS REQUIRED PRIOR TO SUBMISSION.

ATTACHMENTS:

1. SOMERSET 25/26 LOCAL LITERACY PLAN

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2025-2026 SCHOOL YEAR

LOCAL PROGRAM CONTACT SECTION

| | | | | | | | | | | | | | | |
|---|---------------------|--------------------------------------|------------|--|-----------------------|--|------------|--|----------------------------------|----------|------------|--------------|--------------------|--|
| School District or Charter Organization: | | Somerset Academy of Las Vegas | | | | | | | | | | Date: | May 9, 2025 | |
| Number of Sites Being Served? | 7 | Grade Spans Offered: | K-2 | | K-3 | | K-4 | | K-5 | X | K-6 | | Other | |
| Read by Grade 3 Program Lead Information | | | | | | | | | | | | | | |
| Name: | Lee Esplin | | | | Title: | | | | Lead Administrator | | | | | |
| Phone # | 702-478-8888 | | | | Email Address: | | | | Lee.Esplin@somersetnv.org | | | | | |

| List the names and titles of the members of your Local Literacy Plan Team: | | | | | |
|--|-----|---|---|--|--|
| Name: | | | Title: | | |
| Lee Esplin | | | Lead Administrator, Administrator- Somerset Sky Pointe | | |
| Cathleen Reese | | | Literacy Lead, Literacy Specialist, Somerset Academy Sky Pointe | | |
| Chardinique Wells | | | Literacy Specialist, Somerset Academy Sky Pointe | | |
| David Fossett | | | Administrator Somerset Stephanie | | |
| Kim Langeveld | | | Literacy Specialist, Somerset Stephanie | | |
| Cesar Tiu | | | Administrator Somerset Lone Mountain | | |
| Cindy Sorensen | | | Literacy Specialist, Somerset Lone Mountain | | |
| Jessica Scobell | | | Administrator Somerset Losee | | |
| Madison Bury | | | Administrator, Somerset Losee | | |
| Kate Lackey | | | Administrator Somerset Skye Canyon | | |
| Sandy Broscheit | | | Literacy Specialist Somerset Skye Canyon | | |
| Mindi Palomeque | | | Administrator Somerset North Las Vegas | | |
| Katty Martinez | | | Literacy Specialist Somerset North Las Vegas | | |
| Shannon Manning | | | Administrator Somerset Aliante | | |
| Kari Butchko | | | Literacy Specialist Somerset Aliante | | |
| Did your program submit an LLP for the 2024-2025 school year? | YES | X | NO | | If the answer is no, please fill out all sections accordingly. |

Introductory Section

Are there any changes to the primary goals from the 2024-2025 Local Literacy plan? If yes, please write the updated 3-5 primary goals for the 2025-2026 school year below. If your LEA has **never submitted a plan, please write 3-5 primary goals below.**

Yes

X

No

Did not
submit
last year

Since the passage of SB 391 in 2015, Somerset Academy of Las Vegas has remained dedicated to meeting evolving legislative mandates to strengthen early literacy. Over the past decade, the Academy has continuously aligned its practices with AB 289 (2019) and is proactively preparing for the implementation of AB 400 (2023), demonstrating a sustained commitment to literacy improvement across all schools.

To support this mission, Somerset Academy has implemented Local Literacy Plans, designated literacy specialists at each school, administered and analyzed Nevada Uniform Examinations, and maintained timely communication with families of students identified as "deficient" or "struggling."

Personalized reading intervention plans are developed, implemented, and monitored annually to address individual student needs. Comprehensive professional development is provided to elementary teachers, instructional coaches, learning strategists, and administrators, emphasizing critical literacy components such as phonological awareness, decoding, fluency, vocabulary, comprehension, and alignment with the English Language Arts Nevada Academic Content Standards (ELA NVACS) and best assessment practices.

Since the launch of the Read by Grade 3 (RBG3) initiative, Somerset Academy has seen improved student achievement, more targeted professional development, mandated parent/guardian conferences to support individualized reading plans, and enhanced data literacy among K–5 educators. These efforts have strengthened instruction, especially for below-grade-level readers, and fostered collaboration among educators, administrators, and families.

Local Literacy Plan Primary Goals:

By the end of the 2025-2026 academic year, our elementary schools will enhance literacy instruction by integrating evidence-based practices from the 2025 Nevada State Literacy Plan (NSLP) into our professional development programs. This initiative aims to ensure that our educators are proficient in delivering high-quality, research-based literacy instruction, thereby improving student literacy outcomes in alignment with state objectives. These

goals are designed to promote effective instruction, early intervention, data-informed decision-making, and meaningful family and community engagement to support literacy achievement across all elementary grades.

Goal 1: Implement Evidence-Based, Explicit, and Systematic Reading Instruction

Somerset Academy will provide all K–5 students with reading instruction grounded in evidence-based practices proven to improve outcomes for diverse learners. Instruction will be explicit, with clear and direct teaching of targeted reading skills, and systematic, following a logical sequence that builds foundational literacy knowledge. Lessons will actively engage students and cultivate a love of reading, recognizing that motivation is a critical factor in academic success.

Goal 2: Strengthen Early Intervention through PLCs and MTSS

To ensure early and effective support, Somerset Academy will strengthen its intervention framework through regular collaboration among Professional Learning Communities (PLCs) and a Multi-Tiered System of Support (MTSS). These structures will facilitate early identification of reading challenges and delivery of targeted, differentiated interventions. Supports will be data-informed, timely, and inclusive, addressing the needs of all learners, including those requiring specialized assistance.

Goal 3: Use Data to Drive Instructional Decisions

Instructional planning and delivery will be guided by continuous analysis of student performance data. Grade-level PLCs will regularly review both formative and summative assessment results to monitor progress, identify learning gaps, and adjust instruction accordingly. This data-driven approach ensures that teaching is responsive to actual student needs, promotes equitable learning opportunities, and enhances the overall effectiveness of literacy instruction.

Goal 4: Engage Families and Communities in Literacy Development

Recognizing the vital role of families and communities in student success, Somerset Academy will prioritize inclusive, culturally responsive engagement strategies. Clear communication will help families understand the science of reading and how they can support literacy development at home. Through strong partnerships and aligned efforts inside and outside the classroom, the Academy aims to create a consistent, community-wide culture that reinforces literacy for all students.

With the implementation of Somerset Academy of Nevada’s comprehensive literacy goals—including evidence-based instruction, early intervention, data-driven practices, and strong family engagement—the Academy expects that at least 65% of K–3 students will meet or exceed their personalized learning growth goals in reading, as measured by the K-3 Uniform ELA Assessment.

READ BY GRADE 3 REQUIREMENT #1:

LEA Plan for Implementing the Literacy Specialist Requirement

In answering the following questions, explain how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

Are there any changes to any of the responses to questions 1-5 below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan, please answer the questions below.

Yes

X

No

Did not
submit
last year

1. 1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).

Each of the seven Somerset Academy campuses has a designated Literacy Specialist to support early literacy initiatives. When selecting and evaluating a Literacy Specialist, administrators will use the following criteria and expectations:

Rigorous Hiring Criteria:

Candidates will be evaluated through targeted interview questions designed to assess their knowledge of the Nevada Academic Content Standards for English Language Arts (ELA), the Nevada State Literacy Plan (NSLP), and their ability to apply current literacy research to instructional practices. Additionally, administrators will require evidence of instructional effectiveness in literacy and will evaluate candidates' interpersonal and leadership skills through reference checks (NRS 388.159 a).

Assessment Literacy:

Specialists must participate in training on how to administer and interpret data from required state assessments to inform and improve student learning outcomes. They must be adept at using this data to support teachers in instructional planning and intervention (NRS 388.159 b)

Instructional Coaching Role:

Literacy Specialists will be expected to continue to refine their own knowledge on the principles of effective literacy coaching techniques through professional reading, and district attendance offered academic coach training (NRS 388.159 c).

Collaboration and Reporting:

Literacy Specialists will collaborate closely with campus principals, regularly reporting on the implementation and impact of professional development, teacher engagement and feedback, and student literacy outcomes. These reports will inform schoolwide literacy planning and continuous improvement efforts (NRS 388.159 d).

Data-Based Decision Making:

Literacy Specialists are expected to understand the outcomes of students' assessments to guide teachers in using progress monitoring tools and assessments to make data-informed instructional decisions. This includes supporting teachers in identifying trends, adjusting instruction, and implementing targeted interventions (NRS 388.159 e).

2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c), and the recommended language for NAC 388.666.

Somerset Academy of Las Vegas is committed to fully implementing and maintaining the duties and responsibilities of the Read by Grade 3 Literacy Specialist role as outlined in AB 289 (2019) and NAC 388.666. Each campus is supported by a dedicated Literacy Specialist who serves as an instructional leader in literacy instruction, intervention, assessment, professional learning, and family engagement.

Demonstrated Leadership in Key Literacy Domains- Literacy Specialists will:

- Lead efforts in literacy instruction, intervention, assessment, and data analysis.
- Facilitate professional learning for educators aligned with the Nevada Academic Content Standards (NVACS) for ELA and the Nevada State Literacy Plan.
- Actively engage families and the broader school community to support literacy development at home and school.

Required Training and Professional Development- All Literacy Specialists are required to:

- Complete the training and professional development adopted by the Nevada State Board of Education, including:
 - NVACS for ELA

- Nevada State Literacy Plan
- Evidence-based instructional and intervention practices
- Methods for screening and intervention for dyslexia and other reading disabilities
- Participate in NDE-sponsored professional development and other relevant statewide opportunities to remain informed of current best practices, such as the NDE RBG3 Community Connections Meetings.
- Promote and participate in LETRS (Language Essentials for Teachers of Reading and Spelling) training. Literacy Specialists will be trained in LETRS, will support teachers taking LETRS, will continue to offer ongoing instruction to teachers who have completed LETRS, and may also serve in campus-based cadres to help facilitate LETRS implementation throughout the school year.
- Attend quarterly professional development sessions specifically designed for Somerset Literacy Specialists and Instructional Coaches. These sessions focus on enhancing literacy instructional practices and effective coaching strategies.

Multi-Tiered System of Supports (MTSS)- Literacy Specialists play an essential role in MTSS by:

- Supporting the implementation of evidence-based interventions for students identified as at risk or deficient in reading.
- Helping teachers interpret and act on assessment data to deliver targeted instruction across tiers.

Assessment and Data-Driven Instruction- Literacy Specialists are expected to:

- Demonstrate proficiency in administering and interpreting assessments, including tools for identifying dyslexia and other reading disabilities.
- Utilize guidance from the *Nevada Dyslexia Guidance Documents (2024)* to support the development of responsive instructional programs.
- Guide teachers in using progress monitoring data to inform instructional decisions and adjust interventions.
- Support data analysis processes, helping educators identify student trends, gaps, and instructional needs.

Collaboration with School Stakeholders- Literacy Specialists will:

- Serve as instructional coaches who provide sustained and embedded support to educators.
- Collaborate with principals and leadership teams to plan and deliver literacy-focused professional development for K–5 teachers.
- Assist in identifying schoolwide professional learning needs based on assessment data, classroom observations, and teacher feedback.
- Participate in and initiate conferences with teachers and families of students identified as reading-deficient to collaboratively develop and monitor intervention plans.

Ongoing Professional Learning- Literacy Specialists are expected to:

- Continuously refine their expertise in literacy coaching techniques and adult learning.
- Stay current with developments in literacy research, instructional strategies, and Nevada state initiatives.

Family and Community Engagement- To support family involvement, Literacy Specialists will:

- Provide training sessions and workshops for parents/guardians to help build an understanding of literacy development.
- Share tools, strategies, and resources to support reading at home, thereby reinforcing school-based literacy efforts.

3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.

Somerset Academy of Las Vegas is committed to ensuring that all Literacy Specialists receive high-quality, ongoing professional learning aligned with state expectations and national best practices. To meet the training requirements outlined in NAC 388.662, Somerset holds quarterly Literacy Specialist Training Meetings. These sessions utilize a “trainer-of-trainers” model, drawing on the expertise within the Somerset and Academics systems to ensure consistency and depth of professional development across campuses.

Literacy Specialists are responsible for disseminating key information and instructional strategies from these sessions to educators at their respective schools. Training topics are aligned with state-mandated areas and include:

- Nevada Academic Content Standards (NVACS)
- The Nevada State Literacy Plan (2025 version)
- Evidence-based instructional methods and resources
- Screening and intervention for dyslexia and other reading disabilities (2024–25 version)
- State-approved literacy assessments
- Diagnostic and progress monitoring tools

- Data analysis, data-informed decision-making, and data chats in collaboration with Somerset's data consultant
- National standards for literacy coaching and collaborative instructional practices
- Evidence-based instructional practices for English Language Learners (ELLs)

In addition, all Somerset Literacy Specialists have completed, are currently enrolled in, or will be allowed to complete the Language Essentials for Teachers of Reading and Spelling (LETRS), a two-year professional learning course based on the science of reading.

To enhance learning and promote alignment with statewide literacy efforts, Literacy Specialists are encouraged to:

- Attend Nevada Department of Education (NDE) events such as ALL in NV and Community Connection Online Forums.
- Register for and participate in the Nevada PRESS Project and/or other professional development courses that become available.

These collaborative efforts ensure that Somerset Literacy Specialists remain at the forefront of literacy leadership and are equipped to support effective, evidence-based literacy instruction across all campuses.

4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).

Somerset Academy of Las Vegas is committed to ensuring timely identification and support for students who demonstrate reading deficiencies, in full alignment with the Nevada Department of Education (NDE) requirements. Each building administrator, with the support of the site-based Literacy Specialist, is responsible for the following:

- **Assessment Administration:** Ensure all required state literacy assessments are administered within the established timelines.
- **Parent/Guardian Notification:** Notify families promptly when a student is identified as reading-deficient, as defined by the state.
- **Development and Implementation of Intervention Plans:** Ensure individualized reading intervention plans are created and implemented for identified students, meeting the deadlines and guidelines provided by the NDE.

Literacy Specialists are integral to the success of these efforts and are expected to:

- **Monitor and Report:** Provide ongoing reports to site-based administrators on the number of students receiving reading interventions and the specific types of interventions in use.
- **Collaborate in Student Support Meetings:** Actively participate in Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) meetings to support the development, refinement, and monitoring of intervention plans for struggling readers.

This collaborative, data-driven process ensures that intervention services are both timely and targeted, strengthening student outcomes and reinforcing Somerset’s commitment to high-quality literacy instruction across all campuses.

See Appendix A regarding collaboration details between administrators and literacy specialists for each school.

5. Describe your program’s procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).

Somerset Academy of Las Vegas fosters a strong collaborative framework between Literacy Specialists and classroom teachers to ensure the effective implementation of reading interventions for students identified as reading-deficient.

Literacy Specialists play a central role in supporting teachers by:

- Assisting in the implementation of a schoolwide system of support that includes research-based methods for intervention and intensive instruction.
- Training teachers to develop and write individualized Reading Intervention and Progress Monitoring Plans that are aligned with each student's identified needs.
- Working with teachers to review these plans regularly to ensure interventions are targeted, effective, and adjusted as needed based on student progress.

In collaboration with site-based administrators, Literacy Specialists also:

- Support the review and refinement of lesson plans related to intervention and small-group instruction, ensuring alignment with specific skill deficits.
- Guide teachers in the effective use of evidence-based curricula and instructional resources.
- Provide classroom-based support by modeling best practices in literacy instruction and helping teachers implement those practices with fidelity.
- Assist in planning and delivering targeted small-group instruction tailored to student data and learning needs.
- Facilitate regular data analysis meetings to support instructional decision-making and monitor student progress over time.

This collaborative approach empowers teachers to deliver high-quality literacy instruction while ensuring that struggling readers receive the targeted support they need to succeed.

READ BY GRADE 3 REQUIREMENT #2:

LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan, please answer the questions below.

Yes

X

No

Did not
submit
last year

1. Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b,) and the language of NAC 388.664.

Per AB 289 (2019), Section 2.4(b) and NAC 388.664- Somerset Academy of Las Vegas is committed to ensuring that all K–5 teachers receive high-quality, standards-aligned professional development in literacy instruction as required by state law. This training is designed to equip teachers with the knowledge and tools necessary to support all students, particularly those identified as reading-deficient.

To meet this requirement, Somerset strategically uses ongoing analysis of student literacy data to identify professional development priorities. Literacy Specialists work closely with building administrators to design, schedule, and deliver targeted training sessions that address these identified needs.

K–5 classroom teachers will receive professional development aligned with regulations adopted by the Nevada State Board of Education. Topics may include, but are not limited to:

- Nevada Academic Content Standards (NVACS) for English Language Arts
- The “Big 5” components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- The Nevada State Literacy Plan (2025)
- Evidence-based instructional methods and resources for literacy instruction and intervention
- Screening and intervention practices for dyslexia and other reading disabilities (2024)
- Use of state-approved literacy assessments
- Application of data analysis and data-based decision-making strategies to guide and improve instruction
- Collaborative instructional practices that prioritize student learning and growth

Somerset will employ a variety of professional learning platforms throughout the school year, including:

- School-based professional development days
- Designated “Data Days” for in-depth assessment analysis
- Professional Learning Communities (PLCs)
- Individual teacher professional development plans, as appropriate

Additionally, Somerset Academy of Las Vegas will continue to expand annual participation in LETRS (Language Essentials for Teachers of Reading and Spelling), a nationally recognized professional learning program grounded in the science of reading, to build instructional capacity across all K–5 campuses.

This comprehensive approach ensures all elementary educators are prepared to deliver effective, evidence-based literacy instruction that meets the diverse needs of their students.

READ BY GRADE 3 REQUIREMENT #3:

LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan, please answer the questions below.

Yes

X

No

Did not
submit
last year

1. What are the systems and structures that will be put into place to ensure intervention services and intensive instruction are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

Each student at Somerset Academy of Las Vegas will receive a minimum of 110 minutes of daily core reading and language arts instruction supported by evidence-based practices. Instruction is aligned with Nevada Academic Content Standards and is designed to meet the diverse literacy needs of all learners.

In collaboration with classroom teachers, Literacy Specialists will review student performance data to identify students who require additional intervention or intensive instruction. Students identified as "struggling readers," as defined by AB 289 (2019), will receive targeted support based on assessment results.

Students will be identified for reading intervention services through multiple measures, including but not limited to:

- Scores at or below the 40th percentile on the K-3 Uniform Reading Assessment
- Teacher observations and input

Parents or guardians of identified students will be notified in writing within 30 instructional days of the determination, following each fall and winter benchmark period. Notifications will be provided using the Nevada Department of Education (NDE) template in both English and Spanish, and will include all required elements as outlined in AB 289.

Once a student is identified for Read by Grade 3 (RBG3) support, a Reading Intervention and Progress Monitoring Plan will be developed. This process will begin for Kindergarten students following the winter benchmark.

Key elements of the intervention plans include:

- Specific focus on the student's deficit areas, such as phonological and phonemic awareness, decoding, reading fluency, vocabulary, and reading comprehension
- Selection of targeted interventions aligned with student needs
- Regular progress monitoring using approved assessments
- Collaboration with parents/guardians, including review and discussion of the plan

Intervention plans will be updated with current assessment data, and student progress toward goals will be communicated to families at the end of each benchmark period.

For additional details, please refer to Appendix A for a school-specific list of intervention procedures.

- 2. What are the systems and structures that will be put into place to ensure intervention services and intensive instruction are provided for 4-5 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).**

Each student at Somerset Academy of Las Vegas receives a minimum of 110 minutes of daily core reading and language arts instruction, grounded in evidence-based research and aligned with the Nevada Academic Content Standards.

Literacy Specialists collaborate with classroom teachers to analyze student performance data and determine which students require intervention services or intensive instruction. Students identified as “struggling readers,” as defined by AB 289 (2019), will receive additional targeted support based on multiple measures, including:

- A score of Level 1 or Level 2 (not proficient) on the previous year’s SBAC ELA assessment
- Teacher observations and input

Parents/guardians of students identified as deficient in reading will receive written notification within 30 instructional days of identification, following both the fall and winter benchmark periods. Notifications will be issued using the Nevada Department of Education (NDE) template and will be provided in both English and Spanish, incorporating all required elements as outlined in AB 289.

Upon identification for Read by Grade 3 (RBG3) support, each student will have a Reading Intervention and Progress Monitoring Plan developed. These plans will:

- Be reviewed with and shared with parents/guardians
- Identify and target specific skill deficit areas, including phonemic awareness (only if specific assessments indicate a need), decoding, morphology, reading fluency, vocabulary, and comprehension
- Include evidence-based interventions selected based on the student's needs
- Be updated regularly based on current assessment data
- Report student progress at the end of each benchmark period

These procedures ensure a comprehensive and responsive approach to supporting literacy development for all students in alignment with state requirements.

See Appendix A regarding how individual schools address intervention.

READ BY GRADE 3 REQUIREMENT #4:

LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never submitted a plan please answer the questions below.**

Yes

X

No

**Did not
submit
last year**

1. Describe the procedures that your program plans to use for assessing the reading proficiency of all elementary students across all grade levels. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per NRS 388.157.

Somerset Academy of Las Vegas' schools employ a comprehensive assessment framework that integrates multiple measures and data points, with a strong focus on literacy and student success (please see Appendix B for the Somerset Assessment Flowchart). This framework includes a range of assessment types: formative, summative, outcome-based, screening, progress monitoring, and diagnostic assessments. Universal screeners, such as the Kindergarten Entry Assessment (administered during the first 45 days of school) and the K-3 Uniform Assessment (administered during the three benchmark periods as assigned by the NV Department of Education) and the Smarter Balanced Assessment reports from the previous school year, are used to ensure that all students are evaluated equitably at the beginning of each academic year. These assessments allow for early identification of strengths and areas needing additional support, particularly for students at risk of falling behind.

Assessment data is regularly analyzed to track student growth, determine instructional needs, assess curriculum effectiveness, and identify areas for professional development. This data-driven approach ensures that the school is responsive to the unique needs of each student. Furthermore, to ensure equitable and inclusive practices, the school system prioritizes assessments that are accessible to all students, including those with disabilities and English Language learners (ELs). This helps to guarantee that assessment results are both meaningful and actionable for every learner, regardless of their background or ability.

Teachers are provided with ongoing professional development to build their assessment literacy, with a focus on understanding the diverse types of assessments, their purposes, and how to analyze and apply the data to inform instructional decisions. Somerset Academy of Las Vegas' schools

ensure that all K-5 educators are proficient in administering and utilizing results from key assessments, such as the K-3 Uniform Assessment and the 3-5 SBAC assessments, as well as the LETRS diagnostic spelling, phonemic awareness, and phonics surveys. The SBAC assessment, which is administered at the end of the school year, is particularly crucial for measuring proficiency and ensuring that students are meeting the expected academic standards for their grade level.

Additionally, teachers are supported in interpreting WIDA assessment results, alongside the six levels of the English Language Proficiency Matrix, to identify the specific language and literacy needs of English Language learners. This information is used to develop targeted instructional plans that promote both language development and academic success for EL students, ensuring that all learners—regardless of their linguistic background—have the tools and opportunities to thrive.

Caregivers will have immediate access to many of these assessment results through the online parent communication system, “How’s School Going?” program used by Somerset Academy of Las Vegas.

See Appendix B for the Somerset Assessment Flowchart, or follow this Link: <http://bit.ly/46iGQ0P>

2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per NRS 388.157.

Kindergarten teachers, along with the school assessment teams, will administer the NV State Adopted Kindergarten Entry assessment within the first 45 days of school.

The K-3 Nevada Uniform Assessment will be administered to all kindergarten students during the three benchmark timeframes as determined by the Nevada Department of Education.

Individual schools will administer site-based literacy screeners such as iReady and DIBELS 8 during the three benchmark periods to kindergarten students. Students who show deficit areas on these screeners may be given additional diagnostic assessments to help teachers determine instructional needs.

Caregivers will have immediate access to assessment results through the online parent communication system, “How’s it Going?” program used by Somerset Academy of Las Vegas.

THE IMPLEMENTATION ROADMAP

Please complete the following Implementation Roadmap

| <p>Are there any changes to any of the responses to the Implementation Roadmap from the 2024-2025 Local Literacy Plan? If yes, please write your updates below. If your LEA has never submitted a plan, please fill out the Implementation Roadmap..</p> | Yes | X | No | | Did not submit last year | |
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| <p>PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?</p> | <p>OUTCOME MEASURES How do you know the action step met its intended purpose?</p> | | | | <p>Alignment to LLP Goal(s) (1, 2, 3, etc.)</p> | <p>ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS (1, 2, 3, or 4)</p> |
| <div data-bbox="107 802 991 1230" style="border: 1px solid black; padding: 10px;"> <p>1. All K–5 Somerset Academy classroom teachers will implement a core reading program aligned with the Science of Reading, delivering daily 90-minute literacy blocks that include explicit instruction and using a systematic scope and sequence. Schools will refer to Figure 2, on page 8 of the PreK-12 Nevada State Literacy Plan, which demonstrates examples of core instructional targets of literacy instruction by grade span.</p> </div> | <div data-bbox="1035 802 1654 1279" style="border: 1px solid black; padding: 10px;"> <p>1. All K–5 licensed teachers and support staff delivering reading instruction will receive initial and ongoing support and training in the selected evidence-based reading curriculum by academic coaches and literacy specialists. Data collected by administrators, coaches, and literacy specialists will guide the amount and type of coaching support provided to each educator.</p> </div> | | | | <div data-bbox="1705 802 1848 1107" style="border: 1px solid black; padding: 5px;"> <p>1. Goal One- Implement Evidence-Based, Explicit, and Systematic Reading Instruction.</p> </div> | <div data-bbox="1890 802 2011 906" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>1.5 2.1</p> </div> |

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| <p>2. Each Somerset school will adopt and fully implement an evidence-based literacy program using Somerset Board-approved reading programs, aligned with the science of reading, and provide Tier 1 instruction with fidelity across all classrooms.</p> | <p>2. By May 2026, K–5 classrooms will demonstrate full implementation of the selected curriculum, as noted by academic coach, literacy specialist, and administrative observations.</p> | <p>2. Goal One- Implement Evidence-Based, Explicit, and Systematic Reading Instruction.</p> | <p>1.5 2.1</p> |
| <p>3. Somerset Academy of Las Vegas will initiate the transition from a Response to Intervention (RTI) to a Multi-Tiered System of Support (MTSS) model during the 2025-26 school year. During quarterly Academic Coach and Literacy specialist meetings, the professionals from all Somerset Academy of Nevada schools will read, discuss, and develop an outline of possible plans for individual schools to use to implement this shift. The guiding documents for this process will be the 2025 PreK-12 Nevada State Literacy Plan and the Nevada MTSS Guidance Documents.</p> | <p>3. By the end of the 2025-26 school year, each school will develop a written handbook that outlines the mission, goals, roles of team members, essential academic features, steps in the MTSS process, essential behavioral features and steps, and a list of resources.</p> | <p>3. Goal 2- Strengthen Early Intervention through PLC and MTSS meetings</p> | <p>1.3 1.4 2.1 3.1 3.2</p> |
| <p>4. Each school will establish MTSS teams that meet regularly to review student data, provide students with tiered instructional supports, and monitor intervention effectiveness (see individual school plans in Appendix A).</p> | <p>4. 100% of students identified as performing below grade level and who need services and intensive instruction will have documented interventions in place within 30 days of parent notification.</p> <p>65% of students receiving intervention will meet their individual projected goal on the state-mandated uniform assessment by year’s end.</p> | <p>4. Goal 2- Strengthen Early Intervention through PLC and MTSS meetings</p> | <p>1.4 1.4 3.1 3.2 4.1</p> |

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| <div data-bbox="128 162 991 423"> <p>5. Teachers and families will utilize the literacy data dashboard of the system-wide “How’s School’s Going?” web-based dashboard to develop individual reading intervention plans and track and monitor individual student literacy growth.</p> </div> <div data-bbox="128 865 991 1104"> <p>6. Each school will create a digital toolkit that includes reading strategies, grade-level expectations, and guidance on supporting literacy at home. Toolkits will be created, and information on how to access them will be distributed to 100% of families.</p> </div> | <div data-bbox="1037 162 1644 760"> <p>5. Student literacy assessments will be updated at the end of each benchmark period. This web-based dashboard is also the location teachers and parents utilize to develop and store student RBG3 Reading Intervention Plans. This dashboard will help teachers and parents track student data with the goal of at least 65% of K–5 students meeting or exceeding their personalized learning growth goals in reading, as measured by the Nevada Department of Education Uniform ELA Assessment.</p> </div> <div data-bbox="1037 872 1644 1185"> <p>6. Toolkits will be created and updated each school year. Information on how to access these digital toolkits will be available to 100% of families and posted on each school website.</p> </div> | <div data-bbox="1707 228 1848 480"> <p>5. Goal 3- Use Data to Drive Instruction</p> </div> <div data-bbox="1688 937 1843 1297"> <p>6. Goal 4- Engage Families and Communities in Literacy Development.</p> </div> | <div data-bbox="1894 194 2011 370"> <p>1.4 3.1 4.1 4.2</p> </div> <div data-bbox="1894 899 2011 966"> <p>1.5</p> </div> |
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Somerset Academy of Las Vegas Local Literacy Plan Appendix A

Explanations of How Individual Schools in the Somerset System Address Specific Requirements

1. Somerset Academy Aliante
2. Somerset Academy Lone Mountain
3. Somerset Academy Losee
4. Somerset Academy North Las Vegas
5. Somerset Academy Skye Canyon
6. Somerset Academy Sky Pointe
7. Somerset Academy Stephanie

Somerset Academy Aliante**AB 289 (2019) REQUIREMENT #1:**

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| K-5 | How often do Literacy specialists meet with administration? What is the structure of these meetings? How is information communicated to the admin, teachers, and staff? |
| | <p>The Literacy Specialist at Aliante Somerset meets with the administration monthly. The Literacy Specialist follows the agenda of the Somerset LS meetings (if appropriate) or an agenda created by the admin team. If needed, the Literacy Specialist will have additional meetings with the administration. These meetings are informal.</p> <p>Information is communicated with teachers and staff during PD opportunities, staff meetings, PLCs, weekly planning meetings, and emails when appropriate.</p> |

AB 289 (2019) REQUIREMENT #3:

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| K-3 | What systems and structures are in place to ensure intervention serves and instruction is provided? |
| K-3 | PAW Power is a 40-minute, 4 times a week intervention time. Students are grouped with triangulated data in the most appropriate learning environment. (below, at, or above grade level) Burst lessons from Amplify are created, prepared, and taught to our lowest-performing students to best meet their needs and provide opportunities for growth and academic development. Progress Monitoring is completed every 10 days to ensure students are growing and receiving the appropriate, leveled lessons. |
| K | Students are placed into reading groups/small group intervention groups according to iReady reading data. |

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| 1 | Students are placed into groups based on iReady, MAP, and Dibels data for 40-minute intervention targeted instruction. Students throughout the curriculum are also paired with Reading Buddies and grouped based on differentiation using iReady data. |
| 2 | Students are grouped based on triangulated data from i-Ready, MAP, and DIBELS assessments. During PAW Hour, targeted instruction is provided to address each student's specific areas for growth. These differentiated lessons occur four times per week, with each session lasting 40 minutes. Student progress is monitored monthly to inform instructional adjustments and ensure continued academic growth. |
| 3 | Students are paired with their I-Ready assigned reading buddy. |

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| 4-5 | What systems and structures are in place to ensure intervention serves and instruction is provided? |
| 4 | PAW Power is a 40-minute, 4 times a week intervention time. Students are grouped with triangulated data in the most appropriate learning environment. (below, at, or above grade level) Burst lessons from Amplify are created, prepared, and taught to our lowest-performing students to best meet their needs and provide opportunities for growth and academic development. Progress Monitoring is completed every 10 days to ensure students are growing and receiving the best lessons. |
| 5 | All 5th-grade students attend Elementary Enhancement, which is their period for intervention. The Elementary Enhancement teacher uses iReady data & collaborates with Reading/Math teachers to ensure interventions are provided appropriately. The teacher has a specific rotation to ensure each student is provided their intervention lesson(s) weekly. Students are provided time to work in iReady on their lesson path, meet in small groups (differentiated/scaffolded |

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| | lessons), and have additional review with a whole group activity. |
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| K-3 | What do your regularly scheduled reading sessions look like? Group size, frequency, materials, and instruction? |
| k | Reading groups are formed by level and include 6 to 7 students each. Students work with a teacher and/or instructional assistant on targeted instruction to develop reading skills. Students also participate in reading partners daily to develop reading skills with a peer helper. |
| 1 | Reading sessions consist of whole group instruction in CKLA Skills and Knowledge, followed by small group instruction (5-7 students) with our high, med, & low/struggling students. |
| 2 | Reading sessions consist of whole group instruction in CKLA Skills and Knowledge, followed by small group instruction (5-7 students) with our high, med, & low/struggling students. |
| 3 | Reading sessions consist of whole group instruction, speaking and listening, and then group/partner/independent time. Usually, small groups will be pulled during this time. We are working on grade-level content with modifications and assistance during these groups. Groups are usually 4-6 students. Partner work is reading buddies that IREADY has placed students with. |

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| 4-5 | What do your regularly scheduled reading sessions look like? Group size, frequency, instructor, materials, and instruction? |
| 4 | Reading sessions are whole group daily, following the CKLA Units. Then, students are broken into small groups based on what the high/med/low kids are through i-Ready grouping. CKLA is 90 minutes long, and students use their CKLA workbooks as well as |

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| | notebooks to supplement learning. |
| 5 | Reading sessions consist of 5-7 students with similar reading deficits. They are pulled twice a week with a general education teacher. Materials are pulled from iReady “next steps” or instructional groupings. |

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| K-3 | How have these services impacted student outcomes? |
| k | Students have shown growth in reading and writing skills, as well as comprehension and critical thinking. |
| 1 | Students have shown growth in reading and writing skills. Students are showing growth in their overall proficiency. |
| 2 | Students across the board have shown overall growth, our intervention groups have dwindled in participants, and our benchmarked group has expanded. |
| 3 | Students have shown growth in reading and writing skills. |

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| 4-5 | How have these services impacted student outcomes? |
| 4 | These services include a lot of morphology, written responses, and development of comprehension, either independently, in partners, or in small group work. |
| 5 | These services have impacted student outcomes by allowing growth in vocabulary and comprehension (literary/informational) at their instructional level. |

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| K-3 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| k-do | Students who do not meet their goals are either regrouped appropriately or instruction is restructured to push them academically. |
| K -don't | Students who do not meet their goals are regrouped appropriately to receive targeted instruction in their deficit areas. |
| 1-do | Students who do not meet their goals are either regrouped appropriately or instruction is restructured to push them academically. |
| 1-don't | Students who do not meet their goals are regrouped appropriately to receive targeted instruction in their deficit areas using i-Ready and Amplify interventions. |
| 2-do | Students who do not meet their goals are either regrouped appropriately or instruction is restructured to push them academically. |
| 2-don't | Students who do not meet their goals are regrouped appropriately to receive targeted instruction in their deficit areas using i-Ready and Amplify interventions. |
| 3-do | |
| 3-don't | |

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| 4-5 | What happens next for students who do not meet their goals? Who DO meet their goals? |
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| 4—do | Students who meet their growth are adjusted into new reading buddies. They have new pathway lessons on their i-Ready path. They are also adjusted in their paw groups, and they work on novel studies to develop their comprehension. |
| 4—don't | Students who don't meet their growth are adjusted in their paw groups, and their pathway is adjusted to fill in the deficit skills. |
| 5—do | Students who meet their growth are adjusted into new groups based on their new goals. They will then receive targeted instructional lessons on the new skills promoted within the iReady instructional groupings. |
| 5—don't | Students who don't meet their growth are adjusted into new groups based on their grouping lessons. They will then receive targeted instructional lessons on the deficit skills promoted within the iReady instructional groupings. |

Somerset Academy Lone Mountain

AB 289 (2019) REQUIREMENT #1:

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| K-5 | How often do Literacy specialists meet with administration? What is the structure of these meetings? How is information communicated to the admin, teachers, and staff? |
| | <p>Literacy specialist and Instructional Coach meet with the administration team once a week. This meeting is planned for general check-ins on everyone's responsibilities. Some of the Literacy Specialist's responsibilities include:</p> <ul style="list-style-type: none">• Discussion of upcoming professional development training needs for Tier One/Tier Two Instruction.• Upcoming deadlines, as well as any concerns about students in RBG3/MTSS, and whether adjustments are needed.• Review of PLC needs in specific grade levels.• Discussion of community/family engagement.• Assuring necessary information is shared with teachers and staff during PLC meetings and in the weekly newsletter. |

AB 289 (2019) REQUIREMENT #3:

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| K-3 | What systems and structures are in place to ensure intervention serves and instruction is provided? |
| | <ul style="list-style-type: none">• Administration, the Literacy Specialist, and the Instructional Coach set up a schedule for the mandated Kindergarten Entry Assessment and the K-3 Uniform Assessments to be completed.• The Literacy Specialist and Instructional Coach train the team of Instructional Aides to administer the DIBELS 8 with Dyslexia Screeners. The IAs meet with each student to complete this 1:1 battery of assessments.• Classroom teachers administer LETRS Spelling Screeners to their classes.• Literacy Specialists, Coaches, and classroom teachers administer the LETRS phonemic awareness and phonics assessments to students who |

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| | <p>have below or well-below benchmark composite scores on the DIBELS measures.</p> <ul style="list-style-type: none"> • After assessments have been completed, the i-Ready, MAP, is analyzed to determine which students will receive general tutoring and which students need intensive reading support with an RBG3 Plan. Results from LETRS assessments are also analyzed to help with these decisions. • Students are grouped across a grade level by similar skill profiles. Teachers and Interventionists are assigned to instruct those groups during a designated thirty-minute, three-day-a-week reading intervention time using a systematic, explicit, research-based reading intervention protocol for instruction. • Progress monitoring is conducted every two weeks using assessment tools that are matched with the skills being taught in the intervention group. • Teachers and coaches analyze the progress monitoring scores and make adjustments as needed for individual students and small groups of students' growth. • In addition, teachers assign students to work on their independent learning paths on the web-based platforms (iReady, IXL, etc.) |
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| 4-5 | What systems and structures are in place to ensure intervention serves and instruction is provided? |
| | The same protocol as listed above is used, with the addition of factoring in the previous year's SBAC data when determining the level of support and/or intervention students will need. |

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| K-3 | What do your regularly scheduled reading sessions look like? Group size, frequency, materials, and instruction? |
| | <ul style="list-style-type: none"> • Group sizes are generally between four and six students. • Students are grouped across a grade level by similar skill profiles. • Teachers and Interventionists are assigned to instruct those groups during a |

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| | <p>designated thirty-minute, three-day-a-week reading intervention time.</p> <ul style="list-style-type: none"> ● Students with needs in foundational skills receive explicit, systematic, multisensory phonics instruction that follows a clear scope and sequence. Lessons are based on student deficit areas but may include the instructional components of phonemic awareness, sound/spelling patterns, blending, word work, dictation, oral reading fluency, vocabulary development, and basic comprehension of connected text. ● Materials: Current materials/programs used for intervention include: <ul style="list-style-type: none"> ○ University of Florida Literacy Institute Foundations (UFLI) program ○ 95% Group Phonics Lesson Library ○ i-Ready Phonics for Reading ○ Reteaching of CKLA skills lessons and CKLA intervention lessons ○ MCLASS Intervention Lessons |
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| 4-5 | <p>What do your regularly scheduled reading sessions look like? Group size, frequency, instructor, materials, and instruction?</p> |
| | <ul style="list-style-type: none"> ● Group sizes are generally between four and six students. ● Students are grouped across a grade level by similar skill profiles. ● Teachers are assigned to instruct those groups during a designated thirty-minute, three-day-a-week reading intervention time. ● Students who need instruction in foundational skills receive explicit, systematic morphology (decoding and vocabulary) and oral reading fluency (rate, accuracy, expression) instruction. ● Students who need comprehension and language skill instruction will participate in activities that target oral reading fluency (rate, accuracy, expression), vocabulary building, and comprehension strategies. Include support for developing background knowledge, understanding text structures, and using oral and written language effectively. ● Materials: Current materials/programs used for intervention include: <ul style="list-style-type: none"> ○ University of Florida Literacy Institute Foundations (UFLI) |

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| | <ul style="list-style-type: none"> program ○ 95% Group Phonics Lesson Library ○ Reteaching of CKLA lessons and CKLA intervention lessons ○ MCLASS Intervention Lessons ○ University of Texas- Austin Word Connections- A Multisyllabic Word Reading Program ○ i-Ready Phonics for Reading |
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| K-3 | How have these services impacted student outcomes? |
| Kindergarten: 2024-25 End-of-Year Assessment Data | <p>2024-25 School Year</p> <p>Students who scored below or well below benchmark in DIBELs received small-group instruction in general education classrooms and intervention rooms from September to December 2024.</p> <p>In the middle of the year, we provided reading intervention services to 16 students who fell below the 41st percentile on MAP.</p> <p>Of the 16 students with RBG3 plans, the total number of students who showed growth from BOY to EOY DIBELS benchmark assessments was 8 out of 16, and 44% showed an increase in their proficiency.</p> |
| First Grade: 2024-25 End-of-Year Assessment Data | <p>At the beginning of the year, we provided reading intervention services to 23 students who fell below the 41st percentile on MAP. In the middle of the year, we provided reading intervention services to an additional four students who fell below the 41st percentile on MAP.</p> <p>Of the 27 students with RBG3 plans, the total number of students who showed growth from BOY to EOY DIBELS benchmark assessments was 27 out of 27, and 59% showed an increase in their proficiency.</p> |

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| Second Grade: 2024-25 End-of-Year Assessment Data | <p>The total number of students with RBG3 plans who received services from fall 2024 to spring 2025 was 35 students.</p> <p>Of the 35 students with RBG3 plans, the total number of students who showed growth from BOY to EOY DIBELS benchmark assessments was 30 out of 35, and 52% showed an increase in their proficiency.</p> |
| Third Grade: 2024-25 End-of-Year Assessment Data | <p>At the beginning of the year, we provided reading intervention services to 31 students who fell below the 41st percentile on MAP. In the middle of the year, we provided reading intervention services to an additional student who fell below the 41st percentile on MAP.</p> <p>Of the 32 students with RBG3 plans, the total number of students who showed growth from BOY to EOY DIBELS benchmark assessments was 31 out of 32, and 53% showed an increase in their proficiency.</p> |

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| 4-5 | How have these services impacted student outcomes? |
| Fourth Grade: 2024-25 End-of-Year Assessment Data | <p>At the beginning of the year, we provided reading intervention services to 22 students who fell below the 41st percentile on MAP. In the middle of the year, we provided reading intervention services to an additional two students who fell below the 41st percentile on MAP.</p> <p>Of the 24 students with RBG3 plans, the total number of students who showed growth from BOY to EOY DIBELS benchmark assessments was 22 out of 24, and 54% showed an increase in their proficiency.</p> |
| Fifth Grade: 2024-25 End-of-Year Assessment Data | <p>The total number of students with RBG3 plans who received services from fall 2024 to spring 2025 was 39 students.</p> |

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| | Of the 39 students with RBG3 plans, the total number of students who showed growth from BOY to EOY DIBELS benchmark assessments was 37 out of 39, and 69% showed an increase in their proficiency. |
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| K-3 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | <p>Once a student has been designated as needing ELA support and intervention, an RBG3 plan is developed with the families. How that support looks throughout the year depends on the needs of the student and how they are responding to intervention.</p> <p>If a student is making solid growth, and benchmark and/or progress monitoring assessment goals are met, the amount and frequency of direct intervention instruction may decrease for that student. Frequent progress monitoring is continued even if the small group intervention instruction is discontinued.</p> <p>If students are not responding to the interventions based on assessment data, intervention changes may occur with one or more options:</p> <ul style="list-style-type: none"> • Moved to a group with a different instructor • May be moved to a group with a different instructional tool or focus • May be moved to a group with fewer students • The intervention time may be increased. <p>Parents are notified when major changes to the initial plan are made.</p> |

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| 4-5 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | See above |

AB 289 (2019) REQUIREMENT #1:

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| K-5 | How often do Literacy specialists meet with administration? What is the structure of these meetings? How is information communicated to the admin, teachers, and staff? |
| | <ul style="list-style-type: none"> • Literacy specialists and instructional coaches meet with administration on a biweekly basis through regularly scheduled, calendared meetings. A shared rolling agenda is maintained, allowing administration, literacy specialists, and coaches to contribute topics in advance to ensure purposeful and collaborative discussions. • The structure of these meetings consists of key topics such as Tier I instructional updates and coaching cycles, Tier II intervention planning and data analysis, coordination of upcoming events, testing schedules, and professional development. Additional topics are included as needed based on campus priorities and any emerging needs. • Key information discussed during these meetings is communicated to teachers and staff through a combination of grade-level PLCs, coaching conversations, and staff emails and newsletters to ensure clarity, alignment, and follow-through across campus. |

AB 289 (2019) REQUIREMENT #3:

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| K-3 | What systems and structures are in place to ensure intervention serves and instruction is provided? |
| | <p>Several systems and structures are in place to ensure that intervention services are provided consistently and effectively:</p> <ul style="list-style-type: none"> • Administrators and coaches manage a comprehensive testing |

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| | <p>schedule to ensure all mandated beginning-of-year assessments are completed within the first 30 days of school. The data is then triangulated to form targeted intervention groups and drive purposeful instructional planning.</p> <ul style="list-style-type: none"> ● Regular MTSS Team Meetings: The MTSS team holds regular, scheduled meetings with grade-level teams to review student data, ensure interventions are being implemented with fidelity, and monitor the effectiveness of instruction. These meetings provide an opportunity to collaboratively problem-solve, adjust supports, and determine next steps for students in need of additional assistance. ● Intervention Plans: Intervention plans are developed using assessment data to identify specific skill gaps and establish clear, measurable goals for each student. These plans serve as collaborative tools that align teachers, school personnel, and families around a shared understanding of the student's needs, progress, and the targeted supports in place to promote growth. These plans are regularly updated following each assessment window to reflect student progress and indicate whether identified goals have been met. ● Intervention Logs: Teachers maintain detailed intervention logs that document the date of each session, the materials used, and the specific instruction provided. These logs serve as a record of services delivered and help ensure accountability and consistency across all intervention groups. ● Administrative and Coaching Involvement: Campus administrators and the instructional coaching team work closely to support the intervention process. They ensure all universal screeners and progress monitoring assessments are completed within designated windows, assist in grouping and placing students based on data, and regularly observe intervention instruction to ensure quality and alignment. They also play an active role in monitoring student progress |
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| | and using data to inform instructional adjustments. |
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| 4-5 | <p>What systems and structures are in place to ensure intervention serves and instruction is provided?</p> |
| | <p>Several systems and structures are in place to ensure that intervention services are provided consistently and effectively:</p> <ul style="list-style-type: none"> • Administrators and coaches manage a comprehensive testing schedule to ensure all mandated beginning-of-year assessments are completed within the first 30 days of school. The data is then triangulated to form targeted intervention groups and drive purposeful instructional planning. • Regular MTSS Team Meetings: The MTSS team holds regular, scheduled meetings with grade-level teams to review student data, ensure interventions are being implemented with fidelity, and monitor the effectiveness of instruction. These meetings provide an opportunity to collaboratively problem-solve, adjust supports, and determine next steps for students in need of additional assistance. • Intervention Plans: Intervention plans are developed using assessment data to identify specific skill gaps and establish clear, measurable goals for each student. These plans serve as collaborative tools that align teachers, school personnel, and families around a shared understanding of the student's needs, progress, and the targeted supports in place to promote growth. These plans are regularly updated following each assessment window to reflect student progress and indicate whether identified goals have been met. • Intervention Logs: Teachers maintain detailed intervention logs that document the date of each session, the materials |

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| | <p>used, and the specific instruction provided. These logs serve as a record of services delivered and help ensure accountability and consistency across all intervention groups.</p> <ul style="list-style-type: none"> ● Administrative and Coaching Involvement: Campus administrators and the instructional coaching team work closely to support the intervention process. They ensure all universal screeners and progress monitoring assessments are completed within designated windows, assist in grouping and placing students based on data, and regularly observe intervention instruction to ensure quality and alignment. They also play an active role in monitoring student progress and using data to inform instructional adjustments. |
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| K-3 | What do your regularly scheduled reading sessions look like? Group size, frequency, materials, and instruction? |
| | <ul style="list-style-type: none"> ● Our reading intervention sessions are scheduled 4–5 times per week for 20 minutes, with biweekly progress monitoring to assess student progress and inform instruction. Students are grouped by similar skill needs, based on various assessment data, to ensure targeted and effective support. Group sizes are intentionally kept small—typically no more than six students—to allow for individualized attention. ● We use a variety of evidence-based instructional materials, including UFLI, 95 Percent Group, iReady, and Reading A-Z. These resources are carefully selected to align with the specific skills being addressed in each group. ● Targeted instruction may include phonological awareness, explicit phonics instruction, sentence dictation, connected text reading, writing activities, fluency practice, vocabulary acquisition, and development of comprehension strategies. ● This structured, data-informed approach allows us to deliver |

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| | focused, effective instruction that meets students where they are and supports their ongoing literacy development. |
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| 4-5 | What do your regularly scheduled reading sessions look like? Group size, frequency, instructor, materials, and instruction? |
| | <ul style="list-style-type: none"> • Our reading intervention sessions are scheduled 4–5 times per week for 20 minutes, with biweekly progress monitoring to assess student progress and inform instruction. Students are grouped by similar skill needs, based on various assessment data, to ensure targeted and effective support. Group sizes are intentionally kept small—typically no more than six students—to allow for individualized attention. • We use a variety of evidence-based instructional materials, including UFLI, 95 Percent Group, iReady, and Reading A-Z. These resources are carefully selected to align with the specific skills being addressed in each group. • Targeted instruction may include phonological awareness, explicit phonics instruction, sentence dictation, connected text reading, writing activities, fluency practice, vocabulary acquisition, and development of comprehension strategies. • This structured, data-informed approach allows us to deliver focused, effective instruction that meets students where they are and supports their ongoing literacy development. |

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| K-3 | How have these services impacted student outcomes? |
| | <u>DIBELS Data</u> |



DIBELS Summary:

Kinder: Significant decrease in at-risk students, showing strong growth across the year.

1st: Moderate reduction in at-risk students, with increased movement into green and blue performance levels.

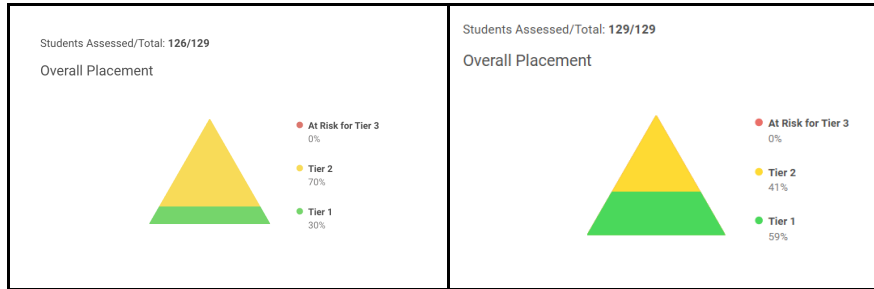
2nd: No change in the number of at-risk students; slight progress is seen in other tiers but more targeted support is needed in this grade level.

3rd: Strong upward movement into grade-level proficiency; red remained unchanged, but overall performance improved significantly.

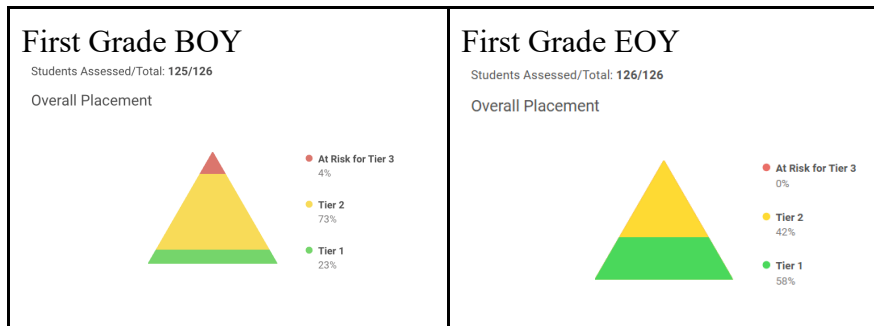
iReady Summary

Kinder BOY

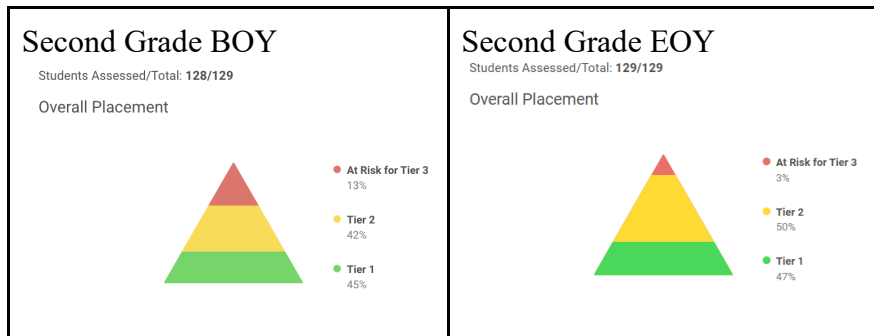
Kinder EOY



Kinder: Significant decrease in Tier 2 students, showing strong growth across the year.



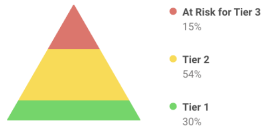
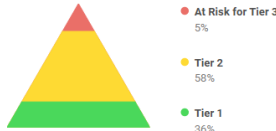
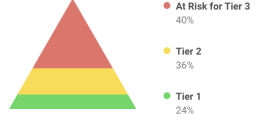
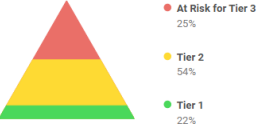
1st: 4% to 0% reduction in at-risk students, decreased percentage in Tier 2 students with increased movement into Tier 1 green performance level.



2nd: 13% to 3% reduction in at-risk students, slight increase of movement into Tier 1 green performance level. More targeted support is needed in this grade level.

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| | <div> <div> <div>Third Grade BOY</div> <div>Students Assessed/Total: 127/129</div> <div>Overall Placement</div> <div> <div> <div>At Risk for Tier 3</div> <div>17%</div> </div> <div> <div>Tier 2</div> <div>30%</div> </div> <div> <div>Tier 1</div> <div>54%</div> </div> </div> </div> <div> <div>Third Grade EOY</div> <div>Students Assessed/Total: 129/129</div> <div>Overall Placement</div> <div> <div> <div>At Risk for Tier 3</div> <div>9%</div> </div> <div> <div>Tier 2</div> <div>43%</div> </div> <div> <div>Tier 1</div> <div>48%</div> </div> </div> </div> </div> <div>3rd: 17% to 9% reduction in at-risk students. More targeted support is needed to increase grade level proficiency.</div> |
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| 4-5 | How have these services impacted student outcomes? |
| | <div> <div> <div>Grade 4</div> <div> <div>Grade 4</div> <div> <div>24-25 BOY</div> <div>21(16%)</div> <div>24(19%)</div> <div>64(49%)</div> <div>20(16%)</div> <div>129</div> </div> <div> <div>24-25 MOY</div> <div>27(21%)</div> <div>9(7%)</div> <div>42(32%)</div> <div>52(40%)</div> <div>130</div> </div> <div> <div>24-25 EOY</div> <div>32(25%)</div> <div>26(20%)</div> <div>41(32%)</div> <div>30(23%)</div> <div>129</div> </div> </div> </div> <div> <div>Grade 5</div> <div> <div>Grade 5</div> <div> <div>24-25 BOY</div> <div>27(21%)</div> <div>33(25%)</div> <div>49(38%)</div> <div>21(16%)</div> <div>130</div> </div> <div> <div>24-25 MOY</div> <div>43(35%)</div> <div>28(22%)</div> <div>37(29%)</div> <div>18(14%)</div> <div>126</div> </div> <div> <div>24-25 EOY</div> <div>49(47%)</div> <div>17(16%)</div> <div>15(14%)</div> <div>24(23%)</div> <div>105</div> </div> </div> </div> <div> <div>DIBELS Summary:</div> <div>4th & 5th Grade: Despite challenges, a consistent group of high-performing students remained, and there are clear opportunities for lifting more students with focused instruction and interventions.</div> </div> <div> <div>Fourth Grade BOY</div> <div>Fourth Grade EOY</div> </div> </div> |

| | <div data-bbox="443 126 877 410"> <p>Students Assessed/Total: 125/130</p> <p>Overall Placement</p>  <table border="1"> <thead> <tr> <th>Tier</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At Risk for Tier 3</td> <td>15%</td> </tr> <tr> <td>Tier 2</td> <td>54%</td> </tr> <tr> <td>Tier 1</td> <td>30%</td> </tr> </tbody> </table> </div> <div data-bbox="877 126 1312 410"> <p>Students Assessed/Total: 130/130</p> <p>Overall Placement</p>  <table border="1"> <thead> <tr> <th>Tier</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At Risk for Tier 3</td> <td>5%</td> </tr> <tr> <td>Tier 2</td> <td>58%</td> </tr> <tr> <td>Tier 1</td> <td>36%</td> </tr> </tbody> </table> </div> <p><u>iReady Summary</u></p> <p>4th: Fourth grade made strides in reducing the number of at-risk students while slightly growing the Tier 1 group—showing clear momentum toward improving overall performance.</p> <div data-bbox="443 597 877 906"> <p>Fifth Grade BOY</p> <p>Students Assessed/Total: 130/130</p> <p>Overall Placement</p>  <table border="1"> <thead> <tr> <th>Tier</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At Risk for Tier 3</td> <td>40%</td> </tr> <tr> <td>Tier 2</td> <td>36%</td> </tr> <tr> <td>Tier 1</td> <td>24%</td> </tr> </tbody> </table> </div> <div data-bbox="877 597 1312 906"> <p>Fifth Grade EOY</p> <p>Students Assessed/Total: 130/130</p> <p>Overall Placement</p>  <table border="1"> <thead> <tr> <th>Tier</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At Risk for Tier 3</td> <td>25%</td> </tr> <tr> <td>Tier 2</td> <td>54%</td> </tr> <tr> <td>Tier 1</td> <td>22%</td> </tr> </tbody> </table> </div> <p>5th: While Tier 1 gains were modest, the substantial reduction in Tier 3 shows promising movement in the right direction.</p> | Tier | Percentage | At Risk for Tier 3 | 15% | Tier 2 | 54% | Tier 1 | 30% | Tier | Percentage | At Risk for Tier 3 | 5% | Tier 2 | 58% | Tier 1 | 36% | Tier | Percentage | At Risk for Tier 3 | 40% | Tier 2 | 36% | Tier 1 | 24% | Tier | Percentage | At Risk for Tier 3 | 25% | Tier 2 | 54% | Tier 1 | 22% |
|--------------------|---|------|------------|--------------------|-----|--------|-----|--------|-----|------|------------|--------------------|----|--------|-----|--------|-----|------|------------|--------------------|-----|--------|-----|--------|-----|------|------------|--------------------|-----|--------|-----|--------|-----|
| Tier | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| At Risk for Tier 3 | 15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier 2 | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier 1 | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| At Risk for Tier 3 | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier 2 | 58% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier 1 | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| At Risk for Tier 3 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier 2 | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier 1 | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| At Risk for Tier 3 | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier 2 | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tier 1 | 22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| K-3 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | <ul style="list-style-type: none"> For students not meeting intervention goals, we collaborate with the MTSS team to review data and adjust instruction accordingly. These may include revisiting foundational skills, modifying group placement, increasing the intensity or frequency of instruction, or providing additional support |

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| | <p>through Tier III interventions. Progress monitoring data is analyzed to identify specific skill gaps and guide instructional decisions that are tailored to each student's needs.</p> <ul style="list-style-type: none"> ● For students who do meet their intervention goals, next steps are determined based on a review of multiple data points. In some cases, students may remain in their current group and be placed on a “watch list” to ensure continued progress. If the data indicates strong, consistent growth and responsiveness to instruction, students may be exited from the intervention group entirely. <ul style="list-style-type: none"> ○ These students are still closely monitored through classroom performance and benchmark assessment data to ensure sustained success. When appropriate, they may receive enrichment opportunities to support continued literacy development. |
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| 4-5 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | <ul style="list-style-type: none"> ● For students not meeting intervention goals, we collaborate with the MTSS team to review data and adjust instruction accordingly. These may include revisiting foundational skills, modifying group placement, increasing the intensity or frequency of instruction, or providing additional support through Tier III interventions. Progress monitoring data is analyzed to identify specific skill gaps and guide instructional decisions that are tailored to each student's needs. ● For students who do meet their intervention goals, the next |

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| | <p>steps are determined based on a review of multiple data points. In some cases, students may remain in their current group and be placed on a “watch list” to ensure continued progress. If the data indicates strong, consistent growth and responsiveness to instruction, students may be exited from the intervention group entirely.</p> <ul style="list-style-type: none">○ These students are still closely monitored through classroom performance and benchmark assessment data to ensure sustained success. When appropriate, they may receive enrichment opportunities to support continued literacy development. |
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AB 289 (2019) REQUIREMENT #1:

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| K-5 | How often do Literacy specialists meet with administration? What is the structure of these meetings? How is information communicated to the admin, teachers, and staff? |
| | <p>Literacy specialists meet with administration in two forms: weekly leadership meetings and biweekly RTI Team meetings.</p> <p>Leadership meetings include administration and fellow coaches. This is our opportunity to update the administration on assignments and current projects. We discuss each grade level and team's upcoming data, deadlines, and upcoming professional development.</p> <p>RTI Team meetings include administration, special ed, school psychologist, literacy specialist, and tier 3 interventionist. During this meeting, we review data on our tier 3 students. We discuss any progress made with families that are requesting evaluations or have begun the process.</p> |

AB 289 (2019) REQUIREMENT #3:

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| K-3 | What systems and structures are in place to ensure intervention serves and instruction is provided? |
| | <p>Kindergarten students are assessed using the Kindergarten Entry Assessment (KEA) within the first 30 days of school by administration, instructional coaches, literacy specialists, teachers, and instructional assistants.</p> <p>To ensure targeted instruction and intervention for K–3 students, multiple data sources are utilized, including the i-Ready Diagnostic, MAP, and DIBELS assessments. Assessment data is used to determine student placement in small, flexible instructional groups. These small groups are led by both classroom teachers and instructional assistants and are built into the daily schedule, meeting</p> |

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| | <p>a minimum of four times per week.</p> <p>Students identified as Tier 3 receive additional diagnostic support through the LETRS Phonemic Awareness Assessment. All data is triangulated to ensure accurate identification of student needs. Progress monitoring is conducted biweekly using DIBELS to inform instruction and adjust groupings as needed. Instruction within small groups includes targeted i-Ready intervention lessons and supplemental resources from Amplify to support foundational literacy skills.</p> |
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| 4-5 | <p>What systems and structures are in place to ensure intervention serves and instruction is provided?</p> |
| | <p>For students in grades 3–5, comprehensive systems and structures are in place to ensure instruction and intervention are responsive to student needs and grounded in data. Students complete the i-Ready Diagnostic, MAP, and SBAC assessments, which inform placement into academic teams based on performance. These teams guide classroom instruction, allowing teachers to tailor lessons to the specific needs of each group.</p> <p>Each grade level includes designated intensive/intervention classes as well as daily small group instruction, led by both classroom teachers and instructional assistants. Instructional coaches also provide targeted tutoring opportunities for students requiring additional support.</p> <p>Student teams and groupings are fluid, with frequent data reviews to ensure students are receiving the most appropriate level of support or enrichment. Progress is monitored biweekly using DIBELS, along with ongoing formative assessments. Instructional materials include i-Ready intervention lessons and Amplify resources,</p> |

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| | ensuring consistent, standards-aligned support across all instructional settings. |
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| K-3 | What do your regularly scheduled reading sessions look like? Group size, frequency, materials, and instruction? |
| | <ul style="list-style-type: none"> ● Group sizes: 4-6 ● Frequency: 4 times a week ● Materials: iReady, Magnetic Amplify, CKLA, LETRS, Florida Reading Center ● Instruction: <ul style="list-style-type: none"> ○ Groups are formed based on student performance data to target specific skill deficits, provide intervention, and support foundational literacy and math development. In addition to focused intervention, small group time is also used to pre-teach upcoming concepts and re-teach previously introduced skills to ensure mastery. ○ Group sizes are fluid and adjusted regularly based on student progress, ensuring that instruction remains aligned with individual learning needs. Some students may also receive targeted lessons from another teacher within the same grade level to provide additional intervention or enrichment when needed. This collaborative and flexible approach ensures that all students receive the right level of support at the right time. |

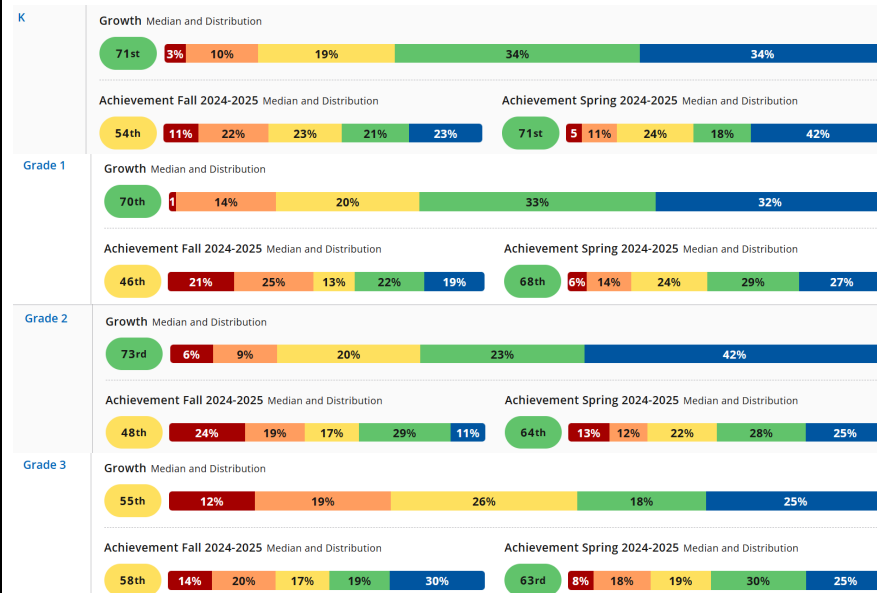
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| 4-5 | What do your regularly scheduled reading sessions look like? Group size, frequency, instructor, materials, and instruction? |
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| | <ul style="list-style-type: none"> ● Group sizes: 5-7 ● Frequency: 4-5 times a week ● Materials: iReady, Magnetic Amplify, CKLA, LETRS, Florida Reading Center, SBAC practice ● Instruction: <ul style="list-style-type: none"> ○ In grades 4–5, small group instruction is strategically embedded within a broader system of academic teams, which are created based on assessment data, academic performance, and teacher professional input. These teams help guide instructional planning to ensure all students receive the appropriate level of support or challenge. ○ Within each academic team, small group instruction is used to provide targeted intervention focused on specific skill gaps, while also offering opportunities to pre-teach upcoming content and re-teach concepts as needed. Intensive intervention classes allow for even more focused small group instruction, while also creating space for students performing above grade level to participate in enrichment and engage in higher-level learning experiences. ○ Groupings are fluid and regularly adjusted based on student progress, allowing for movement between groups to meet evolving academic needs. In some cases, students receive instruction from another teacher within the grade level to provide additional support or enrichment. This flexible and collaborative model ensures that every student is met where they are and supported in their growth. |
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| K-3 | How have these services impacted student outcomes? |
| | The implementation of data-driven small group instruction and |

targeted interventions has led to measurable improvements in student outcomes across grades K–3. Growth data reflect significant progress, with median percentiles of 70th or higher in Kindergarten, Grade 1, and Grade 2. Achievement scores also show substantial increases from fall to spring across all grade levels. Grade 1 improved from the 46th to the 68th percentile, and Kindergarten from the 54th to the 71st.

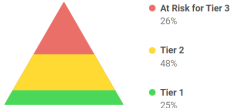
These gains highlight the effectiveness of differentiated instruction based on assessment data, teacher input, and student need. Flexible academic grouping allowed for focused intervention, remediation, and enrichment, contributing to both accelerated growth and higher achievement.

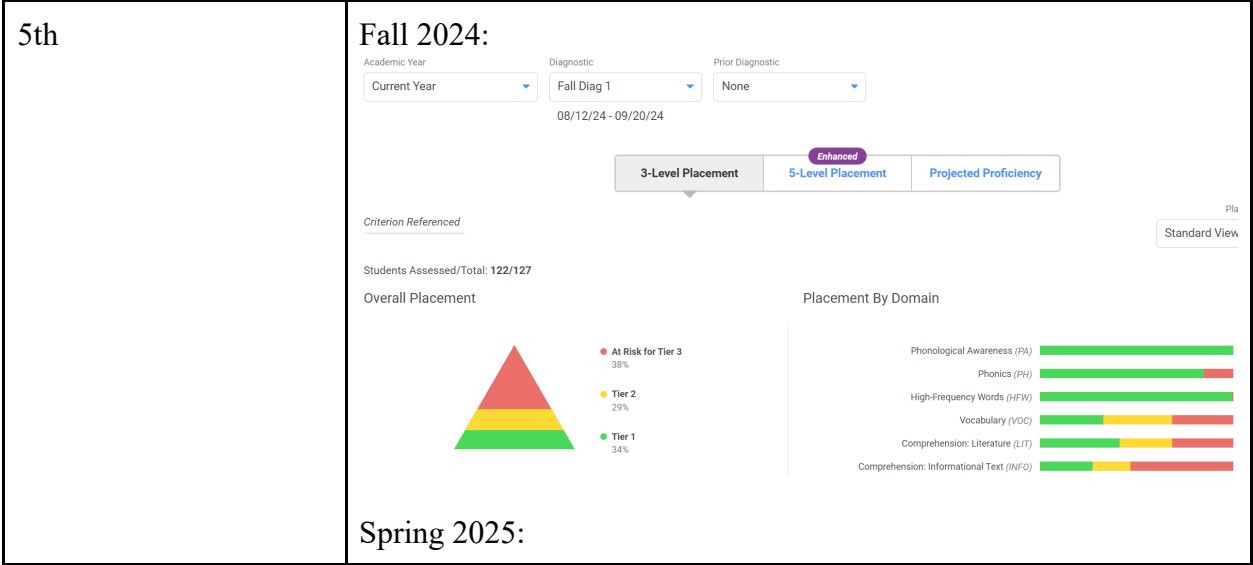
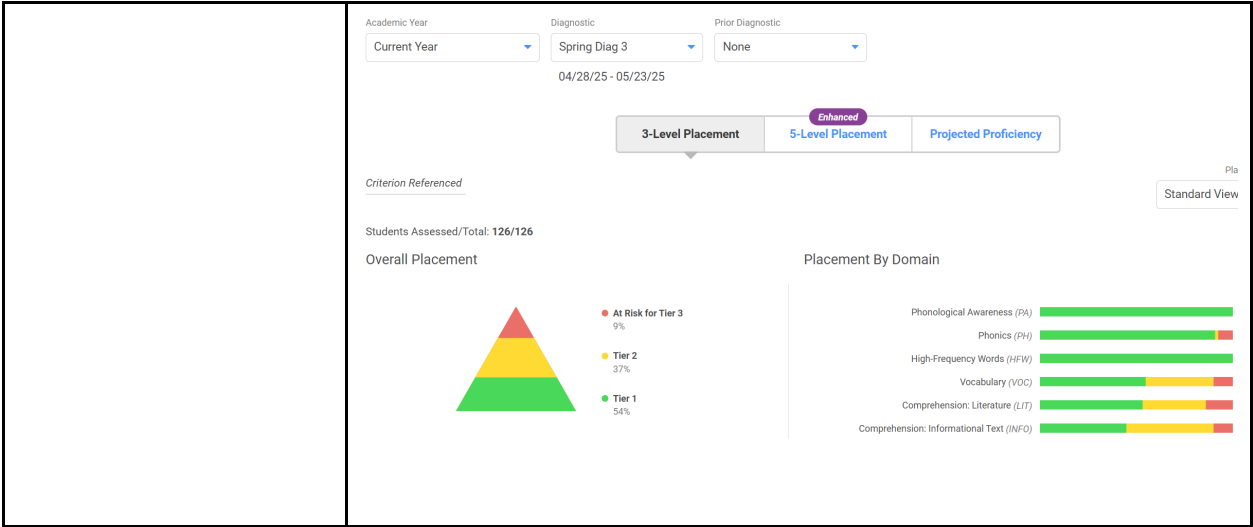


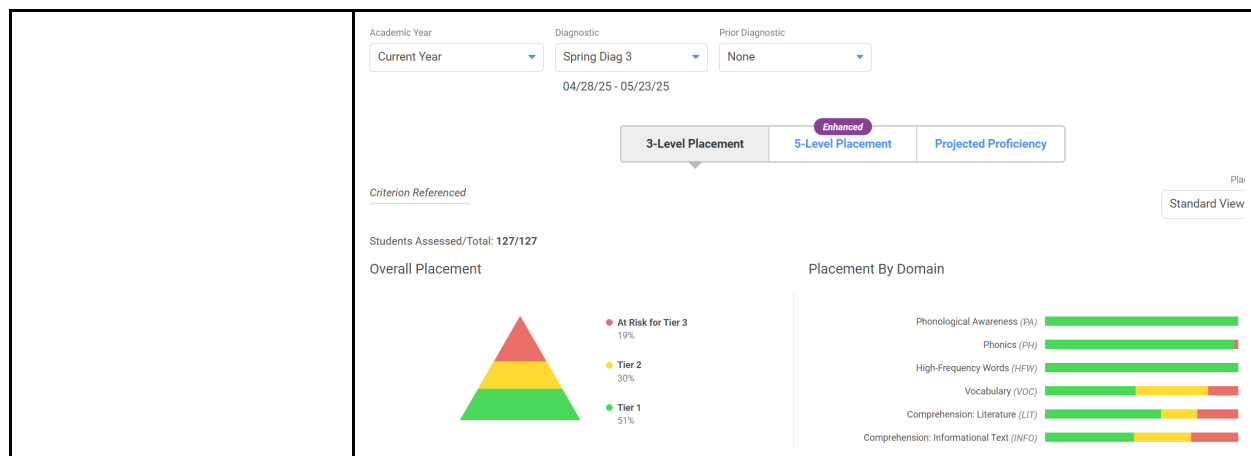
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How have these services impacted student outcomes?

Diagnostic data from Grades 4 and 5 show strong gains in student performance. In Grade 4, Tier 1 placement increased from **25% to**

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| | <p>54%, while students at risk for Tier 3 decreased from 26% to 9%. Grade 5 also showed improvement, with Tier 1 rising from 34% to 51%, and Tier 3 dropping from 36% to 19%.</p> <p>Growth across key literacy domains—especially comprehension and vocabulary—reflects the impact of data-driven small group instruction and targeted support. Regular progress monitoring and instructional adjustments contributed to these positive trends.</p> <p>Please see the data below from our Fall 2024 iReady Reading Diagnostic and Spring 2025 iReady Reading Diagnostic for our 4th and 5th graders</p> | | | | | | | | | | | | |
| 4th | <p>Fall 2024</p> <p>Academic Year: Current Year Diagnostic: Fall Diag 1 Prior Diagnostic: None 08/12/24 - 09/20/24</p> <p>3-Level Placement Enhanced 5-Level Placement Projected Proficiency</p> <p>Criterion Referenced Plao Standard View</p> <p>Students Assessed/Total: 118/126</p> <p>Overall Placement</p>  <p>● At Risk for Tier 3 26%</p> <p>● Tier 2 48%</p> <p>● Tier 1 25%</p> <p>Placement By Domain</p> <table><tbody><tr><td>Phonological Awareness (PA)</td><td><div><div></div></div></td></tr><tr><td>Phonics (PH)</td><td><div><div></div></div></td></tr><tr><td>High-Frequency Words (HFW)</td><td><div><div></div></div></td></tr><tr><td>Vocabulary (VOC)</td><td><div><div></div></div></td></tr><tr><td>Comprehension: Literature (LIT)</td><td><div><div></div></div></td></tr><tr><td>Comprehension: Informational Text (INFO)</td><td><div><div></div></div></td></tr></tbody></table> <p>Spring 2025:</p> | Phonological Awareness (PA) | <div><div></div></div> | Phonics (PH) | <div><div></div></div> | High-Frequency Words (HFW) | <div><div></div></div> | Vocabulary (VOC) | <div><div></div></div> | Comprehension: Literature (LIT) | <div><div></div></div> | Comprehension: Informational Text (INFO) | <div><div></div></div> |
| Phonological Awareness (PA) | <div><div></div></div> | | | | | | | | | | | | |
| Phonics (PH) | <div><div></div></div> | | | | | | | | | | | | |
| High-Frequency Words (HFW) | <div><div></div></div> | | | | | | | | | | | | |
| Vocabulary (VOC) | <div><div></div></div> | | | | | | | | | | | | |
| Comprehension: Literature (LIT) | <div><div></div></div> | | | | | | | | | | | | |
| Comprehension: Informational Text (INFO) | <div><div></div></div> | | | | | | | | | | | | |





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| K-3 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | <p>For students who do not meet their goals, their assessment data is reviewed and triangulated to determine next steps. Tier 2 and Tier 3 instructional groups are re-evaluated and restructured as needed, with adjustments made to the targeted skills and lesson content. These students continue to be progress monitored biweekly using DIBELS to ensure timely response to their needs. In some cases, the frequency or intensity of Tier 2 and Tier 3 instruction may be increased to accelerate progress.</p> <p>For students who meet or exceed their goals, instructional groups are adjusted to ensure continued growth and appropriate challenge. Their data is also triangulated to identify next-step skills for instruction, allowing teachers to provide enrichment and deeper learning opportunities that match their current performance level.</p> |

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| 4-5 | What happens next for students who do not meet their goals? Who |
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| | DO meet their goals? |
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| | <p>In Grades 4 and 5, student progress is closely monitored, and instructional decisions are responsive to assessment data. For students who do not meet their goals, data is triangulated to determine appropriate adjustments. Tier 2 and Tier 3 groups are reviewed and restructured, with instructional focus areas modified to better target student needs. DIBELS progress monitoring occurs every two weeks, and instructional time or intensity may be increased as needed.</p> <p>Due to the academic team structure in Grades 4–5, students may be reassigned to different teams based on their current performance level. This fluid placement allows for more precise support. Intensive class teachers track these changes and ensure students are regrouped accordingly so that targeted skills and grade-level standards can be addressed through differentiated instruction, whether with the classroom teacher or instructional assistant.</p> <p>For students who meet or exceed their goals, placement within academic teams and small groups is adjusted to maintain challenge and continued growth. Data is analyzed to identify next-step skills, allowing teachers to provide enrichment or advanced instruction aligned to individual progress.</p> |

Somerset Academy Skye Canyon

AB 289 (2019) REQUIREMENT #1:

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| K-5 | How often do Literacy specialists meet with administration? What is the structure of these meetings? How is information communicated to the admin, teachers, and staff? |
| | <p>Literacy specialists and coaches meet with the administration team every Monday. This meeting is planned for general check-ins on everyone's responsibilities. The Literacy Specialist:</p> <ul style="list-style-type: none">• Explains any upcoming deadlines for MTSS plans as well as any concerns about students in RBG3.• Reviews our student profiles and interventions to see if any changes need to be made.• Discusses any upcoming professional development or coaching needs for Tier 1. |

AB 289 (2019) REQUIREMENT #3:

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| K-3 | What systems and structures are in place to ensure intervention services and instruction are provided? |
| | <p>Skye Canyon administration and academic coaches create a schedule for beginning-of-year mandated assessments that are completed within the first 30 days of school. This data is used to guide intervention.</p> <p>Skye Canyon has daily time built in for reading interventions. Every grade level has a 30-minute MTSS block 5 days a week to provide interventions. Students are grouped following benchmark testing. During grade-level PLC meetings, data from all assessments (MAP, i-Ready, DIBELS, LETRS Spelling Screener) is triangulated to create flexible groupings across the grade level and lesson plan for this time. During the intervention time, students “walk-to-read”, sometimes to another teacher's room, to receive their interventions. The literacy specialist trains IAs in assessment administration and</p> |

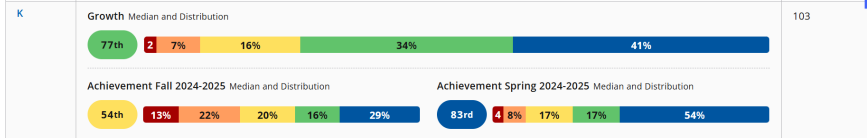
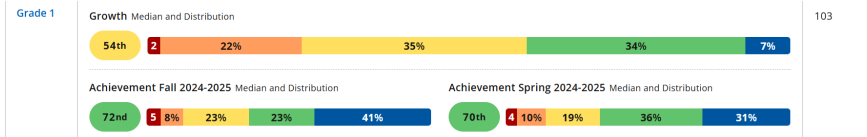
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| | intervention instruction to have another teacher lead a differentiated group. Having this “walk-to-read” structure keeps teachers accountable to follow the schedule and provide interventions. K-3 teachers use the UFLI program. Progress monitoring is completed every 10-15 days. Every 6-8 weeks, teams meet to analyze progress monitoring data, make adjustments to groups, and discuss instruction. |
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| 4-5 | What systems and structures are in place to ensure intervention serves and instruction is provided? |
| | The same protocols as listed above are used for fourth and fifth grade. The exception is that, in fifth grade, the scheduled intervention time for MTSS services is twice a week for 45 minutes each. In grades 4-5, the previous year’s SBAC data is used in place of the MAP assessment to triangulate data. |

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| K-3 | What do your regularly scheduled reading sessions look like? Group size, frequency, materials, and instruction? |
| | <ul style="list-style-type: none"> • Tier 1 reading time is mostly whole group with 26 students, for a minimum of 120 minutes a day. We use CKLA for our curriculum. In K-3, this block is split up with time for additional Tier 1 small groups that are flexible and differentiated based on the current need/ lesson. • Tier 2 MTSS groups include no more than 6 students, usually 4-5. They are made across 1 grade level each. These groups meet a minimum of 4 days a week for 30 minutes. They use UFLI materials and a variety of instructional strategies and tools (formative assessment/ quick checks, white boards, partner talks, feedback, summarizing, questioning, and visualizing). |

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| | <ul style="list-style-type: none"> Tier 3 groups with students who need more support are also limited to 6 students. These groups are made across grade levels by similar skill profiles. These groups meet a minimum of 2x/week for 30 minutes. A variety of materials are used (i-Ready toolbox, Magnetic Reading, UFLI, FCRR, CKLA, MCLASS intervention, etc.) using strategies including those listed above. |
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| 4-5 | What do your regularly scheduled reading sessions look like? Group size, frequency, instructor, materials, and instruction? |
| | The same protocols as listed above are used for fourth and fifth grade. The exception is that, in fifth grade, the scheduled intervention time for MTSS services is twice a week for 45 minutes each. |

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| K-3 | How have these services impacted student outcomes? |
| Kindergarten |  <p>In the Fall, 45% of our kindergarten students were proficient on the MAP assessment. Through this instruction and intervention, 71% of these students were proficient in the Spring.</p> |
| 1st Grade |  <p>Our first grade fell in the 54th percentile for growth on the MAP assessment from Fall to Spring.</p> |

| | <table><tr><th colspan="2">Annual Typical Growth ⓘ</th><th colspan="2">Annual Stretch Growth® ⓘ</th><th rowspan="2">% Students with Improved Placement</th><th rowspan="2">⌵</th></tr><tr><th>Progress (Median) ⌵</th><th>% Met ⌵</th><th>Progress (Median) ⌵</th><th>% Met ⌵</th></tr><tr><td><div><div></div></div> 106%</td><td>52%</td><td><div><div></div></div> 81%</td><td>34%</td><td>75%</td><td></td></tr></table> <p>On the i-Ready reading diagnostic, 75% of students showed improved placement from Fall to Spring due to these reading interventions.</p> | Annual Typical Growth ⓘ | | Annual Stretch Growth® ⓘ | | % Students with Improved Placement | ⌵ | Progress (Median) ⌵ | % Met ⌵ | Progress (Median) ⌵ | % Met ⌵ | <div><div></div></div> 106% | 52% | <div><div></div></div> 81% | 34% | 75% | |
|-----------------------------|--|----------------------------|---------|------------------------------------|-------------------------|------------------------------------|-------------------------|---------------------|---------|---------------------|---------|-----------------------------|-----|----------------------------|-----|-----|---------|
| Annual Typical Growth ⓘ | | Annual Stretch Growth® ⓘ | | % Students with Improved Placement | ⌵ | | | | | | | | | | | | |
| Progress (Median) ⌵ | % Met ⌵ | Progress (Median) ⌵ | % Met ⌵ | | | | | | | | | | | | | | |
| <div><div></div></div> 106% | 52% | <div><div></div></div> 81% | 34% | 75% | | | | | | | | | | | | | |
| 2nd Grade | <div><div>Grade 2</div><div><div>Growth Median and Distribution</div><div><div>62nd</div><div>9%</div><div>21%</div><div>20%</div><div>23%</div><div>27%</div></div></div><div><div>Achievement Fall 2024-2025 Median and Distribution</div><div><div>64th</div><div>9%</div><div>14%</div><div>24%</div><div>20%</div><div>33%</div></div></div><div><div>Achievement Spring 2024-2025 Median and Distribution</div><div><div>74th</div><div>8%</div><div>11%</div><div>18%</div><div>23%</div><div>40%</div></div></div></div> <p>In the Fall, 53% of our 2nd grade students scored proficient on the MAP assessment. Due to the above instruction and interventions, 63% of students scored in proficiency in the Spring.</p> | | | | | | | | | | | | | | | | |
| 3rd Grade | <div><div>Grade 3</div><div><div>Growth Median and Distribution</div><div><div>52nd</div><div>17%</div><div>20%</div><div>23%</div><div>21%</div><div>19%</div></div></div><div><div>Achievement Fall 2024-2025 Median and Distribution</div><div><div>71st</div><div>4</div><div>10%</div><div>23%</div><div>28%</div><div>35%</div></div></div><div><div>Achievement Spring 2024-2025 Median and Distribution</div><div><div>71st</div><div>4</div><div>11%</div><div>16%</div><div>37%</div><div>32%</div></div></div></div> <p>Our third grade fell in the 52nd percentile for growth on the MAP assessment from Fall to Spring.</p> <table><tr><th colspan="2">Annual Typical Growth ⓘ</th><th colspan="2">Annual Stretch Growth® ⓘ</th><th rowspan="2">% Students with Improved Placement</th><th rowspan="2">Students Assessed/Total</th></tr><tr><th>Progress (Median) ⌵</th><th>% Met ⌵</th><th>Progress (Median) ⌵</th><th>% Met ⌵</th></tr><tr><td><div><div></div></div> 151%</td><td>69%</td><td><div><div></div></div> 90%</td><td>44%</td><td>70%</td><td>104/104</td></tr></table> <p>On the i-Ready reading diagnostic, 70% of students showed improved placement from the Fall to Spring due to these reading interventions.</p> | Annual Typical Growth ⓘ | | Annual Stretch Growth® ⓘ | | % Students with Improved Placement | Students Assessed/Total | Progress (Median) ⌵ | % Met ⌵ | Progress (Median) ⌵ | % Met ⌵ | <div><div></div></div> 151% | 69% | <div><div></div></div> 90% | 44% | 70% | 104/104 |
| Annual Typical Growth ⓘ | | Annual Stretch Growth® ⓘ | | % Students with Improved Placement | Students Assessed/Total | | | | | | | | | | | | |
| Progress (Median) ⌵ | % Met ⌵ | Progress (Median) ⌵ | % Met ⌵ | | | | | | | | | | | | | | |
| <div><div></div></div> 151% | 69% | <div><div></div></div> 90% | 44% | 70% | 104/104 | | | | | | | | | | | | |

| 4-5 | How have these services impacted student outcomes? | | | | | | | | | | | | | | | | | | |
|-------------------------------|--|----------------------------|---------|------------------------------------|---|------------------------------------|---|-------------------------|-------------------------|---------|---------------------|---------|-------------------------------|-----|----------------------------|-----|-----|--|---------|
| 4th Grade | <table><tr><th colspan="2">Annual Typical Growth ⓘ</th><th colspan="2">Annual Stretch Growth® ⓘ</th><th rowspan="2">% Students with Improved Placement</th><th rowspan="2">↕</th><th rowspan="2">Students Assessed/Total</th></tr><tr><th>Progress (Median) ↕</th><th>% Met ↕</th><th>Progress (Median) ↕</th><th>% Met ↕</th></tr><tr><td><div><div></div></div> ✓ 155%</td><td>63%</td><td><div><div></div></div> 86%</td><td>42%</td><td>61%</td><td></td><td>104/104</td></tr></table> | Annual Typical Growth ⓘ | | Annual Stretch Growth® ⓘ | | % Students with Improved Placement | ↕ | Students Assessed/Total | Progress (Median) ↕ | % Met ↕ | Progress (Median) ↕ | % Met ↕ | <div><div></div></div> ✓ 155% | 63% | <div><div></div></div> 86% | 42% | 61% | | 104/104 |
| Annual Typical Growth ⓘ | | Annual Stretch Growth® ⓘ | | % Students with Improved Placement | ↕ | | | | Students Assessed/Total | | | | | | | | | | |
| Progress (Median) ↕ | % Met ↕ | Progress (Median) ↕ | % Met ↕ | | | | | | | | | | | | | | | | |
| <div><div></div></div> ✓ 155% | 63% | <div><div></div></div> 86% | 42% | 61% | | 104/104 | | | | | | | | | | | | | |

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| | On the i-Ready diagnostic, 60% of students showed improved placement from the Fall to Spring due to these reading interventions. |
| 5th Grade | <div> <div> Annual Typical Growth ⓘ </div> <div> Progress (Median) ⌵ </div> <div> 157% </div> </div> <div> <div> Annual Stretch Growth ⓘ </div> <div> Progress (Median) ⌵ </div> <div> 76% </div> </div> <div> <div> % Met ⌵ </div> <div> 65% </div> </div> <div> <div> % Met ⌵ </div> <div> 38% </div> </div> <div> <div> % Students with Improved Placement ⌵ </div> <div> 57% </div> </div> <div> <div> Students Assessed/Total </div> <div> 104/104 </div> </div> |

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| K-3 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| DO meet their goals | If students receiving intervention DO meet their MTSS goals during progress monitoring or the Winter benchmark, we keep providing them with interventions and continue to monitor their progress. We will write a new goal for them in their RBG3 plan. If their current group no longer matches that goal, we will move them to a different intervention group. If they consistently meet their progress monitoring goals throughout the year, the amount or frequency of intervention may decrease. |
| Do NOT meet their goals | If a student is not meeting their goal and not responding to intervention, as measured through growth on their progress monitoring assessments, adjustments will be made to their intervention time, instructor, materials, or time. At grade level PLCs every 6-8 weeks, teachers will discuss student needs and re-group students based on adjusted goals or adjusted content. Students may be moved to a new group with a different instructor, or may be moved to a different group using a different instructional tool or focus. The student's intervention time may also increase if needed. |

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| 4-5 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | See above |

AB 289 (2019) REQUIREMENT #1:

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| K-5 | How often do Literacy specialists meet with administration? What is the structure of these meetings? How is information communicated to the admin, teachers, and staff? |
| | <p>Literacy specialists and coaches meet with the administration team each week. This meeting is planned for general check-ins on everyone's responsibilities. The Literacy Specialists' responsibilities include:</p> <ul style="list-style-type: none">• Discussion of upcoming professional development training needs for Tier One Instruction.• Upcoming deadlines for MTSS plans, as well as any concerns about students in RBG3, and if adjustments are needed in any of the intervention groups.• Review of PLC needs in specific grade levels.• Discussion of community/family engagement. |

AB 289 (2019) REQUIREMENT #3:

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| K-3 | What systems and structures are in place to ensure intervention services and instruction are provided? |
| | <p>Sky Pointe has an assessment team to ensure all State Mandated assessments are completed within the first thirty days of school.</p> <ul style="list-style-type: none">• Administration, the Literacy Specialist, and Academic Coaches set up a schedule for the mandated Kindergarten Entry Assessment and the K-3 Uniform Assessments to be completed.• The Literacy Specialist trains the team of Instructional Aides to administer the DIBELS 8 with Dyslexia Screeners. They meet with each student to complete this 1:1 battery of assessments.• Classroom teachers administer the STAR reading assessment, DIBELS MAZE assessments, and LETRS |

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| | <p>Spelling Screeners to their classes.</p> <ul style="list-style-type: none"> • Literacy Specialists, Coaches, and classroom teachers administer the LETRS phonemic awareness and phonics assessments to students who have below or well-below benchmark composite scores on the DIBELS measures. • After assessments have been completed, the state-approved assessments, as well as teacher input, determine which students will receive general tutoring and which students need intensive reading support with a RBG3 Plan. • Students are grouped across a grade level by similar skill profiles. Teachers are assigned to instruct those groups during a designated thirty-minute, four-day-a-week reading intervention time using a systematic, explicit, research-based reading intervention protocol for instruction. • Progress monitoring is conducted by teachers and the assessment team every two weeks using assessment tools that are matched with the skills being taught in the intervention group. • Teachers and coaches analyze the progress monitoring scores and make adjustments as needed for individual students and small groups of students' growth. • Teachers assign students to work on their independent learning path on the web-based platforms of Reading Eggs and Amplify Boost (k), and Amplify Boost and IXL ELA (1-5). • The online Platform, “How’s School Going?” holds all student benchmark, progress monitoring data, and RBG3 Reading Intervention Plans, and some reading intervention logs(some logs are written, collected, and stored in physical RBG3 portfolios). Students, teachers, literacy specialists, academic coaches, and administration all have access to these resources. |
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| 4-5 | What systems and structures are in place to ensure intervention |
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| | serves and instruction is provided? |
| | The same protocol as listed above is used, with the addition of factoring in the previous year's SBAC data when determining the level of ELA support and/or intervention students will need. |

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| K-3 | What do your regularly scheduled reading sessions look like? Group size, frequency, materials, and instruction? |
| | <ul style="list-style-type: none"> • Group sizes are generally between four and six students. • Students are grouped across a grade level by similar skill profiles. • Teachers are assigned to instruct those groups during a designated thirty-minute, four-day-a-week reading intervention time. • Students with needs in foundational skills receive explicit, systematic, multisensory phonics instruction that follows a clear scope and sequence. Lessons are based on student deficit areas but may include the instructional components of phonemic awareness, sound/spelling patterns, blending, word work, dictation, oral reading fluency, vocabulary development, and basic comprehension of connected text. • Materials: Current materials/programs used for intervention include: <ul style="list-style-type: none"> ○ University of Florida Literacy Institute Foundations (UFLI) program ○ 95% Group Phonics Lesson Library ○ Foundations A-Z ○ Reteaching of CKLA skills lessons and CKLA intervention lessons ○ MCLASS Intervention Lessons |

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| 4-5 | What do your regularly scheduled reading sessions look like? Group size, frequency, instructor, materials, and instruction? |
| | <ul style="list-style-type: none"> • Group sizes are generally between four and six students. • Students are grouped across a grade level by similar skill profiles. • Teachers are assigned to instruct those groups during a designated thirty-minute, four-day-a-week reading intervention time. • Students who need instruction in foundational skills receive explicit, systematic morphology (decoding and vocabulary) and oral reading fluency (rate, accuracy, expression) instruction. • Students who need comprehension and language skill instruction will participate in activities that target oral reading fluency (rate, accuracy, expression), vocabulary building, and comprehension strategies. Include support for developing background knowledge, understanding text structures, and using oral and written language effectively. • Materials: Current materials/programs used for intervention include: <ul style="list-style-type: none"> ○ University of Florida Literacy Institute Foundations (UFLI) program ○ 95% Group Phonics Lesson Library ○ Reteaching of CKLA lessons and CKLA intervention lessons ○ CKLA Skills Lessons ○ MCLASS Intervention Lessons ○ University of Texas- Austin Word Connections- A Multisyllabic Word Reading Program |

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| K-3 | How have these services impacted student outcomes? |
| Kindergarten: 2024-25 End-of-Year Assessment Data | 2024-25 School Year |

At the beginning of the year, we provided reading tutoring services to 31 students who scored below or well below benchmark in DIBELS with instructional aides. The other students received small-group instruction in general education classrooms from September to December 2024.

In the middle of the year, we provided reading intervention services to 11 students who fell below the 41st percentile on MAP.

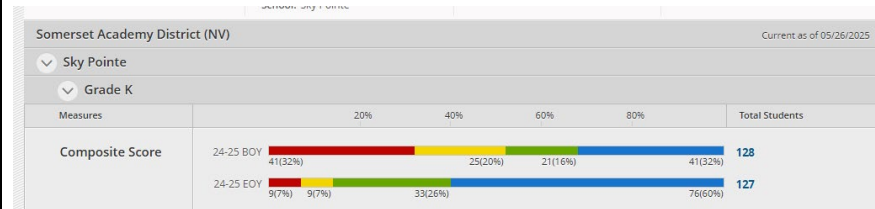
At the end of the year, an additional four students fell below the 41st percentile.

The total students below the 41st percentile at the EOY is 15 students.

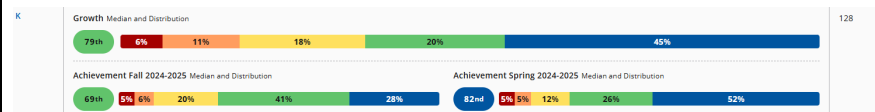
Of the 15 students with RBG3 plans, the total number of students who had BOY to EOY MAP scores was 15.

Of those, 11 (73%) did not make their projected goal, and four met their goal (27%)

DIBELS Data



MAP Data



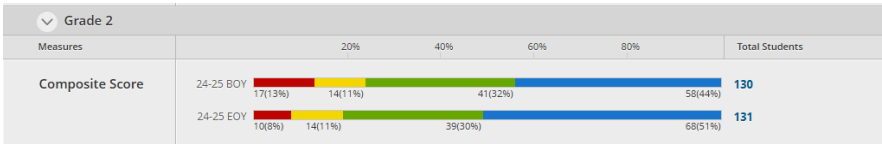
First Grade: 2024-25
End-of-Year
Assessment Data

At the beginning of the year, we provided reading intervention services to 40 students who fell below the 41st percentile on MAP. We provided reading tutoring to an additional 24 students who were above the cutoff for MAP but were still struggling with the DIBELS

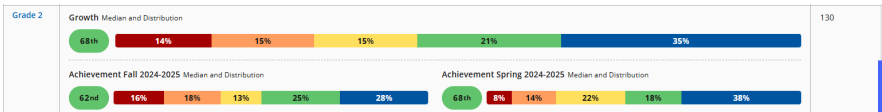
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| | <p>measures. In total, we provided intervention and tutoring to 64 students from September to December 2023.</p> <p>In the middle of the year, we provided reading intervention services to an additional four students who fell below the 41st percentile on MAP.</p> <p>At the end of the year, of the 130 first-grade students, 22 were still below the 41st percentile.</p> <p>The total students below 41st at the EOY is 22 students.</p> <p>The total number of students that had BOY to EOY MAP scores was 46.</p> <p>Of those, 27 (58%) met their projected goal, and 19 of them did not meet their goal (42%).</p> <p>DIBELS Data</p> <p>MAP Data</p> |
| Second Grade: 2024-25 End-of-Year Assessment Data | <p>The total number of students with RBG3 plans that received services from fall 2024 to spring 2025 was 50 students. Two additional students fell below the 41st percentile at the EOY assessments.</p> <p>The total number of students below the 41st percentile at the EOY is 27 students.</p> <p>The total number of students who received intervention services during 2024-25 that had BOY to EOY MAP scores is 50 students.</p> |

Of those, 12 (24%) did not make their projected goal, and 38 of them met their goal (76%).

DIBELS Data



MAP Data



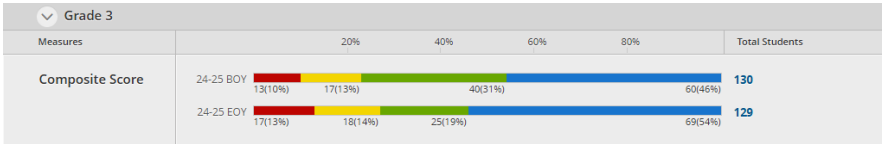
Third Grade: 2024-25
End-of-Year
Assessment Data

The total number of students with RBG3 plans that received services from fall 2024 to spring 2025 was 37 students. Three additional students fell below the 41st percentile at the EOY assessments.

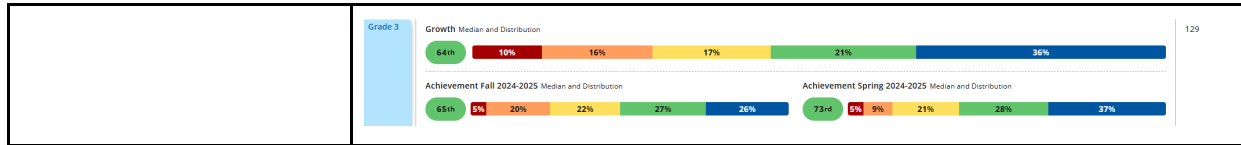
The total number of students below the 41st percentile at the EOY is 19 students.

The total number of students who received intervention services during 2024-25 that had BOY to EOY MAP scores is 37 students. Of those, 11 (30%) did not make their projected goal, and 26 of them met their goal (70%).

DIBELS Data



MAP Data



4-5

How have these services impacted student outcomes?

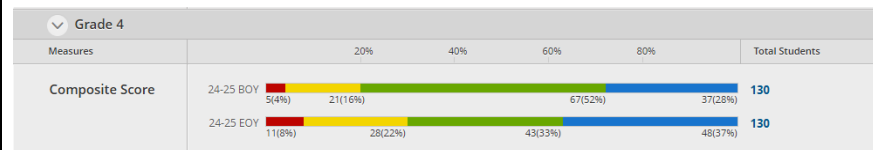
Fourth Grade: 2024-25
End-of-Year
Assessment Data

The total number of students with RBG3 plans that received services from fall 2024 to spring 2025 was 39 students. One additional student fell below the 41st percentile at the EOY assessments.

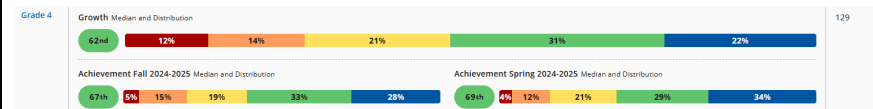
The total number of students below the 41st percentile at the EOY is 23 students.

The total number of students who received intervention services during 2024-25 that had BOY to EOY MAP scores is 38 students. Of those, 13 (34%) did not make their projected goal, and 25 of them met their goal (66%).

DIBELS Data



MAP Data



Fifth Grade: 2024-25
End-of-Year
Assessment Data

At the beginning of the year, we provided reading intervention services to 39 students who fell below the 41st percentile on the MAP. We also provided reading tutoring to 7 students who were

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| | <p>above the cutoff for MAP but still struggled on the SBAC measures. We provided intervention and tutoring to 45 students from September to December 2024.</p> <p>In the middle of the year, we provided reading intervention services to one additional student who fell below the 41st percentile on MAP either at the beginning or middle of the year.</p> <p>At the end of the year, of the 40 students who received intervention services, 23 remained below the 41st percentile. 27/40 (68%) of these students met their annual MAP goal, and 13/40 (32%) did not meet their goal. An additional four students fell below the 41st percentile. Two of these students had not received any intervention services, and the other two were in the tutoring groups.</p> <p>The total students below 41st at the EOY is 27 students.</p> <p>DIBELS Data</p> <p>MAP Data</p> |
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| K-3 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | Once a student has been designated as needing ELA support and intervention, an RBG3 plan is developed with the families. How that support looks throughout the year depends on the needs of the |

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| | <p>student and how they are responding to intervention.</p> <p>If a student is making solid growth, and benchmark and/or progress monitoring assessment goals are met, the amount and frequency of direct intervention instruction may decrease for that student. If student goals are met on assessment data, the student may exit the RBG3 intensive interventions, but the progress monitoring of skills is continued even if the small group intervention instruction is discontinued.</p> <p>If students are not responding to the interventions based on assessment data, intervention changes may occur with one or more options:</p> <ul style="list-style-type: none"> • Moved to a group with a different instructor • May be moved to a group with a different instructional tool or focus • May be moved to a group with fewer students • The intervention time may have increased. <p>Parents are notified when major changes to the initial plan are made. These communications are documented in each student's plan.</p> |
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| 4-5 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | See above |

AB 289 (2019) REQUIREMENT #1:

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| K-5 | How often do Literacy specialists meet with administration? What is the structure of these meetings? How is information communicated to the admin, teachers, and staff? |
| | The Literacy Specialist meets with administration bi-weekly as well as on an as-needed basis. The bi-weekly meetings are with the entire school leadership team, and items of importance are discussed. Information is communicated via email, as well as in-person with grade-level leaders and in grade-level meetings as necessary. |

AB 289 (2019) REQUIREMENT #3:

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| K-3 | What systems and structures are in place to ensure intervention serves and instruction is provided? |
| | <p>Stephanie has an assessment team to ensure all State Mandated Assessments are completed within the first thirty days of school.</p> <ul style="list-style-type: none">• Administration, the Literacy Specialist, and Academic Coaches set up a schedule for the mandated Kindergarten Entry Assessment and the K-3 Uniform Assessments to be completed.• The Literacy Specialist trains the team of Instructional Aides to administer the DIBELS 8 with Dyslexia Screeners. They meet with each student to complete this 1:1 battery of assessments.• Classroom teachers administer the DIBELS MAZE assessments and LETRS Spelling Screeners to their classes.• Literacy Specialists, Coaches, and classroom teachers administer the LETRS phonemic awareness and phonics assessments to students who have below or well-below benchmark composite scores on the DIBELS measures.• After assessments have been completed, the data is |

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| | <p>triangulated to determine which students will receive general tutoring and which students need intensive reading support with an RBG3 Plan.</p> <ul style="list-style-type: none"> • Students are grouped across a grade level by similar skill profiles. Teachers are assigned to instruct those groups during a designated thirty-minute, five-day-a-week reading intervention time using a systematic, explicit, research-based reading intervention protocol for instruction. • Progress monitoring is conducted by teachers and the assessment team every two weeks using assessment tools that are matched with the skills being taught in the intervention group. • Teachers and coaches analyze the progress monitoring scores and make adjustments as needed for individual students and small groups of students' growth. • Teachers assign students to work on their independent learning path on the web-based platforms of iReady (K-5) or Lexia English Language (K-5). |
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| 4-5 | What systems and structures are in place to ensure intervention serves and instruction is provided? |
| | The same protocol as listed above is used, with the addition of factoring in the previous year's SBAC data when determining the level of ELA support and/or intervention students will need. |

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| K-3 | What do your regularly scheduled reading sessions look like? Group size, frequency, materials, and instruction? |
| K-2 | <ul style="list-style-type: none"> • Tier 1 instruction includes 90 minutes of Wit&Wisdom and 30 minutes of UFLI (phonics) |

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| | <ul style="list-style-type: none"> • Small group sizes are generally between four and six students. • Students are grouped across a grade level by similar skill profiles. • Teachers are assigned to instruct those groups during a designated thirty-minute, five-day-a-week reading intervention time. • Students with needs in foundational skills receive explicit, systematic, multisensory phonics instruction that follows a clear scope and sequence. Lessons are based on the students' deficient areas, but may include the instructional components of phonemic awareness, sound/spelling patterns, blending, word work, dictation, oral reading fluency, vocabulary development, and basic comprehension of connected text. • Materials: Current materials/programs used for intervention include: <ul style="list-style-type: none"> ○ University of Florida Literacy Institute Foundations (UFLI) program ○ West Virginia Tools For Reading Phonics Lessons ○ MCLASS Intervention Lessons ○ iReady lessons |
| 3 | Same as above, however, UFLI is not used in third grade for Tier 1. Instead, teachers use morphology and vocabulary lessons to supplement their Wit&Wisdom curriculum. |

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| 4-5 | What do your regularly scheduled reading sessions look like? Group size, frequency, instructor, materials, and instruction? |
| | <ul style="list-style-type: none"> • Tier 1 instruction consists of at least 90 minutes of whole-group instruction using a combination of Wit & Wisdom and iReady. • Small group sizes are generally between four and six |

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| | <p>students.</p> <ul style="list-style-type: none"> • Students are grouped across a grade level by similar skill profiles. • Teachers are assigned to instruct those groups during a designated thirty-minute, five-day-a-week reading intervention time. • Students who need instruction in foundational skills receive explicit, systematic morphology (decoding and vocabulary) and oral reading fluency (rate, accuracy, expression) instruction. • Students who need comprehension and language skill instruction will participate in activities that target oral reading fluency (rate, accuracy, expression), vocabulary building, and comprehension strategies. Include support for developing background knowledge, understanding text structures, and using oral and written language effectively. • Materials: Current materials/programs used for intervention include: <ul style="list-style-type: none"> ○ University of Florida Literacy Institute Foundations (UFLI) program ○ West Virginia Tools For Reading Phonics Lessons ○ MCLASS Intervention Lessons ○ iReady lessons ○ University of Texas- Austin Word Connections- A Multisyllabic Word Reading Program |
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| K-3 | How have these services impacted student outcomes? |
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| Kindergarten: 24-25 Assessment Data | <p>2024-25 School Year:</p> <p>BOY: After fall benchmarks, teachers pulled any students who were below benchmark to meet in small groups in their classes.</p> <p>MOY: Following Winter benchmarks, we provided intense small</p> |

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| | <p>group instruction to 25 students, 18 of whom received a RBG3 plan.</p> <p>EOY: At the end of the year, 10 of those 18 students met or exceeded their reading goals. However, we did add 6 additional students who fell below the 41st percentile on MAP.</p> |
| First Grade | <p>2024-25 School Year:</p> <p>BOY: At the beginning of the year, we provided reading intervention services to 30 students who fell below the 41st percentile on MAP.</p> <p>MOY: In the middle of the year, we added an additional 6 students who needed more intense instruction.</p> <p>EOY: At the end of the year, of the 104 first-grade students, 18 were still below the 41st percentile.</p> |
| Second Grade | <p>2024-25 School Year:</p> <p>BOY: At the beginning of the school year, we had 41 students who fell below the 41st percentile on MAP and were provided reading services.</p> <p>MOY: In the middle of the year, we provided reading services to an additional 4 students, for a total of 45 students.</p> <p>EOY: At the end of the year, we had 17 students below the 41st percentile on MAP Reading.</p> |
| Third Grade | <p>2024-25 School Year:</p> <p>BOY: At the beginning of the year, we had 39 students who fell below the 41st percentile on the NWEA MAP benchmark.</p> <p>MOY: In the middle of the year, we had 35 students who fell below</p> |

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| | <p>the 41st percentile on the MAP assessment.</p> <p>EOY: At the end of the year, we had 31 students who fell below the 41st percentile on the MAP assessment.</p> |
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| 4-5 | How have these services impacted student outcomes? |
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| Fourth Grade | <p>2024-25 School Year</p> <p>BOY: At the beginning of the year, we offered reading intervention to 38 students based on their iReady assessment, prior year's SBAC assessment, and teacher recommendation.</p> <p>MOY: In the middle of the year, we reduced that number to 36 students.</p> <p>EOY: At the end of the year, 28 students were below the 41st percentile on their iReady assessments. However, 75.2% of our fourth graders were proficient on the ELA SBAC assessment. That leaves 25 students who scored below proficient.</p> |
| Fifth Grade | <p>2024-25 School Year</p> <p>BOY: At the beginning of the year, we offered reading intervention to 30 students based on their iReady assessment, prior year's SBAC assessment, and teacher recommendation.</p> <p>MOY: In the middle of the year, we added two more students to that number, for a total of 32.</p> <p>EOY: At the end of the year, 26 students scored below the 41st percentile on their iReady assessment.</p> |

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| K-3 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | <p>Once a student has been designated as needing ELA support and intervention, an RBG3 plan is developed with the families. How that support looks throughout the year depends on the needs of the student and how they are responding to intervention.</p> <p>If a student is making solid growth, a benchmark and/or progress monitoring assessment goals are met, the amount and frequency of direct intervention instruction may decrease for that student. Frequent progress monitoring is continued even if the small group intervention instruction is discontinued.</p> <p>If students are not responding to the interventions based on assessment data, intervention changes may occur with one or more options:</p> <ul style="list-style-type: none"> ● Moved to a group with a different instructor ● May be moved to a group with a different instructional tool or focus ● May be moved to a group with fewer students ● The intervention time may have increased. <p>Parents are notified when major changes to the initial plan are made.</p> <p>If a student continues not to make progress after the above changes have been implemented, then the MTSS team will meet, and the student may be referred for further testing.</p> |
| 4-5 | What happens next for students who do not meet their goals? Who DO meet their goals? |
| | See above |

Somerset Academy of Las Vegas Local Literacy Plan Appendix B
Assessment Framework

Please see this link for a PDF: <http://bit.ly/46iGQ0P>

SOMERSET ACADEMY OF LAS VEGAS
SUPPORT SUMMARY

MEETING DATE: **OCTOBER 2, 2025**

AGENDA ITEM: **3d – APPROVAL OF THE RENEWAL OF THE MOU WITH SAFENEST TO PROVIDE SERVICES FOR THE VICTIMS OF POWER-BASED VIOLENCE**

SUBJECT: CONSENT/APPROVAL OF RENEWAL OF MOU WITH SAFENEST

☐ ACTION

☒ **CONSENT AGENDA**

☐ INFORMATION

CONTRIBUTOR(S): **GARY MCCLAIN**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

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

BACKGROUND:

THE MOU WITH SAFENEST TO PROVIDE SERVICES FOR VICTIMS OF POWER-BASED VIOLENCE NEEDS TO BE RENEWED.

ATTACHMENTS:

1. ADDENDUM TO MOU WITH SAFENEST

MEMORANDUM OF UNDERSTANDING ADDENDUM

Between

Somerset Academy of Las Vegas and SafeNest: Temporary Assistance for Domestic Crises, Inc.

This Addendum is entered into by and between **Somerset Academy of Las Vegas** (“the School”) and **SafeNest: Temporary Assistance for Domestic Crises, Inc.** (“SafeNest”), collectively referred to as “the Parties.”

WHEREAS, the Parties entered into a Memorandum of Understanding (MOU) effective for the 2024–2025 school year to provide services and support for students, families, and employees who are victims or survivors of power-based violence; and

WHEREAS, the Parties wish to renew and extend their MOU beyond the 2024–2025 school year;

NOW, THEREFORE, the Parties agree as follows:

1. Renewal of Agreement

The existing MOU shall be renewed and remain in effect for the 2025–2026 school year and shall automatically continue for subsequent school years, unless either Party provides thirty (30) days’ written notice prior to the end of the current school year of its intent not to renew.

2. Terms and Conditions

All terms, conditions, and obligations outlined in the original MOU shall remain in full force and effect, unless amended in writing and signed by both Parties.

3. Termination

Either Party may terminate this Agreement in accordance with the termination provisions of the original MOU.

IN WITNESS WHEREOF, the Parties have executed this Addendum on the dates set forth below:

For Somerset Academy of Las Vegas:

Name: _____

Title: _____

Date: _____

For SafeNest: Temporary Assistance for Domestic Crises, Inc.:

Name: _____

Title: _____

Date: _____

**SOMERSET ACADEMY OF LAS VEGAS
SUPPORT SUMMARY**

MEETING DATE: OCTOBER 2, 2025

AGENDA ITEM: 4a – DISCUSSION AND POSSIBLE ACTION TO APPROVE THE REVISED RESTORATIVE JUSTICE PLAN, INCLUDING DISPROPORTIONATE DISCIPLINE DATA

SUBJECT: RESTORATIVE JUSTICE PLAN

☒ **ACTION**

☐ **CONSENT AGENDA**

☐ **INFORMATION**

CONTRIBUTOR(S): JESSICA SCOBELL/LEE ESPLIN/TIFFANY LEWIS

PROPOSED WORDING FOR MOTION/ACTION:

MOVE TO APPROVE THE REVISED RESTORATIVE JUSTICE PLAN, INCLUDING DISPROPORTIONATE DISCIPLINE DATE, AS PRESENTED.

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

BACKGROUND:

THE LOSEE CAMPUS HAS BEEN IDENTIFIED BY THE STATE AS HAVING A DISPROPORTIONATE NUMBER OF SUSPENSIONS OF MINORITY STUDENTS. IN RESPONSE, THE PROGRESSIVE DISCIPLINE AND RESTORATIVE JUSTICE PLAN HAS BEEN REVISED TO ADDRESS THIS CONCERN AND ENSURE COMPLIANCE WITH STATE REQUIREMENTS. IN ADDITION, UPDATED RESTORATIVE JUSTICE PLANS FOR ALL OTHER SOMERSET CAMPUSES REQUIRE BOARD APPROVAL PRIOR TO SUBMISSION.

ATTACHMENTS:

- 1. SOMERSET REVISED RESTORATIVE JUSTICE PLAN**
- 2. SOMERSET LOSEE PROGRESSIVE DISCIPLINE & RESTORATIVE JUSTICE PLAN**



Somerst Academy of Las Vegas Restorative Disciplinary Policy 2025-2026

At Somerst 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 Somerst'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.

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| The Habits <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 doing our best.</p> <p>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 |
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| <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 the 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 | | |
|---|--|---|
| <u>BEHAVIOR</u> | <u>LEVEL 3 CONSEQUENCE(S)</u> | <u>LEVEL 4 PROGRESSIVE CONSEQUENCES(S)</u> |
| 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 |

Student Removal & Classroom Safety (NRS 392.4645 Update)

- Students who pose a continued danger to others or persistently disrupt the academic environment may be removed from the classroom and placed in an alternative setting.
- If a student's behavior requires removal, the leadership team will document the reasons, provide a restorative justice plan, and offer the student an opportunity to respond.
- If restorative measures fail, further disciplinary actions such as suspension or reassignment may be considered.

Progressive Discipline Adjustments

- Restorative Conferences: Any student involved in repeated disciplinary incidents will be required to participate in a restorative conference to address the root causes of their behavior.
- Restitution & Repair: Students causing harm to school property or peers will engage in community service, mediation, or other restorative actions before traditional disciplinary measures are applied.
- Behavioral Support Plans: In cases of repeated misconduct, a customized Behavioral Support Plan will be developed to provide targeted interventions.

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 have the right to appeal a suspension or expulsion of their student. To initiate an appeal, a written request must be submitted to the school administration within five (5) school days of receiving the disciplinary notice. If an appeal is not filed within this timeframe, the disciplinary action will remain in effect.

Appeal Hearing

- **Suspensions:** The hearing will be conducted by the Principal, and their decision is final.
- **Expulsions & Long-Term Suspensions:** The initial hearing will be conducted by a panel of at least three (3) Somerset administrators from campuses other than where the infraction occurred.
 - If the parent wishes to appeal the panel's decision, they must submit a written appeal within five (5) school days as outlined in the decision letter.
 - If no appeal is submitted, the decision stands.
 - If an appeal is submitted, the Somerset Academy Board of Directors will conduct a final hearing. The Board's decision is final.

Hearing Procedures

- All hearings are closed to the public and will be recorded. Upon request, a copy of the recording may be provided to the student.
- The student may be represented by an advocate of their choosing.
- Both the student and administration may call witnesses and present evidence. Standard court rules of evidence do not apply, and hearsay testimony is admissible.
- Decisions will be based on a preponderance of the evidence and will take into account both the severity of the incident and the student's disciplinary history.

Additional Appeal Guidelines

- **Same-Day Notice:** If a student is suspended or expelled, the school must provide written notice of the appeals policy on the same day the disciplinary action is taken.
- **Clarity & Accessibility:** The notice must clearly outline appeal timelines and procedures in an easy-to-understand format and be available in multiple languages where practicable.
- **Appeal Timeline:** The student or parent/guardian has five (5) school days to submit an appeal after receiving the disciplinary notice.
- **Hearing Requirement:** The governing body must schedule a hearing within five (5) school days of receiving the appeal request.

Educational Services During Appeal Process

- The student must be provided educational services to prevent loss of academic credit during the appeal process.
- Temporary alternative placement may be considered if it maintains the least restrictive environment and the student does not pose a serious safety threat to the school community.

This updated appeals process ensures clarity, fairness, and compliance with NRS 392.4671 & NRS 392.4673, providing students and families with a structured pathway to seek a review of disciplinary actions.

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: |
|--|---|
| 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 |

LIST OF DISCIPLINE OFFENSES: Somerset Academy Progressive Discipline Plan

| ATTENDANCE RELATED BEHAVIORS | | | | |
|---|---|--|--|--|
| <u>Infraction</u> | <u>First Offense</u> | <u>Second Offense</u> | <u>Third Offense</u> | <u>Fourth Offense</u> |
| 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 | | | | |
| <u>Infraction</u> | <u>First Offense</u> | <u>Second Offense</u> | <u>Third Offense</u> | <u>Fourth Offense</u> |
| 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 | | | | |
| <u>Infraction</u> | <u>First Offense</u> | <u>Second Offense</u> | <u>Third Offense</u> | <u>Fourth Offense</u> |
| 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 | | | | |
| <u>Infraction</u> | <u>First Offense</u> | <u>Second Offense</u> | <u>Third Offense</u> | <u>Fourth Offense</u> |
| 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 | |

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

Bullying Prevention & Intervention (AB48)

At Somerset Academy, we are committed to maintaining a safe, respectful, and inclusive learning environment. Bullying, cyberbullying, discrimination, and harassment have no place in our school community. To ensure student safety and uphold a culture of respect, we enforce strict anti-bullying measures in alignment with AB48 and NRS 388.122.

Key Provisions:

- If a student is found to have engaged in bullying, cyberbullying, or discrimination, the school board may reassign the perpetrator to another school upon request from the victim's parent/guardian.
- A victim of bullying cannot be assigned to the same school as the perpetrator if reassignment occurs.
- All reports of bullying will be investigated promptly, and appropriate restorative actions will be taken to support affected students.

Definition of Bullying (NRS 388.122)

Bullying includes written, verbal, electronic, or physical acts directed at an individual or group, including severe and willful actions, that:

a. Cause Harm:

1. Physically harm a person or damage their property.
2. Create a reasonable fear of physical harm or property damage.

b. Interfere with Rights:

1. Create an intimidating, hostile, or unsafe learning environment.
2. Substantially disrupt academic performance or participation in school activities.

c. Are Based on Personal Characteristics:

1. Actual or perceived race, color, national origin, ancestry, religion, gender identity, sexual orientation, disability, sex, or any other distinguishing characteristic.
2. Association with someone who has one or more of these characteristics.

Examples of Bullying Behavior:

- Repeated or pervasive taunting, name-calling, belittling, or demeaning humor based on personal characteristics.
- Social manipulation, including spreading rumors to harm relationships.
- Nonverbal threats or intimidation, such as aggressive or menacing gestures.
- Threats of harm (verbal, written, or electronic) to a person or their property.
- Blackmail, extortion, or coercion for money, favors, or donations.
- Blocking access to school facilities or resources.
- Stalking, harassment, or physical harm to a person or their property.

School Commitment to a Bullying-Free Environment

Our school is dedicated to ensuring a safe, discrimination-free, and harassment-free environment for all students and staff. Any form of bullying, harassment, or discrimination based on race, gender, sexual orientation, disability, or any other protected status is strictly prohibited and subject to disciplinary action.

Response & Prevention Strategies

- **Immediate Action:** All reports of bullying, discrimination, harassment, or retaliation will be investigated and addressed promptly.
- **Staff Responsibility:** School staff must intervene and report any violations to administration.
- **No Retaliation:** Retaliation against individuals who report bullying or participate in investigations is strictly prohibited and will result in disciplinary action.
- **Education & Training:**
 - Age-appropriate anti-bullying education will be provided to students.
 - Staff will receive regular training (at least every two years) on bullying prevention,

intervention, and response strategies.

Scope of the Policy

This policy applies to students, employees, and individuals on school property, during school activities, and at any school-sponsored event, regardless of location.

By enforcing this policy, we aim to create a safe, inclusive, and respectful learning environment for all students and staff.

GLOSSARY

Offenses Warranting Law Enforcement Notification

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| 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 willfully 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. |

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|-------------------------|--|
| 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. |

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| 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.



Progressive Discipline Plan Based on Restorative Justice Somerset Sky Canyon



Student Information

Date:

Student First Name: Student Last Name:

Student ID Number: Race/Nationality:

Gender Identity: DOB: Age: Grade Level:

Meeting Participants

| | | | |
|---------------|--|---------------------|--|
| Administrator | | Meeting Facilitator | |
| Counselor | | SSP | |
| Student | | Parent | |
| Other | | Other | |

Reason for Plan:

This plan is in place to support (Student First and Last Name) in recognizing the impact of their behavior, learning safe and respectful alternatives, and repairing the harm done to their peers, teacher, staff and/or school community. The behavior continued despite levels 1-2 intervention.

List Behavior Incident/Infraction: (attach additional documentation as needed)

Parent /Guardian Agreement Statement

I (parent/guardian) of (list student first and last name) choose to participate in a meeting in person or via phone to develop a Plan of Action based on Restorative Justice. This conference will focus on an incident(s) that occurred on (list date(s)).

Parent Signature

Date

Student Agreement Statement

I (list student), choose to participate in a meeting to develop a Plan of Action based on Restorative Justice. This conference will focus on an incident(s) that occurred on (list date(s)).

Student Signature

Date

☐ Check if, Parent/Guardian chooses not to participate in a meeting in person or via phone to develop a Plan of Action based on Restorative Justice for their child. *Restorative Justice Procedures will continue with the student.*

Goals for Student

(The Student will set 5 goals to support positive behavior. Input *goals* below.)

Goal #1: Take Responsibility for Actions

Goal #2: Understand the Impact of their Actions

Goal #3: Manage Strong Emotions in Safe Ways

Goal #4: Make Positive Choices when Upset or Struggling

Goal #5: Rebuild Trust with Classmates, Teachers, or Staff

Action Plan (Include strategies for making better choices)

(Examples: Pause and Think Before Acting, Use a Coping Strategy to Stay Calm, Ask for Help or Talk it Out, etc...)

Supports to Change Behavior

Staff Name will check-in with the student to ensure they are following through with their goals. The goal of these check-ins are to build, strengthen, and restore student relationships on campus.

(check all that apply)

- The student will participate in class-wide lessons or activities focused on topics related to their goals and action plans, with the purpose of learning how to make better choices in the future.
- The student will participate in small group lessons or activities focused on topics related to their goals and action plans. With the purpose of strengthening peer relationships and learning how to make better choices in the future.
- Other supports:

Disciplinary Practices Based on Restorative Justice

Student Accountability: Incident details (Student Account)

- What happened?

- What were you thinking about at the time?

- What have you thought about since the incident?

- Who do you think has been affected by your actions?

- How have they been affected?

- Is there anything you want to say at this time?

- What can you do to repair the harm that was done?

Restoration/Remedy and Relief to Repair Harm (check all that apply)

- ☐ Apology (Verbal or Written) ☐ Restorative Conversation or Circle ☐ Acts of Kindness/Service
☐ Mediation with the Victim ☐ Reflection Writing or Restorative Worksheet ☐ Other

Reintegration by Accountability

On (list date) , (student first and last Name) participated in Restorative Conversations with Counselor, Safe School Professional, Student Support Advocate, and/or (list other) to discuss the events leading up to the incident, how he/she was thinking and feeling at the time of the incident, who he/she impacted with their choices, and what he/she needed to do to make things right. Expectations for classroom and/or school behavior were clearly explained and had the opportunity to ask clarifying questions as necessary.

The following have been completed:

- Expectations of behavior have been clearly explained.
- Student 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.
- The student was provided an opportunity to complete missed assignments and/or coursework.
- The student was referred to the MTSS team to determine if additional adjustments or modifications are necessary.

Student Signature Date
Staff Signature Date

*If a student with a disability of any age is removed from school premises, suspended, expelled, or permanently expelled for any behavior for more than 10 cumulative days, the school in which the student is enrolled must make available to the student a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA). Although this provision has existed in federal law for many years, the state legislature appears to have incorporated it for emphasis. Schools must comply with this and other provisions of the IDEA with respect to notice, determining whether a removal constitutes a change of placement, conducting a manifestation determination, and other requirements in connection with any disciplinary removal of a pupil with a disability.

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 Losee Progressive Discipline & Restorative Justice Plan

2025-2026 School Year

I. Introduction & Commitment

Somerset Losee is committed to implementing restorative and progressive discipline Practices consistent with Nevada Law (NRS 392.4644, NRS 392.467, AB 285). This Plan aligns with Somerset Academy's system-wide Restorative Disciplinary Policy, while incorporating Losee-specific data, evidence, and monitoring processes.

II. Stakeholder Engagement

Per NRS 392.4644, this plan was developed with input from staff, parents, students, and administrators.

Evidence to Attach (Losee-specific):

- [Staff discipline team agenda & sign-in sheet](#)
- [Parent/community feedback/Survey](#)
- [Student survey or focus group notes](#)
- School board meeting minutes

III. Behavior Expectations & Rules

Somerset Academy maintains high expectations for behavior across all campuses. Students are expected to demonstrate the following universal expectations:

- Be Respectful
- Be Responsible
- Be Safe
- Be Ready to Learn

Behavior Definitions (aligned with NDE):

- Disruptive Behavior
- Physical Aggression/Fighting
- Verbal Harassment/Threats
- Bullying & Cyberbullying

- Sexual Harassment
- Property Damage/Vandalism
- Theft
- Substance Use/Possession
- Weapons Possession
- Gang-Related Activity
- Technology Misuse

Written Rules:

- Treat peers, staff, and property with respect
- Follow staff directives
- No aggression, bullying, or harassment
- Use technology responsibly
- No drugs, alcohol, tobacco, or weapons

IV. Progressive Discipline & Restorative Practices

Somerset Academy uses a progressive discipline approach supported by restorative justice principles. The goal is to resolve conflicts, repair harm, and teacher replacement Behaviors before punitive measures are considered.

Level 1- Prevention & Classroom Strategies:

- Positive Behavioral Interventions and Supports (PBIS)
- Explicit teaching of SEL skills
- Restorative community-building circles
- Positive reinforcement (3:1 ratio)

Level 2- Classroom & Peer Interventions:

- Teacher-student conferences
- Reflection activities
- Peer mediation
- Small group restorative circles

Level 3- Behavioral Support & Conflict Resolution:

- Parent-teacher conferences
- Restorative conferences with families
- Individual behavior contracts
- Check-in/Check-out systems

Level 4- Formal Disciplinary Actions:

- In-school suspension (with restorative re-entry)
- Restitution or school service
- Functional Behavioral Assessment (if needed)

Level 5- Suspension/Expulsion (last resort):

- Short-term suspension (with re-entry conference)
- Long-term suspension/expulsion (only when safety requires)
- Appeal rights provided to families

Evidence to Attach (Losee specific):

- [Sample teacher logs of interventions](#)
- [Restorative circle or mediation notes](#)
- [Behavior contracts or re-entry forms](#)

V. **Appeals & Due Process**

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.

Evidence to Attach (Losee specific):

- [Suspension notice template & appeal forms](#)

VI. Data, Monitoring & Accountability

Somerset Losee will monitor discipline data quarterly, disaggregated by subgroups (EL, SPED, FRL, race/ethnicity, gender). Goals will be set to reduce disproportionality and improve equity in discipline outcomes.

Evidence to Attach (Losee specific):

- [Quarterly Discipline Data Report 25/26 \(Qtr 1\)](#)
- [Quarterly discipline data tables \(Qtr 1\)](#)
- [Admin team meeting agenda reviewing data](#)

VII. Staff Training

All Somerset staff receive annual training in restorative justice, cultural competency, implicit bias, trauma-informed care, and implementation of progressive discipline procedures. Training ensures staff consistency across all Somerset campuses.

Evidence to Attach (Losee specific):

- [Training agenda/PPT specific to Losee](#)
- [Training sign-in sheets specific to Losee](#)

VIII. Accessibility & Family Engagement

The plan will be posted online in both English and Spanish. Somerset Losee will host quarterly parent workshops to provide information on restorative practices, discipline procedures, and parents rights. The Deans will join the counselors for quarterly "Coffee

with the Counselors” to provide information and respond to questions. Families and students will be provided opportunities for feedback through surveys, SafeVoice, and school-based feedback forms.

Evidence to Attach:

- [Screenshots of plan on website](#) (will upload updated plan once board approves)
- [Workshop agenda/sign-in sheets](#)

IX. Appendices

1. Agendas and sign-in sheets (staff, parents, students, board)
2. Surveys and feedback
3. Restorative practice documentation (logs, contracts, reflection sheets)
4. Suspension notice template & appeal forms
5. Quarterly discipline data reports
6. Training rosters and materials
7. Copies of communications/plan